Pre-Unit

Getting Started

Welcome to Class



LEARN ABOUT YOUR BOOK

Getting Started

5 minutes

Community Building

From the first class, encourage a supportive, friendly classroom by modeling supportive, friendly behavior yourself. Get to know your students' names and things about them. Make sure they know your name and things about you.

- On the board, write some one-word facts about yourself. For example, your first name; the number of years you have been teaching; the city where you were born; the city you live in now; your last name; the number of children you have, etc. Write between 6 and 8 things.
- Point to the words. Say: Each of these words and numbers tells you something about me.
- Call on volunteers to share their ideas. You may hear: That's your first name. Is 10 the number of your apartment? Do you have 10 children?!
- Tell students the class will have a lot of opportunities to share information about themselves.
- Say: *Let's learn something about our book now.*

Presentation

5 minutes

A CLASS. Turn to page iii...

- Read the questions aloud.
- Form pairs by having students sitting next to each other work together. Ask them to work together.
- Still having students call out their answers, read the questions one by one and ask students to answer. Write the information on the board as they say it.

Controlled Practice

10 minutes

B CLASS. Sometimes you will need...

- Hold up your book or use a transparency. Pointing to the chart, say: *Look at page 245*. Point to the chart. Walk around and make sure students find it.
- Tell students they can work together.
- Walk around and help students. You will begin to see which students may be pre-level, which may be at-level and which may be above-level.
- Call on volunteers to say what is on page 257. Write it on the board.
- Call on volunteers to say what is on page 263. Write it on the board.

© PAIRS. There is additional information...

- Holding up the book, leaf through the back pages. Say: There is a lot of information in the back of your book. Let's find a few things.
- Do item 1 together. Read the title. Have students repeat. Tell students to look through the pages and raise their hands when they find it. This is another quick way to begin to identify pre- and above-level students.
- Call on volunteers to come to the board and write the headings and the page numbers.
- Say: *Let's check to be sure these pages are correct.* Have all students turn to the pages listed on the board. Make corrections as necessary.

D PAIRS. Look through pages...

- Write on the board: *Life Skills = shopping, dealing with money, filling out forms.*
- Have volunteers call out the resources they find.
 Write them on the board.

© CLASS. Where is the...

• Have the class find and point to the CD-ROM (in the back of the book).

Presentation

5 minutes

Controlled Practice

10 minutes

2

LEARN YOUR CLASSMATES' NAMES

A GROUPS OF 5. Tell your group...

- Ask a student his/her name. Say hello, then say to the class: *This is (Diana)*. My name is (your name). This is Diana. Use your hand as you would when introducing someone. Write on the board: *This is*
- Ask another student his/her name. Say hello, then say to the class: *My name is (your name). This is (Alberto).*
- Do this again with another student, but this time ask: *Excuse me*, *what's your name again?* Write on the board: *Excuse me*, *what's your name again?*
- Walk around and help as needed.

B Ask volunteers to introduce their group.

MULTILEVEL INSTRUCTION for 2A

other students who might be struggling.

Pre-level You may find someone exceptionally shy as you're walking around helping. Stop and model the expected behavior and speech. **Above-level** You may begin to see the students who are eagerly participating with a minimum of mistakes. Encourage these students to help

Community Building

Before leaving class on the day you learn each other's names, again ask volunteers to say the names of the classmates they met. As an alternative method, go around the class having students say their classmates' names.

3 FIND THINGS YOU HAVE IN COMMON

A Read the sentences...

- Call on a volunteer to read the directions.
- Walk around and help as needed. You can model the language by looking at their information. Say, *Oh, do you have a large family? Does your family live in your country?*

B Complete the sentences...

- Write the incomplete sentences on the board.
- Say: I'm going to complete these sentences about me. Go over your answers.
- Say: Now write about you.
- Walk around and help as needed.

Communicative Practice 10 minutes

Walk around the room...

- Write some example questions on the board: *Do you have children in this country? What is your favorite free-time activity?*
- Read the directions aloud. Explain *take notes*.
- Walk around the classroom, listening and helping as needed.

D CLASS. Share your results ...

- Ask volunteers to share some results.
- Finish by asking for a show of hands about the items in 3A.

Teaching Tip

End every class by thanking students for coming and participating. Leave a few minutes at the end of every class to review with the class what you learned. For this class, review students' names and some information their classmates learned about them.

Presentation

5 minutes

Controlled Practice

10 minutes

4

ASK FOR AND GIVE CLARIFICATION

Teaching Tip

Ask students to use a pencil to write their answers. This allows them to erase an incorrect answer and clearly mark the correct answer.

A Complete the conversations...

- Tell students that in every cartoon box, there is a communication problem. Tell them they will choose a phrase from the box to ask for clarification.
- Call on a volunteer to read the directions and the questions and phrases from the box. Explain why *Could you explain that?* is crossed out.
- Call on a volunteer to role play number 1 with you. You play the role of the teacher.
- Check comprehension: What was the student's problem? (She didn't understand what the teacher said) How did she ask for clarification? (She said she didn't understand and asked the teacher to explain) Do item 2 together with the class. Read aloud, ask for ideas and write the answer on the board. Then call on two students to read the conversation. Remind students to cross off the phrase they used.

B Listen and check ...

- Play CD 1, Track 2. Have students listen first.
- Play Track 2 again. Have students check and correct their answers.
- To confirm, play Track 2 one more time.

Expansion: Reading practice for 4B

• Form pairs. Have students read each cartoon box, alternating the roles they read.

Communicative Practice 10 minutes

© ROLE PLAY. PAIRS. Choose one conversation...

- Write a conversation from Exercise A on the board. Call on an above-level volunteer to model a conversation with you. Show students how to change the information. Then model the new conversation for the class.
- Walk around and help as needed.
- Call on pairs to role play their conversations for the class.

■ MULTILEVEL INSTRUCTION for 4C

Pre-level Pair students who seem to need more support, more guidance, and have them change the information in number 2 or number 3.

Above-level Pair students who seem to learn quickly, participate willingly, and need to be challenged and have them change as many conversations as they can.

Teaching Tip

End every unit by reviewing what students did and learned. Tell them briefly the theme of the next unit and some of the things they will learn.



In the Neighborhood

Classroom Materials/Extra Practice CD 1 Tracks 3–14 Workbook Unit 1 Unit 1 Unit 1

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- Simple Present: Affirmative, negative, *yes / no* questions, short answers
- Simple Present: *Wh* questions
- Quantifiers
- Count and non-count nouns
- Used to: Past habit

Pronunciation

Syllable stress

Reading

- Read an article about immigrants living in smaller cities
- Read a recipe
- Read a safe food handling label
- Reading Skill: Understanding the main idea

Writing

Write about your life now and in the past

Teaching Tip

When students discuss the Preview questions and the picture on the first page of each unit, there may be words that they don't know. Give brief definitions or example sentences using the word(s). The purpose of the preview questions and discussion of the picture is to introduce and get students thinking about the unit theme.

Preview

- Hold up your book or have students look at their books. Read the unit title aloud.
- Set the context of the unit. Ask questions about the picture: What do you see in the picture? Is it a big city or a small city? How can you tell?
- Read the preview questions aloud.
- Ask volunteers to share their answers. Write their information on the board. Help students with any vocabulary words they are not sure of.
- Point out information that is the same for any students; for example, if anyone lives in the same neighborhood or is from the same city or country, etc.

Unit Goals

- Tell the class: This list of unit goals shows us what we will be studying in Unit 1.
- Have students read the goals silently.
- Say each goal and have students repeat. Explain unfamiliar vocabulary as needed. Explain *small talk*: Small talk is talk about information like where you are from, what you like to do with your free time, or the weather. Explain handle food: Handle food means how you touch and use food safely.
- Say: We will come back to this page at the end of the unit. You will be able to write a check next to the goals you learned and practiced in this unit.

Lesson 1 Vocabulary

Getting Started

5 minutes



WHAT DO YOU KNOW?

Teaching Tip

For this lesson, use a large world map or make a transparency of pages 6–7 so that it is easier to show the class the location of a country.

- Write on the board: Where are you from? Where is your country on the map? What language(s) do you speak?
- Have students show their classmates where their country is and say what language(s) they speak.
- Call on volunteers to say where they're from, what language(s) they speak, and show where their country is.
- State the lesson objective: We're learning to talk about countries. We will also talk about names of languages.

Presentation

20 minutes

A CLASS. Which countries...

- First have the class say names of countries they know. Write them on the board.
- Form small groups. Have students take turns pointing to the countries listed on the board.
- Walk around and help students identify the countries.

B GROUPS. Match the countries...

- Walk around and help students complete the task.
- Call on students to read the name of a country and say what number it is.

MULTILEVEL INSTRUCTION for 1B

Pre-level Have students complete the exercise for the countries they know, then turn to pages 276–277 and study the others.

Above-level Have students add three countries to the list and to the map.

C Listen and check...

- Play CD 1, Track 3. Have students listen.
- Play Track 3 again. Have students repeat.

Community Building

Hang a world map in your classroom. Use sticky notes or colored pins to show where students are from. Students can point to their country and share some information with the class.

Learning Strategy: Translate words

- Read the directions. Students can use index cards or pieces of paper.
- Model the activity. Choose a country represented in the class. Write the country name on one side. Ask one of the students from that country to come up and write the country's name in his or her language.
- Ask the student to say the name of the country in English. Then have the student say the name of the country in his or her language.
- Say: You can translate words into your own language to help you remember new words in English. Tell students they can use this strategy to remember other new vocabulary.

Teaching Tip

Give students a ziplock bag or envelope to keep their vocabulary index cards in. This keeps all their words together for convenient review.

Controlled Practice

15 minutes

Communicative Practice 20 minutes

2

PRACTICE

A WORD PLAY. GROUPS. Match the countries...

- Form groups of students from different countries, if possible.
- To review, ask volunteers to say the name of the country and the matching language. Ask the class to say *correct* or *incorrect*.

Expansion: Speaking Practice for 2A

 Go around the room and have students say where they are from and what language or languages they speak. If students say countries or languages not listed in Exercise 2A, write the information on the board.

Teaching Tip

You can vary the techniques you use for reading in the classroom. For example, have an above-level partner read aloud and have a pre-level student listen and follow along. Then have the pre-level student read aloud and have the above-level student help with pronunciation.

B GET THE MEANING. Read...

- Call on an above-level student to read the paragraph aloud.
- Review the tasks: read, underline, and circle. You
 may want to demonstrate underlining and circling
 on the board.
- Have students work alone.
- To review, ask volunteers to read a sentence and say what they underlined and what they circled. You may want to write the information on the board.

Expansion: Vocabulary Practice for 2B

• Ask students to write the names of the languages, cities, and countries. Ask them to put the names in groups.

Show what you know!

Community Building

Tell students to encourage each other to participate during the discussion. They can help each other with vocabulary and grammar, as well as with expressing difficult ideas.

GROUPS. Discuss. What country...

- If possible, form cross-ability and multi-country groups.
- Walk around and encourage everyone in each group to participate.
- To review, have each student share one thing he or she learned about someone in the group.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Demonstrate using model sentences. Write on the board: *I am from* _____. *I speak* _____. *Now I am living in* ____. *I like my community now because* _____.

Say each sentence using your information.

Encourage pre-level students to use the sentences on the board.

Above-level Each student writes the information shared in the group.

Extra Practice Interactive Practice pages 2–3

Getting Started

5 minutes

Presentation

5 minutes

BEFORE YOU LISTEN

- Write on the board: to make small talk. Then set the context to help students understand *small talk*. Ask various students: What's the weather today? What are you doing after class today? What sports teams do you like?
- Tell students that you are making small talk. Ask: What is small talk? Elicit that small talk is talking about everyday topics—topics that are not emotional or intense.
- State the lesson objective: We're learning to make small talk in English.

Community Building

Tell students that in English class they will work a lot in pairs and groups. Ask: Why do you think I'll have you work in pairs and groups? How does this help you learn? How does it help your English? Students may answer: gives us more practice with English, we can share ideas, we can help each other.

A GROUPS. Discuss. Do you know many...

- Walk around and encourage everyone to participate in the discussion.
- Have each group share one idea on how to meet new people. Create a list on the board.

B Look at the picture....

- Write on the board: guess. Say: This means to say an answer even if you are not completely sure.
- Have students compare answers with a classmate.
- Ask various students about how they guessed their answer. Don't give students the correct answer yet.

Teaching Tip

You may want to encourage students to create a section of their notebooks for new vocabulary words. Every few lessons, give them time to go back over the pages and write any new words in their notebooks. Have them share their new words with a partner or with the class.

LISTEN

A Listen to Marco and Edwin's...

- Play CD 1, Track 4, two or three times.
- Ask: What is Marco and Edwin's relationship? Was your guess correct?

Controlled Practice

15 minutes



B Read the questions...

- Call on volunteers to read the questions and the answer choices aloud. Say: This is the information we are listening for.
- Play CD 1, Track 4.
- Say the answers and have students check their work.
- Play Track 4 again and have students confirm the correct answers.

G Read the questions....

- Call on volunteers to read the statements aloud. Say: This is the information we are listening for.
- Play CD 1, Track 5.
- Call on students to read the statements and say if they are true or false.
- Tell students to listen again for the information to make the false statements true. Play Track 5 two or three times.

Expansion: Speaking Practice for 2C

• Form pairs. Tell students to think about one of their friends. Ask: *How do you know this person?* How did you meet? Have students take turns talking.

Presentation

5 minutes

10 minutes

Communicative Practice 20 minutes



CONVERSATION



A Listen to the words....

- Have students read the Pronunciation Watch. Write on the board: happy, English, student. Say each word and give the stressed syllable emphasis. Draw a dot over the stressed syllable.
- Say each word and have the class repeat.
- Then play CD 1, Track 6. Have students listen.
- Play Track 6 again. Have students repeat.

Controlled Practice



B Listen to the words....

- Tell students to listen one time without writing. Play CD 1, Track 7.
- Tell students to listen and write. Play Track 7 again.
- Have students compare answers. Then write the answers on the board and have students check their work.
- Play Track 7 again and have students confirm the correct answers.

Expansion: Pronunciation Practice for 3B

• Play CD 1, Track 7, again. Pause after each word. Have students repeat.



C Listen and read...

- Play CD 1, Track 8.
- Have students listen and read silently.

PRACTICE

A PAIRS. Practice the conversation.

- With an above-level student, model the conversation for the class, using correct word stress and appropriate emotion.
- Tell students to role-play both A and B.
- Walk around and help as needed.
- Call on a volunteer to role-play the conversation for the class.

B MAKE IT PERSONAL. PAIRS. Get to know...

- Have students read the questions.
- Set the context. Say: *Imagine you are meeting your* classmate for the first time. Introduce yourself and find out about him or her. Encourage students to use the conversation in Exercise 3C and to continue the conversation with these questions.
- Call on each pair to share some information about their partner.

MULTILEVEL INSTRUCTION for 4B

Pre-level Students ask two of the questions. **Above-level** Students add three more questions to the conversation.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Have students close their books.
- Write on the board: *I go to school*.
- Say: Write sentences with you, they, he, she.
- Write the sentences on the board. Read the sentences, pointing as you read: You go to school. They go to school. He goes to school. She goes to school.
- Point to He <u>goes</u> to school. Say: Remember in simple present affirmative, there is an s at the end of the verb for he, she, and it.
- Ask: What about negative simple present?
- Have above-level students say the sentences in the negative form. Write them on the board. Example: I (You, They) don't go to school. He (She) doesn't go to school. Underline don't and doesn't.
- Ask: What about yes / no questions for simple present?
- Have above-level students say the question forms.
 Write them on the board. Example: <u>Do</u> (you, they) go to school? <u>Does</u> (he, she) go to school? Underline Do and Does.
- Ask: What about short answers for simple present?
- Have above-level students say the short answers for the questions above. Say: *Do you go to school?* Write: *Yes, I do.* Say: *Does he go to school?* Write: *Yes, he does.*
- Tell students to open their books to page 10.
- State the lesson objective: We are going to learn about simple present tense. We'll use it to make small talk.

Presentation

10 minutes

Simple present

- Have students read the sentences and questions in the charts silently.
- Point to the affirmative and negative statements. Have a student read them aloud. Say: We use simple present tense to talk about things that people usually do or don't do (on a regular basis).
- Ask various students to say something they usually do or don't do. Write the sentences on the board.
 Make any necessary corrections.

- Have students read the Grammar Watch.
 Then change the sentences on the board to use he and she.
- Say each new sentence (on the board) and emphasize the -s at the end of each verb. Say each new sentence again and have students repeat.
- Point to the *yes / no* questions and short answers. Have an above-level student read them aloud. Say: *We use simple present tense questions to ask about things people usually do or don't do.*
- Ask various students yes / no questions, for example: Do you study English every day? Does [name] work on Mondays? Do we write in this class?
- Encourage students to use short answers.

Controlled Practice

10 minutes



PRACTICE

A Read about Zhang's...

- Tell students they are going to read the paragraph two times.
- Have them read the first time to understand the story. Write on the board: What is the paragraph about? Where is Zhang from? Where does he live now? Describe Hing Hay Park.
- Have students read the paragraph again and underline the simple present verbs.
- Walk around and help as necessary.
- Call on volunteers to read one sentence each and say any simple present verbs they underlined.

B Look at the paragraph....

- Write on the board: *I you he she it we they*. Ask: *Which are third person singular?* Have a student come up and circle *he*, *she*, and *it*.
- Have students read the paragraph again and underline the pronouns that represent third person singular. You may want to do the first one together with the class.
- Walk around and help as necessary.
- Call on volunteers to read one sentence each and say any third person pronouns they underlined.

Lesson 3 Make small talk

Presentation

10 minutes

Simple Present

- Have students read the questions in the charts silently.
- Have students look at the first chart. Point out the word order for *Who plays soccer on Sundays?* This question is asking about the subject. Ask the class to give you an answer, for example: *Hector plays* soccer on Sundays. Point out that Hector is the subject.
- Say the question and answer and have the class repeat.
- Write on the board: Who _____ (go) to the *library on Sundays? Who _____ (drive) to work?*
- Check comprehension. Ask students to say the correct form of the verbs (goes, drives).
- Have students look at the first chart. Review the word order: Question word + do + subject + verb. Point out that these questions do not ask about the subject. We know the subject is you.
- You may want to point out that the word order for these questions matches the word order of the yes / no questions on page 10.
- Say the questions in the second chart and have the class repeat.
- Write on the board: How often ___ _ (go) to the movies? Where _____ you (study) English? Who _____ you __ (know) in your class?
- Check comprehension. Ask students to say the correct form of the verbs (do + go, study, know).

Controlled Practice 10 minutes

PRACTICE

A Write questions. Use the simple...

- Point out that the exercise is a conversation.
- Have students compare answers with a classmate.
- Call on three volunteers to write the questions on the board. Make any necessary corrections.

Expansion: Speaking Practice for 2A

• Form pairs. Students role-play the conversation. Ask volunteers to role-play for the class.

B Write questions to a...

- Do items 1 and 2 with the class.
- Walk around and help students with word order.
- Ask volunteers to write the questions on the board. Make any necessary corrections. Use the charts to review word order.

Communicative Practice 15 minutes

Community Building

Help establish the classroom as a comfortable environment. Tell students that making mistakes as they practice English is part of the learning process. Encourage students to volunteer to answer.

Show what you know!

STEP 1. PAIRS. Interview a partner...

- Walk around and provide help as needed.
- To finish, form small groups and have students share information about their partners.
- Walk around and listen for the simple present and the third person -s.

MULTILEVEL INSTRUCTION for STEP 1

Pre-level Students only ask five questions. **Above-level** Students add questions to the list they will ask their partners.

STEP 2. CLASS. Tell the class...

• Ask volunteers to share their information.

Expansion: Writing Practice for STEP 2

• Students write a paragraph about their partners.

Progress Check

Can you . . . make small talk?

Ask students to say topics for small talk. Make a list on the board. Ask students: Can you check this goal?

Extra Practice Interactive Practice pages 4-5

Getting Started

15 minutes

Presentation

15 minutes

BEFORE YOU READ

Teaching Tip

An effective way to manage group work is to assign tasks: Student A: Watch the time. Student B: Write the group's ideas on a piece of paper. Student C: Tell the class your group's ideas. Other roles could be: Student D: Make sure all students participate. Student E: Encourage everyone to use English.

A GROUPS. Do you think it's better...

- Write the questions on a transparency or on the board.
- Tell students to discuss the questions and write a list of their ideas and opinions.
- Ask each group to share two or three of their ideas. Write the information on the transparency or on the board.
- To finish, review the lists on the board. Then state the lesson objective: We're going to talk about these same ideas but in the United States.

MULTILEVEL INSTRUCTION for 1A

Cross-ability Above-level students help lead the discussion and write the list. Pre-level students watch the time and encourage everyone to speak English.

B Read the words...

- Have students read the words and definitions silently.
- Explain any words students need help with.

READ

Teaching Tip

Vary the way you approach reading in your classroom. This time, after students have followed along with the CD, have them read with a partner, alternating paragraph by paragraph.



Listen and read...

- Tell students they are going to listen to and read the article. Reassure the class that they do no need to understand every word at this time.
- Play CD 1, Track 9.
- Check comprehension. Write answers on the board. Ask: Who is the article about? (people from different countries, immigrants) What places are mentioned in the article? (the U.S., New York, Chicago, Wisconsin)
- Play Track 9 again and have students read. Students can confirm the answers.
- Say: Let's review what we know from this article. Say one thing you learned in this article. Write students' answers on the board. Make any necessary corrections.

Talk about life in the U.S.

Controlled Practice

15 minutes

3

CHECK YOUR UNDERSTANDING

A Read the article again...

- Have students read the Reading Skill box silently. Then read it aloud for the class. Clarify by saying: The main idea does not only mean information that is true. The main idea also gives you the "big picture" of the article.
- Students can work in pairs to complete the exercise and compare answers.
- Ask the class to say the letter of the correct answer.
- To review, talk about each answer choice. Ask: *Why is a not the correct answer?* (It is true, but it is not what the whole article is about.) *Why is* b *not the correct answer?* (The information is not true.) *Why is c the correct answer?* (It is true and it talks about the overall idea, the "big picture" of the article.)

B Read the sentences...

- Form pairs. Have students compare answers. Ask them to work together to find information in the article on page 12 that supports their answers.
- To review, ask volunteers to say the answer and tell the class the information that supports the answer. Make any necessary corrections.

Expansion: Writing Practice for 3B

• Students rewrite the false sentences with the correct information. Call on students to write the new sentences on the board.

4

VOCABULARY IN CONTEXT

Look back at the boldfaced...

- Write a list on the board: *cost of living, quality of life, interpreters, opportunities.*
- Have students read the article again. Ask them to pay attention to the sentences with these words.
- Ask the class to give definitions for the words on the board. Then have the class do the exercise.
- To review, ask volunteers to read the completed sentences aloud. Make any necessary corrections.

Communicative Practice 15 minutes

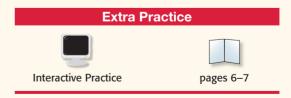
Show what you know!

GROUPS, Discuss...

- You may want to assign tasks: Student A: Watch the time. Student B: Write the group's ideas on a piece of paper. Student C: Tell the class your group's ideas. See also the teaching tip about group work on page T-12.
- Ask groups to share their experiences of when they first arrived in the U.S. Encourage groups to have one item for each person on their list.
- Have groups share their lists with the class.

MULTILEVEL INSTRUCTION for Show what you know!

Cross-ability Above-level students help lead the discussion. Encourage them to include pre-level students by asking questions and including them in the discussion.



Getting Started

10 minutes

Presentation

15 minutes

Culture Connection

The West Indies consist of thousands of islands located between Florida and Venezuela. In 1492, Christopher Columbus sailed past and landed on some of these islands. Thinking he was near the coast of India, he mistakenly called them the West Indies.

BEFORE YOU LISTEN

A The West Indies is...

- Have students read the map silently.
- Ask one or two volunteers to name two islands each.
- Say each island name and have the class repeat.

B GROUPS. Every year...

- Write on the board: parade. Make sure students know what a parade is.
- Ask volunteers for their answers. You may want to write vocabulary about parades on the board.
- If there are any students from the West Indies, ask them to share some information about their country.

LISTEN

A Listen to a radio...

- Write on the board: *Where is the parade?*
- Set the context. Students will listen to an announcement about a parade. They also need to listen for the location of the parade.
- Play CD 1, Track 10.
- Ask a volunteer to say the location. Write it on the board.

B Read the questions...

- Read the questions and answer choices aloud. Review any words students are not sure of. Make sure students understand that some items will have more than one correct answer.
- Play CD 1, Track 10. You may want to play the audio two times.
- Have students compare their answers.
- Ask volunteers to say the answers. Make any necessary corrections.
- Play Track 10 again for students to confirm the answers.

Controlled Practice

15 minutes

Communicative Practice 20 minutes



CONVERSATION



Listen and read...

- Ask: What do you see in the photo? What is happening?
- Tell students they are going to hear two people talking about food.
- Write on the board: Who is talking? What food are they talking about? Encourage students to cover the conversation in their books.
- Play CD 1, Track 11. Call on students to say what they heard. Write answers on the board.
- Then play Track 11 again. Have students listen and read silently.
- Review the answers on the board. Correct as necessary.

PRACTICE

Teaching Tip

Encourage students to role-play the conversations as naturally as possible. Tell students to think about more than just the words in a conversation. Think about where people are, what they are doing, and what they are feeling.

A PAIRS. Practice the conversation.

- With an above-level student, model the conversation for the class, using correct word stress and appropriate emotion.
- Tell students to role-play both A and B.
- Walk around and help as needed.
- Call on volunteers to role-play the conversation for the class.

MULTILEVEL INSTRUCTION for 4A

Cross-ability Have above-level students roleplay B. Have them give different reasons why the boy doesn't want to do his homework now.

B PAIRS. Make a similar conversation....

- Write on the board: *Name of the holiday or* celebration? Where and when? What do people do and eat?
- Ask students to think about and choose a celebration from their country. Ask them to write down the answers to the questions on the board.
- Encourage students to work with someone new.
- To finish, ask volunteers to share some information about the celebration they chose.

Extra Practice



Interactive Practice

Teaching Tip

To help demonstrate count and non-count nouns, bring in non-count items such as water, rice, coffee, pasta, salad, etc. It will be easier to find count items in the classroom, for example, pens, pencils, chairs, desks, books, etc.

Getting Started

5 minutes

- Form pairs. Have students work together to demonstrate count nouns. Tell them to make groups of the same items on their desks. For example, three pencils, two cell phones, four pieces of paper, etc.
- On the teacher's desk or in a central location, put items that represent non-count nouns, for example, some water, some sugar, some coffee, etc.
- Write two column heads on the board: Count Nouns Non-count Nouns
- Say: *In this lesson we are going to talk about count nouns and non-count nouns.* Have students demonstrate counting out loud: 1, 2, 3, . . . etc.
- Point to the items students have collected. Ask: How many pencils do you have? How many cell phones are on your desk? etc.
- Then point to the items on your desk or in the central location. Ask: Can I count water? Can I count coffee?
- Have the class tell you in which column on the board to write the items you have talked about.

Presentation

15 minutes

Quantifiers

- Have students read the Grammar Watch silently.
 Review each item with the class. If you followed the teaching notes in Getting Started, point to the board to show examples.
- Say: We are going to talk about how much or how many of something we have.
- Call on an above-level student to read the example sentences under Quantifiers on page 16. Talk about what the quantifiers mean.
- Point out that the verb with a non-count noun is third person singular.
- Read the information in the Grammar Watch box aloud.
- Answer questions as needed.

Language Note

Students may need help with irregular plurals. It is very common for students to automatically put an *s* on the end of a word to form the plural until they get used to the irregulars. For example, they may want to say *childrens*. Make a list of common irregular plurals on the board.

Controlled Practice

10 minutes



PRACTICE

Read about the holidays...

- Do item 1 together with the class. Review quantifiers and nouns.
- Have students compare answers.
- To review, ask volunteers to say each sentence and say the quantifier that was circled and the noun that was underlined.

Controlled Practice

10 minutes

Communicative Practice 20 minutes



PRACTICE

(A) Complete the conversation...

- Have students compare answers.
- To review, write the answers on the board and have students check their work.

Expansion: Speaking Practice for 2A

• Form pairs. Students role-play the conversation. Tell students to role-play both A and B.

B Find and correct...

- Have students compare answers.
- To review, have volunteers read each sentence and say the correct quantifier. Make any necessary corrections.

Show what you know!

GROUPS. Look at the list...

- Have students read the list on page 284 with a partner. Ask them to check any U.S. holidays they like to celebrate.
- Have each group say some of the holidays they talked about.

MULTILEVEL INSTRUCTION for Show what you know!

Cross-ability Above-level students help lead the discussion. Encourage them to include pre-level students by asking questions and including them in the discussion.

Progress Check

Can you . . . talk about holidays and celebrations?

Ask students to name some holidays and ways to celebrate. Make a list on the board. Ask students: *Can you check this goal?*



Lesson 7

Follow a recipe and handle food safely

Getting Started

10 minutes

Presentation

10 minutes



FOLLOW A RECIPE

Teaching Tip

Realia helps students to learn. Bring cups, measuring spoons, sample ingredients, etc., to show the class. Write the vocabulary on the board. Then ask students to point to the item when you say the word. Note that many people cook without measuring the ingredients. Ask students what they do.

A GROUPS. Do you or does someone...

- Give an example about yourself, for example: On Thanksgiving, my family gets together. I cook turkey. My sister makes mashed potatoes and squash. My brother and his wife use an old family recipe to make apple and pecan pies.
- Each group chooses a student to write the group's information.
- Ask each group to share some of their information.
- State the lesson objective: We're going to learn to read a recipe and talk about making sure we handle food safely.

B CLASS. Read...

- Write on the board: *Ingredients*. Say: When I make soup I use chicken, vegetables, water, and salt. These are the ingredients.
- Check comprehension. Ask volunteers to tell the class about the ingredients in a simple recipe they like to cook. Students don't need to say how much of each ingredient they use. Write the information on the board.
- Write on the board: *lb.* (pound) tbs. (tablespoon) cup heat cook boil
- Have students read the recipe for dirty rice and beans silently.
- Check comprehension of words on the board by talking about each one. Give examples or draw on the board to help students understand.
- Then ask the questions in the directions.

Expansion: Vocabulary Practice for 1B

- The following words may be new for students: *skillet, drain, spices, boil, lower, leftovers.*
- Write the words on the board. Mime or write a simple definition. Have students write the definitions in the vocabulary section of their notebooks.

Controlled Practice

5 minutes



PRACTICE

Complete the sentences...

- Have students compare answers.
- To review, ask volunteers to read the completed sentence. Make any necessary corrections.

Expansion: Reading Practice for 2

• Make photocopies of some recipes. Keep one as the answer sheet. Cut them into strips—each strip has one step of the recipe. Mix them up. Have students put the recipes in order as best they can. Then have students use the answer sheet to check their work.

Lesson 7

Follow a recipe and handle food safely

Presentation

10 minutes

Controlled Practice

10 minutes



HANDLE FOOD SAFELY

CLASS. Read the Safe Food...

- Form small groups. Have students read the instructions together and make a list of the words they don't know.
- Have each group write their list on the board.
 Erase any words that are repeated. Then help students understand the words by writing simple definitions, drawing pictures, giving examples, etc.
- Have students write the vocabulary in their notebooks.
- To finish, read the instructions aloud and have the class repeat.

4 PRACTICE

A Read the tips for...

- Remind students to check the reading in Exercise 3 as they match the items.
- To review, ask volunteers to say the complete sentence.

Communicative Practice 15 minutes

B GROUPS. Discuss. What are...

- Have students pick a classmate to write the group's information.
- Ask each group to share one or two things they talked about. Write the information on the board. Answer any questions students may have.

Progress Check

Can you . . . follow a recipe and handle food safely?

Ask students to tell you some food safety tips. Make a list on the board. Ask students: *Can you check this goal?*



Compare your life now and in the past

Getting Started

5 minutes

Controlled Practice

5 minutes



BEFORE YOU LISTEN

GROUPS. Discuss. What are things...

- Before students discuss, ask them to write down a few ideas of their own.
- To finish, ask each group to say one or two of their ideas. Write a list on the board.

Presentation

5 minutes

LISTEN



A Listen to the conversation...

- Say: Look at the photo. What are they doing? Who do you think they are? Listen for the answers.
- Play CD 1, Track 12.
- To review, ask students to say their answers and to say the correct answer to the exercise.

B Read the statements...

- Ask students to read the statements before they listen.
- Play CD 1, Track 12.
- To review, have volunteers say each statement and
- Play Track 12 again so students can confirm the correct answers.

Communicative Practice 15 minutes

G GROUPS. Discuss...

- Walk around and encourage each student to participate in the discussion.
- Ask volunteers to share one or two answers with the class.

MULTILEVEL INSTRUCTION for 2C

Pre-level Students talk about one question only.

Above-level Students write their answers to each question before they discuss as a group.

Compare your life now and in the past

Presentation

5 minutes

Communicative Practice 10 minutes



CONVERSATION



A Listen to the pronunciation...

- Read the Pronunciation Watch aloud.
- Play CD 1, Track 13. Have students listen. Play Track 13 again. Students listen and repeat.
- Tell students that we use used to to say that we once did something that we no longer do.

Teaching Tip

Use the listening CD in various ways to develop listening and reading comprehension skills. Students can read, then listen, and then read again. Students can listen without reading and then read. Students can listen and read at the same time and then just listen.

Controlled Practice

15 minutes



B Listen and read...

- Have students read the conversation silently.
- Play CD 1, Track 14 while students read along.
- Play Track 14 again while students listen without reading.

PRACTICE

A PAIRS. Practice the conversation.

- Model the conversation using correct word stress and appropriate emotion.
- Tell students to role-play both A and B. Walk around and help as needed.
- Call on volunteers to role-play the conversation.

MULTILEVEL INSTRUCTION for 4A

Cross-ability Have above-level students roleplay B. Have them give different reasons why Edgar isn't working this weekend.

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

B ROLE PLAY. PAIRS. Imagine that you are...

- Have students read the ideas in the box. Say each phrase and have students repeat.
- Walk around and help as needed. Encourage students to write their conversations.
- To finish, have pairs role-play for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Students use the conversation from Exercise 3B. They use only one idea from the box.

Above-level Students make up their own conversations.

Extra Practice



Interactive Practice

Compare your life now and in the past

Getting Started

5 minutes

- Write on the board: used to.
- Say the following sentence and emphasize and point to used to: When I was young, I used to climb trees and roller skate, but now I don't.
- Say the following sentence and emphasize and point to used to: When I was single, I used to go dancing on the weekends, but I don't go dancing now that I'm married.

Presentation

10 minutes

Used to

- Point to *used to* on the board. State the lesson objective: *We're going to learn to talk about activities we did in the past but we don't do now.* Call on a student to read the Grammar Watch.
- Call on a student to read the example sentences in the box.

Controlled Practice

5 minutes



PRACTICE

A Read the paragraph...

- First have students talk to a classmate about the picture. Say: *Talk about what you see in the photo*.
- Write on the board: Where is the writer from? What is different about his/her hometown? Have the students read the paragraph to find the answers.
- Then have students read the paragraph again and underline *used to* + the verb.
- To review, ask volunteers to read a sentence and say what they underlined. Make any necessary corrections.

B Read the conversation....

- Have students compare answers with a classmate.
- Then ask three volunteers to read each part with the completed sentences. Make any necessary corrections.

EXPANSION: Speaking Practice for 1B

 Form groups of three. Have each group create a new conversation about their own lives and what they used to do. Then have volunteers role-play for the class.

Communicative Practice 10 minutes



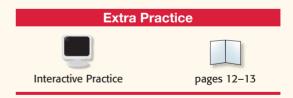
GROUPS. Talk about your life...

- Have students write their own ideas before starting the discussion.
- Walk around and help students with *used to* + verb and vocabulary.
- Ask volunteers to say one or two things about a group member.

Progress Check

Can you . . . compare your life now with your life in the past?

Ask students to tell a partner two things about their lives now that are different from their lives in the past. Ask students: *Can you check this goal?*



Lesson 10 Write about your life now and in the past

Presentation

5 minutes

Communicative Practice 20 minutes



BEFORE YOU WRITE

A Read about Jiitu's life....

- · Copy the chart on the board. Tell students they are going to contrast two places. They will look for more than just differences in weather for both places.
- Have students read the paragraph and underline information they will need to compare Addis Ababa and Minneapolis.
- Ask volunteers to say the information they found and write it in the chart on the board.
- Have students read the paragraph again to confirm the information.

Controlled Practice 5 minutes

B How was your life...

- Tell students that a chart helps to organize ideas that we can use in our writing.
- You may want to copy the chart on the board and ask a volunteer to share his/her information. This provides a visual model for the class.
- Have students write information about their lives in the chart or on a separate piece of paper (in a chart).

Expansion: Speaking Practice for 1B

- Form pairs. Students take turns sharing the information in their charts.
- Encourage students to ask each other questions and ask for clarification.
- Students should make any necessary corrections to the information in their charts.

WRITE

Write about...

- Say: There are rules for writing well. You can learn the rules, then you can improve your writing.
- Write on the board: 1. Indent the first line. 2. Use a capital letter at the beginning of every sentence. 3. *Use a period at the end of every sentence.* Write an example of each if necessary.
- Say: These are three basic rules you need to remember and practice.

CHECK YOUR WRITING

- Form pairs. Tell students they are going to check each other's papers.
- Have students exchange papers. Tell them to check the papers with the questions in the book. If they can't answer yes to every question, their partner needs to correct his or her paper.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate vocabulary, grammar, mechanics and how well he or she completes the task. You may want to review the completed rubric with the students.



Show what you know!

1

REVIEW

For your Grammar Review,...

• Have students turn to page 245 to review the grammar for this unit.

2

ACT IT OUT

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

STEP 1. CLASS. Review the conversation...

• Play CD 1, Track 8. Ask: What is the conversation about?

STEP 2. PAIRS. Make small talk...

- Have each pair read their role play information.
 Check comprehension. Ask: What are you going to talk about?
- As pairs role-play a conversation, walk around and help students with vocabulary, pronunciation, and grammar.
- Ask volunteers to say something about their partner.

Community Building

Taking a vote on issues can be fun and can build a sense of group belonging. After groups are finished discussing, take a private vote. Cut up small blank pieces of paper. Tell students to write *LA* or *SF* on the paper, depending on where they think Wei Jao should live. Call on a student to collect the papers in a cup. Have two or three students divide the papers, count them, and tell the class which city is the winning city!

3

READ AND REACT

STEP 1. Read about Wei Jao's problem.

- Have students read the paragraph silently.
- Check comprehension. Ask: Who is Wei Jao? What is her problem? What are her different choices?

STEP 2. GROUPS. What is Wei Jao's...

- Tell students to summarize the problems Wei Jao is having.
- Have groups complete the task.
- Call on a student from each group to say which choice they suggest for Wei Jao.
- Call on another student from each group to say how Wei Jao can make more friends and be more active, no matter which city she lives in.

4

CONNECT

For general teaching notes about the Community Building Activities, go to page T-xi.

For general teaching notes about the Team Projects, go to page T-xi.

Progress Check

Which goals can you check...

Tell students to go back to page 5, the first page of Unit 1. Have them read through the goals and check the ones they can do. Have them talk to a partner about the goals they checked.



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 1, encourage them to review the activities on the CD-ROM.

Extra Practice



Interactive Practice

2

Dreams and Goals

Classroom Materials/Extra Practice

CD 1 Tracks 15–25 Workbook Unit 2 Interactive Practice

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- Will; will probably; might; won't
- Future with *be going to*
- Future with present continuous

Pronunciation

- · Contracted will
- Going to

Reading

- Read a paragraph about dreams and goals
- Read an article about two entrepreneurs reaching their goal
- Reading Skill: Predicting

Writing

• Write about your goals and steps to take to accomplish them

Teaching Tip

When students discuss the Preview questions and the picture on the first page of each unit, there may be words that they don't know. Give brief definitions or example sentences using the word(s). The purpose of the preview questions and discussion of the picture is to introduce and get students thinking about the unit theme.

Preview

- Hold up your book or have students look at their books. Read the unit title aloud.
- Set the context of the unit. Read the preview questions aloud.
- Ask volunteers to share their answers. You can help students by writing some phrases they can use:
 My dream is to _______, I want to _______, I plan to _______, My goal is to _______, etc.
- Then point to the picture and ask: *How do you think this picture is connected to the unit title?*

Unit Goals

- Tell the class: This list of unit goals shows us what we will be studying in Unit 2.
- Have students read the goals silently.
- Say each goal and have students repeat. Explain unfamiliar vocabulary as needed. For Unit 2, explain going back: Going back to something means returning after not being there for a while. Explain set goals: Setting goals means to know what steps you have to take to do something. Explain community services: Community services means help that is available to us in our community.
- Say: We will come back to this page at the end of the unit. You will be able to write a check next to the goals you learned and practiced in this unit.

Getting Started

5 minutes

Controlled Practice

15 minutes



WHAT DO YOU KNOW?

Teaching Tip

Encourage fluency by thanking students when they contribute their ideas. Encourage accuracy by restating correctly what a student says and having the student or even the class repeat.

A CLASS. Look at the pictures...

- Ask the class to study the pictures. Tell them each picture shows a goal related to school, work, or home.
- Point to each picture and ask: What are the people doing? What goal do you think this picture represents?
- Repeat students' answers while modeling correct grammar and vocabulary. For example, for item 3 you might say: *It looks like she is going to enroll for a class in college.*
- State the lesson objective: We're learning words that help us talk about our dreams and set goals.

Presentation

10 minutes

B Complete the descriptions...

- Ask students to read the words in the box. Point out that students need to use these words to fill in the blanks under each picture. Do item 1 with the class.
- To review, ask students to write the complete verb phrase on the board. Make any necessary corrections.

G Listen and repeat.

- Play CD 1, Track 15. Have students listen and repeat.
- You may want to play the audio two or three times.

Expansion: Writing Practice for 1C

• Play CD 1, Track 15. Stop after each verb phrase and have students write. Play Track 15 again. Students listen and check their work. Write the verb phrases on the board and have students correct their writing.

Language Note

Get is a verb that is used in many different ways. Write *get* on the board. Write next to it: *get a degree*, *get a promotion*, *get sick*, *get groceries*, *get a ticket*. Students may be able to add to this list.

Expansion: Speaking Practice for 1C

• Form pairs. Have students use the present continuous tense to say what is happening in each picture. Do item 1 with the class: *He is getting a degree*.

Learning Strategy: Build vocabulary

- Read the directions. Students can use index cards or pieces of paper.
- Model the activity by making a card for one of the verbs mentioned.
- Walk around and help students write the verbs and example idioms.
- Say: You can remember new vocabulary when you write new phrases with the word. Tell students they can use this strategy to remember other new vocabulary.

Teaching Tip

Give students a ziplock bag or envelope to keep their vocabulary index cards in. This keeps all their words together for convenient review.

Controlled Practice

15 minutes

Communicative Practice 15 minutes



PRACTICE

A WORD PLAY. Look back at the...

- Copy the chart on the board.
- Have students compare answers with a classmate.
 Tell them to take turns talking about which items they checked (✓).
- Call on volunteers to say where they wrote the verb phrases.
- Ask volunteers to say which goals they checked.

Community Building

Point to each goal in the chart on the board. Have students raise their hands if they checked the goal and write the number. Encourage the class to work toward their goals!

B GET THE MEANING. Read the paragraph...

- Tell students they are going to read the paragraph two times.
- Have them read the first time to understand the story. Write on the board: Where is Damir from? What kind of degree does Damir want to earn? After he earns his degree, what are two more things that Damir has to do? Call on students to answer the questions.
- Have students read the paragraph again and underline the vocabulary words from the chart in Exercise 2A.
- Walk around and help as necessary.
- Call on volunteers to read one sentence each and say the vocabulary words they underlined.

Language Note

Write on the board: *my dream is, I'm planning to, I need to, I'm going to, I hope that, I will have to, I can.* Say each phrase and have students repeat. Ask students to read the paragraph again and circle these phrases. Tell the class that these are common expressions to talk about our hopes, dreams, and goals.

Show what you know!

GROUPS. Talk about your plans...

- Read the goals in the box. Tell students they can add their own plans and goals.
- Ask students to write down some of their ideas before they talk as a group. Walk around and help students with vocabulary.
- Have each group share some of the dreams and plans they talked about.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Students work in pairs instead of groups. This will give them more time to focus, speak, and listen.

Above-level Students write a paragraph about the dream or plan they shared with the group.

Community Building

Organizing groups to give students an opportunity to support their classmates. Make three signs on three different pieces of paper: *School Goals, Work Goals*, and *Community Goals*. Hang the three signs in different places around the room. Tell students to choose one goal they want to talk about and stand under the category their goal fits into. Have students from the same groups sit together and discuss their goals and what they might do to accomplish them.

Extra Practice Interactive Practice pages 14–15

Talk about going back to school

Getting Started

10 minutes

Presentation

5 minutes



BEFORE YOU LISTEN

A Match the pictures...

- Have students compare answers.
- To review, say the answers and have students check their work.
- Write on the board: *certificate*, *license*, *degree*. Review these words with the class.

B GROUPS. Discuss....

- Form cross-ability groups of three. Students take turns talking about any ideas or plans they have about studying.
- Walk around and encourage each student to participate. Help with any vocabulary students may need.
- Ask volunteers to share their ideas or plans with the class.

2 LISTEN

A Carmen is talking...

- Say: Listen for Carmen's plans.
- Play CD 1, Track 16.
- Ask a volunteer to say the answer. You may want to play the audio again for students to confirm the correct answer.

B Listen again....

- Have students read the directions and the answer choices.
- Play CD 1, Track 16. Then ask volunteers to say the answers. Write the correct answers on the board.

Controlled Practice 5 minutes

PAIRS. Read the questions...

- Have students read the questions silently.
- Play CD 1, Track 16 again.
- Walk around and help students with any vocabulary they need.
- To review, ask various pairs to say their ideas.

MULTILEVEL INSTRUCTION for 2C

Pre-level Students read the audio script (page 294) as they listen.

Above-level Students write the answers as they listen.

Lesson 2 Talk about going back to school

Presentation

10 minutes

Teaching Tip

It is important to put new information into context for students. For example, in this lesson, tell students they are going to practice how will is pronounced with other words. Tell them that will is the future tense, and they are going to study the forms for the future tense in the next lessons.

CONVERSATION



A Listen to the pronunciation...

- Play CD 1, Track 17. Have students read the words.
- Play Track 17 again. Have students repeat.
- Have students read the Pronunciation Watch note.

Controlled Practice

15 minutes



B Listen to the sentences...

- · Have students read the sentences and answer choices.
- Look at item 1 with the class. Point out that the answer choices are simple present tense (I work at *night*) and future tense (*I'll work at night*).
- Play CD 1, Track 18. Then have students compare answers.
- Play Track 18 again. Pause after each sentence and call on students to say the answer.
- Play Track 18 again for students to confirm the correct answers.

G Listen and read...

- Play CD 1, Track 19. Have students read silently.
- Play Track 19 again. Have the class read aloud with the audio.

PRACTICE

A PAIRS. Practice the conversation.

- Students take turns playing A and B.
- Call on pairs to role-play their conversation for the class.

Communicative Practice 15 minutes

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well they complete the task. You may want to review the completed rubric with the students.

B ROLE PLAY. PAIRS. Make a similar conversation.

- Read the directions aloud for the class. Make sure everyone understands the roles. Point out that students should take turns playing A and B.
- Call on pairs to role-play their conversation.

MULTILEVEL INSTRUCTION for 4B

Pre-level Write the conversation on the board. Circle the information in the conversation that could change. For example, circle *Los Angeles* City College and tell students they can change the name of the college. Circle *a nurse*, and tell students they can substitute a welder, a real estate agent, etc.

Above-level Have students practice with the given information and then add two or three different possibilities.

Extra Practice



Interactive Practice

Talk about future plans

Getting Started

5 minutes

Controlled Practice

15 minutes

- Write on the board: *I* will go to class tomorrow. *I* might go to class tomorrow.
- Say each sentence and have the class repeat.
- Point to *will* and say: *I am going to class*. *I know this is true*. This is the future tense.
- Point to *might* and say: *I'm not sure if I am going to class*. This tense is future possibility.
- State the lesson objective: We're going to learn about the future tense to talk about what we know about our plans.

Presentation

10 minutes

Will / will probably / might / won't

- Have students read the sentences in the first chart silently.
- Write on the board: *might, will probably, will, won't.* Tell students that these words are all talking about the future. Point to each and say: Might *means maybe,* will probably *means I think it's going to happen, and* will *means it is going to happen;* won't *is negative.*
- Have students read the Grammar Watch note.
- Say the *yes / no* question and short answers and have the class repeat.
- Give some more examples of *yes / no* questions, for example, *Will you come to class tomorrow? Will you do your homework tonight? Will you drive to work tomorrow?* Tell students to use the short answers.
- Say the *Wh* questions and have the class repeat. Have students make up answers using *will*. Write them on the board. Make any necessary corrections.
- Give some more examples of questions, for example, When will you arrive home today? What will you do this weekend? Where will you go this weekend? Tell students to use I will in their answers.

Community Building

Students who are shy or not secure with their level of English need more time to feel comfortable answering questions. Give your students the option of saying *I pass* if they do not want to answer a question or take a turn.

PRACTICE

A Read about Cam....

- Tell students they are going to read the paragraph two times.
- Have them read the first time to understand the story. Write on the board: *Where does Cam want to go this fall? What are his plans for studying?* Call on students to answer the questions.
- Have students read the paragraph again and underline the past tense verbs. Point out that students should also underline the verb that follows will and might.
- Walk around and help as necessary.
- Call on volunteers to read one sentence each and say the words they underlined.

Expansion: Reading Practice for 1A

• Form pairs or small groups. Students take turns reading the paragraph aloud. Students should listen for the pronunciation of *will*.

B Complete the sentences...

- Have students compare answers with a classmate.
- Then have students write completed sentences on the board. Review the answers with the class.
- You may want to have students find the information in the paragraph that confirms the answer.

Talk about future plans

Controlled Practice

15 minutes

Communicative Practice 15 minutes



PRACTICE

A Complete the conversation...

- Have students compare answers with a classmate.
- To review, have two volunteers read the completed sentences. Make any necessary corrections.

Expansion: Speaking Practice for 2A

• Form pairs. Students role-play the conversation. Tell students to role-play both A and B.

B PAIRS. Read the situations....

- Do item 1 with the class. Write the statement on the board. Point out that the directions use *will* not *should*.
- Ask volunteers for their opinions. Write them on the board.
- Tell students there will be different answers depending on their opinions.
- Walk around and help students with vocabulary and pronunciation.
- To review, have volunteers share one or two answers with the class.
- Then ask each pair to share one or two of their answers.

MULTILEVEL INSTRUCTION for 2B

Cross-ability Above-level students write the ideas. Pre-level students help review the writing and share ideas with the class.

Show what you know!

STEP 1. Write three questions...

- Ask the class for some sample questions. Write them on the board.
- Walk around and help students with vocabulary and grammar.

STEP 2. GROUPS. Ask each other...

- Students take turns asking their questions.
- Walk around and encourage each student to participate.
- To finish the activity, ask volunteers to share some questions and answers from their group.

■ MULTILEVEL INSTRUCTION for STEP 2

Pre-level Students work in pairs or groups of 3. This gives them more time to listen, ask questions, and speak.

Above-level Students work in groups of 4 or 5. This challenges them to listen closely and speak clearly.

Progress Check

Can you . . . talk about your future plans?

Ask students to review forms of the future tense. Make a list on the board. Ask students: *Can you check this goal?*



Read about entrepreneurs

Getting Started

5 minutes

Presentation

20 minutes



BEFORE YOU READ

Look at the picture...

- Have students read the Reading Skill box.
- Ask: What does predict mean? (to guess something, to say something before it happens, for example, to predict the weather)
- Ask students to look at the picture and read the title of the article. Ask volunteers to say their answers. Write them on the board.
- State the lesson objective: We are going to talk about setting goals and setting up a new business.

READ



Listen and read...

- Tell students they are going to listen to and read information about a young couple from Mexico. Ask them to read and listen for Ignacio and Eva's goal.
- Play CD 1, Track 20. Students listen and read silently.
- Ask students for answers. Check if predictions on the board were correct.
- Write on the board: *Who are Ignacio and Eva?* What did they want? What are four things they did to get what they want?
- Play Track 20 again.
- Check comprehension. Ask: Who are Ignacio and Eva? What did they want? What are four things they did to get what they want?
- If students want definitions of vocabulary words now, tell them that there is vocabulary practice on the next page.

Expansion: Reading Practice for 2

• Form pairs. Students take turns reading aloud. Walk around and help with vocabulary and pronunciation.

Read about entrepreneurs

Controlled Practice

20 minutes

3 CHECK YOUR UNDERSTANDING

A Read the article again....

- Have students read the answer choices.
- Ask for a show of hands for all who think a is the main idea, b is the main idea, and c is the main idea.
- Ask a student who chose the right answer (*b*) to explain why.
- Tell students that even though a statement may be true, as with *a* and *c*, the main idea is the main message of the article.

B Read the statements....

- When students have completed the task, have them compare their answer with a partner.
- Call on students to read the statements and to say if they are true or false.

Expansion: Writing Practice for 3B

• In pairs, have students rewrite the false sentences with the correct information. Call on volunteers to write the new statements on the board.

4 VOCABULARY IN CONTEXT

Look at the boldfaced...

- Write a list on the board: *reality*, *give up*, *long-term goal*, *short-term goal*, *contractor*, *equipment*.
- Have students read the story again. Ask them to pay attention to the sentences with the words on the list.
- Ask the class to give definitions for the words on the board. Then have the class do the exercise.
- To review, ask volunteers to read the completed sentences aloud. Make any necessary corrections.

Communicative Practice 15 minutes

Show what you know!

GROUPS. Do you ever think about...

- Students take turns talking about what kind of business they might like to start.
- Tell students to help each other decide some longand short-term goals for starting a business.
- Tell students that dreams become reality with goals. Tell them they will be setting goals later in the unit.



Getting Started

5 minutes

Controlled Practice

10 minutes



BEFORE YOU LISTEN

GROUPS. How do you look...

- Read the directions aloud. Tell students that "each way" means each method of looking for a job.
- Point to the picture and point out the bulletin board. Ask students about places where they have seen bulletin boards (school, laundromat, community center, church hall, etc.).
- Have each group choose one student to write the group's ideas.
- Ask volunteers to say one way to look for a job and to state both the good and the bad things about that way.

Presentation

10 minutes

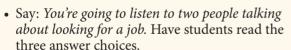


LISTEN

Teaching Tip

When the class is doing a listening activity, ask them to put their pens or pencils down when they are finished circling their answer choices. This allows you to quickly see who needs more time to answer. It can also help you know if you need to play the audio again.

A Listen to the first part...



- Play CD 1, Track 21. Have students mark their answer.
- Then play Track 21 again and have students raise their hands when they hear the answer.
- Review the answer with the class. Play Track 21 again for students to confirm the answer.

B Read the questions...

- Have students read the questions and answer choices first.
- Play CD 1, Track 21. Then have students compare answers.
- Ask the class for the answers. Write them on the board.
- Play Track 21 again to confirm the answers.

PAIRS. Listen to the rest...

- Read the directions and information aloud. Say: You're going to listen to the end of the conversation. *Listen for the information.*
- Play CD 1, Track 22. Play the audio as often as necessary.
- To review, have volunteers write the answers on the board. Make any necessary corrections.
- Play Track 22 again for students to confirm the answers.

Presentation

10 minutes

Communicative Practice 15 minutes



CONVERSATION



A Listen to the two...

- Play CD 1, Track 23. Have students listen and read.
- Play Track 23 again. Have students repeat.
- Have students read the Pronunciation Watch silently. Read the text aloud.
- Play Track 23 again. Stop after each sentence and point out the matching information in the Pronunciation Watch.



B Listen and read...

- Play CD 1, Track 24. Have students read silently.
- Play Track 24 again. Have the class read aloud with the audio.

Controlled Practice 10 minutes



PRACTICE

A PAIRS. Practice the conversation.

- Students take turns playing A and B.
- Call on pairs to role-play their conversation for the class.

Teaching Tip

While pairs are performing role plays, 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. You may want to review the completed rubric with the student.

B ROLE PLAY. Make up a conversation.

- Have each pair read their role play information. Check comprehension. Ask: Who are the people? Student A, what is the problem? Student B, what *kind of help will you offer?*
- Ask the class to say their ideas. Write the information on the board. Answer any questions students may have.
- As pairs role-play a conversation, walk around and help students with vocabulary, pronunciation, and grammar.
- Ask volunteers to role-play their conversation for the class.

MULTILEVEL INSTRUCTION for 4B

Cross-ability During the role play, above-level students can help pre-level students with vocabulary and pronunciation.

Extra Practice



Interactive Practice

Getting Started

5 minutes

Controlled Practice

15 minutes

- Ask questions using the future with be going to but do not correct students' answers. What are you going to do after class today? Are you going to visit anyone this weekend? Are you going to call a friend tonight?
- Write on the board: <u>I'm going to go</u> to work after class today. <u>I'm going to visit</u> my family this weekend. <u>I'm</u> not going to call a friend tonight.
- Using the sentences on the board, point out that a present tense form of *be* must come in front of *going to*.
- Say: *In Lesson 3, we learned the future tense using* will. *We also say the future tense with* be going to.
- State the lesson objective: We are going to study the future tense with be going to.

Presentation

15 minutes

The future with be going to

- Have students read the sentences in the first box.
- Say each sentence and have the class repeat.
- Do substitution drills with the class. Write on the board: *I am not going to* ______. Complete the sentence and each time have the class repeat. For example, *I am not going to look for a new apartment*. *I am not going to look for a new car. I am not going to look for my lost cell phone*, etc.
- Do a substitution drill for each of the pronouns. Remember to include *he*.
- Have students read the second box (questions and short answers).
- Say the questions and short answers and have the class repeat.
- Ask students to call out some similar questions. Write them on the board.
- Say the questions from the board and have the class repeat. Then have students say some short answers.
- Have students read the third box.
- Say the questions and have the class repeat.
- Ask students to call out some similar questions. Write them on the board.
- Say the questions from the board and have the class repeat. Then have students say some answers.

PRACTICE

A Yuyuan plans to look...

- Have students read the statements first. Point out that the first word in each statement will help them decide the order.
- Have students compare answers with a classmate.
- Write the answers on the board. Students check their answers.

Expansion: Reading Practice for 1A

• Form pairs. Students take turns reading the statements in the correct order.

B Look back at...

- Do item 1 with the class. Write the statement on the board and circle the word *circle*. Point out that students should only circle the verb that follows *be going to*.
- Have students compare answers with a classmate.
- To review, ask volunteers to say the verb they circled. Write *be going to* + the verb on the board.
- Ask students to say what form it is (base form).

Controlled Practice

10 minutes

Communicative Practice 15 minutes



PRACTICE

A Complete the sentences...

- Have students compare answers with a classmate.
- Ask volunteers to write their answers on the board. Make any necessary corrections.

B Complete the conversation...

- Have students compare answers with a classmate.
- Ask volunteers to write their answers on the board. Make any necessary corrections.

Expansion: Speaking Practice for 2B

• Form cross-ability pairs. Have students practice the complete conversation. Have students switch roles so they are both A and B.

Show what you know!

GROUPS. You want a better job...

- First ask students to work alone to write some of their ideas.
- Then give students a few minutes to think about the question and write some ideas in their notebooks.
- When students have completed the task, have them change groups. Have students talk about what one or two people in their original group said.
- Ask students if they can look for a better job. If they can, tell them to check the goal.

MULTILEVEL INSTRUCTION for Show what you know!

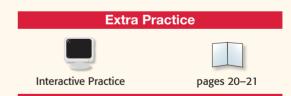
Pre-level Students talk about three things they are going to do and one thing they are not going to do.

Above-level Students write a paragraph using the information they shared in their groups.

Progress Check

Can you . . . look for a better job?

Ask students to say different ways they can look for a different job. Make a list on the board. Ask students: *Can you check this goal?*



Getting Started

5 minutes

- Write some goals on the board. For example, write: Learn three languages perfectly. Improve my English writing. Get a promotion at work. Make a million dollars.
- Ask: Are all these goals possible? How long do you think they would take to achieve? Have students talk to a classmate sitting near them.
- Call on volunteers to share some ideas.
- Say the lesson objective: We're going to talk about how to set goals that we can achieve.

Presentation

15 minutes



SET GOALS

A Read about time frames...

- Have students read the text silently.
- Write on the board: realistic/unrealistic, possible/ not possible. Talk about these words with the class. Point to the example in the text. You can also ask: Is it possible to learn English in two months? Is it possible to finish college in one year?

B PAIRS. Discuss. What makes...

- Ask a volunteer to say a personal goal he or she has. Write it on the board. Point out that a realistic time frame for one person might not work for another person. Ask the volunteer about his or her daily life and responsibilities. Have the class help set a realistic time frame.
- To review, ask volunteers to say the goals and time frames they discussed with their partner.
- Encourage students to be realistic when they think about their goals and to discuss ideas with friends and family.

Controlled Practice

5 minutes



PRACTICE

STEP 1. Complete the chart...

- For students who are thinking about goals for the first time, this may be a difficult exercise. Tell them they can write true information or a new idea they have right now.
- Tell students that if this is the first time they are thinking about goals, it's OK to write an idea that might not be true. Tell students that some categories may be easier to think about than others. Tell them to try to write at least one goal in each category.

Communicative Practice 10 minutes

STEP 2. PAIRS. Look at...

- Students take turns talking about their goals and the time frames.
- Walk around and encourage students to give a lot of feedback on the time frames.
- To finish, say: This activity was very important. I hope we can continue talking about your goals and trying to set realistic time frames.

Controlled Practice

10 minutes

STEP 3. PAIRS. Some goals are difficult...

- Tell students they are going to read the paragraph three times.
- Write on the board: Where is Amina from? Where does she live now?
- Have students read the paragraph. Ask volunteers to say the answers.
- Then have students read the vocabulary and definitions in the box. Discuss the examples.
- Have students read the questions. Then have students read the paragraph again.
- To review, have students write the answers on the board. Make any necessary corrections.

Communicative Practice 15 minutes

STEP 4. Think about your most...

- Read the directions aloud to the class. Point out that students should focus on only one goal.
- Tell students to work alone to fill out the chart.
- Walk around and help students with vocabulary.

STEP 5. PAIRS. Look at your partner's...

- Students take turns reading each other's information and giving feedback.
- To review, ask volunteers to share their information with the class.

Progress Check

Can you . . . set goals?

Ask students to review their goals with a partner. Call on volunteers to write their goals on the board. Ask students: *Can you check this goal?*



Write about your goals

Getting Started

5 minutes

Communicative Practice

15 minutes



BEFORE YOU WRITE

- Write on the board: *meet your goal, complete your goal.*
- Ask: How do you know if and when you have met your goal or completed your goal? Ask volunteers for specific information, for example: I graduate and receive my diploma. I get the job and start working. My boss changes my schedule and gives me the one I want.

Presentation

5 minutes

A PAIRS. Read about Amadou....

- Write on the board: What is Amadou's goal? What steps will he take to reach it?
- Have students read the paragraph. Then ask volunteers to say the answers.

Controlled Practice 5 minutes

B Complete the chart....

- Tell students they can use one of their goals from page 39.
- Walk around and help students with vocabulary.

2 WRITE

Write a paragraph...

- Have students look at the model in Exercise 1A. Review: *indent the first line*, *use capital letters*, *use periods*, *check your spelling*.
- Walk around and help as necessary.

3 CHECK YOUR WRITING

- Have students use the list to check their own papers first. Encourage them to add or fix information.
- Then ask students to check a classmate's paper using the same list.
- Walk around and help as necessary.
- If students hand in their papers to you, let them know what you will be looking at and giving feedback on. You may want to write this list on the board.
- Tell students that we use *used to* to say that we once did something that we no longer do.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate vocabulary, grammar, mechanics and how well he or she completes the task. You may want to review the completed rubric with the students.

Extra Practice



Interactive Practice

Talk about community services

Getting Started

5 minutes

Community Building

You may want to bring brochures from a local community center. Your school office may also have information about local services.

BEFORE YOU LISTEN

GROUPS. Is there a community...

- Form cross-ability groups.
- Walk around and encourage each student to participate.
- Ask groups to share some of their information. You may want to write comments on the board.
- Point out some of the similarities and differences between the community centers.

Presentation

10 minutes



LISTEN



A Listen to a radio...

- Have students look at the picture. Ask: What do you think the man is doing? Why? (painting a mural on a wall in the community; to make the neighborhood look nice)
- Review the services discussed in Exercise 1. Tell students to listen for any of these in the audio.
- Play CD 1, Track 25.
- Have students compare what they heard.
- Play Track 25 again. Ask volunteers to say their answers. Make any necessary corrections.

Controlled Practice

5 minutes



B Listen again...

- Have students read the list of services.
- Play CD 1, Track 25.
- Have students compare answers.
- To review, play Track 25 again. When you hear a service, pause the CD and have students say what they heard.



G Listen again...

- Have students read the dates and events.
- Play CD 1, Track 25.
- To review, write answers on the board. Have students correct their work.
- Play Track 25 again and have students confirm the correct answers.

Communicative Practice 10 minutes

D GROUPS. Write a list...

- If possible, group students who live in the same neighborhood or close to each other.
- Have each group choose a student to write the list. Students take turns sharing ideas.

MULTI-LEVEL INSTRUCTION for 2D

Cross-ability Above-level students can write the list for the group. They can also help make sure pre-level students are included in the discussion.

Extra Practice



Interactive Practice

Talk about community services

Getting Started

5 minutes

- Controlled Practice 15 minutes
- Write on the board: 1. I am going to the store. 2. I am going to the store tomorrow.
- Say each sentence and have the class repeat.
- Point out that both sentences use the present continuous form. Ask: Which sentence talks about now? (1) Which sentence talks about the future? (2)
- State the lesson objective: We're going to learn how to use present continuous to talk about the future.

Presentation

10 minutes

Present continuous for the future

- Call on volunteers to read the sentences in the first box.
- Point out the structure: subject + be + verb/ing.
- Have students read the Grammar Watch box silently.
- Ask students to say the future time expression in the first box (this weekend).
- Call on volunteers to read the questions in the second box.
- Point out the structure: *be* + subject + verb/*ing*.
- You may want to write short answers on the board and review them with the class: Yes, I am. No, I'm not. Yes, she is, No, she isn't, etc.

PRACTICE

A Read the conversation....

- Review the sample answer with the class. Point out that the line starts under *'re* and *goes to* under the *ing* in *having*.
- Have students compare answers with a classmate.
- To review, write the answers on the board and have students check their answers.

Expansion: Reading Practice for 1A

 Form pairs. Students take turns reading A and B.
 Call on pairs to role-play their conversation for the class.

B Complete the sentences...

- Have students compare answers with a classmate.
- To review, have volunteers write the completed sentences on the board. Make any necessary corrections.

Expansion: Writing Practice for 1B

- Form pairs. Have students write questions for each sentence, for example, for item 1: When is the Dolores Community Center meeting?
- Call on students to write questions on the board.
- Review the questions with the class. Then have pairs read the questions and say the answers.

Lesson 10 Talk about community services

Controlled Practice

15 minutes

Communicative Practice 15 minutes

PRACTICE

A Complete the conversations...

- Review the sample answer with the class. Point out the present continuous form for a question: be + subject + verb/ing.
- Walk around and help as necessary.
- Call on volunteers to read each completed sentence aloud. Have the class listen and check their answers.

Expansion: Speaking Practice for 2A

• Form pairs. Students take turns playing A and B. Call on pairs to role-play their conversation for the class.

B PAIRS. Mei Lu is a...

- Review the direction lines with the class.
- Review the sample questions with the class. Remind students to use the present continuous form for the future.
- Walk around and help with the grammar.
- To review, have students switch partners and share their questions.

Show what you know!

GROUPS. Discuss...

- If it's possible prior to this exercise, have students bring in some brochures from their community centers, religious groups, or other schools they may attend.
- Call on students to say one thing that was said in their groups.
- If a place that offers services is in the neighborhood your school is in, call on students to write the name, address, and phone number of that place.

Progress Check

Can you . . . talk about community services?

Ask students to review some community services. Write a list on the board. Ask students: Can you check this goal?





Show what you know!



REVIEW

For your Grammar Review...

- Have students turn to page 246 to review the grammar for this unit.
- Answer any questions students may have.

2

ACT IT OUT

STEP 1. CLASS. Review the...

- Play CD 1, Track 19.
- Ask students to tell a partner what the conversation was about.

STEP 2. PAIRS. Talk about going back...

- Give students time to read their roles.
- When students have completed the task, call on pairs to role-play their conversation for the class.

N

MULTILEVEL INSTRUCTION for STEP 2

Pre-level Have students role-play Student B. **Above-level** Have students role-play Student A.



READ AND REACT

Presentation

00 minutes

STEP 1. Read about...

- Have students read the problem silently.
- Call on a student to restate the problem in his or her own words.
- Answer any questions.

Teaching Tip

While pairs are performing role plays, 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. You may want to review the completed rubric with the student.

STEP 2. GROUPS. What is the problem?...

- Tell students to summarize, without reading, the problems Jean Paul is having.
- Have groups complete the task.
- Call on a student from each group to say one piece of advice for Jean Paul.

4

CONNECT

For general teaching notes about the Self-Evaluation Activities, go to page T-xi.

For general teaching notes about the Team Project, go to page T-xi.

Progress Check

Which goals can you check...

Tell students to turn to page 25 (the first page of Unit 2). Have them read the goals and check the ones they believe they can do. Have them talk to a partner about the goals they checked.



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 2, encourage them to review the activities on the CD-ROM.

Extra Practice



Interactive Practice

3

School Days

Classroom Materials/Extra Practice CD 1 Tracks 26–38 Workbook Unit 3 Unit 3 Unit 3

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- Separable and inseparable phrasal verbs
- · Object pronouns
- Simple past review: regular and irregular verbs
- Simple past review: Wh- questions
- Should and Have to

Pronunciation

Important word stress

Reading

- Read an article about a children's library
- Read a report card
- Reading Skill: Using What You Know

Writing

• Write a letter about a problem

Preview

- Hold up your book or have students look at their books. Read the unit title aloud.
- Set the context of the unit. Ask questions about the picture: What do you see? How old do you think these children are? Where are they? What grade do you think they are in?
- Read the preview questions aloud.
- Ask volunteers to share answers about their countries. You can help students explain their ideas by writing their information on the board, for example, ages of school children, number of years in a school, when students graduate, etc.
- You may want to summarize similarities and differences between school systems in your students' countries and school systems in the United States. Use the board.

Unit Goals

- Tell the class: This list of unit goals shows us what we will be studying in Unit 3.
- Have students read the goals silently.
- Say each goal and have students repeat. Explain unfamiliar vocabulary as needed. Explain library services: Library services means what we can do at the library, for example, take out books, use a computer, get tutoring, etc. Explain deal with bullies: Bullies are children who tease or scare other children, especially smaller or younger children. Deal with means what we can do about it. Explain report card: Report cards are papers that the teachers send home to tell parents how their child is doing.
- Say: We will come back to this page at the end of the unit. You will be able to write a check next to the goals you learned and practiced in this unit.

Getting Started

10 minutes

Controlled Practice

15 minutes



WHAT DO YOU KNOW?

Teaching Tip

Encourage fluency by listening to students' ideas and not correcting their mistakes. Encourage accuracy by restating correctly what a student says and having the student or the class repeat.

- Set the context of the lesson. Write on the board: *children books computers homework tests*
- Point to the words. Say: Use these words and describe what students do in school. What do they do with books? With computers? What kind of homework do they have? What kinds of tests do they take?
- Call on volunteers to answer. You can model correct English by restating what the student said and having the student or the class repeat.
- Say: Talk to a classmate about the pictures. What is happening in each picture? Decide what the common theme is in all the pictures.
- Ask: What is the common theme? (school)
- State the lesson objective: We're learning words that relate to school.

Presentation

5 minutes

A Look at the phrases that relate...

- Call on volunteers to say what they think the phrases mean. Ask them for explanations or examples for each phrase.
- Say each phrase and have students repeat.

Teaching Tip

Ask students to use a pencil to write their answers. This allows them to erase an incorrect answer and clearly mark the correct answer.

B Match the pictures...

- Students can work alone or in pairs.
- Have students compare answers.

G Listen and check...

- Play CD 1, Track 26. Have students circle any incorrect answers. Play Track 26 again and have students correct these items.
- Play Track 26 again. Have students repeat.

Expansion: Vocabulary Practice for 1C

- Form pairs. Say: *Use the new vocabulary and talk about the pictures.*
- Point to picture 1 and say: The student is going online to look for some information.
- Call on volunteers to say one of their sentences.

Learning Strategy: Use context

- Read the directions. Students can use index cards or pieces of paper.
- Model the activity by making a card for one of the words in Exercise 1B.
- Walk around and help students write the phrases and example sentences.
- Say: You can remember new vocabulary when you write example sentences. Tell students they can use this strategy to remember other new vocabulary.

Teaching Tip

Have students add their vocabulary cards to their ziplock bag or envelope with their cards from previous units. Suggest that they review vocabulary at home, on the bus, or during a break.

Controlled Practice

15 minutes

Communicative Practice 15 minutes



PRACTICE

Community Building

During group discussions, encourage students to listen to the person talking without interrupting. Encourage students to raise their hands to show they want to speak. Write on the board: *That's an interesting point. I agree. I understand what you're saying, but I don't agree. I think*... Say each sentence and have students repeat.

WORD PLAY. Read the letter....

- Tell students to read the letter and circle phrases from Exercise 1B, page 46. Have students underline any words they are not sure of.
- Form pairs. Have students talk about the words they circled and underlined. Have students talk about the term *drop out*.
- Walk around and provide help as necessary.
 You may want to write words and definitions or example sentences on the board.
- Check comprehension. Ask the class: *Why is Jen's mother worried? What does* drop out *mean?*

Expansion: Reading Practice for WORD PLAY

 Form pairs. Have students take turns reading the text aloud.

Expansion: Writing Practice for WORD PLAY

- Tell students they are going to write true and false statements about the text.
- Write on the board: *Mrs. Halter is Jen's mother. Jen's mother wants the teacher to call her.* Have students say which is true and which is false.
- Form pairs. Each pair writes two false and two true statements about the text. Walk around and help as needed.
- Then form groups. Students take turns reading statements and saying if they are true or false.

Show what you know!

Teaching Tip

An effective way to manage group work is to assign tasks: Student A: Watch the time. Student B: Write the group's ideas on a piece of paper. Student C: Tell the class your group's ideas. Other roles could be: Student D: Make sure all students participate. Student E: Encourage everyone to use English.

GROUPS. Discuss. Why do children...

- Ask: What does it mean to fall behind in school? Write a simple definition on the board.
- As groups discuss the questions, walk around and provide help as necessary.
- To review this activity, ask each group to say one or two ideas.

MULTILEVEL INSTRUCTION for Show what you know!

Cross-ability Above-level students help lead the discussion. Encourage them to include pre-level students by asking questions and including them in the discussion.

Extra Practice Interactive Practice pages 26–27

Talk about problems at school

Getting Started

5 minutes



BEFORE YOU LISTEN

A GROUPS. Discuss. What are three ways...

- Write on the board: *Three ways parents can help* children in school
- Ask a volunteer for one example and write it on the board.
- Walk around and help as necessary.
- To review, ask a volunteer from each group to write the group's answers on the board. Review the answers with the class.

Multilevel Instruction for 1A

Cross-ability Above-level students can write the list for the group. They can also help make sure pre-level students are included in the discussion.

Presentation

15 minutes

B Look at the vocabulary...

- Read the vocabulary and the definitions aloud.
- Call on volunteers to say sentences using the vocabulary. Encourage them to make the sentences about school.
- Write the sentences on the board, correcting grammar as needed.
- Have students copy the sentences into their notebooks.

Culture Connection

Students will have various opinions about what discipline means. Give examples of what is not acceptable discipline in the United States, for example: hitting, slapping, or beating a child or withholding food. Give examples of what is acceptable discipline in the United States, for example: taking away TV and telephone privileges, grounding the child, or giving a time out.

LISTEN

A Listen to the radio talk show...

- Ask: What is a talk show interview? (The host of a radio or TV program asks a guest questions.)
- Have students read the directions and the answer choices.
- Play CD 1, Track 27. Then ask a volunteer to answer. Write the correct answer on the board.

Controlled Practice

10 minutes



B Read the statements. Then...

- Have students read the statements silently.
- Play CD 1, Track 28. Have students compare answers.
- Then play Track 28 again. Review the answers by asking volunteers to write true or false on
- Tell students they are going to listen again so they can correct the false statements. Play Track 28 again. Say the correct information and have students check their answers.

G Listen again. Kendra Williams talks...

- Ask a volunteer to read the answer choices.
- Tell students to raise a hand and say *Stop!* when they hear one of the problems.
- Play CD 1, Track 28. Stop the audio when you see a hand. Ask the student to say what he or she heard. Repeat the information. Ask: *Is that correct?*
- Review this exercise by asking the class to say the two problems. Play Track 28 again to confirm the answers.

Lesson 2 Talk about problems at school

Presentation

5 minutes

CONVERSATION



A Listen to the words. Notice...

- Play CD 1, Track 29. Have students read the words.
- To help students understand that syllables are units of sound, separate the words into two syllables. Write on the board: *prac tice*, *soc cer*, *Thurs day*.
- Play Track 29 again. Have students repeat.
- Have students read the Pronunciation Watch note.

Expansion: Pronunciation Practice for 3A

• Have students say any words they know that have two syllables. Write them on the board. Review the stress pattern for each word.

Controlled Practice 15 minutes

B Listen to the words....

- Play CD 1, Track 30.
- Have students compare answers with a classmate.
- Then play Track 30 again. Write the answers on the board and have students check their answers.
- Play the audio as many times as necessary.

Carried Listen and read...

- Ask: What do you see in the photo? What is happening?
- Tell students they are going to hear a father and son talking about homework.
- Write on the board: What is the problem? Tell the class to listen for the problem. Encourage students to cover the conversation in their books.
- Play CD 1, Track 31. Call on students to say what they think the problem is. Write answers on the board.
- Then play Track 31 again. Have students listen and read silently.
- Review the answers on the board. Correct as necessary.

PRACTICE

A PAIRS. Practice the conversation.

- With an above-level student, model the conversation for the class, using correct word stress and appropriate emotion.
- Tell students to role-play both A and B.
- Walk around and help as needed.
- Call on volunteers to role-play the conversation for the class.

MULTILEVEL INSTRUCTION for 4A

Cross-ability Have above-level students roleplay B. Have them give different reasons why the boy doesn't want to do his homework now.

Communicative Practice 10 minutes

Teaching Tip

To help organize discussions, you can use large poster paper or newsprint and markers and assign roles: Student A: Write down the group's ideas. Student B: Hang the paper to the board. Student C: Report to the class. Students can also write on transparencies or the board.

B MAKE IT PERSONAL. GROUPS. What...

- Write on the board: *Problems with our schools?* How to change?
- Have students write a list as they talk about problems and ideas to help fix the problems.
- Call on each group to share one or two problems and their ideas for change. Write the information on the board.

Extra Practice



Interactive Practice

Find ways to help children with school

Getting Started

10 minutes

- Have students close their books.
- Write on the board: get in, get on, get up, get off
- Ask students to say the meaning of these verbs. If students need help, demonstrate the verbs or write sentences using the verbs on the board.
- Write students' answers or your answers on the board to provide definitions. Confirm the meaning of each verb by saying an example sentence.
- Tell students that we call these verbs *phrasal verbs*. Point out the verb and the preposition in each phrasal verb.
- Tell students to open their books to page 46. Have students circle the phrasal verbs in the list: *figure* out, go over, hand in, help out, look up, make up.
- State the lesson objective: We are going to learn about phrasal verbs. We'll use them to talk about children and homework.

Language Note

Help students understand what an object is. You can show students how to ask the questions *What?* or *Who?* This tells you if the verb has an object. Write on the board: *hand in, pick on*. Ask: *Hand in what?* You hand in your homework. Ask: *Pick on who?* You pick on someone.

Presentation

10 minutes

Inseparable phrasal verbs/Separable phrasal verbs

- Write on the board: *fall behind, keep up with,* hand in
- Point to each phrasal verb. Underline the verb and circle the preposition.
- Ask students to look at the first chart. Say: Inseparable verbs can't be separated. The object, which is new information, comes after the phrasal verb. Say each sentence and have the class repeat.
- Ask students to look at the second chart. Say: Separable verbs can be separated. The object, which is new information, comes after or in the middle of the phrasal verb. If the object is a pronoun, it must go in the middle. Read the sentences aloud. Point to the objects.

- Have students read the Grammar Watch silently.
 Read each sentence in the Grammar Watch and point to the grammar charts to show the corresponding information.
- Ask students to read the list of phrasal verbs to the right of the Grammar Watch.
- Form pairs. Assign a phrasal verb to each pair. Have the pair create an example sentence and write it on the board.
- Review each sentence on the board for meaning and grammar. Ask: Was the phrase used correctly? Was the phrasal verb used correctly?

Controlled Practice

10 minutes



PRACTICE

Circle the phrasal verbs...

- Say: This is a sign-up sheet. Read the text. What are students signing up for?
- Ask volunteers for answers. Write the answer on the board: *They are signing up for free tutoring at the public library.*
- Then have students look for phrasal verbs and circle them. Have students compare answers.
- Call on volunteers to read each sentence and identify the phrasal verb, if there is one. Write the phrasal verbs on the board.

MULTILEVEL INSTRUCTION for 1

Pre-level Students take turns reading aloud. Tell them to read it more than once.

Above-level Student A reads the text aloud. Student B listens and writes a list of the phrasal verbs he or she hears. Then they check the list against the text.

Find ways to help children with school

Controlled Practice

15 minutes

Communicative Practice 15 minutes

2

PRACTICE

A Unscramble the sentences....

- Write item 1 on the board. Show students how to cross off the words they have used.
- Point out that students need to add capital letters and periods.
- If students need more support, do item 2 with the class. Have a volunteer write the correct sentence on the board. Make necessary corrections.
- Have students compare answers with a partner.
- Call on volunteers to write the sentences on the board. Review the sentences with the class.

Expansion: Reading Practice for 1B

 Form pairs. Read sentence 5 aloud. Then have students take turns reading the sentences aloud.
 Walk around and correct pronunciation, tone, and pace as needed.

B Underline the separable verbs....

- Tell students to read through the sentences and find the phrasal verbs. Tell them to decide if they are separable or inseparable. Students can go to page 50 to figure out if a phrasal verb is separable or not.
- Remind students to ask *Who?* or *What?* about the verb to decide if it has an object. (See Language Note, page T-50.)
- Have students compare answers with a partner.
- To review this exercise, ask volunteers to read the sentences and say the answers.

© Rewrite the sentences...

- Say: Remember if it is a separable verb, the object pronoun can appear between the two parts of the verb. Do item 1 with the class.
- Call on students to read the new sentences.
- Write the sentences on the board as students read them. Correct as necessary.

Show what you know!

Culture Connection

Tell students that in the United States, it is acceptable to discuss a child's problems with his or her teacher. These problems might be emotional, physical, problems at home, or problems at school. Communication between the parent and the teacher is important for a child's success in school.

PROBLEM SOLVE. GROUPS. Talk about problems...

- Write on the board: *Sometimes one child picks on another child.*
- Say: This is a problem children sometimes have in school. To help the child, we could talk to the teacher first and then the principal.
- Ask students to check off each phrasal verb in the box they use. Walk around and help as needed.
- Call on a student from each group to talk about a different problem.

Progress Check

Can you . . . find ways to help children with school? Ask students to review ways to help children with school. Make a list on the board. Ask students: *Can you check this goal?*



Talk about library services

Getting Started

5 minutes

Presentation

20 minutes



BEFORE YOU READ

GROUPS. Do you go to the library?...

- Ask: Who goes to the library? Do your children go to the library? How often do you go?
- Extend the discussion. Ask: Is there a library near your home? Where is it? Do you know where other libraries are located?
- State the lesson objective: We are going to talk about libraries and library services.

Language Note

Ask students: What is a paragraph? (a group of sentences with a main idea; you can "see" paragraphs because of indentation, the small space at the beginning of the paragraph) Encourage students to point to examples of where paragraphs start and end in their books.

READ



Listen and read the article...

- Ask students to read the Reading Skill box silently. Then call on a volunteer to read the information
- Write on the board: What is it? Where is it? Why is it special?
- Tell students they are going to listen to and read information about a special library for children. Ask them to think about the questions on the
- Play CD 1, Track 32. Students listen and read silently.
- Check comprehension. Ask: What is the article about? (The Trove, a special children's library) Where is this library? (White Plains, NY) Why is it *special?* (various answers)
- If students want definitions of vocabulary words now, tell them that there is vocabulary practice on the next page.

Expansion: Reading Practice for 2

- Write on the board: P1: Which famous place does this library look like? P2: Why do children think this library is magical? P3: Can children have their own library card? P4: Why did Sandra Miranda create *The Trove?*
- Say: We're going to read the article again. Look for information to help you answer these questions.
- Ask students to read the article silently. Have them work with a classmate to answer the questions on the board.
- To review, ask volunteers for answers. Write the information on the board.

Lesson 4 Talk about library services

Controlled Practice

20 minutes

Communicative Practice 15 minutes

Community Building

Encourage students to rely on each other for help during class. Tell them to talk to a classmate about words they don't know instead of using a dictionary. Give students the opportunity to talk to each other about unfamiliar words as they read.

CHECK YOUR UNDERSTANDING

Write T (true) or F (false).

- Tell students to look at the article on page 52 to help them decide if a sentence is true or false.
- Have students compare answers. Tell students to point to the paragraph in the article that shows the answer.
- To review, have volunteers say true or false and identify the paragraph in the article that supports their answer.

Expansion: Writing Practice for 3

• Students rewrite the false sentences with the correct information. Call on students to write the new sentences on the board.

VOCABULARY IN CONTEXT

Look at the boldfaced...

- Write a list on the board: *design*, *performance*, check out books, renew books, pay a fine.
- Have students read the story again. Ask them to pay attention to the sentences with these words.
- Ask the class to give definitions for the words on the board. Then have the class do the exercise.
- To review, ask volunteers to read the completed sentences aloud. Make any necessary corrections.

Show what you know!

Teaching Tip

Help students practice organizing ideas by using graphic organizers. Show students how to write examples under each heading. Tell students they can refer to this information during their discussions.

GROUPS. What does your library have...

- Write on the board in a T format: Our library has Our library doesn't have; write another T format: We like We don't like.
- Call on a student to read the ideas in the box.
- Form cross-ability groups. Tell the groups to talk about a school library, a local library, or another library they have been to. Tell them to think of two ideas for each column on the board. They can use the ideas in the box and any other ideas they have.
- Walk around and help as necessary.
- Call on a student from each group to say what services they discussed.
- Ask students if they can talk about library services. If they can, tell them to check the goal.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Students say one thing they like and one thing they don't like about a library.

Above-level Students say as many things as they can about a library and write their information.

Progress Check

Can you . . . talk about library services?

Ask the class to identify some services that a library they know offers. Make a list on the board. Ask students: Can you check this goal?

Extra Practice Interactive Practice pages 30-31

Lesson 5 Write a letter of request

Getting Started

5 minutes

Controlled Practice

15 minutes



BEFORE YOU WRITE

Culture Connection

In the United States, it is common to write a letter to a company or an organization to express your opinion about the way they do things. It is appropriate to include negative opinions or thoughts if using polite language.

A GROUPS. Are there any changes you would...

- Students can share ideas about any library they know.
- Ask a volunteer from each group to say one change.
- State the lesson objective: We are going to write a letter about a problem.

Presentation

5 minutes

Language Note

There are six parts to a business letter:

- 1. The *heading* (the return address) and the *date*
- 2. The inside address, which is the recipient's name, place of business, and address
- 3. The greeting
- 4. The *body* or content
- 5. The *closing*, which in most cases is *Sincerely*
- 6. The *signature*, which sometimes has the name typed underneath

B Read the letter. Why did...

- Point out the various parts of a business letter (see Language Note above).
- Tell students to read the letter silently.
- Elicit ideas on why the letter is effective.
- Also include: *It is polite*. *It begins in a positive way,* with what she likes. It is clear and to the point.

Expansion: Critical Thinking Practice for 1B

• Ask: Who is Amanda Reade? Where is the library? Who is Ramona Matos? What does Ramona like about the library? What does Ramona not like about the library? What do you think Ms. Reade will do when she reads the letter? Discuss the answers.

WRITE

Write a letter...

- If possible, ask for library booklets from your local branches so students can write a real letter to a real person.
- If students are not writing a real letter, they can imagine a situation and write a letter.

CHECK YOUR WRITING

- Have students check their own papers first.
- Then ask students to check a classmate's paper using these same questions.
- Walk around and help as necessary.
- If students hand in their papers to you, let them know what you will be looking at and giving feedback on. You may want to write this list on the board.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate vocabulary, grammar, mechanics and how well he or she completes the task. You may want to review the completed rubric with the students.

Extra Practice



Interactive Practice

Presentation

10 minutes



BEFORE YOU LISTEN

GROUPS. Discuss. Sometimes children...

- Have students read the information silently.
- Write on the board: bully. Ask students for their ideas on what it means. Write their answers on the board. Write a brief definition on the board: When a person picks on another person and won't stop. Usually the bully is stronger and the victim is weaker. Bullying can be emotional or physical.

Culture Connection

Let students know that in the United States, school administrators consider bullying a serious issue. You may want to talk about cases where unchecked bullying became serious and even violent. A consequence of bullying is that sometimes victims feel the need to retaliate. Encourage students to talk to their child's teacher first and then the principal.

LISTEN

A Listen to the conversation....

- Have students look at the picture. Say: *Describe* how you think the mother and son feel.
- Play CD 1, Track 33. Call on students to say how Rafael feels (and the mother).
- To review, play Track 33 again.

Controlled Practice 10 minutes



B Listen again. Answer the...

- Play CD 1, Track 33.
- Call on students to say if statements are true or false.
- To review, play Track 33 again.

Expansion: Writing Practice for 2B

• Students rewrite the false sentences with correct information on the board.

© PAIRS. Discuss the questions.

- Note: If students did not do Exercise 2B, have the partner retell Rafael's story.
- Call on volunteers to answer the questions.

MULTILEVEL INSTRUCTION for 2C

Pre-level Students read the audio script as they discuss.

Above-level Students talk about more details. Write on the board: What are some other reasons a child might not want to talk to a parent or a teacher? Have them share their ideas with the class.

Communicative Practice 15 minutes

MAKE IT PERSONAL, GROUPS, Discuss...

- Have students make a list of some of the reasons a child might be picked on.
- Ask: Do boys and girls get picked on for different reasons? Would you deal with the situation differently for your son or daughter?
- Call on a student to talk about the groups' ideas.

Extra Practice Interactive Practice

Getting Started

5 minutes

- Write on the board: <u>present</u>: I visit my mother on Sundays. I go to class on Mondays. Write on the board: <u>past</u>: I visited my mother last Sunday. I went to class last Monday.
- Ask volunteers to come up and underline the verbs. (visit, go, visited, went)
- Ask the class to look at *visited* and *went*. Say: *What are the simple verb forms*? (visit, go)
- Point out that *visit* is called a regular verb and *go* is an irregular verb. Say: *We're going to study regular and irregular verbs in the past tense now.*

Presentation

10 minutes

Simple past review: Regular and irregular verbs

- Call on a volunteer to read the sentences in the boxes.
- Stop after each box and reinforce the information. Ask: *How do we make the past tense? What does* affirmative *mean? What's the negative past tense?*
- Then have students read the information in the Grammar Watch box. Have students turn to page 286 to look at the list of irregular verbs. You may want to ask students to study this list for homework.
- To review, say: Let's review what we now know. What is the difference between regular and irregular verbs in the past? (Answers should include the following: Regular verbs follow rules. Irregular verbs have their own forms. Regular verbs use -ed at the end. You have to memorize irregular verbs.)

Controlled Practice

10 minutes

PRACTICE

A Underline all verbs...

- Tell students they are going to read the paragraph two times.
- Have them read the first time to understand the story. Write on the board: What is the paragraph about? What was Hao's problem at school? What solution did Hao come up with? Call on students to answer the questions.
- Have students read the paragraph again and underline the past tense verbs.
- Walk around and help as necessary.
- Call on volunteers to read one sentence each and say any past tense verbs they underlined.

Expansion: Grammar Practice for 1A

• Students say if the past tense verb they underlined is regular or irregular. If it is irregular, ask students to say the simple verb form.

B Complete the conversation...

- Write on the board: 1. Who are the speakers: adults or children? 2. What is the problem?
- First have students read the conversation to understand the context. Ask volunteers to answer the questions on the board.
- Then have students fill in the blanks. Walk around and help as needed.
- To review, have students compare answers with a classmate. Then have volunteers say one sentence each. Make any necessary corrections.
- Form pairs. Have students practice the completed conversation.

Presentation

10 minutes

- Tell students there are many ways to make questions in English. Write one example of a *yes/no* question and one example of a *Wh*-question. Ask students to form as many questions as they can in five minutes. Call on volunteers to say their questions. Write an example of each type of question on the board. Note: The questions can be in any tense.
- Circle all of the *Wh* questions on the board. Say: *We're going to review forming the past tense with* Wh- *questions now.*

Simple past review: Wh- questions

- Call on two students to read the grammar information from the box in question and answer form.
- Have students read the Grammar Watch box.

Language Note

Who hit you? asks about the subject when you is the object. Who did you hit? asks about the object of your hitting. Other examples are Who told you? and Who did you tell?

Controlled Practice

10 minutes



PRACTICE

Complete the conversation....

- Tell students they are going to read the conversation first for context. Ask: What are A and B talking about? Who could A and B be?
- To review, ask an above-level pair to read the completed conversation. Make any necessary corrections and write the correct questions on the board.

Expansion: Speaking Practice for 2

• Form cross-ability pairs. Have students practice the complete conversation. Have students switch roles so they are both A and B.

Communicative Practice 15 minutes

Show what you know!

GROUPS. Talk about a time...

- Review the topic. Ask: What is a bully? What are some things bullies might do to other people? You may want to write the ideas on the board.
- Set a time limit for groups to talk. Walk around and help as needed.
- Then ask two groups to join and to share their experiences.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Students work in pairs to complete the task. When it's time to change, have them work with another pre-level pair to share their stories.

Above-level Tell students to ask as many *Wh*-questions as possible. Have them write a list of these questions.

Progress Check

Can you . . . deal with bullies?

Ask the class to identify some ways to deal with bullies. Make a list on the board. Ask students: Can you check this goal?



Lesson 8

Read a report card

Getting Started

5 minutes

- Write on the board: *A B C D F* 95 85 75 65
- Say: These letters and numbers are used in schools. What are they used for? Let students answer without correcting their information. Make sure the following are included in the discussion: grades, marks, test.
- Say the lesson objective: We're going to talk about school report cards and how to understand the information.

Presentation

10 minutes



READ A REPORT CARD

- A Look at the chart. Which grades...
- Have students read the chart silently. Then say each grade (*A plus, A*, etc. *ninety-five to one hundred percent*, etc.). Have students repeat.
- Write on the board: *pass fail average*. Review these words with the class.

Culture Connection

Most schools in the United States use report cards to let families know how their children are doing in school. Other information included on report cards may include: E (excellent), S (satisfactory), U (unsatisfactory), N (needs work), and E (emerging).

Controlled Practice

10 minutes

- B Students usually get a report card...
- Have students read the report card silently. Point out the headings. Point out that *Q* means *one quarter*.
- Say: In art class, the teacher's last name is Jones. Joey got a B. His teacher said he is a good student.
- Form pairs. Have students say sentences about how Joey is doing in each class. Walk around and help as necessary.

T-58

Read a report card

2

PRACTICE

PAIRS. Answer the questions...

- Call on students to read the questions.
- Call on other students to say the answers.

MULTILEVEL INSTRUCTION for 2

Cross-ability Students talk about the answer, but above-level students write the answers first. Then pre-level students can copy the answers into their books.

Presentation

5 minutes

3

LISTEN TO A TELEPHONE RECORDING

A GROUPS. Discuss. Why do parents sometimes...

 Have each group write a list of reasons. Then ask each group to say one or two reasons. Write the information on the board.

B Listen to a telephone message...

- Tell students they are going to hear a telephone message for a school.
- Have students read choices *a*, *b*, and *c* to get ready.
- Play CD 1, Track 34. Ask a volunteer to say what he or she heard.
- Play Track 34 again for students to review the answers.

Controlled Practice 15 minutes

G You are a parent...

- Tell students they are going to listen to the message again. They need to listen for the information about who to speak to.
- Have students read items 1 through 5 to get ready.
- Play CD 1, Track 34. Then have students compare answers.
- Play Track 34 again for students to review their answers.

Communicative Practice 15 minutes

4

PRACTICE

Teaching Tip

While pairs are performing role plays, use the speaking rubric on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and to score how well he or she completes the task. You may want to review the completed rubric with the student.

ROLE PLAY. PAIRS. Pretend Joey's parent...

- Tell students to look at Joey's report card on page 58 as they speak.
- Call on volunteers to perform their role play for the class.

MULTILEVEL INSTRUCTION for 4

Cross-ability Pre-level students play Student B (the parent). Above-level students play Student A (the teacher). You can also form groups of 3 and have two pre-level students play the roles of parents.



Getting Started

5 minutes

Controlled Practice

15 minutes



BEFORE YOU LISTEN

Community Building

If your class includes teenagers, young adults, and older students, you can vary the groups. For example, mix the age groups or make groups according to age groups. Either way, students learn about each other and learn from each other.

GROUPS. What things can parents do...

- Write on the board: What can parents do to help their children continue their education?
- Call on each group to say one or two ideas.

Presentation

10 minutes



LISTEN

Culture Connection

In the United States, school counselors talk with parents about their children's academic progress, behavior, and future goals. Encourage students to make this contact at the beginning of each school year. Schools will provide a translator or your students can bring an adult to translate. Encourage your students to find out at the beginning of the year.



A Listen to a conversation...

- Tell students to read the information in the note about school counselors.
- Say: You're going to listen to a mother talking to a school counselor. Have students read the three answer choices.
- Play CD 1, Track 35. Have students mark their
- Then play Track 35 again and have students raise their hands when they hear the answer.
- Review the answer with the class. Play Track 35 again for students to confirm the answer.

B Listen again...

- Have students read the questions and answer choices first.
- Play CD 1, Track 35. Then have students compare
- Ask the class for the answers. Write them on the board.
- Play Track 35 again to confirm the answers.

G Listen to the second part...

- Say: In the United States, if you want to get into a college, you need to take high school classes for a certain amount of time. Explain that a semester is half of a school year and there are usually two semesters per year.
- Do item 1 with the class. Play CD 1, Track 36 and pause the audio after *computer science*.
- Continue playing Track 36 and have students write the answers. Play the audio as often as necessary.
- To review, have volunteers write their answers on the board. Make any necessary corrections.

Culture Connection

Schools and colleges divide the school year in different ways. Semester: one-half of a school year and the summer months. *Trimester*: one-third of a school year. Quarter: one-fourth. Any of these time periods can be called a *term*.

Controlled Practice

15 minutes

Communicative Practice 15 minutes



CONVERSATION

A Listen to the phrasal verbs...

- Play CD 1, Track 37. Have students listen and read.
- Play Track 37 again. Have students repeat.
- Have students read the Pronunciation Watch silently. Read the text aloud.
- Play Track 37 again. Stop after each sentence and point out the matching information in the Pronunciation Watch.

B Listen and read...

- Play CD 1, Track 38. Have students read silently.
- Play Track 38 again. Have the class read aloud with the audio.

PRACTICE

A PAIRS. Practice the conversation.

- Students take turns playing A and B.
- Call on pairs to role-play their conversation for the class.

B MAKE IT PERSONAL. GROUPS. Discuss...

- Have each group make a list of ideas.
- Have each group write their list on the board and report to the class. Encourage each student to participate in the report.
- To finish, ask: *Are there any ideas that each group* talked about?

MULTILEVEL INSTRUCTION for MAKE IT PERSONAL

Cross-ability Pre-level students have easier roles, for example, keeping track of time, making sure each person speaks, or encouraging everyone to speak in English. Above-level students write the list of ideas, write on the board, and report to the class.

Extra Practice



Interactive Practice

Getting Started

5 minutes

Controlled Practice

10 minutes

- Write on the board: 1. You <u>should</u> see a doctor. 2. You have to see a doctor.
- Say: Sentence 1 is an idea, a suggestion about what I think. Sentence 2 means there is a problem and it's important you see a doctor.
- State the lesson objective: We're going to use should and have to while we talk about helping children continue their education.

PRACTICE

Julio is talking...

- Have students compare answers with a classmate.
- Call on volunteers to read the advice and the answers.

Presentation

10 minutes

Should and Have to

- Call on volunteers to read the questions and answers.
- Have students read the Grammar Watch box silently. Have students say the sentences in the grammar chart that match each item in the Grammar Watch box.
- Work with the class to create new examples for each item in the Grammar Watch box. Write them on the board and make any necessary corrections. Point out that context plays an important role in using *should* or *have to*.

Controlled Practice

15 minutes

Communicative Practice 20 minutes



PRACTICE

Language Note

By 8:00 means any time before 8:00.

(A) Complete the sentences...

- Write on the board: SAT: Scholastic Assessment Test PSAT: Preliminary Scholastic Assessment Test.
- Say: High school students take the SAT test if they are interested in going to college. Colleges want to see their score. The PSAT is a practice SAT test.
- Tell students the reading is about rules and suggestions for taking the PSAT.
- Have students compare answers with a classmate.
 Then write each answer on the board and have students check their work.

B Read the questions...

- Have students compare answers with a classmate.
- To review, have two students read each conversation aloud.

Show what you know!

Community Building

It's important for students working in groups to express their ideas, as well as to listen to others' ideas. Write a list on the board: I have an idea. I think your idea is good, but I have a different idea. What do you think? [Name], what do you think? Say each sentence and have the class repeat. Ask students to use them during their group work.

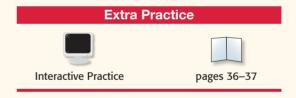
GROUPS. Should children continue...

- Have groups make a list of their ideas.
- Have each group say one or two of their ideas. Write the ideas on the board.

Progress Check

Can you help children . . .

Ask the class to identify some ways to help children continue their education after they finish high school. Make a list on the board. Ask students: *Can you check this goal?*





Show what you know!



REVIEW

For your Grammar Review . . .

- Have students turn to page 247 to review the grammar for this unit.
- Answer any questions students may have.



ACT IT OUT

Teaching Tip

While pairs are performing role plays, 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. You may want to review the completed rubric with the student.

STEP 1. CLASS. Listen to the conversation...

- Write on the board: *The conversation is about*
- Play CD 1, Track 38.
- Have students work with a classmate to fill in the blank. Then have volunteers say what the conversation was about.

STEP 2. PAIRS. Role-play a conversation...

- Have each pair read their role play information. Check comprehension. Ask: Who are the people? What is the problem? What are some solutions?
- Ask the class to say their ideas. Write the information on the board. Answer any questions students may have.
- As pairs role-play a conversation, walk around and help students with vocabulary, pronunciation, and grammar.
- Ask volunteers to role-play their conversation for the class.

3

READ AND REACT

STEP 1. Tanya is from Russia...

- Have students read the problem silently.
- Check comprehension. Ask: Who is Tanya? Who is Alex? Where do they live? What is the problem?

STEP 2. GROUPS. Discuss...

- Tell students to summarize, without reading, the problems Alex is having.
- Have groups complete the task.
- Call on a student from each group to say one thing they would tell Tanya.

4

CONNECT

For general teaching notes about the Self-Evaluation Activities, go to page T-xi.

For general teaching notes about the Team Project, go to page T-xi.

Progress Check

Which goals can you check...

Tell students to turn to page 45 (the first page of Unit 3). Have them read the goals and check the ones they believe they can do. Have them talk to a partner about the goals they checked.



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 3, encourage them to review the activities on the CD-ROM.

Extra Practice



Interactive Practice

4

Getting a Job

Classroom Materials/Extra Practice



CD 1 Tracks 39–50



Workbook Unit 4



Interactive Practice Unit 4

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- Present perfect: Yes/No questions with ever and never
- Present perfect: Statements with *for* and *since*
- It + Be + Adjective + Infinitive

Pronunciation

- Final -s sound
- Words ending in -sion and -tion

Reading

- Read a job application
- Read an article about a job interview
- Reading Skill: Making Inferences

Writing

- Fill out a job application
- Write an after-a-job-interview thank-you letter

Preview

- Read the unit title and Preview questions aloud.
- Tell students to talk about the questions with the classmates sitting near them.
- Then take a poll. Say: Raise your hand if you have a job now. Then say: Raise your hand if you are looking for a job. Raise your hand if you want a new or different job.
- Hold up your book or have students look at their books. Read the unit title aloud.
- Set the context of the unit. Ask questions about the picture: What do you see? Where are these people? Who do you think they are? What are they doing?
- Read the preview questions aloud.
- Form pairs. Have students take turns answering the preview questions. Walk around and help students with vocabulary.

Community Building

Take a poll. Ask: What is your dream job? What job would you really like to have? Write students' answers on the board. Explain any words students don't know.

Unit Goals

- Tell the class: This list of unit goals shows us what we will be studying in Unit 4.
- Have students read the goals silently.
- Say each goal and have students repeat. Explain unfamiliar vocabulary as needed. You may want to write on the board: *training: learning a specific job; work history: what work you did in the past; rights: protections you have at work.*
- Say: We will come back to this page at the end of the unit. You will be able to write a check next to the goals you completed in this unit.

Getting Started

5 minutes

Controlled Practice

15 minutes

1

WHAT DO YOU KNOW?

- Set the context of the lesson. Write on the board: *kindergarten teacher, construction worker.*
- Ask: What qualities do you think a person would need in these jobs? Write students' answers on the board.
- Have students look at pictures 1–8. Point to each picture and ask: What is happening? What is he or she doing?
- Call on volunteers to describe what is happening in the pictures. Ask: *What is the common theme?* (jobs, working)
- State the lesson objective: We're learning words that describe positive work qualities.

Presentation

10 minutes

A CLASS. Look at the vocabulary....

- Read the vocabulary words aloud and have students repeat.
- Ask: Do you know any of the words?
- Call on volunteers to say what they think the words mean, but don't write any definitions at this point.
- Tell students that when they have finished this lesson, they will know the words.

B Complete the descriptions...

- Remind students to use pencils for easy correcting.
- Tell students to compare their answers with a partner.

© PAIRS. Compare answers.

• Have students compare answers with a classmate.

Expansion: Vocabulary Practice for 1C

• Have students work together to use the words to describe classmates, for example, *Maria keeps her notebook neat and organized. Ahmed is motivated and will learn English quickly.*

D Listen and repeat.

- Play CD 1, Track 39. Have students check their answers.
- Play Track 39 again. Have students repeat.

Expansion: Reading Practice for 1D

• In pairs or small groups, have students practice reading the picture descriptions aloud.

Learning Strategy: Make connections

- Read the directions. Students can use index cards or pieces of paper.
- Model the activity by making a card for the word *organized*. Ask: *What job do you have to be organized for?* Accept various answers, then choose one and write it on the back.
- Walk around and help as needed.
- Say: *Making connections between a word and something related to it can help you remember new vocabulary.* Tell students they can use this strategy to remember other new vocabulary.

Controlled Practice

15 minutes

Communicative Practice 15 minutes



PRACTICE

Language Note

Explain the formal greeting *To Whom It May Concern*, which we use if we don't know the name of the person who is receiving the letter.

A WORD PLAY. Sometimes former employers...

- Help students understand the context of the letter. Ask them why a former employer would write a letter of recommendation. Ask them when a former employer might *not* write a letter of recommendation.
- Listen to students' ideas, then point out that only employers who are happy with their employees, including the circumstances under which they leave their job, usually write a good letter of recommendation.
- Have students read the letter silently.
- Call on an above-level student to read the letter aloud.
- Answer any questions.

Expansion: Critical Thinking Skills for 2A

- Ask students why Omar is leaving his job. (*He is moving.*)
- Write on the board: What are some reasons for leaving a job? Which reasons would be good enough for an employer to write a letter of recommendation?
- Say: For example, if someone got fired for breaking a rule, the employer would not write a letter of recommendation.
- Have students talk to a partner.
- Call on students to write on the board reasons that would be good enough for an employer to write a letter of recommendation.
- Finish with a discussion of the reasons.

B Answer the questions...

- Have students complete the task.
- Call on students to read the statements and say the answers.
- Call on other students to say why the false statements are false.

Show what you know!

GROUPS. What kind of a job...

• When students have completed the task, call on a person from each group to say what jobs their group members would like to have.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Have students talk about one job they would like.

Above-level Have students talk about more than one job they would like.

Expansion: Vocabulary Practice for Show what you know!

• Have students write on the board some of the jobs they talked about in their groups. Ask students to work with a partner and make a list of the qualities that each job would require of an employee.



Talk about your work experience

Getting Started

5 minutes

Controlled Practice

10 minutes

- Write on the board: *person who fixes a car person who sells a car*
- Tell students there are different types or categories of jobs. Write on the board: *technician sales person*
- Ask students if they can match the type of job to the correct job. Draw lines between the answers.
- Tell students they are going to learn more about types of jobs and what experience each job requires.

Presentation

5 minutes

1 BEFORE YOU LISTEN

A PAIRS. Technicians...

- Call on a student to read the questions.
- Have pairs make a list of as many technicians as they can and what they fix.
- Call on students to write their lists on the board.

Expansion: Speaking Practice for 1A

• Using the list from the board, have students answer the following questions with a partner. Write on the board: Can you do any of these things? Do you know anyone else who can? Have you ever used a technician to fix something?

B PAIRS. Match the...

• Call on students to read the specialties and say which picture they match.

2 LISTEN

A Listen to a radio...

- Ask students what a *technical school* is. (a school where students learn about and do a specific job)
- Ask students what a commercial is. (an advertisement)
- Tell students to read the three statements. Ask: What information are you listening for? (Why is it a good idea to be a technician?)
- Play CD 1, Track 40.
- Have students compare their answer with a partner.
- Call on a student to say the answer.
- To review, play Track 40 again.

B Read the statements....

- Call on students to read the statements.
- Ask: *What is ACME?* (the name of the technical school in the commercial)
- Play CD 1, Track 40.
- Call on students to say if the statements are true or false.
- To review, play Track 40 again.

Expansion: Speaking Practice for 2B

• Have students read the statements again and correct any false information.

Lesson 2 Talk about your work experience

Presentation

5 minutes

Controlled Practice

5 minutes



CONVERSATION



A Listen to each word...

- Read the information in Pronunciation Watch.
- Tell students to listen for the final *s* sound.
- Play CD 1, Track 41 twice. Have students complete the task.
- Say each word and have students repeat.

Controlled Practice

5 minutes



B Listen to each word....

- Play CD 1, Track 42 as many times as needed.
- Call on students to say the word and the ending sound they hear.
- Correct as needed. Have students repeat the words.

Language Note

Model how students can feel the difference between voiced and voiceless sounds. Put your fingers, palm inward, on your throat. Say *electronics*, exaggerating the final *s* sound. You will not feel any vibration on your fingers. This is a voiceless sound. Put your fingers on your throat. Say *programs*, exaggerating the final s sound. You will feel a vibration on your fingers. This is a voiced sound. The voiced *s* is a *z* sound. The third s sound is the making of a new syllable, such as class becoming classes.

Presentation

5 minutes



G / Joe Kelly is at...

- Call on a student to read what HVAC stands for.
- Play CD 1, Track 43. Have students read silently.
- To check comprehension, ask: *Who is Mr. Murphy?* (an employer) What does Joe want? (the HVAC technician job) What experience did Joe get with his uncle? (fixing heating and AC equipment) Does Joe need to get a certificate? (No—he got one last year.)

PRACTICE

A PAIRS. Practice the conversation.

- Model the conversation for the class.
- Tell students to role-play both roles. Walk around and help as needed.
- Call on a few pairs to role-play the conversation.

Expansion: Pronunciation Practice for 4A

- Have students circle the words that end in -s.
- Have pairs practice saying the words.

Communicative Practice 20 minutes

B MAKE IT PERSONAL. STEP 1. Think of a job....

- Point out to students that an employer would ask different questions for different jobs.
- Tell them to write the name of the job they are thinking of at the top of their paper.
- Walk around and help as needed.

Teaching Tip

While pairs are performing role plays, use the speaking rubric on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and to score how well he or she completes the task. You may want to review the completed rubric with the student.

STEP 2. PAIRS. ROLE PLAY. Give your list...

• Ask pairs to role-play one interview for the class.

MULTILEVEL INSTRUCTION for STEP 2

Pre-level Choose one job and write questions. **Above-level** Role-play two or three jobs.

Extra Practice



Interactive Practice

Talk about your work experience

Getting Started

5 minutes

Controlled Practice

10 minutes

- Have students close their books.
- Ask: *Have you ever gone to Disneyland (or some common place near your community)?* Some students may answer yes and nod their heads.
- Ask: When did you go there? Accept various answers.
- Ask: *Have you ever fixed something*? Some students may answer yes and nod their heads.
- Ask: What did you fix? When did you fix it?
- Say: We are speaking in present perfect and simple past tense.
- State the lesson objective: We are going to learn about present perfect and simple past tenses.
 We'll use these two tenses to talk about our work experience.

Presentation

15 minutes

Present perfect: Yes/No questions with ever and never

- Have students open their books to page 70.
- Write on the board: ever = at any time in your past; never = at no time in your past.
- Call on an above-level student to read the Grammar Watch aloud.
- Tell students that we use both the present perfect and the simple past tenses to talk about the past. The difference is that with present perfect, we don't know when; with simple past, we know a specific time.
- Write on the board: *Simple past/specific times*.
- Ask: *Can you say some specific time phrases from the past?* (yesterday, last night, last year, in 2006, three years ago, when I was a child, etc.) Write these phrases on the board.
- Have students turn to Grammar Reference on page 287. Encourage students to study this list at home.
- Call on students to read the questions in the grammar box.
- Tell students to ask a partner: *Have you ever worked at night?*
- Have students write a sentence about their partner. (Mario has [or hasn't] worked at night.)
- Call on volunteers to read their sentences.

1 PRACTICE

A Underline the examples...

- Have students read through the conversation first for meaning.
- Have students compare answers.
- Call on students to read sentence by sentence and say if they underlined or circled anything. Correct as necessary.
- Call on two students to read the completed conversation.

B Complete the sentences...

- Tell students to turn to page 287 to review irregular verbs.
- When students have completed the task, have them compare answers with a partner.
- On the board, write the headings: regular irregular
- Call on students who finish sooner to write the verbs under the correct heading on the board.
- Call on students to read the completed questions.

Expansion: Speaking Practice for 1B

- Have students ask a partner the questions. If any of the answers are affirmative, tell students also to ask a simple past question with *where* or *when*.
- Call on students to share some information about their partner.

Talk about your work experience

Controlled Practice

15 minutes

Communicative Practice 15 r

15 minutes



PRACTICE

A Complete the conversations...

- Tell students these are questions they might hear at a job interview.
- Do number 1 with the class.
- Have students compare answers with a partner.
- Call on two students to read each question and answer.
- Correct as necessary.

B Write questions in the...

- Ask: *What does* ever *mean?* (any time in your past)
- On the board, write the headings: *regular* and *irregular*.
- Have students look at the verbs in each question before writing. Ask: *Which verbs are regular? Which verbs are irregular?* Write the verbs under the correct heading on the board.
- As students complete the task, have volunteers write the questions on the board.
- Call on students to read the questions on the board and say if they are correct or not.
- Correct as necessary.

Show what you know!

PAIRS. Ask and answer...

 When students have completed the task, call on volunteers to say one thing about their partners.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Have students choose six questions to ask.

Above-level Have students add two questions of their own.

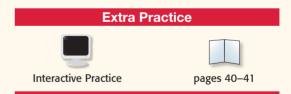
Expansion: Writing Practice for Show what you know!

Have students write a paragraph about one item that their partner answered yes to. Have them write the story their partner told them. They can read their paragraphs in small groups when they are finished.

Progress Check

Can you . . . talk about your work experience?

Have students work with a partner. Tell them to say five things they have done that would be good experience for a job. Ask students: *Can you check this goal?*



Lesson 4

Read and complete a job application

Getting Started

5 minutes

Controlled Practice

10 minutes

- To set the context, if you can, bring in job applications from different places.
- Say: Job applications can be different from company to company, but they usually ask for some general information.
- Have students work with a partner and look through a couple of different applications. Ask: What general information do they ask for? (name, address, education, experience, availability, etc.)

Presentation

15 minutes



READ A JOB APPLICATION

A CLASS. Read the job application...

- Call on a student to read the information on the yellow sticky note. Have students turn to pages 278–279 to skim the résumé. Tell them they will come back to the résumé later.
- Have students turn back to page 72 and read the job application.
- Review any words or parts of the application students don't understand. Write brief definitions or give examples on the board.

B Answer the questions...

- Have students compare their answers with a partner.
- Call on students to read each statement, say their answer, and say where on the job application they found the answer.
- Call on students to correct the false statements orally.

Expansion: Reading/Writing Practice for 1

- Write on the board: What did Li study in college? Where does Li live? Can Li work on the weekends? Do you think Li is eligible to work in the United States? Why or why not?
- Have students write answers and compare with a partner.
- Call on students to write answers on the board.

Read and complete a job application

Controlled Practice

15 minutes

Communicative Practice 15 minutes

2

PRACTICE

A Read the second part...

- Ask: What information did we see on the first part of the job application? (name, address, position wanted, availability, education)
- Say: Now we are going to look at employment history.
- Tell students to skim the application.
- Ask them to say in their own words what information is required for employment history.
- Write what students say on the board. If you don't hear some of the following, point this information out: Who did he work for? What are the supervisors' names? What dates did he work? What was his salary? What did he have to do at his jobs? Why did he leave his first job?
- Ask: What does May we contact? mean? (Is it OK with the applicant if the interviewer calls to see how the applicant did?)

B PAIRS. Answer the questions...

- When students have completed the task, call on them to write the answers on the board.
- Make corrections as necessary.

MULTILEVEL INSTRUCTION for 2B

Cross-ability Have above-level students show pre-level students where in the job application the answers are found.

Apply for the same job....

- Write some of the questions from the Expansion on page T-72 and Exercise 2A on this page on the board.
- Tell students to show their application to a partner when they have completed the task.
- Have partners look at the application and ask the questions on the board. Ask: *Can you answer these questions about your partner?* Is the application complete?
- If the application is not complete, have partners give it back to be completed.

Progress Check

Can you . . . read and complete a job application?

Have students work with a partner. Tell them to name as many things as they can that they would be required to write on a job application. Call on students to say how many things they could name. Ask students: *Can you check this goal?*

Extra Practice Interactive Practice pages 42–43

Describe your work history

Getting Started

5 minutes

Controlled Practice

15 minutes



BEFORE YOU LISTEN

CLASS. Read the online job...

- Write on the board: *Have you ever applied for a job online?* What are some advantages to online applications?
- Have students talk to a partner.
- Call on students to say their ideas.
- Have students write any words they don't know on the board.
- Call on a student to read the job advertisement.
- Ask above-level students to orally define or give examples for the words on the board.
- Call on volunteers to say what they think the employer will ask. (Answers should include the following: experience, where the person worked, how many people the person managed, whether the person can work at night.)

Teaching Tip

Explain to the class that it is important <u>not</u> to yell out answers. Tell students they can raise their hands when they hear an answer. You can also stop the CD and have students repeat what they heard. Also, have students read through the information they are listening for before they listen.

Presentation

5 minutes



LISTEN



A Listen. James Morgan...

- Ask: What information are we listening for? (how Luis found out about the job)
- Play CD 1, Track 44 once. Ask for a show of hands of students who heard the answer. Say: We'll listen again. This time raise your hand when you hear the answer.
- Play Track 44 again. When students raise their hands, stop the CD. Have students repeat what they heard.

Read the statements....

- Have students read the statements silently before listening.
- Tell students you will play the CD twice. Say: *If you* hear the answer the first time, then correct the false statements while you're listening the second time.
- Play CD 1, Track 44 twice.
- Call on students to read the statements and say if they are true or false.
- Call on students to correct the false statements.
- To confirm the answers, play Track 44 again.

C Listen to the second part...

- Have students read the list of skills silently before listening.
- Play CD 1, Track 45.
- Say: We'll listen again. Raise your hand when you hear a skill.
- Play Track 45 again. When students raise their hands, stop the CD. Have students repeat what they heard.
- To review, play Track 45 again.

Describe your work history

Presentation

10 minutes

CONVERSATION



A Listen to each word....

- Write on the board: nation fascination information possession vision
- Have students listen as you say the words. Exaggerate the stress.
- Say: I'm going to say them again. Tell me where to put an accent mark.
- Say the words again. If students call out wrong stress points, repeat with more exaggeration. Write the accent over the next to the last syllable.
- Have students read the Pronunciation Watch silently.
- Ask: Where is the stress on words that end in -tion or -sion? (the syllable before the last)
- Say: Say the words on the board. Did we stress the *syllable before the last?* (yes)
- Play CD 1, Track 46 twice.
- Say the words. Have the class repeat again.

Controlled Practice 10 minutes



Mark the stressed syllable...

- Play CD 1, Track 47.
- Walk around and check that students are completing the task.
- Call on students to read the words.

Calculate and Listen and read...

- Play CD 1, Track 48.
- When students have listened to the interview, ask: *Are there any words ending in -tion or -sion? (yes;* the last word)
- Ask a volunteer to read the last sentence.

PRACTICE

A PAIRS. Practice the conversation.

Call on volunteers to read the conversation.

Expansion: Critical Thinking Skills for 4A

- Ask: When James asks Luis why he wants to leave El Norte, why doesn't Luis say something like, "I'm so sick of my job," or "I am bored," or "I don't like my boss"?
- Have a brief class discussion about saying things in a positive, professional way. Point out that even if Luis *is* sick of his job, or bored, or doesn't like his boss, saying I'm ready for a change is a positive, professional message.

Communicative Practice 15 minutes

Teaching Tip

While pairs are performing role plays, use the speaking rubric on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and to score how well he or she completes the task. You may want to review the completed rubric with the student.

B ROLE PLAY. PAIRS. Imagine that you are...

- Divide the class into two groups, Students A and Students B.
- Have them work together for 10 minutes. Tell Students A to brainstorm some questions they want to ask. Tell Students B to brainstorm some experiences and reasons for wanting to leave.
- Match a Student A with a Student B to complete the task.
- Call on volunteer pairs to role-play their interview for the class.

Extra Practice



Lesson 6

Describe your work history

Getting Started

5 minutes

- Ask students: How long have you been in this class?
- Choose an answer you hear and write it on the board, using *for*. For example, *Mario has been in this class for five weeks*.
- Write the same answer, using *since*. For example, *Mario has been in this class since November.*
- Write: for = period of time since = point in time
- State the lesson objective: We're going to talk about work histories and learn to use present perfect with for and since.

Presentation

10 minutes

Present perfect: Statements with for and since

- Ask students to read the Grammar Watch.
- Call on a volunteer to read the sentences in the grammar box.
- Ask the class to give you examples about themselves or a classmate using the present perfect + *for* or *since*. Write the examples on the board and make any necessary corrections. Say each corrected example and have the class repeat.

Community Building

It's a good idea for students to have a résumé if they are job searching. If you have access to a computer lab, doing a lesson on résumé writing is helpful. If students have their own computers, have them write their résumés, bring them in to share, and get tips for improvement from you and other students. Have a day when you post the résumés around the room and have students walk around and read them.

1

PRACTICE

A Read the conversation....

- Tell students to skim the conversation.
- Ask: Who is having the conversation? (Alex and Sergey) Ask: Who are they talking about? (Akim)
- Walk around and help as needed.

Controlled Practice 10 minutes

- When most students have completed the task, tell them to read the conversation with a partner and compare answers.
- Call on two volunteers to read the conversation together.
- Call on students to read the statements and say if they are true or false.
- To be sure students understand the grammar of the false statement, ask: *When was Akim a driver?* (He started two and a half years ago and drove for two years.)

B Complete the sentences....

- Remind students to think about whether the time expression is a period of time or a point in time.
- While students are completing the task, write numbers *1* through *6* on the board. Next to number *1*, write: *for*.
- As students finish, call on them to write the answers on the board.
- Call on students to read the completed statements.
- Make corrections on the board as necessary.

Describe your work history

Controlled Practice

20 minutes

Communicative Practice 15 minutes



PRACTICE

A Complete the sentences....

- Call on a student to read number 1. Ask: *Is* wait on a regular or irregular verb? (regular) Ask: *How do you know*? (the participle ending is *-ed*)
- Before students complete the task, call on them to read the verbs in parentheses and say if they are regular or irregular.
- Remind students they can look at page 287 for a list of irregular past participles.
- When students have completed the task, call on them to write the present perfect phrase on the board.
- Call on students to read the completed sentences using the phrases on the board.
- Make corrections as necessary.

Teaching Tip

Give all students an opportunity to answer, to read, and to write on the board. If one student wrote on the board, call on a different student to read the completed sentence. If one student read a statement, call on a different student to explain the answer.

B Look at part of Luis Garcia's...

- Remind students that some jobs require a résumé and a job application, while others require only an application.
- Have students turn to pages 278–279 to look at the résumé example again. Point out that the information is similar to the information on a job application, but it must be written in a certain format.
- Have students turn back to page 77.
- Walk around and help as needed.

© PAIRS. Ask and answer...

 When students have completed the task, call on pairs to read two of their questions and answers for the class.

Show what you know!

Teaching Tip

While pairs are performing role plays, use the speaking rubric on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and to score how well he or she completes the task. You may want to review the completed rubric with the student.

PAIRS. ROLE PLAY. Imagine you are...

- Tell students to decide which job they want and jot down information from the job application on page 73 or their own résumé. Have them brainstorm questions for that particular job.
- When students have completed the task, put pairs together. Have them role-play their interviews.
- Ask the class what tenses they would usually use to tell about their work history. (present perfect and past)

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Have students choose the same job to interview for. Have them work together to decide on the questions and the experience. Tell them to ask four or five questions.

Above-level Have students choose different jobs to interview for. Have them ask at least ten questions.

Progress Check

Can you . . . describe your work history?

Have students work with a partner. Tell them to say one job they had and what the job responsibilities were. If they have never had a job, tell them to say one job they would like and what qualities they have for that job. Ask students: *Can you check this goal?*

Extra Practice Interactive Practice pages 44–45

Learn job interview skills

Getting Started

10 minutes

Presentation

20 minutes



BEFORE YOU READ

GROUPS. Have you ever had...

- · Have groups choose two recorders, one for good things and one for bad things.
- While groups are talking, write these headings on the board: Good things Bad things
- When students have had enough time, have the recorders from each group write their groups' ideas on the board.
- Call on volunteers to read through the lists.
- If you see mistakes, don't correct them at this time. Tell students to compare their answers on the board with the information from the article they are going to read.

READ



Listen and read...

- Tell students they are going to listen to and read an article about making a good impression. Tell them to see if the article mentions any of the things from the board.
- Play CD 1, Track 49. Students listen and read silently.
- Check comprehension. Ask: What does it mean to make a good impression? (The employer thinks positively about you.) Ask: What are some things that are good to do in an interview in the United *States?* (arrive on time, dress conservatively, make eye contact, watch body language, speak loudly enough)
- Ask: Were some of your ideas the same as the ideas in the article?
- If students want definitions to boldfaced vocabulary words now, tell them that after the next page, they will understand more.
- Call on students to say the other words they don't understand.
- Call on other students to give a definition or example of the word.

Learn job interview skills

Controlled Practice

15 minutes

Communicative Practice 15 minutes

3

CHECK YOUR UNDERSTANDING

A Read the article...

- Have students read the article again silently.
- Ask students to say the main idea.
- Ask: What is the title? (Making a Good Impression)
 Ask: What is the main idea? (make a good impression)
- Tell students that many times the title is a clue to the main idea.

Read the article....

- Call on a student to read the Reading Skill box.
- Write on the board: *The mother picked up the crying baby.*
- Ask: *What can we infer from this sentence?* (The baby is not happy; the mother cares about her baby.)
- Say: The sentence didn't say these things, but we imagine they are true based on the information.
- Have students compare answers with a partner. Tell them to find the sentence in the article that infers this information.
- Go around the room. One student reads the statement; the next student says if it is true or false; and the next student says where in the article the sentence can be found.

4

VOCABULARY IN CONTEXT

Look at the boldfaced...

- Ask: Can you think of a simple definition for each boldfaced word?
- Call on volunteer above-level students to write the boldfaced words on the board. Have them write a simple definition next to the words.
- Read the definitions and make necessary corrections.

Expansion: Writing Practice for 4

- Have students work in pairs to write sentences using the boldfaced words.
- Call on students to write sentences on the board.
 Make any necessary corrections

Show what you know!

GROUPS. The article talks about...

- If possible, form groups with students from the same or similar countries. Have them answer the question together.
- Have students talk for 2–3 minutes. Then form groups with students from different countries to answer the same question.
- Call on a few volunteers to summarize some of the similarities and differences.

Community Building

It's fun and instructive to role-play in an exaggerated manner sometimes. Using an above-level volunteer as the employer, role-play some of the "don'ts" on a job interview. Use the article. For example, look down at your feet or out the window instead of making eye contact. Shake hands with a flimsy handshake, stand in the "employer's" personal space, and speak so softly the employer can not hear you. The students will laugh while also learning about the positive things to do in a job interview.

Extra Practice Interactive Practice pages 46–47

Write a thank-you letter

Getting Started

5 minutes

Communicative Practice 20 minutes

1

BEFORE YOU WRITE

A GROUPS. What should you say...

- Have students close their books. Read the information on the yellow sticky note aloud.
- Ask: What are some things you think you should say in this thank-you letter?
- Tell students to choose a recorder to write their group ideas on the board.
- Read the various answers. Say: Let's read more about it.

Presentation

10 minutes

B Luis Garcia had a...

- Have students read the directions and the letter silently.
- Ask: Which ideas from the board are mentioned in the letter?
- If there are some ideas on the board that are not mentioned in the letter, have a brief discussion about why they aren't.

Expansion: Reading Practice for 1B

 In pairs, have students read the letter, including the date, heading, greeting, and closing. Have one student read the entire letter aloud, then have the other student read the entire letter aloud.

2 WRITE

Write a thank-you letter...

• Tell students they can use the interview from page 77 if they want. Otherwise, they can make up a job and employer.

3 CHECK YOUR WRITING

- Have students check their own letters first.
- Then ask students to check a classmate's letter using the same checklist. Tell students to tell their partners how they would feel if they were the employer.
- Walk around and help as necessary.
- If students hand in their papers to you, let them know what you will be looking at and giving feedback on. You may want to write this list on the board.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate vocabulary, grammar, mechanics and how well he or she completes the task. You may want to review the completed rubric with the students.

Extra Practice



Learn about illegal interview questions

Presentation

5 minutes

Controlled Practice

10 minutes



BEFORE YOU LISTEN

GROUPS. What kinds of questions...

- Have students read the information on the yellow sticky note.
- Write on the board: What kinds of questions do you think might be illegal at a job interview?
- Have groups choose a recorder to write some of their ideas on the board.
- Have groups choose a reporter to present some of the groups' ideas to the class.

LISTEN

Culture Connection

In the United States, career counselors help people to decide on a good career. They help people with résumés, interviews, and thankyou letters.

A Listen to Leon Vasquez,...

- Tell students to think about the list of questions on the board while they're listening.
- Play CD 1, Track 50.
- Call on students to say some of the questions they heard that are the same as the ones on the board.
- Play Track 50 again.
- Call on students to name some of the questions they heard that are not on the board.
- Have students help you make corrections to the list on the board. Have them tell you what to add or cross out.

B Read the questions....

- Call on a student to read the list of questions.
- Play CD 1, Track 51.
- Stop at the answers. Have students say what they heard.
- To review, play Track 51 again.



G Listen again...

- Play CD 1, Track 51.
- Have students raise their hands when they hear an answer. Ask them to repeat what they heard.
- To review, play Track 51 again.

Expansion: Critical Thinking for 2C

- In pairs, have students talk about why they think these things would be illegal in job interviews. Call on a few students to share some of their ideas.
- Tell students that the employer's concern should be whether or not the applicant can do the job.

Communicative Practice

PROBLEM SOLVING. GROUPS. Discuss...

- Tell students to call out some illegal questions for job interviews. Write them on the board.
- Have students talk in their groups about ways of dealing with these questions.
- Call on a person from each group to choose one question and share the group's responses.

MULTILEVEL INSTRUCTION for 2D

questions they know about.

Pre-level Have students choose two or three questions from the board to talk about. Above-level Have students talk about the questions from the board and add other illegal

Extra Practice



Talk about positive work behavior

Getting Started

10 minutes

Controlled Practice

10 minutes

- Write on the board: *It is important to come to class.* Underline *to come.* Say: *This is an infinitive.*
- Say: An infinitive is the simple verb form with to in front.
- Write on the board: *It isn't necessary for you to remember everything*. Ask a volunteer to come to the board and underline the infinitive. (to remember)
- Ask students to look at the two sentences on the board. Tell them to look at the word that follows *be*. Ask: *What kind of word is this?* (adjective)
- State the lesson objective: We're going to learn a grammatical sentence pattern while we talk about positive work behavior.

Presentation

10 minutes

It + Be + Adjective + Infinitive

- Call on volunteers to read the example sentences from the box.
- Ask: Which words are the infinitives? (to know, to ask, to arrive) Ask: Which words are the adjectives or adjective phrases? (important, a good idea)
- Point out that sometimes there is a preposition and object in this pattern, and sometimes there isn't.
- Write on the board: *It is important to* _____. *It was a good idea to* _____.
- Have volunteers create new sentences by filling in the blanks. The sentences can be true or made-up.
- Make any necessary corrections.

1 PRACTICE

A Circle the examples...

- Walk around and help as needed.
- When students have completed the task, call on them to read sentence by sentence and say what they circled.

B Complete the sentences....

- Call on a student to read the first sentence. Point out that the first word of the sentence begins with a capital letter.
- Give students time to finish number 2. Ask a volunteer to write it on the board. Call on a student to read it and say if it's correct or not. Make corrections as necessary.
- When students have completed the task, have volunteers write the sentences on the board.
- To review, call on students to read the sentences on the board and say if they are correct.
- Make corrections as necessary.

Talk about positive work behavior

Controlled Practice

10 minutes

Communicative Practice 20 minutes



PRACTICE

Write sentences...

- Call on a student to read example number 1.
- Point out that the book doesn't give you all the words this time.
- Have students look at the pattern in the grammar box on page 82 if they need help.
- Walk around and help as needed.
- When students have completed the task, have them compare their answers with a partner.
- Call on students to write the completed sentences on the board.

Expansion: Speaking Practice for 2

- Have students personalize sentences 1, 2, and 4 using *I* and *my*.
- Write the new sentences on the board. Make any necessary corrections.

Show what you know!

STEP 1. Answer the questions.

• Walk around and help as needed. Pre-level students especially may need help understanding the questions or articulating their answers.

STEP 2. GROUPS. Share your answers.

 When students have completed the task, form pairs with students from different groups. Have students tell their partners something they learned about a member of their group.

Progress Check

Can you . . . talk about positive work behavior?

Have students work with a partner. Have them list some positive work behaviors in their notebooks. Call on students to read some of the behaviors they wrote. Ask students: *Can you check this goal?*





Show what you know!

1

REVIEW

For your Grammar Review . . .

- Have students turn to page 248 to review the grammar for this unit.
- Answer any questions students may have.

2

ACT IT OUT

STEP 1. CLASS. Review the conversations...

- Write on the board: The conversation is about
- Play CD 1, Tracks 48 and 50.
- Have students work with a classmate to fill in the blank. Then have volunteers say what the conversation was about.

Teaching Tip

While pairs are performing role plays, use the speaking rubric on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and to score how well he or she completes the task. You may want to review the completed rubric with the student.

STEP 2. PAIRS. Role-play a job interview....

- Have each pair read the role play information. Check comprehension. Ask: Who is applying for the job? What job is it? Who is the interviewer?
- As pairs role-play an interview, walk around and help as needed.
- Ask volunteers to role-play their interview for the class.

3

READ AND REACT

STEP 1. Sofia is filling out...

- Have students read the problem silently.
- Check comprehension. Ask: Who is Sofia? Why did she lose her first job? Why did she lose her second job? What is she worried about?

STEP 2. GROUPS. Discuss....

- Tell students to say, without reading, what Sofia's problem is. Ask: *Why is this a problem?*
- Have groups complete the task.
- Call on a student from each group to say what he or she would tell Sofia.
- Have a class discussion about the possible ways of dealing with this problem.

4

CONNECT

For general teaching notes about the Self-Evaluation Activities, go to page T-xi.

For general teaching notes about the Team Project, go to page T-xi.

Progress Check

Which goals can you check...

Tell students to turn to page 65 (the first page of Unit 4). Have them read the goals and check the ones they believe they can do. Have them talk to a partner about the goals they checked.



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 4, encourage them to review the activities on the CD-ROM.

Extra Practice



5

Traveling

Classroom Materials/Extra Practice



CD 2 Tracks 1–14



Workbook Unit 5



Interactive Practice Unit 5

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- Can/Could: Affirmative and negative
- Be able to: Affirmative and negative
- · Possessive adjectives and pronouns
- Polite requests with would/could/will/can
- Requests for permission

Pronunciation

- Can/can't
- Stressed words in sentences

Reading

- Read airport screen instructions and maps
- Read an article about traveling safely
- Reading Skill: getting meaning from context

Writing

• Write about a traveling problem

Preview

- Hold up your book or have students look at their books. Read the unit title aloud.
- Set the context of the unit. Ask questions about the picture: What do you see? Who are the people? What do you think they're doing? Where might they be going?
- Read the preview questions aloud.
- · Ask volunteers to share answers.
- Ask: What method of traveling do you prefer? Accept various answers.

Unit Goals

- Tell the class: This list of unit goals shows us what we will be studying in Unit 5.
- Have students read the goals silently.
- Say each goal and have students repeat. Explain unfamiliar vocabulary as needed. Write on the board: screen, travel arrangements, personal belongings, delays, cancellations. Explain screen: A screen looks like a television or computer monitor and has information posted that we need. Explain travel arrangements: Travel arrangements are the specific plans we make for travel. Explain personal belongings: These are our things, our personal possessions that we pack. Explain delays: Delays means the plane or train is late. Explain cancellations: Cancellations means that the plane or bus we are taking is not going at all.
- Say: We will come back to this page at the end of the unit. You will be able to write a check next to the goals you learned and practiced in this unit.

Community Building

Ask: Who has ever had problems while traveling? Ask for a show of hands. Tell students they will have opportunities throughout this unit to talk about their travel experiences. Looking ahead to what they will talk about stimulates student interest and helps create an exciting classroom environment.

Getting Started

5 minutes

Controlled Practice

10 minutes

WHAT DO YOU KNOW?

- Set the context of the lesson. Write two headings on the board: What I like about flying and What I don't like about flying.
- Say: With a partner, make a quick list.
- Call on volunteers to write some ideas on the board in the correct column. Read the ideas aloud. making corrections as necessary.
- Say: Now talk to a partner about the picture. Where is this? What is happening? Who are the travelers? Who works for the airlines?
- State the lesson objective: We're learning words that relate to traveling by airplane.

Presentation

10 minutes

A CLASS. Look at the vocabulary....

- Call on volunteers to say what they think the words mean. Ask them for explanations or examples for each word.
- Say each word and have students repeat.

B Match the words...

- Students can work alone or in pairs.
- Have students compare answers.

G Listen and check...

- Play CD 2, Track 1. Have students circle any incorrect answers. Play Track 1 again and have students correct these items.
- Play Track 1 again. Have students repeat.

Expansion: Vocabulary Practice for 1C

• Form pairs. Student A covers the words with his or her hand. Student B says a word. Student A says what number the word is. Alternate.

Learning Strategy: Use pictures

- Before class, print out some pictures from the Internet to use in class.
- Read the directions. Students can use index cards or pieces of paper.
- Model the activity by making a card for one of the words in Exercise B. Tell students they can draw pictures, too.
- Pass out some pictures for students to use.
- Walk around and help students write the words and match the pictures.
- Say: You can remember new vocabulary when you *use pictures to go with the words.* Tell students they can use this strategy to remember other new vocabulary.

Teaching Tip

Have students add their vocabulary cards to their ziplock bag or envelope with their cards from previous units. Tell them to carry their bag with them when they go places where they need to wait, for example, the doctor's office or the bus. They can review vocabulary while they are waiting.

Controlled Practice

20 minutes

Communicative Practice 15 minutes



PRACTICE

Community Building

During pair work, encourage students to ask their partners for help with things they don't understand. Encourage students to help their partners if they ask for help. Write on the board: *I don't understand this. Can you explain it to me?* and *Do you understand this? Let me try and help you.* Say each sentence and have students repeat.

A WORD PLAY. PAIRS. Look at the picture...

- Walk around and provide help as necessary.
- Call on pairs to say questions and answers.

Expansion: Writing Practice for 2A

- Form pairs. Have students write sentences about the picture, using the vocabulary. To get them started, write an example on the board: *The ticket agent is taking the passenger's boarding pass*.
- Call on students to write sentences on the board.
- Call on students to read the sentences from the board aloud.
- Make corrections as necessary.
- Have students copy the sentences from the board into their notebooks.

B GET THE MEANING. Complete the sentences...

- Write numbers 1 through 8 on the board.
- Complete number 1 with the class as an example. Call on a student to read number 1 and say what they think the answer is. Write on the board next to number 1: *security, metal detector*.
- Have students compare answers.
- Call on students to write the words on the board.
- Call on students to read the completed sentences with words from the board.
- Make corrections as necessary.

Show what you know!

Teaching Tip

Assign tasks. Student A: Watch the time. Student B: Tell the class the most interesting problem you hear. Student C: Make sure all students participate. Student D: Encourage everyone to use English.

GROUPS. Discuss. Have you ever had...

- As groups talk about their problems traveling, walk around and provide help as necessary.
- To review this activity, ask Student B to tell the class the most interesting problem the group talked about.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Assign the role of Student A, C, or D to these students.

Above-level Assign the role of Student B to these students.



Follow instructions at an airport

Getting Started

10 minutes

Controlled Practice

10 minutes



BEFORE YOU LISTEN

A GROUPS. Discuss. What kinds of...

- Write on the board: *Announcements at the airport*.
- Ask a volunteer for one example and write it on the board.
- Walk around and help as necessary.
- To review, ask a volunteer from each group to write the group's answers on the board. Review the answers with the class.

MULTILEVEL INSTRUCTION for 1A

Cross-ability pairs Above-level students can write the list for the group. They can also help make sure pre-level students are included in the discussion and understand what other students say.

Presentation

5 minutes

B PAIRS. Match the pictures...

- Read the words under the pictures aloud.
- Call on volunteers to say what each word means.
- Call on volunteers to read the word and say the letter of the picture.

Expansion: Writing Practice for 1B

• Form pairs. Have students write three sentences, one for each picture, using the words. Call on volunteers to write the sentences on the board. Make corrections as necessary.

LISTEN

A Listen to four announcements...

- Before each announcement, call on a student to read the three choices. Have volunteers say what each choice means.
- Play CD 2, Track 2. After each announcement, pause long enough to give students time to answer the question.
- To allow students to review their answers, play Track 2 again.

B PAIRS. Compare answers.

- Call on students to read the answers.
- To confirm, play Track 2 again, pausing after each announcement. Call on a student to read the answer.

MULTILEVEL INSTRUCTION for 2B

Cross-ability Have above-level students go over the answer choices with pre-level students. Have them explain and give examples, to be sure pre-level students understand the meanings.

Follow instructions at an airport

Presentation

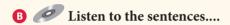
5 minutes

3 CONVERSATION

A Listen to the pronunciation...

- Play CD 2, Track 3. Have students read the sentences.
- Play Track 3 again. Have students repeat.
- Have students read the Pronunciation Watch note, then play Track 3 again. Have students repeat.

Controlled Practice 15 minutes



- Play CD 2, Track 4.
- Have students compare answers with a classmate.
- Then play Track 4 again. Write the answers on the board and have students check their answers.
- Play the audio as many times as necessary and let students repeat.

Expansion: Pronunciation Practice for 3B

 Say a sentence. Have a student repeat. Say the next sentence and have the next student repeat. Do this until all students have had the opportunity to repeat at least two sentences.

G Listen and read...

- Play CD 2, Track 5. Have students listen and read. Ask: Where is this conversation taking place? Who is talking?
- Call on students to answer your questions.
- Write on the board: *is setting off = is making an alarm sound.*
- Then play Track 5 again. Have students listen and read. Ask: *What's the problem?* (A water bottle is setting off the X-ray machine.)
- Ask: What can the passenger do? (drink the water or throw it away)
- To review, play Track 5 again.

4 PRACTICE

A PAIRS. Practice the conversation.

- With an above-level student, model the conversation for the class.
- Tell students to read both A and B.
- Walk around and help as needed.
- Call on volunteers to read the conversation for the class.

Communicative Practice 15 minutes

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

B ROLE PLAY. PAIRS. Pretend...

- Have students look at the pictures. Ask: What is the problem with these items? (can't take things on the plane with the consistency of cream)
- Call on volunteers to perform their role play for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Have students choose only one item to talk about. Have them practice their role play to get it perfect.

Above-level Have students add other items to talk about.

Extra Practice



Getting Started

10 minutes

Controlled Practice

15 minutes

- Have students close their books.
- Ask: What can we take on an airplane? Accept various answers. Then choose one and write a sentence on the board, for example: We can take our cell phones.
- Ask: What can't we take on an airplane? Accept various answers then choose one and write a sentence on the board. For example: We can't take water bottles.
- Have students listen as you read these two sentences. Then have them repeat.
- Ask: What tense is can and can't in these sentences? (simple present)
- Say: Let's put these sentences into past tense.
- On the board, write: On the flight last week, we could take our cell phones, but we couldn't take water bottles.
- Tell students that we can also use the phrase *Be able to* do something to say the same thing.
- Using the past tense sentence on the board, work with the class to change the form of *can* to *be able to*. For example: *On the flight last week, we were able to take our cell phones, but we weren't able to take water bottles.* Point out that the tense of *can* and the tense of *be* agree.
- Tell students to open their books to page 90.
- State the lesson objective: We are going to learn about can, could, and be able to. We'll use these to talk about airline travel.

Presentation

10 minutes

Can / Could / Be able to

- Have students read the Grammar Watch silently.
 Then read each sentence in the Grammar Watch and point to the sentences in the grammar charts to show the corresponding information.
- Point out that though the present tense of *be able to* is not common, it is correct.
- Form pairs. Assign a form of *can*, *could*, or *be able to* to each pair. Have them create an example sentence and write it on the board.
- Review each sentence on the board for meaning and grammar.

1 PRACTICE

Teaching Tip

There may be many new vocabulary words in this lesson. Write some of them on the board: reach him, check it, on board, due to. When students come across words they don't know, tell them not to use their personal dictionaries until they ask each other or ask you if they don't understand a word.

A Read and match...

- Say: Each number is a situation. Make sure the situation makes sense.
- Call on volunteers to read the two matched sentences.

B Complete the sentences....

- Tell students to be careful that the tense and the meaning of the sentence match.
- Have students compare answers.
- Write numbers 1 through 7 on the board.
- Call on students to write the correct word on the board.
- Call on other students to read the completed sentences with a word from the board.
- Call on other students to say if the sentence is correct or, if not, why not.
- Make corrections as necessary.

Expansion: Reading Practice for 1B

• Once you have corrected all the sentences, form pairs. Have students alternate reading the sentences at a normal, natural pace.

Expansion: Writing Practice for 1B

- Form pairs. Have students write another sentence for the other option in each sentence. Tell them to be careful that the new sentence makes sense. They will have to change things. For example, for number 1, write on the board: *I couldn't bring my shampoo on the flight yesterday*.
- Have students write their sentences on the board.
- Make corrections as necessary.

Talk about airline travel

Controlled Practice

10 minutes

Communicative Practice 15 minutes

2

PRACTICE

A Complete the paragraph....

- Call on a student to read the first two sentences of the paragraph aloud.
- Ask: What tense did the writer use? (past) Why? (because he's telling a story of something that happened to him in the past)
- Have students compare answers.
- Call on students to read sentence by sentence. Make necessary corrections.

Expansion: Reading Practice for 2A

• Form pairs. Have students alternate reading the whole paragraph aloud.

B Write five sentences...

- Have students close their books.
- Say: Tell me some ways in which airplane travel is different now from how it was in the past.
- You can model the language you want students to use by rewording what they say. For example, you can say: *In the past, you could bring water bottles onto the airplane. Now, you can't bring water bottles.* Have students repeat.
- Have students open their books to page 91 and complete the task.
- Call on students to write sentences on the board.
- Read the sentences aloud. Make corrections as necessary.

Show what you know!

GROUPS. Discuss. What are other ways...

- Tell students to think of as many ways as they can that travel is different now from how it was in the past.
- Call on a student from each group to talk about a different thing.

Progress Check

Can you . . . talk about airline travel?

Ask students to review things they can and cannot do at an airport or on an airplane. Write students' answers on the board. Ask students: *Can you check this goal?*



Read screen instructions and maps

Getting Started

5 minutes

Controlled Practice

10 minutes

1

READ SCREEN INSTRUCTIONS

A GROUPS. Do you ever have problems...

- Ask: Where might we find instructions on a screen? (airport, train or bus station, ATM machines, self-service checkout at a store)
- Write the questions from the book on the board. Extend the discussion by also asking: What kinds of problems do you or have you had?
- State the lesson objective: We are going to practice reading screens and maps.

Presentation

10 minutes

B Read the screen instructions...

• Write on the board:

purchase = buy previous = before next = after print tickets = make a paper copy

- Ask students to read the screen instructions carefully and in order.
- Then call on a volunteer to read the information aloud. Mime the action of *touch here*, *cancel*, *previous*, or *next* while the volunteer reads.
- To check comprehension, ask: If I am in screen 3 and I touch previous, what will I see? If I am in screen 4 and I touch cancel, what will I see? When should I touch next?

Expansion: Reading Practice for 1B

• Give students the opportunity to practice the skill of reading screens. Have them work with a partner. Tell them to mime actually touching the buttons in their books. Tell them to say what the next screen will show when they push different buttons.

2 PRACTICE

Read the questions....

- Tell students that, in the case of more than one possible answer, they should think about what screen will come up next.
- Walk around and help students understand the questions and read the screens.
- Have students compare answers. Tell students to point to the screen that will come up next after they push the button they chose.
- Call on students to read the questions, say the answers, and say which screen will come up next.

Read screen instructions and maps

Presentation

5 minutes

Communicative Practice 15 minutes

Community Building

Encourage students to rely on each other for help during class. Tell them to talk to a classmate about the words and symbols they don't know. Give students the opportunity to talk to each other about unfamiliar concepts.

3

READ A MAP

CLASS. Look at the map...

- Ask students to study the symbols.
- Tell students to point to the things you say. Tell them to compare what they are pointing to with the students sitting around them.
- Say the following and have students point to the map: Where do I come in? Where can I buy a ticket? My plane leaves from Gate 17. My daughter needs to use the restroom. I'm hungry.
- Walk around and check that students are pointing to the right things.

Controlled Practice

15 minutes

4

PRACTICE

A You are looking for...

- Call on two students to read example number 1.
 Write number 1 on the board with the letter b
 after it.
- While students are completing the task, write numbers 2 through 6 on the board.
- Call on volunteers to write the letters on the board.
- Call on students to read the questions and answers.
- To confirm, call on students to read the questions and answers again. Have all students point to the places as they read.

Expansion: Reading Practice for 4A

• Form pairs. Have them read the questions and answers again. Have them alternate roles.

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the students.

B ROLE PLAY. PAIRS. Look at the map....

- Have students show you by pointing where they are standing.
- Call on volunteers to perform their role play for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Have students ask and give directions to three places.

Above-level Have students ask and give directions to six places.

Progress Check

Can you . . . read screen instructions and maps?

Have students share with a partner what they learned in this lesson. Ask students: *Can you check this goal?*



Make travel arrangements

Getting Started

5 minutes

Controlled Practice

10 minutes



BEFORE YOU LISTEN

GROUPS. Do you have...

- Write on the board: *Public Transportation*.
- Ask the class to tell you some means of public transportation. (bus, subway, train, shuttles, special buses to pick people up and take them somewhere in particular)
- Under Public Transportation write: Good points, Bad points.
- Call on each group to write one or two ideas on the board.
- Have a student from each group explain their points.

Presentation

10 minutes



LISTEN



A Wen is calling...

- Ask: What is BART? (a train in San Francisco)
- Ask: What information are we listening for? (why Ken is late)
- Play CD 2, Track 6. Tell students to raise their hands when they hear the answer.
- Play Track 6 again if necessary for most students to hear the answer.
- Ask: *Why is Ken late?* (He missed the earlier train.)

Language Note

Students may not be familiar with the comparative form of early. Write early, earlier, earliest on the board. Circle earlier. Explain that we use this form to compare two things, in this case, the train Ken is on and the train that left before.

B Listen again...

- Have students read through the four statements
- silently.
- Play CD 2, Track 6 twice.
- Call on students to read the statements and say if they are true or false.
- To review, play Track 6 again. Stop the CD at the point of the answer. Have students repeat what they heard.

Expansion: Writing Practice for 2B

- Have students rewrite the false statements to make them true
- Call on students to write the new statements on the board. Make corrections as necessary.
- Have students copy the new statements into their notebooks.

C Listen to the second part...

- Ask: What information are we listening for? (what Ken did wrong)
- Play CD 2, Track 7.
- Call on a student to say what the problem is.
- To review, play Track 7 again. Tell students to raise their hands when they hear the answer. Have students repeat what they heard.

Make travel arrangements

Presentation

10 minutes

CONVERSATION

Culture Connection

Sometimes we have a chance to make conversation with strangers when we are traveling. In the United States, some subjects are safe to talk about, like the weather, where we are going, or current events. Other topics are considered too personal, for example, personal information, religion, or politics.

A Listen to the sentences....

- Have students read the Pronunciation Watch note.
- Play CD 2, Track 8. Have students read.
- To help students understand that stressed words are longer and louder, read the sentences aloud, exaggerating the stressed words.
- Play Track 8 again. Have students repeat.

Expansion: Pronunciation Practice for 3A

• To help students understand that stressed words contain the meaning of the sentence, change the stressed words in the sentences in Exercise 3A. Change the stress in each sentence.

Controlled Practice 10 minutes

B Listen to the sentences....

- Play CD 2, Track 9.
- Write the sentences on the board.
- Play 9 again. Call on students who finished the first time to come to the board and mark the dots.
- Make corrections as necessary.

C Listen and read...

- Play CD 2, Track 10 twice.
- Tell students to listen closely to the stressed words. They can draw a dot over the stressed words.

PRACTICE

A PAIRS. Practice the conversation.

- With an above-level student, model the conversation for the class, using correct word stress and appropriate emotion.
- Tell students to role-play both Ken and Amy.
- Walk around and help as needed.
- Call on volunteers to perform their role play for the class.

Communicative Practice 15 minutes

B GROUPS. Discuss...

 Call on a student from each group to share one story.

MULTILEVEL INSTRUCTION for 4B

Cross-ability Assign two pre-level students the role of reporter for the group. They can share the task of telling the class one story. Have above-level students help make sure pre-level students are prepared.

Extra Practice



Lesson 6

Identify personal belongings

Getting Started

5 minutes

Controlled Practice

10 minutes

- Write on the board:
 - Possessive adjective: This is <u>my</u> car. Is that <u>your</u> book?
 - Possessive pronoun: This is mine. Is that yours?
- Ask volunteers to say what they notice about the difference between the adjective form and the pronoun form. (adjective form is followed by a noun; pronoun form is alone)

Language Note

Tell students that a pronoun takes the place of a noun, so there is no noun with it. An adjective describes a noun, so there is a noun with it. Point out that the possessive adjective comes in front of the noun it describes.

Presentation

10 minutes

Possessive adjectives and pronouns

- Call on a volunteer to read the information in the Grammar Watch box.
- Call on a volunteer to read the examples in the grammar box.
- Stop after each sentence and reinforce the information. Ask: What is the adjective? What noun is it describing? What is the pronoun? What noun is it replacing? Do the first sentence with the class.
- To review, say: Let's review what we now know. What is the difference between a possessive adjective and a possessive pronoun? (possessive adjective describes and comes in front of a noun; possessive pronoun takes the place of a noun and so comes alone)

PRACTICE

A Circle the possessive...

- Point out that students should circle only the possessive pronouns, not the possessive adjectives.
- Have students compare their answers with a partner.
- To review, call on students to read a sentence and say if and what they circled.
- Make corrections as necessary.

Expansion: Grammar Practice for 1A

 Have students read the paragraph again and underline the possessive adjectives. Call on students to say which sentences contain them. (my cell phone, my jacket, my cell phone)

B Circle the correct words.

- Have students compare their answers with a partner. Tell them to read together and say why they circled the word they did.
- Go around the room. Have one student read the sentence, the next student say what to circle, and the next student say why.
- Make corrections as necessary.

Describe your work history

Controlled Practice

20 minutes

Communicative Practice 15 m

15 minutes

2

PRACTICE

A Change the underlined words...

- Tell students to read the five dialogues for context first. Ask: What is each dialogue about? Where might the people be who are talking? (personal belongings, at a bus or train station or an airport)
- Call on two students to read dialogue 1. Remind students that possessive pronouns take the place of nouns.
- While students are completing the task, write the underlined phrases on the board.
- Call on students to write the possessive pronouns above the underlined phrases on the board.
- Have students say if the words on the board are correct.
- Call on students to read the new sentences.

Expansion: Speaking Practice for 2A

• Form cross-ability pairs. Have students read the completed dialogues. Have students switch roles so they are both A and B.

B Complete the sentences....

- Do number 1 as an example on the board. Call on an above-level student to say the answer and explain why it is correct.
- While students are completing the task, write numbers 2 through 6 on the board.
- Call on students to write the word on the board.
- Call on students to read the new sentences with the words from the board. Have them say if the words on the board are correct.
- Make corrections as necessary.

Expansion: Speaking and Grammar Practice for 2B

 Form cross-ability pairs. Tell above-level students their task is to be sure their partner understands the grammar. Tell pre-level students their task is to ask questions and be sure they understand the grammar.

Show what you know!

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

GROUPS OF 3. ROLE PLAY. You are at a...

- Tell Student C to be careful that the belongings are completely identified before giving them away.
- Call on a few groups of 3 to perform their role plays.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Tell Students A and B that they lost their cell phones only.

Above-level Tell Students A and B to add two more things that they lost that are similar.

Progress Check

Can you . . . identify personal belongings?

Ask the class to tell you the possessive adjectives. Make a list on the board. Ask the class to tell you the possessive pronouns. Make a list on the board. Ask students: *Can you check this goal?*

Extra Practice Interactive Practice pages 56–57

Travel safely Lesson 7

Getting Started

10 minutes

Presentation

10 minutes

BEFORE YOU READ

A Have you ever had...

• Call on a few students to answer the questions.

B Read the first paragraph...

- Read the information in the Reading Skill box aloud.
- Say: You do not always need to look up a word in the dictionary. Sometimes you can figure out a word by studying the other words around it.
- While students are completing the task, write on the board: aren't allowed, prohibited, Don't put these, they will be taken, limits.
- Say: These words are words that talk about restrictions.
- Ask: What are restrictions? (things you can't have)

READ

Teaching Tip

When the reading task is clearly delineated into paragraphs, form groups and assign one paragraph to each student. Have the students read their paragraph only and put it into their own words to explain to their group. Each student in the group reads and retells a different paragraph. The listening task then reinforces what they read and heard from the other students in their group.



Listen and read the article....

- Play CD 2, Track 11. Students listen and read silently.
- Check comprehension. Ask: What is the article about? (how you can keep your luggage safe when you travel)
- Tell students that there is vocabulary practice for the boldfaced words on the next page. Tell them to list the words that are *not* boldfaced that they don't understand on the board.
- Form cross-ability groups. Depending on the number of words on the board, assign certain words to each group. Have them write brief definitions or examples on the board.
- Make corrections as necessary.
- Have students write the words and definitions in their notebooks.

Expansion: Reading Practice for 2

- Form pairs. Have students alternate reading aloud. Tell them to circle the words that they are not sure how to pronounce.
- To finish, have students ask you about their circled words. Say the words. Have the class repeat.

Controlled Practice

25 minutes

Communicative Practice 15 minutes

3

CHECK YOUR UNDERSTANDING

A What is the main idea...

- Have students read the article again silently.
- Remind students that though the statements might be true, it doesn't mean they are the main idea.
- Ask: What is the title? (Safe Traveling)
- Ask: Do you remember what we learned in Unit 4 about the title and the main idea? (They are usually the same or related.)
- Ask students to call out the main idea.

B Read the statements....

- While students are completing the task, write numbers *1* through *4* on the board.
- Call on students to write the letter and the answer next to the correct number on the board.
- If there are mistakes, call on students to read the line from the article that contains the answer.

4

VOCABULARY IN CONTEXT

Look at boldfaced words...

- Have students say the boldfaced words. Write them on the board as they say them.
- Tell them to read the sentences they are in and think about the words around them.
- Have volunteers call out simple definitions. Write the definitions on the board next to the words.
- Call on students to read the completed sentences.

Expansion: Writing Practice for 4

 Form pairs. Have pairs write sentences using their new vocabulary words. Then have students change partners and compare sentences. To review, have students write a sentence on the board. Make corrections as necessary.

Show what you know!

GROUPS. Imagine someone is going...

- If possible, form groups from the same or similar countries.
- Pass out large newsprint and markers. Assign one or two students in each group the role of writing the tips on the paper.
- When groups have completed the task, have students put the papers up around the room.
- Assign students or have them choose a partner from another group. Have them walk around together and read the papers.
- Ask: Which tips are the same? Which tips are different?

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Assign pre-level students a pre-level partner. They can work on the activity at a slower pace, maybe talking about only two papers.

Above-level Assign above-level students an above-level partner. If they finish before other students, have them sit together and write a summary of the tips that are the same and the tips that are different.

Extra Practice Interactive Practice pages 58–59

Write about a traveling problem

Getting Started

5 minutes

Communicative Practice

20 minutes



BEFORE YOU WRITE

A Read the paragraph...

- Tell students that when we tell about something that happened, we usually use the past tense.
- Have students read the article silently.
- Write on the board: What was the problem? Was it a problem that could not be changed? Or was it something they did not prepare for?
- Call on students to share their ideas. (Answers should include the following: The problem was that the father did not get a shot. This problem could have been changed. He was not prepared. He could have had the shot and been fine.)

Presentation

10 minutes

B GROUPS. Discuss. Talk about a problem...

- Tell students that this group discussion will prepare them to write.
- Before the groups finish, have each student restate the problem and what happened to the person sitting to their right.

MULTILEVEL INSTRUCTION for 1B

Pre-level Have students work in groups of 3 to give them more time to talk, ask questions, and restate the problem.

Multilevel Have students work in groups of 5 or 6 to challenge them more with talking, asking questions, and restating the problem.

Community Building

When students write personal stories, there are different ways to share them with the class. One way is to put the papers up around the room. Have students walk around and read the papers. Another way is to copy the papers and make a booklet of students' work. Another way is to have students read a paragraph aloud. To help those who may be too shy to read their own work, have students read each other's work rather than their own.

2 WRITE

Write a paragraph...

- Walk around and help as necessary.
- Remind students to check what they are writing with the bulleted points in Exercise 2.

3 CHECK YOUR WRITING

- Have students check their own papers first.
- Then ask students to check a classmate's paper using these same questions.
- Walk around and help as necessary.
- If students hand in their papers to you, let them know what you will be looking at and giving feedback on. You may want to write this list on the board.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate vocabulary, grammar, mechanics and how well they complete the task. You may want to review the completed rubric with the students.

Extra Practice



Talk about delays and cancellations

Getting Started

5 minutes

Controlled Practice

15 minutes



BEFORE YOU LISTEN

GROUPS. Were you ever...

- Call on a student to read the task questions.
- Assign the task of recording to a student in each group.
- Have each recorder write the reasons from his or her group on the board.
- Ask: Which reasons are the same or similar? Which reasons are unusual?
- If there is an unusual reason, call on that student to tell the story. If the reasons are more or less the same, call on one student to tell an interesting story he or she heard from another student.

MULTILEVEL INSTRUCTION for 1

Pre-level Assign pre-level students the role of making sure everyone speaks in English.

Above-level Assign above-level students the role of recorder.

Presentation

10 minutes



LISTEN



A Listen to the announcement...

- Write on the board: *delayed* = *canceled* = *repaired* =
- Call on students to give you a simple definition for each word.
- Write definitions on the board: *delayed* = *late canceled* = *stopped repaired* = *broken and then* fixed
- Play CD 2, Track 12.
- Have students call out the answer. If you hear any wrong answers, play Track 12 again.

B Listen again...

- Call on students to read the questions.
- Play CD 2, Track 13.
- While students are completing the task, write numbers 1 through 3 on the board.
- Play Track 13 a second time. While students are reviewing and completing the task, call on abovelevel students to write the letters and answers on the board.
- Call on students to read the questions and answers.
- If needed, play Track 13 again to confirm answers.

G Listen again...

- Ask: What are we listening for in this exercise? (the bad news and the good news)
- Play CD 2, Track 14.
- Call on students to write their answers on the board.
- Make corrections as necessary.

Expansion: Critical Thinking Practice for 2C

• Ask: Are women or men in your culture selfconscious about their age? Why do you think people in the United States culture are? Call on a few volunteers to share their opinions.

Extra Practice



Make polite requests and ask for permission

Getting Started

5 minutes

- Write on the board: Would you please open the window? Will you please open the window? Could you please open the window? Can you please open the window?
- Say: These requests are all polite, especially if you use the word please.
- Write on the board: Could I come in? Can I come in? May I come in?
- Say: These requests are also polite. May is more formal than the others.
- State the lesson objective: We're going to use these words to make requests and ask permission.

Presentation

10 minutes

Polite requests and Requests for permission

- Call on volunteers to read the questions and answers.
- Have students read the Grammar Watch box silently. Then point out the examples in the grammar chart for bullets 2 and 3.
- Call on students to say a response to each question in the grammar chart using *Sorry* and a reason. For example, I'm sorry. My friend is sitting there.

Controlled Practice

15 minutes

PRACTICE

A Underline the requests.

- Walk around and help as necessary.
- Call on students to read each line and say what they underlined.
- Call on two students to read the dialogue.

Expansion: Conversation Practice for 1A

- · Form pairs.
- Have students change the information in the conversation, but continue using the grammar. Some ideas include: Can I leave my bags here while I use the restroom? Can I bring my dog on the bus? Can my baby ride for free?
- Call on students to read their conversations.

B Circle the best response...

- When students have completed the task, have them compare answers with a partner.
- Ask: Who is most likely having these conversations?
- Call on pairs to read the dialogues. Have them say who is most likely having the conversations.

Expansion: Writing and Speaking Practice for 1B

- Form pairs.
- Have students keep the situation the same but write different questions and/or different answers.
- Call on pairs to read the dialogues.

Make polite requests and ask for permission

Controlled Practice

15 minutes

Communicative Practice 15 minutes

2

PRACTICE

A Complete the conversation....

- Have students read through the conversation before completing the task.
- Ask: Where is this conversation most likely taking place? (in a bus or train station, or in an airport)
- Before reviewing the task, form groups of 3. Have students read the conversation together and compare their answers.
- Call on groups of 3 to read the completed conversation.
- Answer questions and make corrections as necessary.

B Rewrite the requests...

- Have students compare requests with a classmate.
- Call on students to write their requests on the board.
- Call on students to read the original sentence and the request on the board.
- Make corrections as necessary.

Expansion: Speaking Practice for 2B

- Form pairs.
- Have students alternate asking and answering the questions.

Community Building

Working in pairs can help students build their speaking confidence. Write a list on the board of supportive things to say to your partner: That's a great idea. That's good. You're learning a lot. I like working with you. Say each sentence and have the class repeat. Ask students to use supportive language during their pair work.

Show what you know!

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and to score how well he or she completes the task. You may want to review the completed rubric with the student.

PAIRS. ROLE PLAY. You are traveling...

- Have students look back at the conversations in A and B on page 102, and A and B on page 103.
- Walk around and help as necessary.
- Call on volunteers to perform their role play for the class.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Have students choose three of the four categories to talk about.

Above-level Have students add two categories to the four categories in the book.

Progress Check

Can you ... make polite requests and ask for permission?

Call on students to make a list of the words they use to make polite requests and ask permission on the board. Ask students: *Can you check this goal?*





Show what you know!

1

REVIEW

For your Grammar Review...

- Have students turn to page 249 to review the grammar for this unit.
- Answer any questions students may have.

2

ACT IT OUT

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

STEP 1. CLASS. Review the conversation...

- Write on the board: The conversation is about
- Play CD 2, Track 10.
- Have students work with a classmate to fill in the blank. Then have volunteers say what the conversation was about.

STEP 2. PAIRS. ROLE PLAY. Make travel...

- Have each pair read their role play information. Check comprehension. Ask: Who are the people? What is the problem? What are you going to talk about?
- Ask the class to say their ideas. Write the information on the board. Answer any questions students may have.
- As pairs role-play a conversation, walk around and help students with vocabulary, pronunciation, and grammar.
- Ask volunteers to role-play their conversation for the class.

3

READ AND REACT

STEP 1. Read the problem.

- Have students read the problem silently.
- Check comprehension. Ask: Who is Cam? What is the problem? What is Cam worried about?

STEP 2. GROUPS. What is the problem...

- Tell students to make a list of advice they can give Cam.
- Have groups choose the best advice.
- Call on a student from each group to say the best advice for Cam.

4

CONNECT

For general teaching notes about the Self-Evaluation Activities, go to page T-xi.

For general teaching notes about the Team Project, go to page T-xi.

Progress Check

Which goals can you check...

Tell students to turn to page 85 (the first page of Unit 5). Have them read the goals and check the ones they believe they can do. Have them talk to a partner about which goals they checked.



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 5, encourage them to review the activities on the CD-ROM.

Extra Practice



6

Getting a Good Deal

Classroom Materials/Extra Practice CD 2 Tracks 15–27 Workbook Unit 6 Unit 6 Unit 6

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- · Noun clauses
- Comparison of adjectives
- *As . . . as* with adjectives

Pronunciation

- Th- sounds
- Linking words together

Reading

- Read an article about smart shopping
- Read sales ads and rebate forms
- Reading Skill: Formatting clues

Writing

• Write a comparison paragraph

Community Building

Ask: What kinds of appliances, electronics, and plans or contracts do you have? Have volunteers talk about some of the things they own and the things that require a monthly usage contract, like a cell phone or the Internet. Helping students talk about common situations helps create a positive classroom environment.

Preview

- Hold up your book or have students look at their books. Read the unit title aloud. Ask: *What does it mean to get a good deal?* Call on volunteers for answers. Accept various answers and then write on the board: *get a good deal = get a good product for a good price.*
- Set the context of the unit. Ask questions about the picture: Who are these people? What do you think they are doing? What do you think they are saying?
- Read the preview questions aloud.
- Ask volunteers to share answers about their experiences buying appliances or electronics. You can help students explain their ideas by writing their information on the board, for example, the appliance or utility plan they are talking about, or the prices they paid or tried to negotiate.
- You may want to summarize the difficulties in buying appliances or in signing up for a cell phone or internet plan. Use the board.

Unit Goals

- Tell the class: This list of unit goals shows us what we will be studying in Unit 6.
- Have students read the goals silently.
- Say each goal and have students repeat. Explain unfamiliar vocabulary as needed. Explain product defects: A product defect is when something is wrong or broken on a product you bought. Explain get a good deal: get a good price for a good product. Explain price and quality: Price = how much, Quality = how good the product is. Explain sales ads and rebates: Sales ads tell you when something is cheaper than usual. Rebates offer you money back after you pay.
- Say: We will come back to this page at the end of the unit. You will be able to write a check next to the goals you learned and practiced in this unit.

Getting Started

5 minutes

Controlled Practice

15 minutes



WHAT DO YOU KNOW?

Teaching Tip

Encourage fluency by listening to students' ideas and not correcting their mistakes. Encourage accuracy by restating correctly what a student says and having the student or the class repeat.

- Set the context of the lesson. Write on the board: refrigerator CD cell phone
- Point to the words. Say: What kinds of problems and defects can these things have?
- Call on volunteers to answer. You can model correct English by restating what the student said and having the student or the class repeat.
- Say: Talk to a classmate about the pictures. What is the problem in each picture?
- State the lesson objective: We're learning words that relate to product defects.

Presentation

10 minutes

A Look at the vocabulary....

- Call on volunteers to say what they think the words mean. Ask them for explanations or examples for each phrase.
- Say each word and have students repeat.

B Look at the pictures...

- Play CD 2, Track 15 twice. The first time, students listen and look at the pictures. The second time, students listen and repeat.
- Have students read the words in a pair, alternating.
- Read the words aloud and have students repeat.

Expansion: Vocabulary Practice for 1B

- Form pairs. Say: *Use the new vocabulary and talk about the pictures.*
- Point to picture 1 and say: *The plug is bent. It's dangerous.*
- Call on volunteers to say one of their sentences.

Learning Strategy: Make connections

- Read the directions. Students can use index cards or pieces of paper.
- Model the activity by making a card for one of the words in Exercise 1B.
- Walk around and help students write the words and products that can have that problem.
- Say: You can remember new vocabulary when you connect a word to something it can describe. Tell students they can use this strategy to remember other new vocabulary.

Teaching Tip

Have students add their vocabulary cards to their ziplock bag or envelope with their cards from previous units. Tell them to take their bag out at home and review their vocabulary.

Controlled Practice

15 minutes

Communicative Practice 15 minutes

2

PRACTICE

WORD PLAY. Match each sentence...

- Tell students this exercise is like a dialogue. One person says a sentence from the left; another person responds with a sentence from the right.
- Form pairs. Have students read the two sentences they matched.
- Walk around and provide help as necessary.
 You may want to write words and definitions on the board.
- Call on two students at a time to read the sentence and the response.

Expansion: Speaking Practice for WORD PLAY

- Write on the board: A: You got a package, but it's dented. B: Look inside and see if the merchandise is broken. A: ______ B: _____
- Have the class help create a longer dialogue.
- Form pairs. Students create more dialogues using the two sentences from each item.
- To finish, call on volunteers to role-play one of their conversations for the class.

Teaching Tip

An effective way to read real-life writing is to bring examples into class. Bring or ask students to bring examples of real warranties. Take some time to put common vocabulary from the warranties on the board. Make simple definitions or give examples.

Show what you know!

STEP 1. GROUPS. Read the warranty....

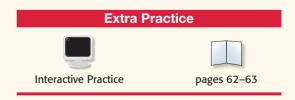
- Call on a student to read the definition of *warranty* on the yellow sticky note. Hold up some of the examples if you or the students brought them in.
- Check for comprehension. Write on the board: What product is this warranty for? Can you get a new product if the product is defective? In what countries is this warranty good? Does this warranty cover second-hand cameras? How long does the warranty last?
- As groups discuss the questions, walk around and provide help as necessary.
- To review this activity, call on students to answer the questions.
- Call on students to read the sentence where the answer is found.

MULTILEVEL INSTRUCTION for STEP 1

Cross-ability Above-level students help pre-level students read and understand the warranty. Encourage above-level students to explain the questions on the board and show pre-level students where the answer is.

STEP 2. GROUPS. Which kinds of products...

- If students brought in any warranties, have them share them with their group.
- Call on students to say who in their groups have warranties and for what products.



Talk about product defects

Getting Started

10 minutes

Controlled Practice

B Read the questions....

• Play CD 2, Track 16.

the board.

through 5 on the board.

• Have students compare answers.

10 minutes



BEFORE YOU LISTEN

A GROUPS. What do you do...

- Write the question from the exercise on the board.
- Walk around and help as necessary.
- Ask a volunteer from each group to say some of the things people do if an appliance is broken.

B Match the pictures...

- Read the vocabulary aloud.
- Call on volunteers to say which word goes with which picture.
- Have students copy the new vocabulary words into their notebooks.

Expansion: Writing Practice for 2B

• Have students read the statements silently.

• While students are listening, write numbers 1

• Then play Track 16 again. Review the answers

by asking volunteers to write true or false on

- Tell students they are going to listen again so they can correct the false statements.
- Play Track 16 again. Call on students to write corrected statements on the board.

Presentation

10 minutes



LISTEN



A Listen. Emilio and Ana...

- · Have students read the directions and answer choices silently.
- Ask: What is the problem? (Emilio and Ana have a broken vacuum cleaner.) What information are we *listening for?* (What will they do about it?)
- Play CD 2, Track 16. Then ask a volunteer to answer. Write the correct answer on the board.

Talk about product defects

Presentation

5 minutes



CONVERSATION

Language Note

Model the difference between voiced and voiceless sounds. Put your fingers, palm inward, on your throat. Say think, exaggerating the beginning *th*- sound. You will not feel any vibration on your fingers. This is a voiceless sound. The voiceless "th" comes from your tongue blowing air through your teeth. Put your fingers, palm inward, on your throat. Say this, exaggerating the beginning th- sound. You will feel a vibration on your fingers. This is a voiced sound. The voiced "th" comes from your throat.

A Listen to the words...

- Play CD 2, Track 17. Students listen and read.
- Read the Pronunciation Watch note.
- Help students understand voiced and voiceless thsounds. See the Language Note.
- Play Track 17 again. Have students repeat.

Controlled Practice 10 minutes

B Listen to the words....

- Ask: What is the difference between voiced and voiceless sounds?
- Play CD 2, Track 18 twice.
- To review, say the words aloud, exaggerating the beginning th- sound.

G Listen and read...

- Ask: What do you see in the photo? What is happening?
- Tell students they are going to hear a husband and wife talking about a problem.
- Write on the board: *What is the problem?* Encourage students to cover the conversation in
- Play CD 2, Track 19. Call on students to say what they think the problem is.
- Then play Track 19 again. Have students read. Review the answers on the board.

PRACTICE

A PAIRS. Practice the conversation.

- With an above-level student, model the conversation for the class, using correct pronunciation and appropriate emotion.
- Tell students to role-play both Emilio and Ana.
- Walk around and help as needed.
- Call on volunteers to read the conversation for the class.

Communicative Practice 15 minutes

Teaching Tip

While pairs are performing role plays, 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. You may want to review the completed rubric with the student.

B ROLE PLAY. PAIRS. Make a similar...

- Write on the board: *air conditioner*.
- Have students say what Student A thinks might be the problem.
- Have students say what Student B thinks might be the problem.
- Call on volunteers to perform their role plays.

MULTILEVEL INSTRUCTION for 4B

Pre-level Have students role-play Student B. **Above-level** Have students role-play Student A.

Extra Practice



Talk about product defects

Getting Started

5 minutes

Controlled Practice

15 minutes

- Have students close their books.
- Write on the board: *clause* = *a group of words with a subject and a verb.*
- Write on the board: I'm happy that you're here. I'm happy you're here.
- Say: *There are two clauses in this sentence. What are they?* Point out the definition of clause on the board. (*I'm happy* and *you're here*)
- Ask: *I'm happy that . . . what?* (that you're here)
- Tell students that noun clauses often answer the question *What?* about how a person thinks or feels.
- Tell students to open their books to page 110.
- State the lesson objective: We are going to learn about noun clauses. We'll use them to talk about product defects.

Presentation

10 minutes

Language Note

Give students an opportunity to practice *I think* so and *I don't think* so. Write some questions on the board: *Is it cold in here? Is it going to rain tomorrow? Are the windows broken? Is Sandra sick tonight?* Practice as a class, then ask individual students to answer.

Noun clauses

- Call on students to read the sentences in the grammar boxes.
- Ask, after each one: I guess that . . . what? I don't think . . . what?
- Have students read the Grammar Watch silently.
 Read each sentence in the Grammar Watch and point to the grammar boxes to show the corresponding information.
- Have students substitute the expressions from the Grammar Watch for the expressions at the beginning of the noun clause examples. For example, *I'm afraid that there's something wrong with it. I'm upset that it's broken.* Ask them to call out some substitutions.

11

PRACTICE

Culture Connection

You can let students know that in the United States, many companies have their own customer service departments and technicians. Sometimes a technician's services comes as part of a contract. Sometimes the customer has to pay for the technician to come to his or her house.

A Read the conversation....

- Write on the board: 1. Who are the speakers? 2. What is the problem?
- First have students read the conversation to understand the context. Ask volunteers to answer the questions on the board.
- Then have students underline the noun clauses. Walk around and help as needed.

B PAIRS. Compare answers...

- Have students compare answers with a classmate.
- Call on volunteers to read each sentence and identify the noun clause, if there is one. Write the noun clauses on the board.
- Have students practice the conversation.

MULTILEVEL INSTRUCTION for 1A

Pre-level Students take turns reading aloud. Tell them to read the conversation more than once.

Above-level Students practice the conversation once and then change the information to another problem.

Talk about product defects

Controlled Practice

15 minutes

Communicative Practice 15 minutes

2

PRACTICE

A Unscramble the sentences....

- Write item 1 on the board. Show students how to cross off the phrases as they unscramble the sentence.
- Point out that students need to add periods.
- If students need more support, do sentence 2 with the class. Have a volunteer write the correct sentence on the board. Make necessary corrections.
- Have students compare answers with a partner.
- Call on volunteers to write the sentences on the board. Review the sentences with the class.

Expansion: Reading Practice for 1A

• Form pairs. Have students take turns reading the corrected sentences aloud. Walk around and correct pronunciation, tone, and pace as needed.

B Read the situations....

- Write the words in the box on the board. Have the class help create the first sentence. Point out that the second person was changed to the first.
- Have students compare answers with a classmate.
- To review this exercise, ask volunteers to write the sentences on the board. Review each sentence with the class. Make any necessary corrections.

Expansion: Speaking and Writing Practice for 2B

- Form cross-ability groups of 3.
- Give students their tasks. Student A (pre-level): Write the list of appliances. Student B (at-level): Write the list of problems with the appliances. Student C (above-level): Write sentences about the appliances and the problems using noun clauses.
- Walk around and help as needed.
- Then have two groups combine to share their information.

Show what you know!

GROUPS. Did you ever try...

- Say: Sometimes we or someone we know can fix a broken appliance.
- Say: Raise your hand if you try to fix things sometimes.
- Form groups so that each group has at least one person who tries to fix things sometimes.
- While students are completing the task, write two columns on the board: *Safe to fix* and *Dangerous to fix*.
- Call on a student from each group to write the group's ideas on the board.
- Ask: What can we do if it's dangerous to fix something? (call a technician, be really careful)

Progress Check

Can you . . . talk about product defects?

Ask students to review appliances and possible problems. Make a list on the board. Ask students: *Can you check this goal?*



Getting Started

5 minutes

Controlled Practice

10 minutes



BEFORE YOU READ

A GROUPS. When you buy...

- Ask: What does it mean to get a good deal? (to get high quality and low price)
- Tell students to write on the board some of the appliances and electronics they have bought over the last year.
- Ask: Did you get a good deal on these things?
- Say: In your groups, talk about how you get good deals.
- Call on a student from each group to say one way to get a good deal.
- State the lesson objective: We are going to read and talk about getting good deals.

Presentation

15 minutes

Language Note:

Write on the board: *Look quickly at an article = Skim*

B Look quickly at the article...

- Ask students to read the Reading Skill box silently. Then call on a volunteer to read the information aloud.
- Ask students to tell you the three formatting clues mentioned in the Reading Skill box. Write them on the board: *boldface type*, *bullets*, *color*.
- Before students complete Exercise B, ask them to point to examples of each of these formatting clues in their article.
- As students complete the task, have volunteers write five tips on the board. These tips should be: Do research, Get recommendations, Measure your space, Shop at the right times and go to several stores, Ask the store to price match.
- Ask: Which formatting clue made it easier for you to *skim the article for these five tips?* (color)

READ



Listen and read the article.

- Play CD 2, Track 20. Have students listen without reading first.
- Check comprehension. Ask: What is the article about? (how to get a good deal when you buy an appliance)
- Play Track 20 again. Have students listen and read silently. Ask them to circle any words they don't know.
- If students want definitions of the boldfaced vocabulary words now, tell them that they will practice vocabulary on the next page.

Expansion: Reading Practice for 2

• Play CD 2, Track 20 again. Pause after each paragraph. Have the class read the paragraph aloud together.

Expansion: Vocabulary Practice for 2

- Write columns on the board: *Paragraph 1*, Paragraph 2, etc., up to Paragraph 7 and Blue Box.
- Have students write any words—except boldfaced words—that they don't understand under the corresponding paragraph.
- Form groups. Pass out dictionaries or have students use their own. Each group works with a different paragraph. Have them write simple definitions and/or examples on the board next to the words.

Teaching Tip

Ask students to bring in warranties and product description books from their homes. Write some questions on the board: What is the product? Is there a warranty? How long does it *last? What is one safety tip?* Pass the booklets around and have students work in groups to answer the questions.

Get a good deal

Controlled Practice

15 minutes

Culture Connection

15 minutes

Community Building

Encourage students to rely on each other for help during class. Tell them to talk to a classmate about what they don't understand. Allow them to compare answers frequently. Give students the opportunity to talk to each other about meaning as they read.

Communicative Practice

In some countries, one way to get a good deal is to negotiate. In the United States, this is generally done only at car dealers, yard sales, flea markets, swap meets, etc.

3 CHECK YOUR UNDERSTANDING

Show what you know!

A Read the article again....

- The article talks about ways...
- Remind students to look at the title and paragraph headings to decide on the main idea.
- Form cross-ability groups. Tell the groups to talk about their experiences getting a good deal. Tell them to talk about what tips from the article they thought were useful and would be good to try.

• Call on a student to read the questions in the box.

- Tell students: 1) The main idea is the overall picture, so it includes other ideas. 2) Though something may be true, it is not necessarily the main idea.
- Walk around and help as necessary.

B Read the article again....

- Call on a student from each group to say one thing they talked about.
- Tell students to find the information on page 112 to help them decide if a sentence is true or false.

MULTILEVEL INSTRUCTION for Show what you know!

 Have students compare answers. Tell students to point to the paragraph that shows the answer. **Cross-ability** Above-level students can help pre-level students express their ideas. Have pre-level students focus on one or two tips, while above-level students can focus on more.

• To review, have volunteers read the statement, say *true* or *false*, and identify the paragraph in the article that supports their answer.

Progress Check

Expansion: Writing Practice for 3B

Can you . . . get a good deal?

• Students rewrite the false sentences with the correct information.

Ask the class to identify some ways they know of getting a good deal. Make a list on the board. Ask students: *Can you check this goal?*

4 VOCABULARY IN CONTEXT



Look back at the boldfaced...

- Write the boldfaced words on the board. Have students read the sentences with the words.
- Ask the class to give definitions for the words.
- To review, ask volunteers to read the completed sentences aloud. Make any necessary corrections.

Talk about problems with cell phone service

Getting Started

5 minutes

Controlled Practice

15 minutes



BEFORE YOU LISTEN

GROUPS. Have you ever gotten...

• Call on a student from each group to say one story.

Presentation

10 minutes

LISTEN

Culture Connection

Many companies have hidden charges—that is, charges they don't tell you about when you sign up. Tell students it's very important to ask many questions before they sign up for something.

A Listen. Luis is complaining...

- Tell students to read the information on the yellow sticky note.
- Say: You're going to listen to two men talking about a cell phone bill.
- Have students read the three answer choices.
- Play CD 2, Track 21. Have students mark their answers.
- Then play Track 21 again and have students raise their hands when they hear the answer.
- Review the answer with the class. Play Track 21 again for students to confirm the answer.

B Listen again to the first part....

- Have students read the questions and answer choices first.
- Play CD 2, Track 22. Then have students compare
- Ask the class for the answers. Write them on the board.
- Play Track 22 again to confirm the answers.

Listen again to the second part....

- Have students read the four statements silently.
- Play CD 2, Track 23.
- Continue playing Track 23. Have students raise their hands when they hear each answer. Have students repeat what they heard.
- Call on volunteers to read the statements and say if they are true or false.
- To review, play Track 23 again.

Expansion: Speaking Practice for 2C

• Form pairs. Have students read the false statements. Have them correct the statements to make them true.

Talk about problems with cell phone service

Controlled Practice

10 minutes

Communicative Practice 20 minutes



CONVERSATION



Listen and read...

- Play CD 2, Track 24. Have students listen and read.
- Play Track 24 again. Have students repeat.



PRACTICE

A PAIRS. Practice the conversation.

- Have pairs read the conversation together, alternating roles. Remind them to use emotion!
- Call on two students to read the conversation for the class.

B PROBLEM-SOLVE. GROUPS. Read the situations...

- Draw a T-chart on the board. On one side write *Situation 1*; on the other side write *Situation 2*. Under each heading write: *Solution*. Under *Solution*, write: *Why?*
- Call on a student to read the situations and the possible solutions. Answer any questions.
- Pass out large newsprint and markers, or have students use different sections of the board.
- Assign roles: Student A writes his or her ideas on the T-chart; Student B checks the writing to be sure it's OK; Students C and D report to the class, one for each situation. If the groups are bigger than four, have Student E make sure everyone participates. Student F can watch the time or encourage everyone to speak in English.
- Have each group tape their papers on the board and report to the class.
- To finish, ask: Are there any solutions that each group agreed with?

MULTILEVEL INSTRUCTION for PROBLEM-SOLVE

Cross-ability Above-level students can have more challenging roles, for example, writing the group's ideas and reporting to the class. Pre-level students can have easier roles, for example, checking the writing and watching the time. But remind the groups that everyone should contribute ideas.

Expansion: Writing and Speaking Practice

- Form pairs.
- Have students choose one situation and write a conversation between Vera or Sergio and a friend. They can use the conversation between Luis and Manuel for ideas.
- Call on some pairs to read their conversation to the class.

Extra Practice Interactive Practice

Compare price and quality

Getting Started

5 minutes

Controlled Practice

10 minutes

- Write on the board: tall.
- Write on the board: *Julia is taller than Mari.* Say: *This is how we compare two things.*
- Point to the word tall. Say: If the adjective has one or two syllables, we use -er at the end.
- Write on the board: *expensive*.
- Ask one student to hold up a pen. Ask another student to hold up a cell phone. Ask: *Which is more expensive?*
- Write on the board: *The cell phone is more* expensive <u>than</u> the pen. The pen is <u>less</u> expensive <u>than</u> the cell phone.
- Point to the word *expensive*. Say: *If the adjective has three or more syllables, we use* more *or* less *plus* than.

Presentation

10 minutes

Comparison of adjectives

- Call on a volunteer to read the sentences in the grammar box.
- Then have students read the information in the Grammar Watch. Have students turn to page 288 to look at the spelling rules for comparison adjectives. You may want to ask students to study this list for homework.
- Point out the irregular adjectives of comparison. Have students write these in their notebooks.
- To review, say: Let's review what we now know. How do we compare two things with an adjective like short? (put -er at the end; use than) How do we compare two things with an adjective like beautiful? (put more or less in front; use than)

PRACTICE

A Look at the ad....

- Have students read the ad silently. Answer any questions about vocabulary.
- Walk around and help as needed.
- Call on a volunteer to write the five adjectives of comparison on the board.
- Ask: What two things are being compared?
 (Pacific cell phone and the cell phone provider you have now)

B Read the paragraph....

- Write on the board: What were some problems this family used to have with their cell phone?
- First have students read the paragraph to understand the context. Ask students to answer the question on the board with a partner.
- Call on students to say some of the problems.
- Then have students fill in the blanks. Walk around and help as needed.
- To review, have students compare answers with a classmate. Then have volunteers say one sentence each. Write on the board what the students say. Make any necessary corrections.

Expansion: Reading Practice for 1B

• Form pairs. Have students alternate reading the paragraph aloud.

Compare price and quality

Controlled Practice

20 minutes

Communicative Practice 15 minutes



PRACTICE

Language Note

Write on the board: LCD = Liquid Crystal Display Say: This is a technology that is popular in flat screen computers and TVs.

A Read the ads....

- Tell students they are going to read the ads first for context. Write on the board: *How much is each TV*? (\$499.99, \$299.99) *How many inches wide is each TV*? (26 inches and 19 inches) *What are some differences between the two TVs*? (the size, the brightness)
- Call on a student to read item 1.
- Have students compare their answers with a classmate when they are finished.
- To review, ask volunteers to write the sentence on the board. Read the sentences aloud with the class. Make any necessary corrections.

Expansion: Reading Practice for 2A

• Have students practice reading the sentences with a partner. Have both students read all sentences.

B Read the ads....

- Tell students they are going to read the ads first for context.
- Call on students to say what information they are given in the ads. Answers should include: price, name of company, description of performance, how long the warranty is good for, how much the vacuum cleaner weighs.
- Walk around and help as necessary.
- Call on students to write sentences on the board.
- Read the sentences aloud with the class. Make any necessary corrections.

Expansion: Reading Practice for 2B

 Have students practice reading their sentences with a partner.

Show what you know!

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

ROLE PLAY. PAIRS. You are both shopping...

- Review the topic. Ask: What are some things we look for in a cell phone plan? You may want to write the ideas on the board.
- Tell students they are going to role-play the conversation they would have while shopping.
- Tell students to write their ideas down.
- Call on two students to role-play their conversation.

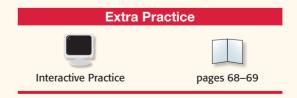
MULTILEVEL INSTRUCTION for Show what you know!

Cross-ability Above-level students can write down information for the two plans. Pre-level students can refer to the written information to talk.

Progress Check

Can you . . . compare price and quality?

Ask students to review some categories of comparison with appliances or plans. Make a list on the board. Ask students: *Can you check this goal?*



Lesson 7

Read sales ads and rebates

Getting Started

4 minutes

- Bring in or have students bring in newspaper sales ads.
- Form small groups. Write on the board: What information are we given in these newspaper ads?
- Call on students to say some of the information given. Write what the students say on the board. Some of these answers may include: name of product; cost of product before and after sale; description of product, including size and other measurements, depending on product; dates of sale.
- Say: Look at your ads. Do you see anything about a rebate? Write rebate on the board. If students see information, ask them to read it to the class. Either way, tell them: A rebate is money you can get back if you mail something to the company.
- Say the lesson objective: We're going to learn to read newspaper ads and rebates.

Presentation

10 minutes



READ A NEWSPAPER SALES AD

CLASS. Look at the newspaper...

- Call on a student to read the definition of *rebate* on the yellow sticky note.
- Tell students to write on the board any words from the ad that they don't understand. Review these words with the class.

Culture Connection

Companies can afford to offer rebates because many people don't take advantage of them. Tell students that they must enclose the exact information the company asks for and by the date the company states. If possible, students should keep a copy of everything they send, so they can follow up if the rebate check does not arrive.

Controlled Practice

10 minutes



PRACTICE

Read the statements....

- Have students compare answers.
- Call on students to read the sentences and the answers. Make corrections as necessary.
- Have students complete the task of correcting the false statements.
- Call on students to write the new statements on the board.
- To review, call on students to read the statements from the board. Make corrections as necessary.

Read sales ads and rebates

Presentation

10 minutes

Controlled Practice

10 minutes

Language Note

The UPC, or Universal Product Code, is sometimes called a bar code. It appears on most products. It is a computerized, standardized way of identifying the manufacturer and the product.

3

COMPLETE A REBATE FORM

To get a rebate...

- Tell students they are going to read a rebate form.
- Have students read the form. Have them write the words they don't understand on the board. Review the words with the class.
- Call on above-level students to read the rebate form sentence by sentence. Review each sentence for meaning with the class.
- Ask comprehension questions: Who is the customer? (Andrew Hernandez) What is his address? (10 Gaviota Avenue, Long Beach, CA 90813) Where is he mailing the rebate form? (El Paso, Texas)
- Call on a student to say the model number and point to where to write it.
- Call on a student to say the serial number and point to where to write it.

Expansion: Reading Practice for 3

• Form pairs. Have students alternate reading the rebate form. Alternatively, bring in or have students bring in rebate forms. Have students practice reading these forms in pairs.

Teaching Tip

If you continue a lesson on the following day, have students tell you what they remember from the previous class. You may want to write words and ideas on the board.

4 PRACTICE

A PAIRS. Discuss the questions.

- Call on a student to read all the questions before answering them.
- Walk around and help as necessary.
- Have pairs compare what they said with other pairs.

MULTILEVEL INSTRUCTION for 4A

Pre-level Call on pre-level students to read the questions.

Above-level Call on above-level students to read the answers.

Expansion: Writing Practice for 4A

• Have students write answers to the questions on the board. Review with the class and make corrections as necessary.

Communicative Practice 15 minutes

B GROUPS. Stores sometimes give...

- When students have completed the task, call on a recorder to write the group's ideas on the board.
- Call on a reporter to summarize the group's ideas for the class.

Progress Check

Can you . . . read sales ads and rebates?

Ask the class to identify information they might find in a newspaper ad. Make a list on the board. Ask the class to review the rules for getting a rebate. Make a list on the board. Ask students: *Can you check this goal?*



Make an exchange

Getting Started

5 minutes

Controlled Practice

15 minutes



BEFORE YOU LISTEN

Look at the picture...

- Write on the board: Have you ever made an exchange in a store?
- Tell students to talk to classmates sitting around them. Call on students to say what they exchanged, and what they remember about the experience.
- Have students complete the task.
- Call on a student to read the completed statement. Ask: Why do you think that? Discuss the answer with the class.
- Say: Let's listen to the conversation between the clerk and the customer.

Presentation

10 minutes



LISTEN



A Listen to the conversation...

- Say: You're going to listen to a clerk talking to a customer.
- Play CD 2, Track 25. Ask: Were you right with your guess from 1?
- Review the answer with the class. Play Track 25 again for students to confirm the answer.

B Read the questions....

- Have students read the questions and answer choices first.
- Play CD 2, Track 25. Then have students compare answers.
- Play Track 25 again. Read the first question. Play Track 25. Tell students to raise their hands when they hear the answer to question 1. Pause the CD. Have students repeat what they heard. Review all the answers in this way.
- Play Track 25 again to confirm the answers.

Community Building

If students have any electronics products, ask them to show the class. Have students tell the class about the features they like. They can compare cell phones, iPods, MP3 players, electronic dictionaries, Palm Pilots, etc. Students who have these things usually like to talk about them; students who don't have these things can ask questions about how they work, what they like, and the expense of having them.

Make an exchange

Controlled Practice

15 minutes

Communicative Practice 15 minutes



CONVERSATION



A Listen to the sentences....

- Play CD 2, Track 26. Have students listen and read.
- Play Track 26 again. Have students repeat.
- Have students read the Pronunciation Watch silently. Read the text aloud.
- Play Track 26 again. Stop after each sentence. Exaggerate the pronunciation point and have students repeat.

B Listen and read...

- Play CD 2, Track 27. Students listen and read silently.
- Ask: Who is probably having this conversation? (a clerk and a customer)

PRACTICE

A PAIRS. Practice the conversation...

- Have pairs read the conversation together, alternating roles.
- Call on two students to read the conversation for the class.

MULTILEVEL INSTRUCTION for 4A

Pre-level Have students practice reading more than once.

Above-level Have students practice substituting other products in the conversation.

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

B ROLE PLAY. PAIRS. Pretend you are...

• When students have completed the task, call on pairs to role-play their conversation for the class.

MULTILEVEL INSTRUCTION for 4B

Cross-ability Pre-level students can play Student A, the customer. Above-level students can play Student B, the clerk. Have the clerks try to sell the customers the Simsung phone.

Extra Practice



Interactive Practice

Compare shopping experiences

Getting Started

5 minutes

- Write on the board: 1. *Our house is* <u>as big as</u> your house. Underline as big as. Ask: Are these two houses different or the same? (same)
- Write on the board: 2. Our kitchen isn't <u>as big as</u> your kitchen. Underline as big as. Ask: Are these two kitchens different or the same? (different) Ask: How are they different? (Ours is smaller than yours; yours is bigger than ours.)
- Say: In Lesson 6, we learned one way to compare things or people. Now we're going to learn another way to compare things or people.
- State the lesson objective: We're going to use as with an adjective plus as while we compare shopping experiences.

Presentation

5 minutes

As . . . as with adjectives

- Have students read the Grammar Watch box silently.
- Call on a student to read the two sentences in the grammar box.
- Say: In the first sentence, the two stores are the same. In the second sentence, the first store is dirtier than the second store.

Controlled Practice

10 minutes

1

PRACTICE

A Read the statements...

- Have students read for comprehension first. Ask: What two stores are we comparing? (Trego and Archway)
- Call on volunteers to read the statements and say if they are true or false.
- To review, ask students to explain each statement. (Number 1 means that the two stores are the same, so one is not cleaner than the other. Number 2 means that if Archway is not as big, it is smaller, which means that Trego is bigger. Number 3 means the lines at Trego are longer.)

B Complete the sentences...

- Before reading, review what dot com means. For example, aro is the name of or an abbreviation for a store; dot means a period and must be part of an Internet address; com means commercial and means it is a business.
- Point out the words under the lines.
- Walk around and help as necessary.
- Call on students to write the completed sentences on the board. Make corrections as necessary.

Language Note

It is good practice for students to read Internet addresses. Practice reading them aloud with the class. Include organizations, government sites, and schools.

Communicative Practice 15 minutes

Show what you know!

GROUPS. Compare shopping for...

- Have groups make a list of large purchases. Then have them compare shopping experiences.
- Call on a student to report about one product for their group.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Write on the board: *washing machine, car, computer.* Have students compare shopping for these things.

Above-level Have students make a list of at least six things to compare.

Progress Check

Can you . . . compare shopping experiences?

Ask the class to identify things that are important when choosing a store to shop at. Make a list on the board. Ask: *Can you check this goal?*



Lesson 10 Write about shopping experiences

Getting Started

5 minutes

Presentation

5 minutes



BEFORE YOU WRITE

Culture Connection

Many of the huge department stores are called "big box" stores. Some communities want them, while some communities have organized to keep them out. Elicit students' ideas on why this might be.

A GROUPS. Compare two stores...

- Tell students they can share their ideas about any two stores that sell the same type of merchandise.
- Ask a volunteer from each group to say what stores they talked about.
- Ask another volunteer from each group to say one thing group members liked and one thing they didn't like about the stores.
- Ask: Which stores do you like better? State the lesson objective: We are going to write a paragraph comparing two stores.

MULTILEVEL INSTRUCTION for 1A

Pre-level Have students choose either an electronics store or a "big box" store.

Above-level Have students compare two electronics stores and two "big box" stores.

Teaching Tip

Review the rules for comparisons. Write example sentences on the board for comparative adjectives and as as constructions.

B Read the paragraph. What are...

- Tell students to read the paragraph silently.
- Call on students to write a reason why the author likes the Arcadia store better.

Expansion: Reading Practice for 1B

• Form pairs. Have students alternate reading the paragraph aloud.

Controlled Practice

15 minutes



WRITE

Write a paragraph...

- Read the ideas in the box aloud. Ask students to explain, define, or give examples of each.
- Remind students to use the paragraph in 1B as a model.
- Walk around and help as necessary.

CHECK YOUR WRITING

- Have students check their own papers first.
- Then ask students to check a classmate's paper using these same questions.
- Walk around and help as necessary.
- If students hand in their papers to you, let them know what you will be looking at and giving feedback on. You may want to write this list on the board.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate vocabulary, grammar, mechanics and how well they complete the task. You may want to review the completed rubric with the students.

Extra Practice



Interactive Practice



Show what you know!



REVIEW

For your Grammar Review...

- Have students turn to page 250 to review the grammar for this unit.
- Answer any questions students may have.



ACT IT OUT

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

STEP 1. CLASS. Review the conversation...

- Write on the board: *The conversation is about* ______.
- Play CD 2, Track 27.
- Have students work with a classmate to fill in the blank. Then have volunteers say what the conversation was about.

STEP 2. PAIRS. Role-play an exchange...

- Have each pair read their role play information. Check comprehension. Ask: Who are the people? What does the customer want? What does the salesperson want?
- Ask the class to say their ideas. Write the information on the board. Answer any questions students may have.
- As pairs role-play a conversation, walk around and help students with vocabulary, pronunciation, and grammar.
- Ask volunteers to role-play their conversations for the class.

3

READ AND REACT

STEP 1. Read the problem.

- Have students read the problem silently.
- Check comprehension. Ask: Where does the Sanchez family live? What do they need? What is the problem?

STEP 2. Give the Sanchez family advice....

- Tell students to summarize, without reading, the problems the Sanchez family has.
- Have groups complete the task.
- Call on a student from each group to say one thing he or she would tell the Sanchez family.

4

CONNECT

For general teaching notes about the Self-Evaluation Activities, go to page T-xi.

For general teaching notes about the Team Project, go to page T-xi.

Progress Check

Which goals can you check...

- Tell students to turn to page 105 (the first page of Unit 6).
- Have them read the goals and check the ones they believe they can do.
- Have them talk to a partner about which goals they checked.



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 6, encourage them to review the activities on the CD-ROM.

Extra Practice



Interactive Practice

7

Getting There Safely

Classroom Materials/Extra Practice CD 2 Tracks 28–45 Workbook Unit 7 Unit 7 Unit 7

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- A, An, The
- · Past continuous
- Time clauses

Pronunciation

- Vowels in unstressed syllables
- A, an, the

Reading

- Read an article about dangerous drivers
- Reading Skill: Interpreting Charts

Writing

• Write an opinion letter

Preview

- Hold up your book or have students look at their books. Read the unit title aloud.
- Set the context of the unit. Ask questions about the picture: What do you see? What do you think the problem is? What does the title mean?
- Read the preview questions aloud.
- Ask volunteers to share answers. You can help students explain their ideas by writing their information on the board, for example, *flat tire*, *burning oil*, *expensive gas*.
- You may want to summarize some of the problems cars and car owners have. Use the board.

Unit Goals

- Tell the class: This list of unit goals shows us what we will be studying in Unit 7.
- Have students read the goals silently.
- Say each goal and have students repeat. Explain unfamiliar vocabulary as needed. Explain maintenance: Comes from the verb maintain, which means to keep something in good condition. Explain city official: A person in the city government. Explain driving costs: There are many costs to driving a car. Some costs are insurance, maintenance, gas, washing, and parking.
- Say: We will come back to this page at the end of the unit. You will be able to write a check next to the goals you learned and practiced in this unit.

Community Building

Ask: *Who has a car*? Ask for a show of hands. Have volunteers talk about where they go when they have problems with their cars. Helping students share helpful information about their communities builds connections.

Getting Started

10 minutes

Controlled Practice

15 minutes



WHAT DO YOU KNOW?

Teaching Tip

Encourage fluency by listening to students' ideas and not correcting their mistakes. Encourage accuracy by restating correctly what a student says and having the student or the class repeat.

- Set the context of the lesson. Ask: What are some words we already know that are related to driving? Write students' ideas on the board.
- Say each word and have the class repeat. Say: *Use these words and talk about cars and driving.*
- Call on volunteers to talk about their experiences with cars and driving. Model correct English by restating what the student said and having the student or the class repeat.
- Say: Talk to a classmate about the picture. What are some things you see happening in the picture?
- State the lesson objective: We're learning words that relate to driving and traffic.

Presentation

5 minutes

A Look at the pictures...

- Call on volunteers to say what they think the words mean. Ask them for explanations or examples for each word.
- Say each word and have students repeat.

B Match the pictures...

- Students can work alone or in pairs.
- Have students compare answers.

students correct these items.

G Listen and check...

- Play CD 2, Track 28. Have students circle any incorrect answers. Play Track 28 again and have
- Play Track 28 again. Have students repeat.

Expansion: Vocabulary Practice for 1C

- Form pairs. Say: *Use the new vocabulary and talk about the pictures.*
- Point to the picture and say: *This lane is closed because of construction*.
- Call on volunteers to say one of their sentences.

Learning Strategy: Translate words

- Read the directions. Students can use index cards or pieces of paper.
- Model the activity by making a card for one of the words in Exercise 1B. Write the English word on the board. Call on volunteers to write the word in their language on the board.
- Say: You can remember new vocabulary when you translate words into your own language. Tell students to use this strategy with other new vocabulary.

Teaching Tip

Give students time to review all their vocabulary cards from the first six units. In pairs, give them time to create sentences with the vocabulary words.

Controlled Practice

15 minutes

Communicative Practice 15 minutes



PRACTICE

A WORD PLAY. Listen to the first part...

- Tell students they are going to listen to a radio traffic report. Ask: What information are we *listening for?* (what city is the report for)
- Play CD 2, Track 29.
- Call on a student to say what city the report is for.

Expansion: Listening Practice for Word Play

- Tell students they are going to write down information they hear.
- Write on the board: *time of report, name of radio* station, city of report, name of freeway.
- Play CD 2, Track 30 two or three times.
- Call on students to say the information from the board.
- Play Track 30 again to confirm.

B Listen to the entire...

- Call on students to read the statements and answer choices first.
- Play CD 2, Track 30 twice.
- Play Track 30 again, pausing after each item's information. Have students repeat what they heard. Then have a student read the completed sentence.
- To review, play Track 30 again.

Expansion: Speaking Practice for 2

- Write on the board: *Have you ever been stuck in a* traffic jam? Do you ever hear traffic reports? Who do you think listens to traffic reports? What are some reasons people get stuck in traffic jams?
- Form pairs. Have students answer the questions from the board.
- Call on volunteers to answer a question.

Show what you know!

GROUPS. Compare traffic...

- Ask: Did you drive in your country? Do your family and friends drive in your country?
- Walk around and help as necessary.
- To review this activity, ask each group to say one thing about each country represented in their group.

MULTILEVEL INSTRUCTION for Show what you know!

Cross-ability Above-level students write the information for their group. Have them write the countries represented and some key ideas being discussed. Call on pre-level and on-level students to share the information with the class.



on 2 Talk about car maintenance

Getting Started

10 minutes

Presentation

10 minutes



BEFORE YOU LISTEN

A GROUPS. What are common...

- Write on the board: *Have you ever had car problems?* What was the problem? What did you have to do to take care of it?
- To review, ask volunteers from each group to say some common problem and what to do to maintain a car.

MULTILEVEL INSTRUCTION for 1A

Pre-level Have students write one problem and one thing you have to do to maintain a car in good condition.

Above-level Have students write four problems and four things you have to do to maintain a car in good condition.

B Look at the pictures....

- Read the words aloud.
- Call on volunteers to match the words with the pictures.

Expansion: Writing Practice for 1B

- Call on volunteers to write sentences using the words on the board.
- Correct the sentences with the class.
- Have students copy the sentences into their notebooks.

2 LISTEN

A Listen to the first part...

- Have students read the directions and the answer choices.
- Ask: Who is having the conversation? (Li and a mechanic)
- Play CD 2, Track 31. Then ask a volunteer to answer. Write the correct answer on the board.

B Read the statements....

- Have students read the statements silently.
- Play CD 2, Track 32. Have students compare answers.
- Then play Track 32 again.
- Review the answers by asking volunteers to read the statements and say if they are true or false.

Expansion: Vocabulary Practice for 2B

- Some words and phrases from the conversation might be difficult for students. Write on the board: Front brakes are gone. Parts and labor. Treads on the tires. Dent.
- Call on volunteers to write simple definitions or give examples of the words and phrases on the board. Explain as necessary.

Expansion: Writing Practice for 2B

• Play CD 2, Track 32 again. Have students change false statements to true. Call on volunteers to write the new sentences on the board.

Talk about car maintenance

Presentation

15 minutes

Communicative Practice 15 minutes



CONVERSATION



A Listen to the phrases...

- Write on the board: Are you going to the dance? She has to buy a new car. Would you like an apple? Tell students that the articles have a weak stress. Say the sentences. Have the students repeat.
- Play CD 2, Track 33. Have students read the phrases and sentences.
- Play Track 33 again. Have students repeat.

Expansion: Pronunciation Practice for 3A

• Have above-level students write sentences with articles on the board. Say the sentences. Have students repeat. Then have them say the sentences in pairs.

B Listen and read...

- Have students close their books. Play CD 2, Track 34 while students listen.
- Have students open their books.
- Play Track 34 again. Have students listen and read silently.

Controlled Practice

10 minutes



PRACTICE

A PAIRS. Practice the conversation.

- With an above-level student, model the conversation for the class, using correct word stress and appropriate emotion.
- Tell students to role-play both Li and the mechanic. Walk around and help as needed.
- Call on volunteers to role-play the conversation for the class.

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

B ROLE PLAY. PAIRS. Look at the information...

- While students are completing the task, walk around and help as necessary.
- Call on pairs to role-play their conversation for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Have pre-level students play the role of the car owner.

Above-level Have above-level students play the role of the mechanic.

Extra Practice



Interactive Practice

Getting Started

5 minutes

Controlled Practice

15 minutes

- Write on the board: *I'm looking for a car.* Point and say: *This is the first time I've talked about it.*
- Write on the board: *The car I bought is blue*. Point and say: *We know what car we're talking about*.
- State the lesson objective: We are going to learn how to use a, an, and the. We'll use these when we talk about car maintenance.

Presentation

10 minutes

Language Note

A and an mean one. They are used with singular nouns. *The* is used with singular, plural, and non-count nouns. Read the Grammar Watch note with the class. Give examples for each item.

A, An, The

- Have students read the sentences in the grammar box silently.
- Then say each sentence in the Grammar Watch and point to the grammar charts to show the corresponding information.
- Form pairs. Have students write sentences using *a*, *an*, and *the*.
- Call on students to write some sentences on the board.
- Review each sentence on the board for meaning and grammar. Ask: Was the article used correctly?

1 PRACTICE

A Read the sentences....

- Say: Alex and Claudia are talking about a car Alex bought.
- While students are completing the task, write numbers 1 through 4 on the board.
- Have students compare answers.
- Call on volunteers to read the completed sentences. Make corrections as necessary.

B Complete the sentences....

- Say: *Tell me what you know about articles*. Answers should include: Accept various answers, including: We use *a* and *an* when we are talking about something for the first time. *A* and *an* are singular. We use *the* when we're talking about something for the second time. We use *the* when we know what thing we're talking about.
- As students are completing the task, walk around and help as necessary.
- Call on students to read the completed paragraph, pausing after each filled-in blank. Ask the class: *Is that correct? Why?* (or *Why not?*)

Expansion: Reading Practice for 1B

• Form pairs. Have students alternate reading the paragraph. Encourage them to help each other with their pronunciation.

Talk about car maintenance

Controlled Practice

10 minutes

Communicative Practice 15 minutes



PRACTICE

(A) Complete the conversations...

- Read conversation 1 with a student.
- Tell students to read each conversation first for content and then to complete it.
- Have students compare answers.

B Listen and check...

- Play CD 2, Track 35. Have students check their work.
- Have pairs practice the completed conversations.

Controlled Practice 5 minutes

© Practice the conversations.

- Have pairs alternate reading A and B.
- Walk around and correct pronunciation, tone, and pace as needed.

Show what you know!

Teaching Tip

Students may need more support when asked to discuss a general topic. Write specific ideas on large pieces of paper and hang them around the room. For example: *Problems I have had with my car* or *Problems I have had with a mechanic/ garage* or *Problems I had getting to work/school.* Ask students to stand near the idea they would like to discuss. Have students talk with the other students who choose the same idea.

GROUPS. Discuss. Talk about an experience...

- While students are completing the task, walk around and help as necessary.
- Call on a student from each group to talk about a different problem.

MULTILEVEL INSTRUCTION for Show what you know!

Cross-ability Above-level students can help pre-level students focus on one experience and tell the story.

Progress Check

Can you . . . talk about car maintenance?

Ask students to review problems a car can have. Make a list on the board. Ask students: *Can you check this goal?*

Extra Practice Interactive Practice pages 76–77

Getting Started

10 minutes

Controlled Practice

10 minutes

Community Building

If you have students who know about cars and you can take your class outside, have your "expert" students show a few basic things, such as tires, engine, jumper cables, battery, etc. Giving students a chance to show their expertise while other students also practice their vocabulary builds rapport and makes the content relevant.

Presentation

10 minutes



PRACTICE

A Look at the picture...

- Call on "expert" students to read the new words aloud.
- Say the words and have students repeat.
- Say the lesson objective: We're going to talk about parts of a car, inside and outside.

B PAIRS. Complete the sentences...

- Call on a student to read number 1. Remind students to check off the words they use from the list.
- Have pairs compare their answers with other pairs.
- Call on volunteers to read the completed sentences. Make necessary corrections.

■ MULTILEVEL INSTRUCTION for 1B

Pre-level Give students extra time to complete the exercise. Have them check their answers against the answers on the board.

Above-level Have students compare answers with above- and on-level students. Then have volunteers write the answers on the board.

Identify parts of a car

Controlled Practice

15 minutes

Communicative Practice 15 minutes

2

PRACTICE

A Look at the picture...

- Call on "expert" students to read the new words.
- Say the words and have students repeat.

B Write the name...

- Have students compare their answers.
- To review, say the instructions and have students say the car part.

Expansion: Vocabulary Practice for 2A & B

- There is a lot of new vocabulary in this unit. Give students time to write words on small cards. They can write the part on one side, and the instruction for using it on the other.
- Give pairs time to review the words. Have them add these words to their ziplock bag. They can paper clip these words together with a note that says *Parts of a Car*.

Progress Check

Can you . . . identify parts of a car?

Ask the class to say some parts of a car. Make a list on the board. Ask students: *Can you check this goal?*



Talk about traffic accidents

Getting Started

5 minutes

Controlled Practice

10 minutes



BEFORE YOU LISTEN

CLASS. What are common causes...

• Call on students to say some causes of traffic accidents. Write these ideas on the board.

Presentation

5 minutes



LISTEN



A Listen. A police officer is...

- Say: You're going to listen to a police officer talking to two people involved in an accident. What is the cause of the accident?
- Have students read the three answer choices first.
- Play CD 2, Track 36. Have students mark their answers.
- Play Track 36 again. Have students raise their hands when they think they hear the answer. Say each answer and have students check their answers.

B Read the statements....

- Have students read the statements first.
- Play CD 2, Track 37. Then have students compare answers.
- Call on volunteers to read the statements and say if they are true or false.
- Play Track 37 again to confirm the answers. Pause the CD if necessary and have students repeat what they heard.

@ Read the questions....

- Have students read the four statements and possible choices silently.
- Play CD 2, Track 38.
- Ask the class for the answers. Write them on the board.
- To review, play Track 38 again.

Expansion: Reading Practice for 2C

• Form pairs. Have students read the completed statements.

Talk about traffic accidents

Presentation

5 minutes

Controlled Practice

5 minutes



CONVERSATION



A Listen to the words....

- Play CD 2, Track 39. Have students read the words.
- To help students understand that syllables are units of sound, separate the words into their syllables. Write on the board: *hap pen in sur ance* ac ci dent con struc tion
- Play Track 39 again. Have students repeat.
- Have students read the Pronunciation Watch.

Expansion: Pronunciation Practice for 3A

• Have students say words they know that have two or three syllables. Write them on the board. Review the stress for each word.

Controlled Practice

10 minutes



B Listen to the words....

- Play CD 2, Track 40.
- Have students compare answers with a classmate.
- Then play Track 40 again. Write the answers on the board and have students check their answers.
- Play the audio as many times as necessary.

Presentation

5 minutes



G Listen and read...

- Ask: What do you see in the photo? What is happening?
- Tell students they are going to hear a conversation between a police officer and a woman.
- Write on the board: *What happened?* Encourage students to cover the conversation in their books.
- Play CD 2, Track 41. Call on students to say what they understood. Write answers on the board.
- Then play Track 41 again. Have students listen and read silently.
- Review the answers on the board. Correct as necessary.

PRACTICE

A PAIRS. Practice the conversation.

- With an above-level student, model the conversation for the class, using correct word stress and appropriate emotion.
- Tell students to role-play both A and B.
- Call on volunteers to role-play the conversation for the class.

Communicative Practice 15 minutes

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

B ROLE PLAY, PAIRS, Make a similar...

- Say: Student A, think for a minute about what a police officer needs to know. Student B, read the description and think for a minute about what you will say.
- Walk around and help as necessary.
- Call on pairs to role-play their conversation.

MULTILEVEL INSTRUCTION for 4B

Pre-level Students follow the model conversation. **Above-level** Students extend their conversation. Have the officer ask some difficult questions. Have the driver act upset and confused.

Extra Practice



Interactive Practice

Getting Started

5 minutes

Controlled Practice

15 minutes

- Write on the board: *I am driving the blue car.* Ask: What tense is this? (present continuous)
- Say: Let's change this to past continuous.
- Elicit ideas, and then write on the board: *I was driving the blue car.* Point out that the *-ing* word does not change. The form of be changes to past.
- Say: Can you make this past continuous sentence negative? Write on the board: I was driving the blue car.
- Erase I and write You in both sentences. Ask students to fix both sentences.
- State the lesson objective: We're going to learn the past continuous while we talk about traffic accidents.

Presentation

10 minutes

Past continuous

- Call on a volunteer to read the sentences in the box.
- Reinforce the information. Ask: How do we make *the past continuous tense? What does* affirmative mean? What's the negative past continuous tense?
- Then have students read the information in the Grammar Watch.
- To review, say: *Let's review what we now know.* What is the difference between present and past continuous? (Answers should include: Present is used to say something is happening right now; the be form is in present or past; past continuous is used to say something was happening at a specific time in the past.)

PRACTICE

A Underline four more examples...

- Tell students they are going to read the paragraph two times.
- Have them read the first time to understand the story. Write on the board: *What is the paragraph* about? What happened? What were people doing? What do you think rubberneck means? Call on students to answer the questions. Write on the board: *rubbernecking* = *when drivers slow traffic* down because they are slowing down and turning their heads to look at something, usually an accident.
- Have students read the paragraph again and underline the past continuous verbs.
- Walk around and help as necessary.
- Call on volunteers to read one sentence and say the past continuous verbs they underlined.

Expansion: Reading Practice for 1A

• Read the paragraph sentence by sentence. Have the class repeat. Finish by forming pairs and having students alternate reading the paragraph.

B Unscramble the sentences....

- Write item 1 on the board. Point out to students that they need to put in punctuation.
- Have students form the correct sentence. Write it on the board.
- To review, have students compare answers with a classmate. Then have volunteers write the sentences on the board. Make any necessary corrections.
- Form pairs. Have students take turns saying the sentences.

Compare price and quality

Controlled Practice

15 minutes

Communicative Practice 15 minutes

2

PRACTICE

A Complete the sentences...

- Tell students to read the paragraph for context first. Ask: *What is the paragraph about?*
- Call on a volunteer to complete the first sentence. Write the correct answer on the board.
- Have students compare answers.
- To review, have students read the sentences aloud. Make necessary corrections.

Expansion: Speaking Practice for 2A

- Write questions on the board. Why were they driving through the city? Why did it take a long time? Why were they lucky? What happened on 14th Street? How was the weather after the rain? Who came to help?
- Form pairs. Have students answer the questions orally. Review together.

Culture Connection

Public officials want to be accessible to their constituents. Writing to them about community concerns is a way to express your opinion. Writing letters to your mayor and/or local representatives about an issue such as traffic safety is a great way to connect your students to their community.

B Complete the letter....

- Tell students to read the paragraph for context first. Ask: What is the paragraph about? Who is it to? Who is it from?
- Walk around and help as necessary.
- Have students compare answers.
- Call on students to read the completed letter. Make any necessary corrections.

Show what you know!

GROUPS. Talk about an accident...

- Give students a few minutes to jot down ideas for what they want to talk about.
- Set a time limit for groups to talk. Walk around and help as needed.
- Call on a student from each group to share one story with the class.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Students work in pairs or groups of 3. This gives them more time to form their ideas, speak, and listen.

Above-level Students work in groups of 5 or even 6 students. This challenges them to stick to the time limit, while speaking and listening to more students.

Progress Check

Can you . . . talk about traffic accidents?

Ask the class to say some reasons for traffic accidents. Make a list on the board. Ask students: *Can you check this goal?*



Identify causes of car accidents

Getting Started

10 minutes

Presentation

15 minutes



BEFORE YOU READ

GROUPS. Discuss. Do you know...

- Ask: Who has seen a dangerous driver? What are some things an unsafe driver does?
- Extend the discussion. Ask: Do you have any advice for new drivers?
- State the lesson objective: We are going to read about dangerous drivers.

Teaching Tip

An alternative approach to reading is to have students close their books and listen to the audio CD before reading along. Ask comprehension questions, then listen to the audio a second time while students read along.

READ



Listen and read the article....

- Tell students they are going to listen to and read information about dangerous drivers. Ask them to think about the ideas they talked about.
- Play CD 2, Track 42. Students listen and read silently.
- Check comprehension. Ask: What is the article about? (the different unsafe things dangerous drivers do) What are some things you can do to be a safe driver? (don't tailgate, don't speed, watch signs and lights, don't change lanes unsafely, don't drive under the influence)
- If students want definitions of vocabulary words now, tell them that there is vocabulary practice on the next page.

Expansion: Reading Practice for 2

- Write on the board: P1: What two things can speeding mean? P2: What is tailgating, and why is it dangerous? P3: What is the safe way to change lanes? P4: What are some traffic signs? P5: What two things can DUI mean? P6: How can you be a safer driver?
- Say: We're going to read the article again. Look for information to help you answer these questions.
- Ask students to read the article silently. Have them work with a classmate to answer the questions on the board.
- To review, ask volunteers for answers. Write them on the board.

Identify causes of car accidents

Controlled Practice

15 minutes

Show what you know!

Community Building

Encourage students to rely on each other for help during class. Tell them to talk to a classmate about words they don't know instead of using a dictionary.

3

AFTER YOU READ

A Read the article...

- Say: Look at the first few sentences of an article. They can help identify the main idea.
- Have students raise their hands to show which choice they think is the main idea, *a*, *b*, or *c*.
- Remind students that because an idea is true doesn't mean it is the main idea.

B Write *T* (true)...

- Call on students to read the sentences and say if they are true or false. Write *T* or *F* on the board.
- Call on students to correct the false sentences.

Cook at the chart...

- Have students read the Reading Skill silently.
- Form pairs to read the chart together.
- Ask: What information can we find in the chart? (top three causes of accidents) How many people got hurt driving under the influence? (7,441)
- Call on a student to read the question in C and another student to say the answer.

4

VOCABULARY IN CONTEXT

Look at the boldfaced...

- Write the boldfaced words on the board.
- Have students read the story again and pay attention to these words.
- Ask the class to give definitions for the words on the board. Then have the class do the exercise.
- To review, ask volunteers to read the completed sentences aloud. Make any necessary corrections.

GROUPS. Discuss. What are other...

Communicative Practice

• Write a T-chart on the board:

	Tips for Avoiding these Causes
Accidents	tnese Causes
1.	1.

20 minutes

- Call on a student to say one cause of an accident. Write this under the *Causes* side.
- Call on another student to say how to avoid this cause. Write this under the *Tips for Avoiding* side.
- Form groups. Assign Student A to write the *Causes*, Student B to write the *Tips*, and Student C to keep track of the time.
- Walk around and help as necessary.
- Have each group write its T-chart on the board.
- Have a class discussion about the ways to improve your driving skills.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Students write two causes and tips. **Above-level** Students write as many causes and tips as they can.



Getting Started

5 minutes

Controlled Practice

15 minutes



BEFORE YOU WRITE

Culture Connection

In the United States, it is common to write a letter to a mayor or representative of your community. This is one way community members can express their opinions to the people and politicians who make decisions.

A GROUPS. Discuss the traffic...

- Tell students to think about children and the elderly in their community as well as general safety issues.
- State the lesson objective: We are going to write a *letter about a traffic problem.*

Presentation

10 minutes

Language Note

There are six parts to a business letter.

- 1. The *heading* (return address) and the *date*.
- 2. The *inside address*, which is the recipient's name, place of business, and address.
- 3. The greeting.
- 4. The *body* or content.
- 5. The *closing*, for example, *Sincerely*.
- 6. The signature which sometimes has the name typed underneath.

B Read the letter.

- Tell students to read the letter silently. Ask: What are the parts of a business letter? Write the parts on the board.
- Elicit ideas on why the letter is important. Ask: *Do* you think the mayor will read it? Why or why not? Accept various answers, then tell students that this is an important way an elected person stays in touch with his or her constituents.
- Have students read the letter again. Ask: What problems does Marison Jimenez write about? (a dangerous intersection with lots of parked trucks, cars turning right, and pedestrians who can't see the cars)

WRITE

Write a letter...

- Take a few minutes before writing to brainstorm with the class. Ask students to tell you real traffic problems in their communities or your school community. Write these problems on the board.
- Provide or have the students research the name and mailing address of the mayor of the community.

CHECK YOUR WRITING

- Have students check their own papers first.
- Then ask students to check a classmate's paper using these same questions. Walk around and help as necessary.

Expansion: Reading Practice for 3

• Form pairs. Have students read their letters aloud to their partners.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate vocabulary, grammar, mechanics and how well they complete the task. You may want to review the completed rubric with the students.

Identify steps to take after an accident

Getting Started

5 minutes



BEFORE YOU LISTEN

Community Building

Community visitors are a great way for students to learn more about their community while practicing their new language. Invite a safety expert or a police officer to come to your class to talk about driver safety.

GROUPS. What should you do...

- Write on the board: You witnessed an accident. What should you do? What shouldn't you do?
- Call on each group to say one or two ideas. Write the information on the board.

Presentation

10 minutes



LISTEN

Culture Connection

In the United States, specific laws govern what a person should or should not do if involved in an accident. The consequences of not doing the right thing can include jail time. Students can research this issue on the Internet and share their findings with the class.



A Listen to a radio show...

- Write on the board: Felony Hit and run Insurance Driver's license number *License plate number.*
- Play CD 2, Track 43.
- Ask students to say what they think the words mean. Write simple definitions or examples on the board.
- Then play Track 43 again.
- Call on students to say if the CD mentioned any ideas from Before You Listen.

Teaching Tip

If more than one class meeting goes by between the presentation of a listening exercise and its follow-up exercises, have students retell what they heard. Ask questions so that students remember the topic and any specific important points.

Controlled Practice

15 minutes





B Read the statements....

- Have students read the statements first.
- Play CD 2, Track 44. Then have students compare
- Ask the class for the answers. Write them on the board.
- Play Track 44 again to confirm the answers.



Read the statements....

- Have students read the statements first.
- Do item 1 with the class. Play CD 2, Track 45 and pause the audio when you hear the answer. Ask: Why should you not move the person? (It may injure them further.)
- Continue playing Track 45 and have students write the answers.
- To review, say the answer and have students check their work.
- To review, play Track 45. Pause when you hear the answer. Ask students to repeat what they heard.

Expansion: Reading Practice for 2C

• Form pairs. Have students alternate reading all four completed sentences.

Extra Practice



Interactive Practice

Lesson 10 Talk about driving costs

Getting Started

5 minutes

15 minutes

- Write on the board:
 - 1. Before you come to class, you wash and get ready.
 - 2. When you come to class, you say hi to your classmates and your teacher.
 - 3. After you leave class, you go home or to work.
- Point to the underlined words. Say: *These time* words introduce time clauses.
- State the lesson objective: We're going to use time clauses while we talk about driving costs.

Presentation

10 minutes

Present time clauses

- Call on volunteers to read the complete sentences. Point out that the time clause begins with a time
- Have students read the Grammar Watch silently.
- Work with the class to create examples for each item in the Grammar Watch. Write them on the board and make any necessary corrections.

Language Note

You is used in English to mean any person. This is called the *impersonal you*. Use it to make generalizations about people.

PRACTICE

A Circle the main clause...

Controlled Practice

- Say: Let's review what we know. What are some words that come at the beginning of time clauses? (when, before, after) Write the words on the board.
- Have students compare their answers with a classmate.
- Call on volunteers to read the sentences, say what they circled, and say what they underlined.

Expansion: Reading Comprehension Practice for 1A

- Form pairs. Have students alternate reading the sentences aloud.
- Then have them tell their partners three things they learned about car insurance.

B Write sentences...

- Do item 1 together. Call on students to say the sentences. Write correct answers on the board and review verb tense and punctuation.
- Have students compare answers with a classmate.
- Call on students to write the sentences on the board. Have them write all possible answers.
- Review each sentence and make corrections as necessary.

Possible Answers:

- 1. When you read the Sunday newspapers, look for coupons for auto service specialists.
- 2. Before you take your car to the garage, make a list of all its problems.
- 3. When you bring your car in, describe any problems to the mechanic.
- 4. You should ask how much it will cost before a mechanic works on your car.
- 5. Take your car for a test drive after the mechanic works on your car.

Lesson 10 Talk about driving costs

Controlled Practice

15 minutes

Communicative Practice 15 minutes



PRACTICE

© Complete the paragraph....

- Review the use of present tense. Ask: *Do you* remember when we use simple present tense? (when we're talking about a usual or general occurrence)
- Ask students to skim the paragraph. Ask: What is it about? (how the service at Tom's usually is) Point out that the simple present will be used.
- Have students compare answers with a classmate.
- To review, have a student read the paragraph aloud. Make necessary corrections.

Teaching Tip

To check comprehension, have students retell the information with books closed. For example, before continuing, have students tell a partner why Tom at Tom's Automotive is a good mechanic. Then call on students to share what they remember about Tom.

D Combine the sentences...

- Call on a student to read item 1. Then do item 2 together.
- Call on a volunteer to say the combined sentence. Write it on the board. Make necessary corrections.
- Have students compare answers.
- Call on volunteers to write completed sentences on the board. Make corrections as necessary.

Show what you know!

GROUPS. Look at the tips...

- Call on students to read some of the tips you have learned from these two pages.
- Have groups make a list of the tips they follow and all the ways they save on driving costs.
- Have one person from each group write the group's ideas on the board.

MULTILEVEL INSTRUCTION for Show what vou know!

Pre-level Have students make a list of five tips they follow.

Above-level Have students make a list of ten tips they follow.

Progress Check

Can you . . . talk about driving costs?

Ask the class to review with a partner some things they do to save on driving costs. Ask students: Can you check this goal?





Show what you know!



REVIEW

For your Grammar Review...

- Have students turn to page 251 to review the grammar for this unit.
- Answer any questions students may have.

2

ACT IT OUT

Teaching Tip

While pairs are performing role plays, 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. You may want to review the completed rubric with the student.

STEP 1. CLASS. Review the conversation...

- Write on the board: *The conversation is about*
- Play CD 2, Track 41.
- Have students work with a classmate to fill in the blank. Then have volunteers say what the conversation was about.

STEP 2. ROLE PLAY. PAIRS. Read the situation....

- Have each pair read their role play information. Check comprehension. Ask: Who are the people? What happened? What will the police officer want to know?
- Ask the class to say their ideas. Write the information on the board. Answer any questions students may have.
- As pairs role-play a conversation, walk around and help students with vocabulary, pronunciation, and grammar.
- Ask volunteers to role-play their conversation for the class.

3

READ AND REACT

STEP 1. Read about Julia.

- Have students read the problem silently.
- Check comprehension. Ask: Who is Julia? Where was she? What did she do? What is the problem?

STEP 2. PAIRS. What is the problem?...

- Tell students to summarize, without reading, the problem Julia is having.
- Have groups complete the task.
- Call on a student from each group to say one thing they would tell Julia.

4

CONNECT

For general teaching notes about the Self-Evaluation Activities, go to page T-xi.

For general teaching notes about the Team Project, go to page T-xi.

Progress Check

Which goals can you check...

Tell students to turn to page 125 (the first page of Unit 7). Have them read the goals and check the ones they believe they can do. Have them talk to a partner about which goals they checked. Remind them that if they didn't check a goal they can review with Extra 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.

Extra Practice



Interactive Practice

8

Staying Healthy

Classroom Materials/Extra Practice CD 2 Tracks 46–59 Workbook Unit 8 Unit 8 Unit 8

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- Adverbs of frequency
- Verb + gerund as object
- Gerunds

Pronunciation

- Do + another word
- Intonation in questions

Reading

- · Read an article about school lunches
- Read a nutritional label

Writing

 Write a paragraph comparing your diet now with your diet in the past

Preview

- Hold up your book or have students look at their books. Read the unit title aloud.
- Set the context of the unit. Ask questions about the picture: What do you see? Who is the woman? What is she doing? What kind of food do you see? Is the food healthy? Why do you think so? Call on students to answer the questions.
- Read the preview questions aloud.
- Ask students to share their answers with classmates sitting near them.
- Ask: What are healthy eating habits?
- You may want to summarize your students' ideas by writing them on the board.

Unit Goals

- Tell the class: This list of unit goals shows us what we will be studying in Unit 8.
- Have students read the goals silently.
- Say each goal and have students repeat. Explain unfamiliar vocabulary as needed. Explain eating habits: The way we usually eat. Explain nutritional label: The label on foods that says what's in them and how much fat, how much protein, etc., the foods have. Explain special diet: When someone has a health problem and they have to eat or not eat something to help control the problem.
- Say: We will come back to this page at the end of the unit. You will be able to write a check next to the goals you learned and practiced in this unit.

Community Building

Ask: Who has a family member who is on a special diet? Have volunteers talk about family members who have to eat or not eat something to control a condition. Helping students share personal stories helps create a positive classroom environment.

5 minutes

Controlled Practice

15 minutes



WHAT DO YOU KNOW?

- Set the context of the lesson. Write two column headings on the board: healthy food and unhealthy food
- Point to the words. Say: *Describe some foods that go* into these categories.
- Call on volunteers to write some foods under the appropriate category.
- State the lesson objective: We're learning words that relate to eating habits.

Presentation

5 minutes

A Look at the pictures...

- Call on volunteers to say what they think the phrases mean. Ask them for explanations or examples for each phrase.
- Say each phrase and have students repeat.

B Look at the pictures...

- Play CD 2, Track 46.
- Play Track 46 again. Have students repeat.

Expansion: Vocabulary Practice for 1B

- Form pairs. Say: *Use the new vocabulary and talk about the pictures.*
- Point to picture 1 and say: *The young man is having* a snack. He might be a teenager. Teenagers eat frequently and many of them like snack food!
- Call on volunteers to say one of their sentences.

Learning Strategy: Make connections

- Read the directions. Students can use index cards or pieces of paper.
- Model the activity by making a card for one of the phrases in Exercise 1B.
- Walk around and help students write the phrases and examples of the activity.
- Say: You can remember new vocabulary when you make connections between the activity and examples of the activity. Tell students they can use this strategy to remember other new vocabulary.

Teaching Tip

If students have been adding their vocabulary cards to their ziplock bag or envelope, it might be getting full. Suggest creating two bags, one with vocabulary cards that they now know, and one for reviewing the words they haven't mastered.

Controlled Practice

15 minutes

Communicative Practice 20 minutes



PRACTICE

Community Building

During Word Play, encourage students to share their ideas and give reasons for their choices. Encourage them to ask each other for their opinions. Write on the board: *Do you think this word should go here or here? Why do you think that?*

WORD PLAY, Look at...

- Draw the diagram on the board. Using picture 1 as an example, ask: Is having a snack an example of an unhealthy habit, a healthy habit, or could it be either?
- Call on volunteers to share their choice. Ask them to say why they think that.
- Write have a snack in the either section of the diagram. Say: I'm going to write this here, because if you have a healthy snack such as carrots or yogurt, then it's healthy. But if you have an unhealthy snack such as candy, it could be unhealthy.
- Walk around and help as necessary.

MULTILEVEL INSTRUCTION for 2

Pre-level Tell students to do the healthy habits first, then the unhealthy habits. Then they can think about which ones are left.

Above-level Tell students to write one extra example of each category.

Show what you know!

GROUPS. Compare your answers...

- When students have completed the task, call on volunteers from each group to write some phrases in the Venn diagram on the board.
- To review, ask each group to say one thing they wrote and give their reason why.

Expansion: Writing Practice for Show what you know!

- Tell students they are going to write five sentences about the phrases.
- Write on the board: Buying fresh fruits and vegetables is a healthy habit because fruits and vegetables are very good for you.
- Form pairs. Each pair chooses five phrases to write about.
- Walk around and help as needed.
- To finish this exercise, call on students to read a sentence until all the phrases have been used.



Talk about eating habits

Getting Started

5 minutes



BEFORE YOU LISTEN

Do you ever skip meals...

- Read the definition of *skip meals* from the book.
- Say: Sometimes I skip breakfast because I'm busy in the morning. Then I'm really hungry before lunch.
- Read the questions in the book.
- · Call on students to answer.

Presentation

15 minutes



LISTEN



A Listen to the radio show...

- Ask: What information are we listening for the first time we listen? (Do most U.S. workers have healthy or unhealthy eating habits?)
- Tell students to jot down what they hear that helps them answer the question.
- Play CD 2, Track 47.
- Call on a student to read the completed statement.
- Ask students to call out anything they heard that confirms that statement.

B Read the statements....

- Read the statements aloud. Read like this: Skipping *meals is . . . good for your health; bad for your* health; or neither good nor bad for your health.
- Play CD 2, Track 47.
- Play Track 47 again. Tell students who finished the first time to write down what they hear.
- To review this exercise, play Track 47 again. Have students raise their hands when they hear the answer. Say the completed statement.

Culture Connection

According to recent studies, 60% of adults in the U.S. are obese. Some studies project a 20% rise in obesity by 2030. Schools, health groups, and workplaces are all making organized efforts to educate their members about healthy eating habits and the importance of regular exercise.

Lesson 2 Talk about eating habits

Presentation

10 minutes

CONVERSATION

- A Listen to the sentences....
- Play CD 2, Track 48. Have students read the sentences.
- Play Track 48 again. Have students repeat.
- Have students read the Pronunciation Watch.
- Read the sentences aloud. Have students repeat.

Expansion: Pronunciation Practice for 3A

• Have students say some questions using Do . . . ? Start them off with: What do you usually drink in the morning? Write the questions on the board. Read the questions, stressing *d'ya*. Have students repeat.

Controlled Practice 15 minutes

- B Listen and read...
- Ask: What do you see in the photo? What is happening?
- Play CD 2, Track 49 twice. Students read along silently.
- To check comprehension, ask: Does the man eat between meals? What does he usually eat?

Expansion: Speaking Practice for 3B

- Write on the board: *Does this man have healthy or* unhealthy eating habits? What might he do to have better eating habits? (unhealthy—he has chips and cookies for a snack; he should eat breakfast and eat fruit for a snack)
- Form pairs. Have students discuss the questions.
- Call on volunteers to share their ideas.

PRACTICE

A PAIRS. Practice the conversation.

- With an above-level student, model the conversation for the class, using pronunciation of d'ya.
- Tell students to role-play both A and B. Walk around and help as needed.
- Call on volunteers to role-play the conversation for the class.

Expansion: Writing Practice for 4A

• Form pairs. Have students change the questions and answers in the conversation. Call on a few pairs to read their conversations.

Communicative Practice 15 minutes

Teaching Tip

To help organize the following discussion, assign roles. Student A: Keep a tally of how many students have each of these eating habits. Student B: Write the group's ideas about the consequences of these habits. Student C: Add to the tally on the board. Student D: Share what the group said the consequences of these habits can be.

B MAKE IT PERSONAL. GROUPS. Look at the...

- Write the eating habits from the exercise on the board. Show students how to keep a tally by drawing lines in groups of five.
- When students have completed the task, have Student C add to the tally on the board. Count how many students have each habit. Write the number next to each habit.
- Call on Student D in each group to share one or two consequences of these habits.
- To finish this exercise, ask what a person could do to change one of the habits. Call on volunteers to answer.

Extra Practice



10 minutes

Controlled Practice

10 minutes

- Write on the board: *I always drink coffee in the morning*. Have students read the sentence aloud. Ask: *How often do I drink coffee in the morning?* (always)
- Write on the board: We never go out to eat during the week. Have students read the sentence aloud. Ask: How often do we go out to eat during the week? (never)
- Write on the board: We are usually in bed by 10:30. Have students read the sentence aloud. Ask: How often are we in bed by 10:30? (usually)
- Say: These are adverbs of frequency. They describe how often we do something.

Presentation

10 minutes

Adverbs of frequency

- Ask students to look at the chart of adverbs of frequency. Say: *The percentage line tells how often we do something using that adverb*. Read the adverbs and have students repeat.
- Ask students to read the sentences in the grammar boxes on the left. Point out the order in the sentences: Adverbs of frequency come before most verbs; adverbs of frequency come after the verb *be*.
- Have students read the Grammar Watch silently.
- Ask above-level students to write the first sentence on the board, using *sometimes* and *usually* at the beginning. (Sometimes we eat a big breakfast. Usually we eat a big breakfast.)
- Ask above-level students to write two sentences on the board, using the expressions *once in a while* and *once a year*. (Examples: Once in a while, we eat a big breakfast. Once a year, we eat at an expensive restaurant.)

Language Note

Help students learn where in the sentence the frequency adverb comes. It usually comes after the verb *be*. It usually comes before other verbs.

PRACTICE

A Underline the adverbs...

- Have students read the paragraph for comprehension first. Ask: What is Jorge's problem? Is it OK for him to skip breakfast? Why or why not? (He skips breakfast; not every day; he will eat more during the day and increase his risk for heart disease.)
- To review, have students read a sentence and say what he or she underlined and circled.
- Make corrections as necessary.

B Unscramble the sentences....

- Point out that these sentences need punctuation.
- Call on a student to read the first sentence.
- Remind students to look back at the information in the grammar box to use correct word order.
- Walk around and help as needed.
- Call on students to write the sentences on the board. Make corrections as necessary.

Talk about eating habits

Controlled Practice

10 minutes

Communicative Practice 20 minutes

2

PRACTICE

Add adverbs of frequency...

- Write item 1 on the board. Demonstrate drawing arrows to add the adverb. Read the new sentence aloud.
- If students need more support, do item 2 with the class. Have a volunteer write the sentence on the board and draw the arrow. Make necessary corrections.
- Have students compare answers with a partner.
- Call on volunteers to write the sentences on the board with the arrows. Review the sentences with the class.

B Read the paragraph....

- Review the rules about order of frequency adverbs. Have students read the grammar information from page 150. Have them tell you the rules. (Adverbs of frequency usually go before a verb; after the verb be; sometimes and usually can begin a sentence. Some expressions can begin or end a sentence.)
- Walk around and help as needed.
- Have students compare answers with a partner.
- To review this exercise, ask volunteers to read the sentences and correct the mistakes.

Expansion: Reading Practice for 2A and 2B

 Form pairs. Have students take turns reading the sentences in Exercise 2A. Then have students take turns reading the paragraph in Exercise 2B. Walk around and check on placement of frequency adverbs, pronunciation, tone, and pace as needed.

Show what you know!

STEP 1. GROUPS. Write two questions...

- Tell students to look back at the vocabulary on pages 146 and 147, and the eating habits mentioned on pages 148 and 149. Tell students to use those ideas or their own.
- Walk around and help as needed.

STEP 2. Survey five classmates....

- With an above-level student, model the questioning and writing of names on the chart.
- Walk around and help as needed.

STEP 3. Report your results...

• Call on students to tell about another student's eating habits.

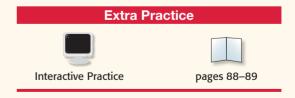
Expansion: Writing Practice for STEP 3

 Have students write sentences about another student's eating habits. Have them exchange papers with another student. Tell them to check each other's papers for order of frequency adverbs. Call on students to read sentences aloud.

Progress Check

Can you . . . talk about eating habits?

Ask students to list healthy and unhealthy eating habits. Call on students to write the list on the board. Ask students: *Can you check this goal?*



Lesson 4

Read a nutritional label and talk about diets

Getting Started

5 minutes

- Bring in some boxes or packages with nutritional labels. Examples of easy things to bring in: Jell-O, chips, crackers, pilafs, cereals.
- Pass around the boxes. Have students look at the labels.
- Write on the board: *What information are we given on the labels?* Answers will include: calories, fat, cholesterol, protein, ingredients, etc. Explain vocabulary as necessary. Give examples.
- Say the lesson objective: We're going to read nutritional labels and learn about special diets.

B CLASS. Look at the two labels...

- Write questions on the board: What are the names of the two foods we are comparing? (Fiesta chips and Fritter chips) Which one contains cheese? (Fritter chips) Which bag of chips is bigger? (Fritter chips) How much total fat is in a serving of each one? (10 grams and 5 grams)
- Talk with the class about what the following abbreviations mean: *oz.* (ounce), *g.* (gram), *mg.* (milligram).
- Explain % *Daily Value*. (This is based on a 2,000-calorie intake for adults as recommended by the U.S. Food and Drug Administration.)

Presentation

10 minutes

Controlled Practice

5 minutes

1

READ A NUTRITIONAL LABEL

A GROUPS. When you buy food...

- Have students read the information on the yellow sticky note.
- Ask students to raise their hands if they read nutritional labels before buying food.
- Call on a few students who raise their hands to say why they read labels.

Culture Connection

In 1994, the U.S. Food and Drug Administration regulated the labeling of nutritional information to include consistent, standardized, useful information for the consumer.

2 PRACTICE

Complete the statements...

- Call on students to read item 1. Point to the information on the nutritional labels.
- Have students compare answers.
- Call on students to read the completed statements and point to the information on the nutritional labels. Make necessary corrections.

Read a nutritional label and talk about diets

Presentation

20 minutes

Controlled Practice

20 minutes



TALK ABOUT DIETS

A PAIRS. Sometimes people can't...

- Do item 1 with the class. Remind students that the fat content is per serving, not per bag.
- Review items by asking volunteers to share their opinions with the class.

MULTILEVEL INSTRUCTION for 3

Cross-ability Above-level students help pre-level students find the information on the nutritional label.

Expansion: Critical Thinking Practice for 3

- Write on the board: What are some illnesses that require special diets? Form pairs to answer. Call on students to name some illnesses. Write the illnesses on the board: heart disease, obesity, diabetes, allergies, digestive problems, cancer, stroke, allergyinduced asthma
- Ask: What special dietary needs do you think these diseases have? Accept various answers that make sense, for example, low fat, high fiber, staying away from what you're allergic to.

LEARN ABOUT DIABETES

A Listen to the announcement...

- Ask students what they know about diabetes. Write some things on the board. (It's when your sugar levels get too high; it's when you don't have enough insulin; it can cause blindness.) Tell students that some health problems run in families. This means you inherit the problem.
- Play CD 2, Track 50.
- Play Track 50 again. Have students write important facts they hear.
- Call on volunteers to answer the question.

B Read the statements....

- Call on students to read the statements aloud.
- Play CD 2, Track 50 as many times as necessary for most students to answer the questions.
- To review this exercise, play Track 50 again. Pause at the answers. Ask students to say what they heard. Write it on the board. Then say the correct
- Play Track 50 again for students to confirm the answers.

Progress Check

Can you . . . read nutritional labels and talk about diets?

Ask students to list some of the categories on nutritional labels. Call on students to write the list on the board. Ask students to name some diseases that require special diets. Write the names of the diseases on the board. Ask students: Can you check this goal?



Talk about family health

Getting Started

5 minutes

Controlled Practice

15 minutes



BEFORE YOU LISTEN

GROUPS. Discuss. What can parents do...

- Write on the board: What can parents do to help their children have a healthy lifestyle?
- Pass out large newsprint. Have one student record the group's idea. Have another student tape the newsprint up. Have another student share the group's ideas.
- Circle the ideas that are the same on all the groups'

Presentation

10 minutes



LISTEN

Culture Connection

The Centers for Disease Control and Prevention, known as the CDC, is a widely respected arm of the U.S. Department of Health and Human Services. Their aim is to have an educated and healthy population. They research and disseminate information about numerous health issues.

A Listen to the information...

- Tell students they are going to listen to a representative of the respected health organization referred to as the CDC: the Centers for Disease Control.
- Ask students what information they are listening for to see if their ideas from Before You Listen are mentioned in the report.
- Play CD 2, Track 51.
- Then play Track 51 again. Have an above-level student write the ideas on the board.

B Read the questions....

- Have students read the questions and answer choices before listening.
- Play CD 2, Track 52. Then have students compare
- Ask the class for the answers. Write them on the board.
- Play Track 52 again to confirm the answers.

@ Read the statements....

- Have students read the statements before listening.
- Do item 1 with the class. Ask students to raise their hands when they hear the answer.
- Play CD 2, Track 53. Pause the audio when students raise their hands. Have them say what they heard and answer item 1.
- Continue playing Track 53 and have students write the answers to the rest of the statements.
- To review, play Track 53 again. Ask students to raise their hands when they hear the answer. Pause the audio when they raise their hands. Have them say what they heard. Then say the correct answer.
- To confirm the answers, play Track 53 again.

Talk about family health

Controlled Practice

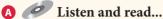
10 minutes

Communicative Practice 20 minutes



CONVERSATION





- Play CD 2, Track 54. Have students listen and read.
- Check comprehension. Ask: Who is talking? What do you think their relationship might be? (Ana and Maya; could be friends, neighbors, sisters) Ask: What is Maya's problem? (her son needs to lose weight and he won't diet) Ask: What is Ana's advice to Maya? (change the way she cooks)
- Play Track 54 again. Have students repeat.



PRACTICE

A PAIRS. Practice the conversation.

- Have pairs practice the conversation, role-playing both A and B.
- Call on various pairs to role-play the conversation for the class.

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

B ROLE PLAY. PAIRS. Make similar conversations.

- Have pairs write out their conversation.
- Call on pairs to role-play their conversation for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Underline the phrases students can change, for example, my son; low-fat ingredients. Tell students to substitute new phrases for the old to change the conversation.

Above-level Tell students to give more information, for example, the illness that the family person has and what the dietary requirements are.

© MAKE IT PERSONAL. GROUPS. Discuss...

- Have each group make two lists on paper.
- Have them compare their lists with another group.
- To finish, ask: What are some unhealthy and healthy foods that both groups had on their lists?

Extra Practice



5 minutes

15 minutes

- Write on the board: A gerund is an -ing form of a verb used as a noun.
- Say: Sometimes gerunds can be used as subjects. Write: Eating breakfast is important.
- Ask: What is the gerund? (eating) What is the subject? (eating)
- Say: Sometimes gerunds can be used as objects. Write: We like having salad for lunch.
- Ask: What is the gerund? (having) What is the object? (having)
- Erase the sentence with the gerund as a subject. Say: We're going to learn about using gerunds as objects.

Presentation

15 minutes

Verb + gerund as object

- Call on a volunteer to read the example sentences.
- Call on a volunteer to read the information in the Grammar Watch.
- Ask volunteers to say an example sentence using the verbs in the Grammar Watch and a gerund as an object. Write the sentences on the board. Examples might include: *I can't stand dieting*. *Please keep trying to lose weight*. Make necessary corrections.
- To review, ask: What is a gerund? (the -ing form of a verb used as a noun) Ask: Is the gerund a subject or object in these sentences on the board? (object)

Community Building

If your class includes parents and non-parents, mix the groups. These two groups of students can learn from each other.

PRACTICE

Underline the examples...

Controlled Practice

- Tell students they are going to read the paragraph two times.
- Write on the board: What is the paragraph about? What was Lu Yi's problem? What solution did Lu Yi come up with?
- Have them read the first time to understand the story. Call on students to answer the questions.
- Have students read the paragraph again and underline the verbs and gerunds.
- Walk around and help as necessary.
- Call on volunteers to read the sentences and say the verbs and gerunds they underlined.

B Complete the sentences...

- Call on a student to read sentence 1. Elicit ideas from the class. Complete sentence 1 with the class.
- Walk around and help as needed.
- Call on students to write the correct word on the board.
- Call on students to read the sentences completed with the words from the board.
- Make corrections as necessary.

Expansion: Reading Practice for 1B

 Form pairs. Have students alternate reading the completed sentences aloud.

Talk about family health

Controlled Practice

10 minutes

Communicative Practice 15 minutes

2

PRACTICE

Complete the conversations....

- Tell students to read each conversation for context first.
- Do item 1 with the class. Complete the conversation by writing the answer on the board.
- While students are completing the task, walk around and help as necessary.
- To review, write the answers on the board and review the grammar with the class. Make any necessary corrections.
- Ask: What are all of these conversations about? (changing eating habits to be healthier)

Expansion: Speaking Practice for 2

- Form cross-ability pairs.
- Have students practice all five completed conversations.
- Have students switch roles so they are both A and B.

Show what you know!

PROBLEM-SOLVING, GROUPS, Talk about how...

- Review the topic. Ask: What are some lifestyle habits that we have that affect our family's health? You may want to write the ideas on the board.
- Point out that groups will be talking about two things: 1) how habits can make your lifestyle healthy or unhealthy, and 2) how to be healthier.
- Set a time limit for groups to talk. Walk around and help as needed.
- Then ask two groups to join each other and share their suggestions.
- To finish, ask groups to say any suggestions they both thought of.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Have students choose two topics in the box to talk about.

Above-level Have students add another topic to the box of lifestyle habits.

Progress Check

Can you . . . talk about family health?

Ask the class to identify healthy lifestyle changes. Make a list on the board. Ask students: *Can you check this goal?*



5 minutes

Presentation

20 minutes



BEFORE YOU READ

GROUPS. Discuss. What kinds of food...

- Ask: Who has children? Do they eat lunch at school? What do they eat?
- Extend the discussion. Ask: Do schools in your country offer lunches to the children? Do you think it's a good idea to have schools offer lunches? Why or why not?
- State the lesson objective: We are going to talk about school lunches.

Community Building

Encourage students to rely on each other for help during class. Tell them to talk to a classmate about words and ideas they don't understand. Give students the opportunity to talk to each other as they read and complete exercises.

READ



Listen and read the article....

- Ask: What information are we listening for the first time we listen? (what the problem with school lunches is)
- Play CD 2, Track 55. Students listen and read silently.
- Check comprehension. Ask: What is the problem with school lunches? (Some people think school lunches are not healthy.)
- If students want definitions of vocabulary words now, tell them that there is vocabulary practice on the next page.

Expansion: Reading Practice for 2

- Write on the board: P1: Why did the U.S. government start the National School Lunch Program? How many children does it feed? P2: What foods do schools often serve? Why do some people think this is a problem? P3: What have California schools done to deal with fat and sugar levels in school lunches?
- Say: We're going to read the article again. Look for information to help you answer these questions.
- Ask students to read the article silently. Have them work with a classmate to answer the questions on the board.
- To review, ask volunteers for answers. Write the information on the board.

Talk about school lunches

Controlled Practice

20 minutes

3

CHECK YOUR UNDERSTANDING

A PAIRS. Read the article again....

- Ask: What are some of the ways we have learned to look for the main idea? (look at the title, think of the "big picture," don't confuse the true details with the overall main idea)
- Have students read the article with a partner and decide what the main idea is.
- Call on a few students to write what they think the main idea is on the board.
- Read the ideas on the board. Ask the class *Is the idea short and precise? Are you sure it isn't a true detail? Does it give the overall idea, the "big picture" of the article?*
- Take a poll. Ask students to vote which idea on the board is the answer.
- The main idea should include: There is a movement in the United States to get the schools to offer healthy school lunches.

B Read the statements...

- Write on the board: *Angelina Jolie is the ideal woman! Angelina Jolie is married to Brad Pitt.*
- Ask: Which statement is an opinion? (first) Which statement is a fact? (second)
- Call on a student to read the Reading Skill box.
- Call on a student to read item 1. Ask: *How do you know this is a fact?* (because it is something true, something you can prove)
- Call on students to read the statements and say if they are opinions or facts. Ask why for each.

Expansion: Writing Practice for 3B

- Students write two opinions and two facts.
- Ask volunteers to read their statements. Have the class say which statements are facts and which are opinions. Discuss why.

4

VOCABULARY IN CONTEXT

Look at the boldfaced...

- Write a list on the board: school districts satisfied nutritious pass laws administrators affordable appetizing
- Have students read the story again. Ask them to pay attention to the sentences with these words.
- Ask the class to give definitions for the words on the board. Then have the class do the exercise.
- To review, ask volunteers to read the words and the corresponding definitions. Make any necessary corrections.

Communicative Practice 15 minutes

Show what you know!

GROUPS. What foods should schools...

• Write a T-chart on the board:

Foods schools	Foods schools
should serve	should not serve

- Walk around and help as necessary.
- Call on student writers to write their T-chart on the board and to summarize their group's ideas.

MULTILEVEL INSTRUCTION for Show what you know!

Cross-ability Pre-level students write about and report on the food that schools should and should not serve. Above-level students write about and report on who should decide what food to serve in schools.



Talk about dental health

Getting Started

10 minutes

Presentation

15 minutes



BEFORE YOU LISTEN

Match the words with the pictures....

- Write on the board: What kinds of problems can we have with our teeth? What can we do to have good dental health?
- Call on volunteers to answer the questions. Write some ideas on the board.
- Have volunteers write the correct letter on the board.
- Say the answers, and have students repeat the word.

Culture Connection

Most dentists in the United States recommend a cleaning every six months and X-rays periodically.

LISTEN

A Listen. Ho is at...

- Have students look at the picture. Ask: *Who* are these people? What do you think they are talking about?
- Have students read the three possibilities.
- Play CD 2, Track 56.
- Call on students to say what the people are talking about.
- To review, play Track 56 again.

B Read the questions....

- Have students read the statements silently.
- Play CD 2, Track 56.
- Call on students to read the statements and say if they are true or false.
- To review, play Track 56 again.

Expansion: Writing Practice for 2B

• Students rewrite the false sentences with correct information. Have students write the new statements on the board.

Talk about dental health

Controlled Practice

15 minutes

CONVERSATION



A Listen to the sentences....

- Play CD 2, Track 57. Have students listen and read.
- Play Track 57 again. Have students repeat.
- Have students read the Pronunciation Watch silently. Read the text aloud.
- Play Track 57 again. Stop after each sentence and point out the matching information in the Pronunciation Watch.

B Listen and read...

- Play CD 2, Track 58. Have students listen and read silently before completing the task.
- Play Track 58 again. Have students draw the arrows.
- Have students write the sentences with arrows on the board.
- To review, play Track 58 again. Check the arrows on the board.



G Listen and read...

- Play CD 2, Track 59. Have students listen and read silently.
- Play Track 59 again. Pause after each line and have students repeat.

PRACTICE

PAIRS. Practice the conversation.

- Have pairs read the conversation together, alternating roles.
- Call on two students to read the conversation for the class.

Communicative Practice 15 minutes

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

MAKE IT PERSONAL. PAIRS. Look at the questions...

- Encourage students to set up their conversation as a role play.
- Walk around and help as necessary.
- To review, call on pairs to read a question and say what their answer is.

Extra Practice



Talk about dental health

Getting Started

5 minutes

- Write on the board: *I like eating spicy food*.
- Ask: Do you remember from Lesson 6 what a gerund is? Write on the board: Gerund = -ing form of a verb used as a noun.
- Write on the board: 1. Eating breakfast is important. 2. We like having salad for lunch.
- Say: We can use gerunds as subjects or objects. In these two sentences, which one is a subject? (Eating)
- Say: *In Lesson 6 we studied gerunds as objects.* Point to sentence 2. Then say: *Here we're going to learn about using gerunds as subjects.* Point to sentence 1.
- State the lesson objective: We're going to use gerunds as subjects while we talk more about dental health.

Presentation

5 minutes

Gerunds

- Call on volunteers to read the sentences.
- Point out that the gerunds are subjects.

Controlled Practice

10 minutes



PRACTICE

Language Note

Write on the board: wipe = rub softly. Ask students to write on the board any words from the paragraph they don't understand. Write simple definitions or give examples of these words.

A Read about dental care...

- Have students read for comprehension first.
- Write on the board: What is the main idea? Name two things we can do for babies to help with their dental health. Name two things we can do for young children to help with their dental health.
- Have students answer the questions with a partner.
- To review, have students read a sentence and say what he or she underlined.

B Rewrite each sentence...

- Write sentence 1 on the board. Circle the phrase that becomes the gerund and subject. Draw an arrow to show that it begins the sentence. Write the new sentence under it.
- Write sentence 2 on the board. Circle the phrase that becomes the gerund and subject. Draw an arrow to show that it begins the sentence. Call on a student to come to write the new sentence.
- Write the remaining sentences on the board. Have students come to the board, circle the phrase that becomes the gerund and subject, and write the new sentence under it.
- Then have students do the exercise in their books.

Community Building

It's important for students to work with different people. Change groups frequently, and tell students to ask each other's names before they begin their task.

Communicative Practice 10 minutes

Show what you know!

GROUPS. Talk about how to keep...

- Have groups make a list of their ideas.
- Have each group say one or two of their ideas.
 Write the ideas on the board. Make sure the students are using gerunds. If they are not, stop and ask them to translate their ideas to gerunds.

Progress Check

Can you talk about dental health?

Ask the class to identify healthy and unhealthy dental habits. Make a list on the board. Ask students: *Can you check this goal?*



Describe your eating habits

Getting Started

5 minutes

Controlled Practice

15 minutes



BEFORE YOU WRITE

A GROUPS. Is your diet different...

- Give students a few minutes to write down some ideas about their diets in their native countries and their diets here.
- Call on one or two students to say some differences between native diets and diets here.
- State the lesson objective: We are going to write a paragraph comparing our diets in our native countries with our diets here.

Presentation

10 minutes

Language Note

Point out the organization of the information to the students. The writer talks about her diet in Mexico first and then her diet in the U.S. She doesn't mix the information.

B Read Vera's description...

- Tell students to read the letter silently.
- Ask: How do you know Vera is going to compare two things? (I'm from Mexico. My . . . are different here.) What word lets you know that Vera is going to talk about breakfast here in the U.S.? (Now)
- Ask: How did Vera organize her paragraph? (She talked about her habits in her country; then she talked about her habits here; she used examples.)
- Also say: She decided to talk only about breakfast. She didn't tell us about every meal or about snacks.

Expansion: Critical Thinking Practice for 1B

Write on the board: What can Vera do to eat a healthier breakfast here? Have students talk together. Elicit ideas. (Answers should include: She can cook eggs more. She can buy healthy cereal and wholegrain bread.)

2 WRITE

Write a paragraph...

• Walk around and help as necessary.

3 CHECK YOUR WRITING

- Have students check their own papers first.
- Then ask students to check a classmate's paper using these same questions.
- Walk around and help as necessary.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate vocabulary, grammar, mechanics and how well they complete the task. You may want to review the completed rubric with the students.

Extra Practice





Show what you know!



REVIEW

For your Grammar Review...

- Have students turn to page 252 to review the grammar for this unit.
- Answer any questions students may have.

2

ACT IT OUT

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

STEP 1. CLASS. Review the conversation...

- Write on the board: The conversation is about
- Play CD 2, Track 54.
- Have students work with a classmate to fill in the blank. Then have volunteers say what the conversation was about.

STEP 2. ROLE PLAY. PAIRS. Role-play...

- Have each pair read their role play information. Check comprehension. Ask: Who are the people? What is the problem? What are some solutions?
- Ask the class to say their ideas. Write the information on the board. Answer any questions students may have.
- As pairs role-play a conversation, walk around and help students with vocabulary, pronunciation, and grammar.
- Ask volunteers to role-play their conversation for the class.

3

READ AND REACT

STEP 1. Read about Ana.

- Have students read the problem silently.
- Check comprehension. Ask: Who is Ana? Who are her children? Why is Ana worried?

STEP 2. GROUPS. Discuss....

- Tell students to summarize, without reading, the problems Ana is having.
- Have groups complete the task.
- Call on a student from each group to say one thing Ana needs to do and one thing Ana needs to stop doing.

4

CONNECT

For general teaching notes about the Self-Evaluation Activities, go to page T-xi.

For general teaching notes about the Team Project, go to page T-xi.

Progress Check

- Tell students to turn to page 145 (the first page of Unit 8).
- Have them read the goals and check the ones they believe they can do.
- Have them talk to a partner about which goals they checked.
- Remind them that if they didn't check a goal, they can review with Extra Practice.



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 8, encourage them to review the activities on the CD-ROM.

Extra Practice



On the Job

Classroom Materials/Extra Practice CD₃ Workbook Interactive Practice

Unit 9

Unit Overview

Tracks 1-11

Goals

• See the list of goals on the facing page.

Grammar

- One/Ones
- Verb + object + infinitive
- Reported speech: commands and requests with tell/ask

Pronunciation

• Stress and intonation to show importance

- Read an article about working the late shift
- Read safety instructions
- Reading Skill: Skimming

Writing

• Write a paragraph describing a job

Preview

 Hold up your book or have students look at their books. Read the unit title aloud.

Unit 9

- Ask: Looking at the picture, what do you think the title means?
- Write on the board: *On the job = working; at work*
- Set the context of the unit. Ask questions about the picture: What do you see? Where are the people? What are they doing? Who do you think the man behind the woman is?
- Read the preview question aloud.
- Ask volunteers to share answers. You can help students explain their ideas by writing their information on the board.

Unit Goals

- Tell the class: This list of unit goals shows us what we will be studying in Unit 9.
- Have students read the goals silently.
- Say each goal and have students repeat. Explain unfamiliar vocabulary as needed. Explain clarification: Comes from the verb clarify, which means to make sure you understand something. Explain *expectations* on the job: What our supervisors, our company or our customers want from us. Explain hazards: dangers; dangerous things. Explain follow instructions: do what is asked. You may want to write these terms on the board.
- Say: We will come back to this page at the end of the unit. You will be able to write a check next to the goals you learned and practiced in this unit.

Community Building

Ask: Who is working now? Ask for a show of hands. Ask: *Have you ever had problems* understanding something at work? Have volunteers talk about some problems with communicating or not understanding something at work. Helping students share real-life communication problems helps create a supportive classroom environment.

10 minutes

minutes

10 minutes



WHAT DO YOU KNOW?

- Set the context of the lesson. Write on the board: working with others teaching others something learning something from another worker
- Point to the words. Say: Give examples of jobs where you would have to do these things. When might you have to work with others? In what job might you have to teach coworkers something, or learn something from a coworker?
- Call on volunteers to answer. You can model correct English by restating what the student said and having the student or the class repeat.
- Say: Talk to a classmate about the pictures. What is happening in each picture? Are the workers doing any of the activities from the board?
- Call on volunteers to describe a picture where the workers are doing one of the activities from the board.
- State the lesson objective: We're learning words that relate to on-the-job skills.

Culture Connection

Emotional and social work skills, called *soft skills*, have become very important in the business world. Businesses realize that how their employees interact with customers is important to the success of their business.

Presentation

10 minutes

A Look at the pictures...

- Call on volunteers to say what they think the phrases mean. Ask them for explanations or examples for each phrase.
- Say each phrase and have students repeat.

B Listen to the phrases....

• Play CD 3, Track 1. Students listen.

Controlled Practice

• Play Track 1 again. Students repeat.

GROUPS. What are the people...

- Tell students to use the phrases to describe as many pictures as possible.
- Call on volunteers to describe the pictures.

Expansion: Writing Practice for 1C

- Form pairs. Say: *Use the new vocabulary and write about the pictures.*
- Point to picture 1. Write on the board: *The man is giving the woman feedback.* OR *The man is giving the woman instructions.*
- Remind students that more than one answer is sometimes possible.
- Call on volunteers to write sentences on the board.

Learning Strategy: Give examples

- Read the directions. Students can use index cards or pieces of paper.
- Model the activity by making a card for one of the job skills. For example, write: *be responsible for something*. Ask students to call out a job that requires that skill. Write a job on the back of the card.
- Walk around and help students write the phrases and example sentences.
- Say: You can remember new vocabulary when you give examples of the word. Tell students they can use this strategy to remember other new vocabulary.

Teaching Tip

If you are using ziplock bags, remind students to review their vocabulary cards when they have time. Tell them to remove the words they have mastered and continue to review the words they are learning.

Controlled Practice

10 minutes

Communicative Practice 20 minutes



PRACTICE

Community Building

During group discussions, encourage students to think of examples when talking about their beliefs. Write on the board: I think I'm good at being part of a team. For example, when I worked at a restaurant, I had to work with the cooks and the waitresses. We worked really well together.

WORD PLAY. Look at the job skills...

- Tell students to underline any words they are not sure of as they complete the task.
- Form pairs. Have students talk about the words they underlined. Walk around and provide help as necessary. You may want to write words and definitions or example sentences on the board.
- Check comprehension. Ask the class: Who is good at training other employees? Can you give an example? Who is good at giving someone instructions? Can you give an example?

Teaching Tip

An effective way to get students to practice different skills is to have them rotate tasks. For one group discussion, Student A: Watch the time. Student B: Write the group's ideas on a piece of paper. Student C: Tell the class your group's ideas. Student D: Ask questions of everyone to be sure everyone participates. Student E: Encourage everyone to use English. For the next group discussion, have students switch roles.

Show what you know!

STEP 1. GROUPS. Talk about your best...

- Say: Think about the job skills you have. If you don't work now, think about the skills you use at home and at school.
- As groups talk about their job skills, walk around and provide help as necessary.
- To review this activity, ask each group to say one or two skills they discussed in their group.

STEP 2. PROBLEM-SOLVE. What are your...

- Say: You're going to talk about the problems you have on the job and the job skills that you need to improve. If you don't work now, imagine what problems you might have.
- As groups talk about their problems and job skills they need to improve, walk around and provide help as necessary.
- To review this activity, have each group write three problems on the board and three job skills that need to be improved.
- Call on volunteers to say how these job skills might be improved.

MULTILEVEL INSTRUCTION

Cross-ability Form cross-ability pairs within the group. Have the above-level student encourage and help the pre-level student to express his or her ideas. Tell the pre-level to ask the above-level student for help.



10 minutes

Presentation

5 minutes



BEFORE YOU LISTEN

A GROUPS. What can you do if...

- Write on the board: *Ask for clarification = make* sure you understand something.
- Say: Sometimes an employer tells us to do something and we don't understand. What can we do?
- Walk around and help as necessary.
- To review, ask a volunteer from each group to write the group's answers on the board. Review the answers with the class.

MULTILEVEL INSTRUCTION for 1A

Pre-level Have students write down one thing they can do if they don't understand an employer's instructions.

Above-level Have students write down three things they can do if they don't understand an employer's instructions.

B Look at the words...

- Read the vocabulary and the definitions aloud.
- Tell students to think of times or places when these words might be used.
- Call on volunteers to say when or where the words might be used. Write on the board. (Answers might include: inventory—in a store or business when you have to count everything you have; quantity—in a store when you have to say how many or how much of something you have on the shelves; supplies—in a hospital; vendor talking about a person or company that you buy something from.)
- Have students copy the words and examples from the board into their notebooks.

Teaching Tip

Give students time to make cards for their ziplock bags from the words in Exercise 1B.

LISTEN

A Listen. Margo is training...

- Have students read the directions.
- Ask: Who are the people in the photo? What is happening?
- Play CD 3, Track 2. Then ask the class: *Does Jason* understand everything? How do you know?
- Say: Let's listen to the conversation again.

Controlled Practice

15 minutes



B Listen again. Write...

- Have students read the statements silently.
- Play CD 3, Track 3. Have students compare answers.
- Then play Track 3 again. Review the answers by asking volunteers to write true or false on the board.
- Tell students they are going to listen again so they can correct the false statements. Tell students to raise a hand and say Stop! when they hear the correct information.
- Play Track 3 again. Stop the audio when you see a hand. Ask the student to say what he or she heard. Repeat the information. Ask: *Is that correct?*
- Say the correct information and have students correct the false statements. Call on students to say the new statements.
- Play Track 3 again to confirm the answers.

Expansion: Writing Practice for 2B

• Have students correct the false statements by writing new ones. Call on volunteers to write the new statements on the board. Have students copy the sentences into their notebooks.

Lesson 2 Ask for clarification

Presentation

15 minutes

CONVERSATION



A Listen to the conversation....

- Have students read the Pronunciation Watch.
- Read the sentences to the class. Exaggerate the last word slightly. Ask: Where is the stress? (on the last word) Why is the stress there? (because it shows what we're talking about)
- Play CD 3, Track 4 while students read along.
- Play Track 4 again. Have students repeat.

Expansion: Pronunciation Practice for 3A

• Have above-level students write three or four substitution dialogues on the board. Do one example. Write: A: Please give me the shirt. B: Which shirt? This one? A: No, that one. The yellow one. Draw a dot over the stressed words. Have pairs practice the dialogues from the board.

Controlled Practice 10 minutes



B Listen and read...

- Ask: Who is having this conversation? (Margo and Jason) Ask: Who are they? (the people in the photo)
- Write on the board: *How does Jason ask for* clarification? Encourage students to cover the conversation in their books.
- Play CD 3, Track 5. Call on students to say what Jason does to get clarification. (He asks lots of questions.)
- Then play Track 5 again. Have students listen and read silently.

Teaching Tip

Miming or having students mime actions helps with comprehension. Working with an abovelevel student, have the student read the role of Margo slowly. As the student reads, mime the actions. For example, point to the counter to check the cups and paper towels. Mime checking in the cabinet and drawers. Draw an inventory sheet on the board to show item and box. Mime filling out the inventory sheet.

PRACTICE

A PAIRS. Practice the conversation.

- With an above-level student, model the conversation for the class, using correct word stress and appropriate emotion.
- Walk around and help as needed.
- Call on volunteers to role-play the conversation for the class.

MULTILEVEL INSTRUCTION for 4A

Cross-ability Have above-level students role-play Margo. Have pre-level students role-play Jason.

Communicative Practice 15 minutes

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and to score how well he or she completes the task. You may want to review the completed rubric with the student.

B ROLE PLAY. PAIRS. Make up...

- Form groups of Student As and Student Bs. Let the As talk about what questions they might have.
- Let the Bs read and talk together to be sure they have answers to any questions Students A might
- Pair a Student A with a Student B.
- Walk around and help as needed.
- Call on students to role-play their conversation for the class.

Extra Practice



5 minutes

- Write a variation of the dialogue from page 168 on the board:
 - *A: Please give me the shirt.*
 - B: Which one? (This) one?
 - A: No, (that) one. The yellow one.
- Write a variation of this dialogue using the plural on the board:
 - *A: Please give me the shirts*.
 - B: Which ones? (These) on the table?
 - A: No, those). The ones on the bed.
- Point out that we use *one*, *this*, and *that* for singular; we use *ones*, *these*, and *those* for plural.
- State the lesson objective: We are going to learn about using one and ones while we ask for clarification.

Presentation

10 minutes

One/Ones

- Ask students to read the dialogue in the first chart. Say: *This is a dialogue about one box*. Read the dialogue and have the class repeat.
- Ask students to read the dialogue in the second chart. Say: *This is a dialogue about more than one box*. Read the dialogue and have the class repeat.
- Call on an above-level student to read the Grammar Watch. Point to the grammar charts to show the corresponding information.
- Form pairs. Have students read the two dialogues in the boxes. Tell them to alternate reading A and B.

Controlled Practice

15 minutes

1 PRACTICE

A Read the conversation...

- Read the conversation for content first. Write on the board: What is the customer looking for? Does she buy what she wants?
- Ask volunteers for answers. (She's looking for a cell phone. Yes, she buys a phone.)
- Have students compare answers.
- Write the answers on the board. Have students check their answers.

Expansion: Reading Practice for 1A

• Have pairs practice reading the conversation. Have them alternate the parts they read.

B Complete the conversation...

- Read the conversation for content first. Write on the board: *What kind of a store is this?* (electronics) *What does the manager want the clerk to do?* (display some DVD players)
- Then have students complete the task. Remind them to decide if the words are singular or plural.
- Have students compare answers.
- To review, read the correct conversation and have students check their answers. Then have pairs practice the conversation.

Lesson 3 Ask for clarification

Controlled Practice

15 minutes

Communicative Practice 15 minutes



PRACTICE

A Cross out the underlined words...

- Read item 1 before the word was crossed out. Then read item 1 with the word crossed out and changed. Tell students to be careful of singular and plural.
- Have students compare answers.
- Call on volunteers to write the new sentences on the board.
- Review the sentences with the class. Make necessary corrections.

B Read these sentences....

- Read the sentences for content first. Write on the board: Who is talking? (a clerk) Where does this person work? (a pharmacy in Atlanta) What is he or *she talking about?* (batteries)
- Then have students complete the task. Remind them to think about whether the words are singular or plural.
- Have students compare answers.
- Go around the room. One student reads a sentence, the next student says if the sentence is correct or incorrect, and the next student says why.
- To review, read the correct sentences aloud to the class.

Culture Connection

An important work skill is the ability to ask for clarification. Employers often say, *If you* don't understand, ask! Ask students what might happen if they don't ask for clarification when they don't understand something.

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and to score how well he or she completes the task. You may want to review the completed rubric with the student.

Show what you know!

- Write on the board: aisle. Make sure students understand what this word means and how to pronounce it.
- Have students write their conversations so you can check for accuracy.
- Walk around and help as needed.
- Call on students to role-play their conversations for the class.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Students choose one singular item and one plural item to talk about.

Above-level Students add one more singular item and one more plural item to talk about.

Progress Check

Can you . . . ask for clarification?

Ask students to review some of the language used to ask for clarification. Make a list on the board. (Answers might include: How do I do that? What do I do next? Which ones? Which one?) Ask students: Can you check this goal?

Extra Practice Interactive Practice pages 100-101

Talk about health in the workplace

Getting Started

5 minutes

Presentation

20 minutes



BEFORE YOU READ

Skim the article....

- Ask students to read the Reading Skill box silently. Say: Think about what we look at when we skim an article.
- Using a transparency or holding up the book, point to the title of the lesson, the title of the article, the first and last lines of the article, and the bulleted points.
- Have students answer the question with a partner. Call on volunteers to say what they think the article will be about and why they think that.
- State the lesson objective: We are going to talk *about health in the workplace.*

READ



Listen and read...

- Write on the board: *shift* = *schedule at work*.
- Tell students they are going to listen to and read information about staying healthy while working irregular or nighttime shifts. Ask students to think about the questions on the board.
- Play CD 3, Track 6. Students listen and read silently.
- Check comprehension. Ask: What is Jack's *problem?* (He works at night and doesn't sleep in the daytime.) What advice does the article give? (get at least seven hours of sleep, be careful what you eat and drink, spend time with your family) *How* did Jack change his situation? (A relative takes care of his son; his wife changed her hours.)
- If students want definitions of vocabulary words now, tell them that there is vocabulary practice on the next page.

Expansion: Reading Practice for 2

- Form pairs. Tell students they are going to read paragraph by paragraph, then talk to their partners.
- Tell students to read a paragraph silently. Their partner does the same thing. When one student is finished, have him or her close the book and wait for the other.
- · When both students have read the paragraph and closed their books, have them say one or two things they remember. Tell them to use their own words. They can check their information before moving on to the next paragraph.
- To review, have students close their books. Read a paragraph aloud. Call on volunteers to say one thing they remember. Do this with the whole article.

Lesson 4 Talk about health in the workplace

Controlled Practice

20 minutes

Show what you know!

Community Building

Encourage students to rely on each other for help during class. Tell them to talk to a classmate about questions they don't understand. Give students the opportunity to talk to each other as they complete exercises.

CHECK YOUR UNDERSTANDING

A Read the article again....

- Review what students know about finding the main idea. (Even though a statement is true, it might not be the main idea; the main idea is the big picture or the main purpose of the article.)
- Tell students that another way of finding the main idea is to look at the beginning *and* the end.
- Call on a student to say the main idea. Review why: *a* is true, but is not the whole idea; *b* is true but is not the whole idea. The main idea in this article includes there being something you can do about this problem.

B Write T (true) or F (false)....

- Tell students to look at the article on page 172 to help them decide if a sentence is true or false.
- Tell students to point to the paragraph in the article that shows the answer.

VOCABULARY IN CONTEXT

Look at the boldfaced...

- Write a list of the boldfaced words on the board.
- Have students read the story again. Ask them to pay attention to the sentences with these words.
- To review, ask volunteers to read the words and their definitions aloud. Make any necessary corrections.

Expansion: Writing Practice for 4

• Form groups. Give each group one vocabulary word. Have the group write a sentence on the board using their word. Make any necessary corrections.

PROBLEM-SOLVE, GROUPS, Discuss...

Communicative Practice

• Write a T-chart on the board:

Situations that can cause stress or harm What can you do?

15 minutes

- Form groups. Ask students to think about situations they or others have had at work.
- Call on a student from each group to write one problem and one solution in the chart on the board.
- To review this exercise, have a class discussion on whether or not the solutions offered would help.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Students write one problem situation and one solution.

Above-level Students write as many problem situations and solutions as they can.

Progress Check

Can you . . . talk about health in the workplace?

Ask the class to identify some health risks in the workplace. Ask the class to identify some solutions to these health risks. Make a list on the board. Ask students: Can you check this goal?



4 minutes

Controlled Practice

10 minutes



BEFORE YOU WRITE

Teaching Tip

To help organize group discussions, give students time to write their ideas and what they want to say. You can brainstorm with the class and write ideas on the board.

GROUPS. Talk about a job...

- Call on a student to read the words in the box.
 Have students read the paragraph and underline the words from the box.
- Then have students discuss. Walk around and help as needed.
- State the lesson objective: We are going to write a paragraph about a job.

MULTILEVEL INSTRUCTION for 1

Pre-level Have students talk about two good things and two bad things about a job.

Above-level Have students talk about as many good and bad things about a job they can think of.

Presentation

10 minutes

- Write on the board: What is good about the job? What is bad about the job?
- Tell students you are going to read them a paragraph about a job. Tell them to think about the questions on the board while you're reading.
- Read aloud the paragraph about the supermarket job.
- Call on volunteers to write answers to the questions on the board.
- To review, have students open their books to page 174. Have students read the paragraph silently.
- Have students add or correct ideas on the board.

2 WRITE

Write a paragraph...

- Walk around and help students as needed.
- Check to be sure they are writing both good points and bad points about the job.

3 CHECK YOUR WRITING

- Have students check their own papers first.
- Then ask students to check a classmate's paper using these same questions.
- Walk around and help as necessary.

Expansion: Reading Practice for 3

 After pairs have checked each other's papers and made any necessary corrections, have them read their paragraphs aloud to their partners.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate vocabulary, grammar, mechanics and how well they complete the task. You may want to review the completed rubric with the students.

Extra Practice



Talk about expectations on the job

Getting Started

5 minutes

Controlled Practice

10 minutes



BEFORE YOU LISTEN

CLASS. What do employers expect...

- Say: *Imagine that you are the boss. You have a new* employee coming in today. What do you think he or *she should do? How do you think he or she will act?* Call on some students to share their ideas.
- Ask: What do you think is most important at a job?
- Call on students to share their answers.

Culture Connection

You can let students know that in the United States, it is important to know what your employer expects of you. You may want to talk about how to find this out. Tell students they can ask questions before they are hired. Remind students that asking for clarification before a problem arises is important.

Presentation

10 minutes



LISTEN



A Listen. Carl works...

- Call on a student to read the directions aloud. Ask: What are we listening for? (Do Carl and his boss have a good relationship? How do we know?)
- Play CD 3, Track 7 twice. Call on students to answer the questions.

B Read the questions. Then listen...

- Students read the statements before listening.
- Play CD 3, Track 7.
- Ask: Who are the men? (Carl, Tony, another employee and Bill, the boss)
- Play Track 7 again. Review the answers.

G Read the questions....

- If more than a day passes between doing Exercises 2B and 2C, have students retell Carl's story to their partner.
- Have students answer the questions before listening to the CD again.
- Call on volunteers to answer the questions.
- To review, play CD 3, Track 7.

Communicative Practice 10 minutes

Culture Connection

The United States can be an informal culture. Many people may prefer to be called by their first names: bosses, teachers and professors, pastors, doctors, and dentists.

D MAKE IT PERSONAL. GROUPS. Discuss...

- Call on a volunteer from each group to say what the students in that group are most comfortable
- Ask: How might you ask for clarification about what your boss wants to be called?
- Call on volunteers talk about their group's ideas.

MULTILEVEL INSTRUCTION for 2D

Cross ability Assign an above-level student the role of making sure all students have the opportunity to express their opinions, ideas and experiences.

Extra Practice



Talk about expectations on the job

Getting Started

5 minutes

Controlled Practice

15 minutes

- Write on the board: Verb + infinitive: I need to finish cleaning the kitchen. Verb + object + infinitive: I need you to finish cleaning the kitchen.
- Ask volunteers to read the sentences and say what the difference in meaning is.
- Ask the class to give one more example for each group. Choose a good example without an object and write it in the correct column on the board. Change it to include an object and write it in the correct column on the board.
- Point out that a verb plus an infinitive means the subject is doing the action.

Presentation

10 minutes

Verb + **Object** + **Infinitive**

- Call on a volunteer to read the sentences in the grammar box.
- Stop after each sentence and reinforce the information. Ask: *Who is going to do the action?*
- Then have students read the information in the Grammar Watch.
- To review, say: Let's review what we now know. What is the difference between saying I want to do something and I want him to do something? (Answers should include: I am doing the action in the first sentence. He is going to do the action in the second sentence.)

PRACTICE

A Read the conversation....

- Tell students they are going to read a brief conversation between a boss and an employee two times.
- Have them read the conversation first to answer: Who is Fei Yen? Who is John? Why do you think John wants to make a phone call?
- Have students read the conversation again and complete the task.
- Walk around and help as necessary.
- Call on volunteers to read a sentence and say if it's true or false.

Expansion: Grammar Practice for 1A

• Students change the false sentences to be true.

Have them write the true sentences on the board.

Review with the class.

B Complete the conversation....

- Tell students they are going to read a conversation between two employees.
- Complete the first item with the class. Elicit ideas from students. Show them how to cross out the words they use. Then call on a student to read the sentence
- To review, have students compare answers with a classmate. Then call on two students to read the conversation. Make any necessary corrections by writing the answers on the board.
- Form pairs. Have students practice the completed conversation.

Talk about expectations on the job

Presentation

5 minutes

Communicative Practice 15 minutes

Language Note

When using a verb + an object + an infinitive, we can use a noun or a pronoun as the object. For example, we can say *The teachers expect* the students *to be on time* OR *The teachers expect* them *to be on time*. The pronoun rule applies: You can use a pronoun when you already know the noun you're referring to.

- Write on the board: I have to be on time for my class. I have to keep attendance records for my class. Ask: What does my school district expect of me?
- Elicit answers from the class. Write correct answers on the board: The school district expects you to be on time for your class. The school district expects you to keep attendance records.
- Ask: What does your boss or spouse or child expect of you?
- Call on volunteers to say sentences. Write the sentences on the board.

Controlled Practice

10 minutes



PRACTICE

Read the complaints...

- Tell students they are going to read the conversation for context first. Ask: Who are these people? What are they talking about?
- Then have students read the conversation again and write the answers.
- To review, have students write completed sentences on the board. Make any necessary corrections.

Expansion: Reading Practice for 2

• Form pairs. Have students practice reading the complaints aloud.

Show what you know!

PROBLEM-SOLVE, GROUPS, Discuss the situations....

- Review the topic. Ask: What are the expectations in item 1? What are the expectations in item 2? You may want to write the ideas on the board.
- Set a time limit for groups to talk. Walk around and help as needed.
- Then ask two groups to join each other and share their advice.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Students work in pairs to complete the task. When it's time to change, have them work with another pre-level pair.

Above-level Tell students to add a couple of expectations. When it's time to change, have them work with another above-level group.

Progress Check

Can you . . . talk about expectations on the job?

Ask the class to identify some expectations that employers have. Make a list on the board. Ask the class to identify some expectations that employees have. Make a list on the board. Ask students: *Can you check this goal?*



Identify safety hazards at work

Getting Started

5 minutes

- Write on the board: *safety hazards* = *dangerous things at work*.
- Say: What safety hazards might you see at different workplaces? Have students talk in pairs or small groups.
- Walk around and help as necessary.
- Call on volunteers to say one or two safety hazards.
- State the lesson objective: We're going to read about safety hazards and safety rules.

Presentation

10 minutes



READ SAFETY INSTRUCTIONS

CLASS. Read the safety poster....

- Read the information aloud from the yellow sticky note. Tell students *display* means to put something up where everyone can read it.
- Have students read the poster silently.
- Then read each bulleted point aloud. Have students repeat.
- Ask volunteers to write on the board words they don't understand. Review these words with the class. Give examples or brief definitions. Use the board.

Culture Connection

In 1970, Congress enacted the Occupational Safety and Health Act (OSH Act) to provide working men and women with safe and healthful working conditions. The act established the U.S. Occupational Safety and Health Administration (OSHA) and authorized it to issue and enforce workplace safety and health standards.

Controlled Practice

15 minutes

2 PRACTICE

A PAIRS. What is the main idea...

- Remind students that the main idea is the main or most important point of a piece of writing.
- Have students choose their answers.
- Review each answer choice with the class. Say:
 Does the poster want people to b) put away all equipment? (No; it doesn't say that anywhere on the poster.)
- Say: The poster wants workers to a) be careful of machinery, but is that all it says? (No. It also says to wear non-slip shoes, to clean up, etc.)
- Say: So, the final letter, c, is the best answer. The purpose of the poster is to prevent accidents and injuries.

B Answer the questions....

- Have students compare answers.
- Call on students to write the answers on the board.
- To review, have students read the statements and explain why they are true or false. Make any necessary corrections.

Expansion: Reading Practice for 1

• Form pairs. Have students alternate reading the safety tips aloud.

Identify safety hazards at work

Controlled Practice

15 minutes

Communicative Practice 15 minutes

3

IDENTIFY SAFETY HAZARDS

A PAIRS. Match the danger...

- Call on students to read the dangers. Give brief definitions or examples of any words students don't know
- Call on pairs to read the danger and the matching potential accident.

MULTILEVEL INSTRUCTION for 3A

Cross-ability Above-level students help pre-level students understand the vocabulary.

B CLASS. Talk about the safety signs....

- Call on a student to read the instructions and another student to read the signs.
- Say: Let's write sentences about what might happen if you're not careful.
- Write the text of sign 1 on the board: *Watch your step. You might fall if you're not careful.*
- Give students a few minutes to write sentences in their notebooks, and then call on them to say a sentence. Write their sentences on the board, making corrections as necessary.

GROUPS. Look at the workplaces...

- Write the workplace categories in columns on the board.
- Encourage each student to take notes for each workplace.
- Call on volunteers to write their group's ideas under the headings on the board.
- Discuss each workplace with the class.

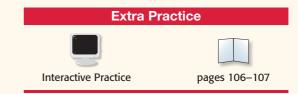
Expansion: Speaking Practice for 3C

• In groups, have students talk about what safety rules should be followed for the workplace hazards.

Progress Check

Can you . . . identify safety hazards at work?

Ask the class to identify some safety hazards they might find in various workplaces. If more than one class session has elapsed since you did Exercise 3B, write these hazards on the board. Ask students: *Can you check this goal?*



Respond appropriately to correction

Getting Started

5 minutes

Controlled Practice

15 minutes



BEFORE YOU LISTEN

Community Building

Your students will be interested to know that you may have had similar experiences. You may want to start off discussions by telling a funny, embarrassing, or sensitive story about yourself. For example, tell a story about a time when you made a mistake at work. Students will learn something about you and might feel more comfortable sharing their own stories.

Have you ever made a mistake...

- Share a story of your own.
- Form pairs. Have students answer the questions.
- Call on one or two volunteers to share a brief story.

Presentation

10 minutes



LISTEN



A Listen. Margo, the office manager...

- Tell students to look at the picture. Ask: *Do you* remember these two people from pages 168 and 169? Who are they? What are their jobs?
- Say: You're going to listen to Margo talking to Jason about a problem. What is it? Tell students the problem has two parts: 1) the copy machine next to Mr. Ruiz's office is not working, and 2) Jason is supposed to check all the machines in the morning when he comes in.
- Play CD 3, Track 8. Ask students to raise their hands if they know the problem.
- If a majority of students do not raise their hands, play Track 8 again. Then call on a student to say the problem.
- Review the answer with the class. Play Track 8 again for students to confirm the answer.

B Read the statements....

- Have students read the statements first.
- Play CD 3, Track 8. Then have students compare answers.
- Call on students to read the statements and say if they are true or false.
- Play Track 8 again to confirm the answers.

Expansion: Writing Practice for 2B

 Have students change the false statements to true. Call on students to write the new statements on the

PAIRS. Discuss your opinion....

- Say: There are good superviors and bad supervisors, and good employees and bad employees. What do you think about Margo and Jason?
- If students need to listen to the conversation again for this task, play CD 3, Track 8.
- To review, have pairs sit with another pair and compare opinions.
- Call on a few pairs to share their ideas.

Respond appropriately to correction

Teaching Tip

Remember to review what you covered in the previous class before you begin a new exercise. Ask questions about conversations, vocabulary, or grammar points. This helps students review as well as prepare for the next lesson.

Controlled Practice

15 minutes



CONVERSATION



A Listen and read...

- Play CD 3, Track 9. Have students listen and read.
- Play Track 9 again. Pause the CD after each line and have students repeat.

PRACTICE

A PAIRS. Practice the conversation.

- Students take turns playing Margo and Jason.
- Call on pairs to role-play their conversation for the class.

Communicative Practice 15 minutes

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and to score how well he or she completes the task. You may want to review the completed rubric with the student.

B ROLE-PLAY. PAIRS. Make conversations...

- Have each pair write down their situations and apologies.
- Walk around and help as needed.
- Be sure students alternate roles.
- Call on students to perform their role plays for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Have students choose one situation for both of them. They can alternate roles. **Above-level** Have students choose different situations. They can also write conversations for good supervisors and employees and bad supervisors and employees.

Extra Practice



5 minutes

Controlled Practice

15 minutes

- Write two columns on the board: *Direct Speech* and *Reported Speech*
- Under *Direct Speech* write, using quotations, "*Please close your books*."
- Under Reported Speech, write: Our teacher told us to . . .
- Elicit the rest of the sentence from the class. Help them by asking: *The teacher told who?* (us) *The teacher told us what?* (to close our books)
- State the lesson objective: We're going to learn about reported speech and following instructions.

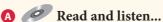
Presentation

10 minutes

Reported speech: commands and requests with tell/ask

- Have students read the Grammar Watch silently. Point out that in reported speech there is a verb plus an object plus an infinitive. Ask students to circle this in the Grammar Watch.
- Tell students to imagine that you are the manager. Read the direct speech from the box.
- Call on students to read the reported speech for each command you read.
- Ask students to say the verb plus the object plus the infinitive and circle it.
- Answer any questions.

PRACTICE



- Play CD 3, Track 10. Students listen and read.
- Call on a student to read the three answer choices.
- Play Track 10 again.
- Call on a student to say the correct answer.

B Unscramble the sentences....

- Write numbers 1 through 6 on the board.
- Do item 1 with the class. Remind students to pay attention to the difference between a subject pronoun and an object pronoun. Remind students to cross off the words they use. Write sentence 1 on the board.
- Walk around and help as needed.
- Have students write sentences on the board. Make corrections as necessary.

Lesson 10 Follow instructions

Controlled Practice

10 minutes

Communicative Practice 20 minutes



PRACTICE

Language Note

Quotation marks identify exact words that someone said.

Read the questions...

- Write on the board: "Restock the batteries."
- Ask: These exact words came from who? (Mr. Lan) Who was he talking to? (Alex)
- Read the answer for item 1.
- Have students compare answers with a classmate.
- Call on students to say the new statements. Write what the students say on the board. Make corrections as necessary.

Community Building

It's important for students to draw from their own experience when role-playing or discussing. Write on the board:

A: I know about this workplace. I had a job in a hospital once.

B: Oh, you did? What are some common instructions for a hospital?

Show what you know!

STEP 1. GROUPS OF 3. Choose a workplace...

- Have groups make a list of some workplaces they know about.
- Have each group say one or two places they can talk about.

STEP 2. ROLE PLAY....

- Give students time to write down some ideas in their notebooks.
- Walk around and help as needed.
- Ask Student As and Bs to read Student Cs' sentences and be sure they are correct.

STEP 3. Student C: Report to the class....

• Call on Student Cs to report back to the class.

MULTILEVEL INSTRUCTION

Cross-ability Have on-level students role-play the manager. Have pre-level students role-play the employee. Have above-level students be Students C and report to the class.

Progress Check

Can you . . . follow instructions?

Ask the class to identify some instructions they might hear in a workplace. Tell them to use reported speech. For example: In a hospital, a supervisor might tell me to wear a mask when I am around patients. Write some sentences on the board. Ask students: Can you check this goal?





Show what you know!



REVIEW

For your Grammar Review...

- Have students turn to page 253 to review the grammar for this unit.
- Answer any questions students may have.

2

ACT IT OUT

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

STEP 1. CLASS. Review the conversation...

- Write on the board: The conversation is about
- Play CD 3, Track 10.
- Have students work with a classmate to fill in the blank. Then have volunteers say what the conversation was about.

STEP 2. ROLE PLAY. PAIRS. Role-play the situation...

- Have each pair read their role play information. Check comprehension. Ask: Who are the people? What is the problem?
- Ask the class to say their ideas. Write the information on the board. Answer any questions students may have.
- As pairs role-play a conversation, walk around and help students with vocabulary, pronunciation, and grammar.
- Ask volunteers to role-play their conversation for the class.

3

READ AND REACT

STEP 1. GROUPS. Read about Maya....

- Have students read the problem silently.
- Check comprehension. Ask: Who is Maya? What is her problem?

STEP 2. GROUPS. Discuss. What is the problem...

- Tell students to summarize, without reading, the problems Maya is having.
- Have groups complete the task.
- Call on a student from each group to say one thing he or she would tell Maya.



CONNECT

For general teaching notes about the Self-evaluation Activities, go to page T-xi. For general teaching notes about the Team Project, go to page T-xi.

Progress Check

Which goals can you check...

Tell students to turn to page 165 (the first page of Unit 9). Have them read the goals and check the ones they believe they can do. Have them talk to a partner about which goals they checked.



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.

Extra Practice



Interactive Practice



Going to the Doctor

Classroom Materials/Extra Practice CD 3 Workbook Interactive Practice Tracks 11–23 Unit 10 Unit 10

Unit Overview

Goals

See the list of goals on the facing page.

Grammar

- · Participial adjectives
- Present perfect continuous
- Prepositions and gerunds

Pronunciation

- -ed endings
- Length of time to say stressed and unstressed syllables

Reading

- Read a medical history form
- Read a web page on immunization FAQs
- Reading Skill: Graphics

Writing

Write a paragraph about a visit to a doctor or hospital

Preview

- Hold up your book or have students look at their books. Read the unit title aloud.
- Set the context of the unit. Ask questions about the picture: What do you see? How old do you think the child is? What do you think they are talking about?
- Read the preview questions aloud.
- Ask volunteers to share answers about their experiences with doctors or hospitals in the United States. You can help students explain their ideas by writing their information on the board.
- You may want to summarize similarities in students' stories. Use the board.

Unit Goals

- Tell the class: This list of unit goals shows us what we will be studying in Unit 10.
- Have students read the goals silently.
- Say each goal and have students repeat. Explain unfamiliar vocabulary as needed. Explain recognize: Recognize hospital departments means to identify different departments. Explain reschedule an appointment: Reschedule means that we can't go to our appointment and we need to choose a different day or time. Explain interpret health history forms: Health history forms are papers with all the information about our health problems and those of our families. Explain symptoms: Symptoms are signs that something is wrong, for example, headache, stomachache, tiredness. Explain *immunizations: Immunizations are shots* (mime the action) to protect us from disease. Explain medical procedures: A medical procedure is what the doctor is going to do to us.
- Say: We will come back to this page at the end of the unit. You will be able to write a check next to the goals you learned and practiced in this unit.

5 minutes

Controlled Practice

15 minutes



WHAT DO YOU KNOW?

Teaching Tip

Drawing on what students have experienced helps keep the lesson relevant and the students fully engaged.

- Set the context of the lesson. Write on the board: What do we go to the doctor's office for?
- Form pairs. Say: Answer the question together.
 Think of at least five reasons people go to a doctor.
- Call on volunteers to answer. You can model correct English by restating what the student said and having the class repeat.
- Say: Talk to your partner about the pictures. What is happening in each picture?
- Call on volunteers to say what is happening. (Example: *In picture 1, the babies are sleeping.*)
- State the lesson objective: We're learning words that relate to hospital departments.

Presentation

5 minutes

A Look at the pictures....

- Have students cover the vocabulary words. Call on volunteers to say where each picture takes place.
- Have students uncover the vocabulary words. Say each department and have students repeat.

Teaching Tip

When students have matching exercises, tell them to do the ones they know first. Show them how to cross the words off the list as they use them. Then they can concentrate on figuring out the ones they don't know.

B Match the pictures...

- Students can work alone or in pairs.
- Have students compare answers.

G Listen and check...

- Play CD 3, Track 11. Have students circle any incorrect answers. Play Track 11 again and have students correct these items.
- Play Track 11 again. Have students repeat.

Expansion: Vocabulary Practice for 1C

- Form pairs. Say: *Use the new vocabulary and talk about the pictures.*
- Point to picture 1 and say: *The new babies are sleeping in the maternity ward.*
- Call on volunteers to say one of their sentences.

Learning Strategy: Make connections

- Read the directions. Students can use index cards or pieces of paper.
- Model the activity by making a card for one of the words in Exercise 1B.
- Walk around and help students write the words and example sentences.
- Say: You can remember new vocabulary when you make connections between places and actions. Tell students they can use this strategy to remember other new vocabulary.

Teaching Tip

Have students add their vocabulary cards to their ziplock bags. Remind them to review vocabulary at home, on the bus, or during a break. Tell them to put the words they have learned into a different ziplock bag so they can concentrate on the words they need to practice.

Controlled Practice

20 minutes

Communicative Practice 15 minutes



PRACTICE

Community Building

Encourage students to check with a classmate when they are not sure of an answer. Write on the board: I'm not sure about number 4. What do you think? I answered number 4. This is what I think. But I didn't understand number 2. Say each sentence and have students repeat.

Language Note

Write on the board: *dial* = *push numbers on a phone to call someone.*

WORD PLAY. Look at the telephone numbers....

- Call on students to read the chart with the phone numbers.
- Review with the class what each department means. Write answers on the board.
- Review with the class what a phone extension number is.
- Walk around and provide help as necessary.
 You may want to write words and definitions or example sentences on the board.
- Call on students to read the sentences and say which extension to dial and which department they are calling.

Expansion: Speaking and Writing Practice for 2

- Review hospital departments and actions.
- Form pairs. Each pair writes two actions or reasons for going to each department on pages 186 and 187. Walk around and help as needed.
- Call on a student from each pair to talk about one department.

Show what you know!

GROUPS. Discuss. Which places...

- As groups discuss the questions, walk around and provide help as necessary.
- To review this activity, form pairs with students from different groups. Have them share the stories their groups talked about.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Allow students to look at the book if they need help with vocabulary.

Above-level Students do the activity without referring to the book.

Progress Check

Can you . . . recognize hospital departments?

Ask students questions: Where are sick children? Where do you get an X-ray? Where does someone go to learn to walk after an accident? Make a list on the board. Ask students: Can you check this goal?



Reschedule a doctor's appointment

Getting Started

5 minutes



BEFORE YOU LISTEN

What are your biggest problems...

- Call on students to read the ideas in the box. Answer any questions about meaning.
- Have students work in pairs or small groups.
- Call on volunteers to talk about some problems.

Presentation

15 minutes



LISTEN



A Yao Chen is talking...

- Ask: What is a medical receptionist? (the person who answers phones and makes appointments in a doctor's office)
- Have students read the statements and answer choices.
- Play CD 3, Track 12. Then ask volunteers to read the questions and say the answers. Write the correct answers on the board.

B Another patient...

- Have students read the statements silently.
- Play CD 3, Track 13. Have students compare answers.
- Then play Track 13 again. Review the answers by asking volunteers to write the completed sentences on the board.
- Tell students they are going to listen again so they can check the sentences on the board. Play Track 14 again to confirm the answers.

Expansion: Reading Practice for 2A and 2B

• Form pairs. Have students alternate reading the completed sentences in Exercises 2A and 2B. Walk around and assist with pronunciation, pace, and

Reschedule a doctor's appointment

Presentation

10 minutes

4

PRACTICE



CONVERSATION

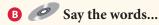
Language Note

Model voiceless. Put your fingers, palm inward, on your throat. Say *booked*, exaggerating the final "t" sound. You will not feel any vibration on your fingers. The voiceless *-ed* is a "t" sound. Then model voiced. Put your fingers, palm inward, on your throat. Say *confused*, exaggerating the final "d" sound. You will feel a vibration on your fingers. The voiced "*-ed*" is a "d" sound. The third "*-ed*" sound is the making of a new syllable, such as *frustrate* becoming *frustrated*.

A Listen to the words. Notice...

- Play CD 3, Track 14. Have students listen.
- Have students read the Pronunciation Watch.
- Point out that regular verbs ending with a "t" or "d" sound in the present tense have an extra syllable sound in -ed.
- Play Track 15 again. Have students repeat.

Controlled Practice 15 minutes



- Have students compare answers with a classmate.
- Play CD 3, Track 15. Tell students to listen and check their answers.

G Listen and read...

- Tell students they are going to hear a conversation between an office assistant and a patient.
- Write on the board: What is the problem? What does Mr. Chen want to do?
- Play CD 3, Track 16. Call on students to say answer.
- Play Track 16 again. Have students listen and read.

Culture Connection

In the United States, it is very important to call to cancel or reschedule doctor's appointments in advance.

A PAIRS. Practice the conversation.

- Model the conversation for the class, using correct word stress, pronunciation, and appropriate emotion.
- Tell students to role-play both A and B.
- Call on volunteers to role-play the conversation.

Communicative Practice 15 minutes

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

B ROLE PLAY. PAIRS. Make a similar...

- Walk around and help as needed.
- Call on pairs to perform their role plays.

MULTILEVEL INSTRUCTION for 4B

Pre-level Have students follow the model conversation, changing only the names.

Above-level Have students change the names, days and times.

Progress Check

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

Ask the class to identify some reasons to reschedule an appointment. Make a list on the board. Ask the class how to reschedule an appointment. (call the office) Ask students: *Can you check this goal?*

Extra Practice



Interactive Practice

Talk about feelings about doctors

Getting Started

5 minutes

- Write on the board: *The movie was boring. We were bored.*
- Ask students: *Did we like the movie?* (no) *Why not?* (It was boring.) *How did we feel?* (bored)
- Write: Susan's day was long and <u>tiring</u>. At the end of the day, she felt _____.
- Call on a volunteer to answer. Write the correct answer: *tired*.
- Ask students what they notice about the difference in the word forms to describe the movie and day versus how people felt. (-ing and -ed) Circle the -ing and -ed in both sentences.
- Tell students that we call these adjectives participial adjectives. Point out that *-ing* describes the reason for the feeling and *-ed* describes the feeling.
- State the lesson objective: We are going to learn about participial adjectives. We'll use them to talk about our feelings about doctors.

Presentation

5 minutes

Language Note

Students may ask why we use the term *participial adjectives*. You can remind students that a present participle is the *-ing* form of the verb used in the continuous tenses; a past participle is the form of the verb used with *have* to form the perfect tenses. For regular verbs, that is *-ed*. When we use them as adjectives, they have nothing to do with tense.

Participial Adjectives

- Write on the board: *How does Vito feel? Why?*
- Have students call out the answer. You should hear something like: *Vito feels confused because the instructions are confusing.* Write this on the board.
- Have students read the Grammar Watch silently.
- Have students turn to page 288 for a list of participial adjectives. You may want to assign this list for homework.

Controlled Practice

10 minutes

1

PRACTICE

A Circle the -ed forms....

- Have students compare answers.
- Call on volunteers to read each sentence and identify the participial adjective.
- Write the participial adjectives on the board.

B Complete the sentences...

- Write the words from the box on the board.
- Call on volunteers to say brief definitions or give example sentences with the words. For example, write: *frightening* = *something* or *someone* is scary. Hurricanes are frightening.
- Have students compare answers.
- Call on students to write the correct participial adjective on the board. Make corrections as necessary.

Expansion: Vocabulary Practice for 1A and 1B

Have students practice the learning strategy from page 186. They can use index cards or pieces of paper. Have them write a participial adjective on the front of a card. On the back they should write either when they feel that way (for an *-ed* word) or something/someone that causes that feeling (for an *-ing* word). Students can add these cards to their ziplock bags.

Talk about feelings about doctors

Controlled Practice

15 minutes

Communicative Practice 15 minutes

2

PRACTICE

A Circle the correct word.

- Say: Let's review what we know. When do we use the -ing form of a participial adjective? For example, the movie is boring, (to talk about something or someone that causes a feeling) When do we use the -ed form of a participial adjective? For example, I am bored. (to talk about the way we feel)
- Do item 1 with the class. Call on a student to read the situation. Elicit answers. Emphasize: It was boring. Ask: What was boring? (waiting in the ER for hours)
- If students need more support, do item 2 with the class. Have a volunteer write the correct sentence on the board. Make necessary corrections.
- Have students compare answers with a partner.
- Call on students to write answers on the board. Call on other students to say if the sentence is correct and why or why not.

B Complete the questions....

- Remind students to ask themselves if the word describes a feeling or something that causes a feeling.
- Have students compare answers with a partner.
- To review this exercise, ask volunteers to read the completed sentences. Write the correct adjectives on the board.

Expansion: Speaking Practice for 2B

 Form pairs. Have pairs alternate asking and answering the questions in Exercise 2B.

Show what you know!

Culture Connection

In the United States, it is acceptable and important to talk with your doctor. Tell students to take the time to ask questions about anything they don't understand.

GROUPS. Discuss. Talk about experiences...

- Point out that students should talk about opinions and about experiences (things that have happened).
- To finish this exercise, ask for a show of hands: How many people said they had been confused when a doctor was talking to them? How many people talked about feeling embarrassed at the doctor's? How many people have been worried about medical bills?

MULTILEVEL INSTRUCTION for Show what you know!

Cross-ability Have above-level students write some of the phrases for pre-level students to refer to when they are speaking, for example, *confused by, frustrated about, stressed by,* etc.

Progress Check

Can you . . . talk about feelings about doctors?

Ask students to review some of the feelings they have when they go to a doctor. Make a list on the board. Ask students: *Can you check this goal?*



Lesson 4

Identify parts of the body

Getting Started

5 minutes

Controlled Practice

15 minutes

- Call on two above-level students to come to the board. Tell other students to call out names they know for parts of the body. Have the students at the board write them.
- After a few minutes, have the above-level students sit down. Read the parts of the body and have students repeat.
- Say the lesson objective: We're going to learn more parts of the body.

Presentation

10 minutes

1

IDENTIFY PARTS OF THE BODY

A GROUPS. Look at the diagram...

- Tell students to first do the exercise without looking at page 281.
- Then have students check page 281 for any words they need.
- When students have finished the task, have them read the words together.

B CLASS. Compare your answers.

• When everyone has finished the task in Exercise 1A, read the answers. Have students check their answers, correct them, and repeat.

Expansion: Speaking Practice for 1B

• Form pairs. Have students point to the body parts, say the names, and say a sentence using the word, for example, *brain*, *I think with my brain*.

Identify parts of the body

Controlled Practice

15 minutes

Communicative Practice 15 minutes

2

READ A MEDICAL HISTORY FORM

A CLASS. Read the medical...

- Ask: What is a medical history form? (a form you fill out so the doctor can know something about you, so he or she can help you feel better)
- Work with the whole class. Call on volunteers to read line by line and talk about what words mean. Use the board.
- Say the names of the conditions. Have students repeat.

B PAIRS. Discuss the questions...

- Ask: *Whose medical history is this?* (Natasha Rostov's)
- Tell students to write their answers next to the questions.
- Have pairs compare answers with other pairs.
- Call on students to write answers on the board. Make corrections as necessary.

■ MULTILEVEL INSTRUCTION for 2B

Cross-ability Have above-level students show pre-level students where the answer is found on the medical history form. Tell pre-level students to ask above-level students any questions they have.

Teaching Tip

It's important to be sensitive to whether or not students are comfortable sharing medical information. Tell them that sharing their medical history form with a partner is completely optional.

G Turn to page 282....

- Say: Let's review what we know. What is a medical history form? What are some of the conditions or illnesses listed on it?
- Walk around and help as needed.
- To review, have students show their completed medical history to a partner.

Progress Check

Can you . . . identify parts of the body?

Say a body part from page 192 and have students point to their bodies to show the location. Ask students: *Can you check this goal?*



5 minutes

Controlled Practice

10 minutes



BEFORE YOU LISTEN

Teaching Tip

Medical care varies widely from culture to culture. Give students time to talk together about medical care in their countries.

When you go to a doctor...

- Call on a student to read the questions in Exercise 1.
- Write on the board: *What are some ways to be sure* you get the information you need from a doctor?
- Call on volunteers to answer. (Accept various answers, including: ask questions, bring a translator, write things down.)

Presentation

10 minutes



LISTEN



🛕 🏉 Ms. Ledesma...

- Tell students to look at the picture. Ask: Who are these people? What is happening?
- Say: You're going to listen to a patient talking to a doctor.
- Have students read the questions in Exercise 2A. Ask: What information are we listening for? (what the doctor wants the patient to do and why)
- Play CD 3, Track 17. Have students mark their
- Then play Track 17 again and have students raise their hands when they hear the answer.
- Review the answer with the class. Play Track 18 again for students to confirm the answer.

B Read the statements...

- Have students read the statements before listening.
- Play CD 3, Track 17. Then have students compare answers.
- Call on students to read the statements and say if they are true or false.
- Play Track 17 again to confirm the answers.

Expansion: Listening Comprehension Practice for 2B

- Write on the board: 1. How do you know Ms. Ledesma has trouble sleeping at night? 2. Why can't *she lose weight? 3. Why is she under a lot of stress?* 4. How do you know she doesn't like to weigh herself?
- Have pairs answer the questions together.
- Call on volunteers to write answers on the board.
- Play CD 3, Track 17 again to confirm answers.

Read the statements....

- Have students read through the statements and answer choices silently.
- Play CD 3, Track 18 and have students write the
- To review, call on volunteers to read the completed statements.
- Play Track 18 one more time to confirm.

Talk about symptoms

Presentation

10 minutes

Communicative Practice 15 minutes

CONVERSATION



A Listen to...

- Play CD 3, Track 19. Have students listen first without reading.
- Play Track 19 again. Have students listen and read.
- Have students read the Pronunciation Watch silently. Read the text aloud.
- Play Track 19 again. Stop after each sentence and point out the matching information in the Pronunciation Watch.
- Play Track 19 again. Have students repeat.

Expansion: Pronunciation Practice for 3A

- Write on the board: *Come to class.* Write the dots over come and class. Have students create two more sentences to continue the pattern in Exercise 3A. Then have students practice saying the three sentences with a partner.
- Do this activity two or three times.

Controlled practice

10 minutes



B Listen and read...

- Play CD 3, Track 20. Have students read silently.
- Play Track 20 again. Have the class read aloud with the audio.

PRACTICE

A PAIRS. Practice the conversation.

- Students take turns role-playing Dr. Barnes and Ms. Ledesma.
- Call on pairs to role-play their conversation for the class.

B MAKE IT PERSONAL. GROUPS. Talk about...

- Read the list of symptoms. Have students repeat. Answer questions about meaning.
- Have each group make a list of students and the symptoms they have had.
- Call on the reporter from each group to say the symptoms that everyone in the group has had.

■ MULTILEVEL INSTRUCTION for 4B

Pre-level Form smaller groups of 2 or 3. This gives students more time to talk, ask questions, and write. Sharing information with the class will be easier.

Above-level Form larger groups of 5 or 6. This gives students more challenge when talking, asking questions, writing, and sharing information with the class.

Extra Practice



Interactive Practice

5 minutes

15 minutes

- Write on the board: *Present continuous*. *Past continuous*.
- Ask: What do we already know? Using the verb work, give me a present continuous sentence using I. (I am working.) Write this on the board.
- Say: *Using the same verb and subject, give me a past continuous sentence.* (I was working.) Write this on the board.
- Extend the sentences. Write: *I am working right now. I was working when the lights went out.*
- Ask students if they can give you a present perfect continuous sentence, using the same verb and subject. To help them think about it, point out that the continuous part is -ing, so that will be the same. Ask them what they remember about present perfect. (have + past participle) Ask what the past participle of be is. (been) If they can't do it, write on the board: I have been working at this school for three years.
- State the lesson objective: We're learning present perfect continuous while we talk about medical symptoms.

Presentation

10 minutes

Present Perfect Continuous

- Call on volunteers to read the sentences in the grammar box. Have them read both the negative and affirmative sentences.
- Then have students read the information in the Grammar Watch.
- To review, say: Let's review what we now know. How do we form the present perfect continuous tense? (Answers should include: have or has plus been plus the -ing of a verb)

Language Note

Students may have to be reminded of the abbreviated forms of the negative of the present perfect: *haven't* and *hasn't*.

PRACTICE

A nurse is teaching...

Controlled Practice

- Tell students they are going to read the paragraph two times.
- Have them read the first time to understand the story. Write on the board: Who is the patient? What are his symptoms? What has he been doing or not doing? Call on students to answer the questions.
- Have students read the paragraph again and underline the present perfect continuous verbs.
- Walk around and help as necessary.
- Call on volunteers to read one sentence each and say any verbs they underlined.

Expansion: Grammar Practice for 1A

- Have students find the example of present perfect, but not present perfect continuous. (he's been)
- Call on a student to explain why it is not present perfect continuous. (It doesn't have the continuous, the -ing.)

B Complete the sentences....

- Do item 1 together. Have students call out what they think the answer is. When you hear it, write it on the board: *My uncle has been having chest pains*.
- Have students compare answers with a classmate.
 Then have volunteers write answers on the board.
 Make any necessary corrections.
- Form pairs. Have students practice reading the completed sentences.
- Ask: What is the common theme of the sentences? (They are all about medical symptoms.)

Controlled Practice

15 minutes

Communicative Practice 15 minutes



PRACTICE

Ms. Ledesma is seeing...

- Tell students they are going to read the conversation for context first. Ask: *What are Ms. Ledesma's symptoms?*
- Do item 1 together. Call on a student to read the first two lines. Write the answer on the board. Remind students to think about word order in questions.
- To review, call on students to read the answers. Write them on the board. Make any necessary corrections.

Expansion: Speaking Practice for 2

• Form cross-ability pairs. Have students practice the complete conversation. Have students switch roles so they play both the doctor and Ms. Ledesma.

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

Show what you know!

GET READY.

 Read the information to the class. Discuss any words students don't know.

ROLE PLAY. PAIRS. Pretend you are...

- Review the topic. Ask: What are the problems with the patient? What are the risks with high blood pressure and high cholesterol? What are some things the doctor will ask the patient to do? Write the ideas on the board.
- Walk around and help as needed.
- Call on pairs to perform their role play for the class.

MULTILEVEL INSTRUCTION for Show what you know!

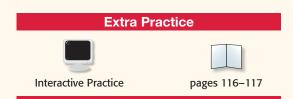
Pre-level Tell students to refer to the ideas on the board whenever they need to.

Above-level Tell students that when they are finished with the first role play they should role-play different conditions, such as diabetes.

Progress Check

Can you . . . talk about symptoms?

Ask the class to identify some symptoms of illnesses. Make a list on the board. Ask students: *Can you check this goal?*



Talk about immunizations

Getting Started

5 minutes

15 minutes

- Write on the board: immune to immunizations immune system
- Have students use their personal dictionaries or talk together and come up with some definitions or examples of these terms.
- Write on the board: $immune\ to = protected\ from$ *immunizations* = *shots/vaccinations* to *protect* someone from a sickness *immune system* = *the system in our bodies that* fights disease
- State the lesson objective: We're going to talk about immunizations.

Presentation

5 minutes



BEFORE YOU READ

GROUPS. Discuss. What does it mean...

- Have groups write down their ideas. Then have them compare their ideas with another group.
- Call on one or two volunteers to answer the questions.

READ

Controlled Practice

Language Note

Write on the board: FAQ = Frequently AskedQuestions



Listen and read...

- Ask: *What is a web page?* (a page on the Internet)
- Have students read through the questions before listening.
- Then have them close their books. Play CD 3, Track 21. Have students listen once before reading.
- Have students open their books. Play Track 21 again and have students read as they listen.
- Answer any questions students may have, but if they want to know what the boldfaced words mean, tell them there are vocabulary exercises on the following page.

Talk about immunizations

Controlled Practice

20 minutes

Communicative Practice 15 minutes

3

CHECK YOUR UNDERSTANDING

A Read the article...

- Call on a student to read the Reading Skill box.
- Call on a student to read the title, some headings, and the box in the bottom right corner of the web page.
- Have students read the article silently.
- Call on a student to say what the main idea is and why he or she thinks so.

B Write T (true)...

- Write numbers 1 through 4 on the board.
- Call on volunteers to write *T* or *F* on the board.
- Call on students to read the statements and say if they are true or false.
- To review, form pairs. Have students find the statement or paragraph on the web page that contains the answer.

© PAIRS. Look at the headings...

- Ask: *How many questions are asked in the article?* (5)
- Call on students to read the questions.

Expansion: Reading and Speaking Practice for 3C

 In pairs, have one student read one of the questions. Have the other student try to say the answer in his or her own words. Have students alternate who reads the question and who says the answer.

4

VOCABULARY IN CONTEXT

Look at the boldfaced words...

- Write a list on the board: *vaccinations*, *vaccines*, *reaction*, *participate*, *dose*, *require*, *confidential*.
- Have students read the sentences on the web page where the vocabulary words are found.
- Ask the class to give definitions for the words on the board. Then have the class do the exercise.
- To review, ask volunteers to read the completed sentences aloud. Make any necessary corrections.

Show what you know!

GROUPS. Discuss. What can parents do...

- Assign a student the role of facilitator. This student will be sure everyone contributes an idea.
- Assign a student the role of reporter. This student will tell the class the group's ideas.
- Walk around and help as necessary.
- Call on the reporter to say one or two things parents can do to help their children deal with immunizations.

Progress Check

Can you . . . talk about immunizations?

Ask students to say why children should get immunizations. Ask students to say some of the diseases children get immunizations for. Ask students: *Can you check this goal?*



Write about an experience with a doctor

Getting Started

5 minutes

Controlled Practice

15 minutes



BEFORE YOU WRITE

Community Building

Sometimes emotional or even traumatic stories will come up in class. Allowing students to share these stories can build trust in your classroom community.

A GROUPS. Discuss. Talk about an experience...

- Ask a volunteer from each group to summarize what his or her group talked about.
- State the lesson objective: We are going to write a paragraph about an experience with a doctor.

MULTILEVEL INSTRUCTION for 1A

Pre-level Have students work in a small group of 2 or 3.

Above-level Have students work in a bigger group of 4 or 5.

Presentation

10 minutes

B Tetanus is a dangerous...

- Write *tetanus* on the board. Say it and have students repeat. Tell them it is a disease that people can get from cutting themselves or stepping on rusty metal.
- While students are reading the paragraph, write questions on the board: Who wrote the paragraph? (a construction worker) What happened to him? (he cut his hand and had to go to the emergency room) Why did he feel sick when the nurse said he had to get a shot? (he was scared) Why did he write how big he is? (to show that even though he is big, he gets scared, too)
- Have students answer the questions from the board with a partner. Then call on volunteers to answer the questions.

Expansion: Reading Practice for 1B

• Form pairs. Have students alternate reading the paragraph aloud.

2 WRITE

Write a paragraph...

- Remind students to explain what happened, why they had to go to the doctor or hospital, how they felt, and how the experience ended.
- Tell students to use the paragraph in Exercise 1B as a model.
- Walk around and help as necessary.

3 CHECK YOUR WRITING

- Have students check their own papers first.
- Then ask students to check a classmate's paper using these same questions.
- Walk around and help as necessary.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate vocabulary, grammar, mechanics and how well they complete the task. You may want to review the completed rubric with the students.

Extra Practice



Interactive Practice

Talk about medical procedures and concerns

Getting Started

5 minutes



BEFORE YOU LISTEN

GROUPS. Discuss. Most people worry...

- Have students make a list of common worries.
- Call on volunteers to write their lists on the board. Compare the lists. Ask: *How are the lists the same?* How are they different?
- Ask: What do you think they are talking about in the picture? (Accept various answers, including maybe the woman is going to go into the hospital.)
- Say: Let's listen to the conversation between the patient and the doctor.

MULTILEVEL INSTRUCTION for 1

Cross-ability Have above-level students write the list. Have them help pre-level students with the vocabulary to express their ideas. Pre-level students can write the list on the board.

Presentation

10 minutes



LISTEN



A Listen to a conversation...

- Say: You're going to listen to a doctor talking to a patient.
- Ask: What information are we listening for first? (why Mrs. Garcia is talking to the doctor)
- Play CD 3, Track 22.
- Review the answer with the class. Play Track 22 again for students to confirm the answer.

Teaching Tip

If you don't finish a lesson by the end of class, orally review what you were studying before beginning the next class. In pairs or with the class, have students tell you what they remember about the previous lesson.

Controlled Practice 15 minutes



B Read the statements...

- Have students read the statements before listening.
- Play CD 3, Track 22.
- Have students compare answers.
- Play Track 22 again. Pause the CD when you hear the information. Have students repeat what they heard. Have a student read the statement and say if it's true or false. Review all the answers in this way.
- Play Track 22 again to confirm the answers.

Expansion: Speaking Practice for 2B

• Form pairs. Have students orally correct the false statements.



G Read the questions...

- Have students read the sentences and answer choices before listening.
- Play CD 3, Track 22.
- Have students compare answers.
- Call on students to read the completed sentences.
- Play Track 22 again to confirm the answers.

Extra Practice



Interactive Practice

Talk about medical procedures and concerns

Getting Started

5 minutes

- Ask: What's a preposition? As students call out answers, write on the board: on, at, about, in, of, for, etc.
- Ask: What's a gerund? As students call out answers, write on the board: gerund = -ing form of a verb used as a noun.
- Write on the board: *My doctor is an expert <u>at helping</u> people relax*.
- Ask: Which word is the preposition? (at) Which word is the gerund? (helping) Underline these words when students say them.
- State the lesson objective: We're going to use prepositions and gerunds while we talk about medical procedures and concerns.

Presentation

5 minutes

Preposition + Gerund

- Have students read the Grammar Watch silently.
- Call on a student to read the sentence in the grammar box.
- Form pairs. Ask students to choose a preposition + gerund phrase and write a sentence.
- Call on two or three volunteers to write their sentences on the board.
- Make corrections as necessary.

Language Note

You may have to clarify for students that sometimes -ing is a continuous form of a verb, sometimes -ing is a gerund, and sometimes -ing is an adjective. Write examples on the board.

Controlled Practice

20 minutes

1

PRACTICE

A Read the paragraph....

- Have students read for comprehension first. Ask: What is the paragraph about? (how people feel before going into the hospital)
- When students have completed the task, have them compare answers with a partner.
- To review, read the paragraph aloud. Tell students to raise their hands and say *Stop!* when you read a preposition and gerund. Write it on the board.

Expansion: Reading Practice for 1A

- Form pairs. Have students make a list of the worries in the paragraph. Then have them make a list of the solutions to those worries. If a solution is not written in the paragraph, have them make one up.
- To review, have students call out answers. Write them on the board.

B Unscramble the sentences....

- Review sentence structure. Ask: What usually comes first in a sentence? (the subject, usually a person) What comes at the end of a sentence? (a period)
- Do item 1 with the class. Have students call out the sentence. When you hear the right sentence, write it on the board.
- Walk around and help as necessary.
- Call on students to write the unscrambled sentences on the board.
- To review, call on students to read the sentences from the board. Make corrections as necessary.

Talk about medical procedures and concerns

Controlled Practice

15 minutes

Communicative Practice 15 minutes



PRACTICE

Look at the website...

- Have students who use computers explain the term *website*.
- Do the first item together. Have students call out the answer. When you hear the correct answer, write it on the board.
- Then call on a pair to read the question and answer.
- When students have completed the task, have them compare answers with a partner.
- Call on students to write answers on the board. Make corrections and answer questions as necessary.

Expansion: Reading Practice for 2

 Have pairs read the questions and answers. Have them alternate roles.

Show what you know!

GROUPS. Talk about health matters...

- Assign more than one student in each group the role of recorder. Tell students to make lists of all the things that people in their groups are afraid of, think about, etc.
- Call on the students to write the health matters on the board.
- Talk with the class about their fears, worries, and beliefs.

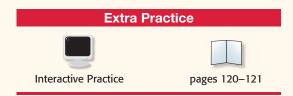
MULTILEVEL INSTRUCTION for Show what you know!

Cross-ability Assign the original role of recorder to above-level students. Assign the role of writing on the board to pre-level students.

Progress Check

Can you . . . talk about medical procedures and concerns?

If more than a class session has passed since you completed page 201, ask the class to identify some medical concerns they have. Write the list on the board. Ask students: *Can you check this goal?*





Show what you know!



REVIEW

For your Grammar Review...

- Have students turn to page 254 to review the grammar for this unit.
- Answer any questions students may have.

2

ACT IT OUT

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

STEP 1. CLASS. Review the conversation.

- Write on the board: The conversation is about
- Play CD 3, Track 20.
- Have students work with a classmate to fill in the blank. Then have volunteers say what the conversation was about.

STEP 2. ROLE PLAY. PAIRS...

- Have each pair read their role play information. Check comprehension. Ask: What's the patient been doing? How will the doctor feel? What do you think the doctor might tell the patient?
- Ask the class to say their ideas. Write the information on the board. Answer any questions students may have.
- As pairs role-play a conversation, walk around and help students with vocabulary, pronunciation, and grammar.
- Ask volunteers to role-play their conversation for the class.

3

READ AND REACT

STEP 1. Read about Hilda and Federico.

- Have students read the problem silently.
- Check comprehension. Ask: What is Federico's medical condition? Why is Hilda worried?

STEP 2. GROUPS. What is the problem?...

- Tell students to summarize, without reading, the problems Hilda and Federico are having.
- Have groups complete the task.
- Call on a student from each group to say one thing he or she would tell Hilda.

4

CONNECT

For general teaching notes about the Self-Evaluation Activities, go to page T-xi.

For general teaching notes about the Team Project, go to page T-xi.

Progress Check

Which goals can you check...

Tell students to turn to page 185 (the first page of Unit 10). Have them read the goals and check the ones they believe they can do. Have them talk to a partner about which goals they checked.



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 10, encourage them to review the activities on the CD-ROM.

Extra Practice



Interactive Practice



Money Matters

Classroom Materials/Extra Practice CD 3 Tracks 23–34 Workbook Unit 11 Unit 11

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- · Present real conditional
- Future real conditional
- Gerunds and infinitives as objects of verbs

Pronunciation

- *If* clauses at the beginning of a sentence
- Weak pronunciation of to

Reading

- Read an article on using credit wisely
- Read an electric bill
- Reading Skill: Identifying author purpose

Writing

• Write a paragraph about a financial goal

Preview

- Hold up your book or have students look at their books. Read the unit title aloud.
- Explain the double meaning of the title. Write on the board: *Matters* = *things*, *Matters* = *is important*. The title means "things about money," and learning about money is important.
- Set the context of the unit. Ask questions about the picture: What do you see? Where are they? What do you think the woman is doing?
- Read the preview questions aloud.
- Ask volunteers to share answers. You can help students explain their ideas by writing their information on the board.
- You may want to summarize different things students talked about. Use the board.

Unit Goals

- Tell the class: This list of unit goals shows us what we will be studying in Unit 11.
- Have students read the goals silently.
- Say each goal and have students repeat. Explain unfamiliar vocabulary as needed. Explain wisely: Wisely means smartly. Explain risks (of credit cards): Risks are chances for bad results. Explain expenses: Expenses are what we spend our money on. Explain utilities: Utilities are services we pay for like electricity and gas.
- Say: We will come back to this page at the end of the unit. You will be able to write a check next to the goals you learned and practiced in this unit.

5 minutes

Controlled Practice

15 minutes



WHAT DO YOU KNOW?

Culture Connection

Some students come from cultures that are cash-based. You may want to review common forms of payment in the U.S.

- Set the context of the lesson. Write on the board: What words related to going to the bank do you know?
- Form pairs. Say: Make a list. When you have five words, write them on the board.
- Call on volunteers to read the words on the board.
 Give or have the students give simple definitions or examples.
- State the lesson objective: We're learning words that relate to banking.

Presentation

10 minutes

A Look at the pictures...

- Have students cover the vocabulary words. Call on volunteers to say what each picture is or how you use it.
- Have students uncover the vocabulary words. Say each word and have students repeat.
- Call on volunteers to say which word they know and something brief about it, either what it is or how you use it.

Teaching Tip

Remind students to do easier matching items first and then try to figure out the more difficult ones.

B Match the pictures...

- Students can work alone or in pairs.
- Have students compare answers.

C Listen and check...

- Play CD 3, Track 23. Have students circle any incorrect answers. Play Track 23 again and have students correct these items.
- Play Track 23 again. Have students repeat.

Expansion: Vocabulary Practice for 1C

- Form pairs. Say: *Use the new vocabulary and talk about the pictures.*
- Point to picture 1 and say: The man is making an ATM withdrawal. He is using his ATM card. He puts it in and takes cash out of his account.
- Call on volunteers to say one of their sentences.

Learning Strategy: Use context

- Read the directions. Students can use index cards or pieces of paper.
- Model the activity by making a card for one of the words in Exercise 1B.
- Walk around and help students write the words and sentences.
- Say: You can remember new vocabulary when you make a sentence using that word. That is using context. It is figuring out a word by studying the words around it. Tell students they can use this strategy to remember other new vocabulary.

Teaching Tip

Have students add their vocabulary cards to their ziplock bags. Give them time during class to review the words they have in their bags, take out the words they have mastered, and continue to review the words they still need to practice.

Controlled Practice

15 minutes

Communicative Practice 15 minutes



PRACTICE

Community Building

Encourage students to check with a classmate when they are not sure of an answer. Write on the board:

A: I don't have a lot of experience with this. Do you?

B: Yes, I understand it pretty well. What don't you understand?

Say each sentence and have students repeat.

WORD PLAY, PAIRS, Read the bank statement...

- Write on the board: deposit withdrawal fees. Call on volunteers to say what these words mean. Write the answers on the board under the word. For example, write: deposit = money put into an account; could be paycheck, could be money from family, etc. withdrawal = money taken out of an account; could be ATM withdrawal, check, money order, etc. fees = money the bank charges for using your account or making a mistake on your account.
- Ask: What is a bank statement? (a report—on paper or online—of all the deposits, withdrawals, and fees)
- Read the statement for comprehension first. Write questions on the board: *Whose statement is it?* What information do you see on the statement?
- Call on students to answer the questions.
- Have students read through the questions before they answer. Walk around and provide help.
- Call on students to read the questions and answers.

Expansion: Calculator Practice for 2

- Write on the board: a beginning balance, the amounts of two checks, the amounts of two deposits, the amounts of two ATM withdrawals.
- If possible, pass out calculators or have students use their own.
- Form pairs. Have students use the calculators to figure out the balance. Walk around and help as needed.
- Call on students to say the balance. If there are different answers, do the math on the board with the class.

Show what you know!

GROUPS. If you have...

- Review with the class what bank statements and transaction registers are.
- Walk around and help as needed.
- To review this activity, call on a student from each group to say what he or she learned.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Pre-level students are those students without a lot of banking experience. Tell them to ask above-level students for help with anything they don't understand.

Above-level Above-level students are those students with banking experience. Tell them to explain to pre-level students anything they have questions about.

Extra Practice Interactive Practice pages 122–123

5 minutes

Controlled Practice

10 minutes



BEFORE YOU LISTEN

A GROUPS. Discuss. Do you use...

- Write on the board: *direct deposit*; *cash bonus*; online banking
- Tell students they will come back to these terms at the end of the page.
- Call on a student to read the information on the yellow sticky note.
- To review, call on volunteers to talk about advantages and disadvantages of direct deposit.

B Read the ad....

- Have students read the ad silently.
- Call on a student to answer the question.

Presentation

5 minutes



LISTEN



- Ask: What information are we listening for? (whether the commercial is about savings accounts or checking accounts)
- Play CD 3, Track 24. Ask students to call out the answer. Write the correct answer on the board.

B Read the questions....

- Have students read the questions and answers silently before listening.
- Play CD 3, Track 24. Have students compare answers.
- Then play Track 24 again. Review the answers by asking volunteers to write the completed sentences on the board.
- Tell students they are going to listen again so they can check the sentences on the board. Play Track 24 again.

G Listen again....

- Play CD 3, Track 24.
- Call on students to say the two ways to open an account.
- Write the two ways on the board.
- To confirm the answers, play Track 24 again.

Expansion: Vocabulary Practice for 2A

- Call on students to write simple definitions or examples of the words on the board (direct deposit, cash bonus, online banking).
- Ask them to write on the board any other words they have learned in this lesson with simple definitions or examples.
- Read the words and examples with the class. Correct or simplify as necessary.
- Have students copy the words and definitions into their notebooks.

Use bank services wisely

Getting Started

5 minutes

- Write on the board: *If you attend class regularly*, you can learn faster.
- Read the sentence, exaggerating the pause at the comma. Have students repeat.
- Ask: *Where is the pause?* (after the comma)
- Call on volunteers to read the sentence. Make corrections as needed.

Presentation

10 minutes

CONVERSATION



A Listen to the sentences.

- With books closed, play CD 3, Track 25.
- Have students open their books and read the Pronunciation Watch silently.
- Have students look up from their books and tell you one thing they read.
- Play Track 25 again. Have students repeat.

Controlled Practice 10 minutes

B Listen and repeat...

- Play CD 3, Track 26. Tell students to just listen first.
- Then play Track 26 again. Have students repeat the sentences.
- Call on students to read the sentences.
- To review, play Track 26 again.

@ Roberto is at Zenith Bank...

- Ask: What is a new accounts clerk? (a bank employee who helps people set up new accounts)
- Write on the board: What does Roberto want? What two ways can he get it? Which way does he have to choose? Why? Tell the class to listen for the answers.
- Play CD 3, Track 27. Call on students to write answers on the board.
- Then play Track 27 again to confirm the answers.

PRACTICE

Culture Connection

Tell students it is very important to understand the terms of their bank accounts. If they don't, it could cost them a lot of money.

A PAIRS. Practice the conversation.

- With an above-level student, model the conversation for the class, using correct word stress, pronunciation, and appropriate emotion.
- Tell students to role-play both roles.
- Walk around and help as needed.
- Call on volunteers to role-play the conversation.

Communicative Practice 15 minutes

B MAKE IT PERSONAL. GROUPS. Discuss....

- Try to form groups that include students who bank or shop online and those who don't.
- As students complete the task, walk around and help as needed.
- Call on students who do not bank or shop online to say one thing they learned from their classmates who do.

■ MULTILEVEL INSTRUCTION for 4B

Cross-ability Have above-level students make sure everyone is participating.

Extra Practice



Interactive Practice

5 minutes

Controlled Practice

15 minutes

- Have students close their books.
- Write on the board: *If you attend class regularly, you learn faster.*
- Ask students: Do you remember this sentence from pronunciation? Where is the pause? (after the comma)
- Say: This sentence is a real conditional. This means if you do something, something else happens.
- Say: We can reverse the order of the clauses without changing the meaning.
- Write on the board: You learn faster if you attend class regularly.
- Say: In this case, there is no comma but the meaning is the same.
- Tell students to open their books to page 210.
- State the lesson objective: We are going to learn about present real conditionals. We'll use them to talk about using bank services wisely.

Presentation

10 minutes

Present read conditionals

- Have students read the Grammar Watch silently.
- Call on a student to read the first sentence in the grammar box. Say: *The condition (the requirement) of getting a free checking account is banking online.*
- Call on a student to read the second sentence in the grammar box. Ask: *Is the meaning the same as or different from the first sentence?* (the same as)

PRACTICE

A Circle the *if* clauses....

- Have students read the paragraph for comprehension first. Ask: What is the paragraph about? (how to use a checking account)
- Have students compare answers when they are finished.
- Call on volunteers to read each sentence and identify the two kinds of clauses.

Expansion: Writing Practice for 1A

- Write these questions on the board: 1. What should you do if you pay by check? 2. What does it mean to bounce a check? 3. Think of as many reasons as you can why it is bad to bounce a check.
- Have students write the answers to these questions.
 Tell them to compare their answers when they are finished.
- Call on students to answer the questions.

B Unscramble the sentences....

- Do item 1 on the board. Tell students to call out the answer. When you hear the correct answer, write it on the board. Ask students to call out the second possibility. Write that on the board. Point out the comma in one answer and not the other.
- Have students compare answers with a partner.
- Call on students to write the two possible sentences for each number on the board. Make corrections as necessary.

Use bank services wisely

Controlled Practice

15 minutes

Communicative Practice 15 minutes

2

PRACTICE

Language Note

ATM = automated teller machine

A Combine the sentences...

- Have students read the information on the yellow sticky note.
- Do item 1 with the class. Call on a student to read the two sentences. Then call on a student to read the combined sentence.
- While students complete the task, write numbers *2* through 5 on the board.
- Have students compare answers with a partner.
- Call on students to write the combined sentences on the board. Call on other students to say if the sentences are correct or not.
- Make corrections as necessary.

B PAIRS. Read the situations....

- As students are completing the task, walk around and help as needed.
- Call on students to write their sentences on the board. Different pairs may have different ideas, so call on two students per number.
- To review this exercise, ask volunteers to read the completed sentences. Discuss the ideas with the class.

MULTILEVEL INSTRUCTION for 2B

Pre-level Students discuss their ideas. Then above-level students can write the sentences. Pre-level students can copy the sentences into their notebooks and write them on the board.

Above-level Students discuss their ideas. Then above-level students can write the sentences. They can show pre-level students the sentences to copy into their notebooks and onto the board.

Show what you know!

GROUPS. Antoneta Deba has a...

- If possible, before this activity, print out a warning message from an online banking page. Share it with the students when they are finished with the task.
- Assign group roles: recorder, timekeeper, person to be sure everyone participates, person to be sure everyone speaks in English, reporter.
- Call on the reporter to say one idea the group had.
- To review, write on the board: <u>NEVER</u> *e-mail or tell someone on the phone any personal information*. Be sure students understand that if someone calls or e-mails wanting information, they should tell their bank.

Progress Check

Can you . . . use bank services wisely?

Ask students to review some of the rules and guidelines they learned for using bank services wisely. Make a list on the board. Ask students: *Can you check this goal?*



Talk about uses and risks of credit cards

Getting Started

10 minutes

Presentation

15 minutes



BEFORE YOU READ

A PAIRS. Look at the credit card...

- Ask for a show of hands: Who uses credit cards?
- Write on the board: What are the benefits? What are the risks? What are the costs? Call on volunteers to answer the questions. Be sure everyone understands the words you underlined.
- As students are completing the task, write the terms from the credit card statement on the board.
- Call on students to answer the questions. Then look at the terms on the board. Call on students to give brief definitions or examples of the terms. Point out the "-" sign and the "+" sign. Answer any questions students may have about vocabulary.
- State the lesson objective: We are going to read and talk about the uses and risks of credit cards.

MULTILEVEL INSTRUCTION for 1A

Pre-level Tell students to ask their above-level partners about anything they don't understand. Have them write new words and concepts in their notebooks.

Above-level Tell students to explain new words and concepts to their pre-level partners. Have them say brief definitions and give examples.

B Look at the words...

- Call on a student to read the information on the vellow sticky note.
- Using \$100 or \$1,000, show students how interest gets added and compounded. Use the board. Answer any questions.

READ



Listen and read the article.

- Play CD 3, Track 28. Have students listen without reading first.
- Check comprehension. Ask: What is the article about? (explains how a credit card works and says what to do to protect yourself)
- Play Track 28 again. Have students listen and read silently. Ask them to circle any words or concepts they don't understand.
- Call on students who circled words to ask questions. Call on other students to answer.
- If students want definitions of the boldfaced vocabulary words now, tell them that there is vocabulary practice on the next page.
- Play Track 28 again. Have students listen and read silently again.

Expansion: Comprehension Practice for 2

• Play CD 3, Track 28 again. Pause after each paragraph, and after every two or three sentences in the long paragraph. Have the class say what the main idea of that part is.

Talk about uses and risks of credit cards

Controlled Practice

20 minutes

Communicative Practice 15 minutes

3

CHECK YOUR UNDERSTANDING

A Read the article again....

- Have students read the information in the Reading Skill box silently. Then call on volunteers to explain the information.
- Have students compare answers.
- Call on a volunteer to read the choices and say which one is the writer's purpose.
- Answer any questions.

B Read the statements....

- Tell students to find the information on page 212 to help them decide if a sentence is true or false.
- Have students compare answers. Tell students to point to the statements in the article that show the answer.
- To review, have volunteers read the statement, say *true* or *false*, and identify the paragraph in the article that supports their answer.

Expansion: Writing Practice for 3B

 Students rewrite the false sentences with the correct information. Call on students to write the new sentences on the board.

4

VOCABULARY IN CONTEXT

Look at the boldfaced...

- Write a list on the board: debt balance pay off minimum wisely penalty
- Have students read the sentences containing these words.
- Ask the class to give definitions for the words on the board. Then have the class do the exercise.
- As students are completing the task, write the numbers 1 through 6 on the board. Call on students to write the correct vocabulary words on the board.
- To review, ask volunteers to read the completed sentences aloud. Make any necessary corrections.

Show what you know!

GROUPS. Discuss...

- Call on a student to read the questions in the box.
- Form cross-ability groups. Assign two recorders. Tell the groups to make two lists: one for what they should do with a credit card, another for what they shouldn't do with a credit card.
- Walk around and help as necessary.
- Call on a student from each group to say one thing you should do with a credit card. Call on another student from each group to say one thing you shouldn't do with a credit card.

MULTILEVEL INSTRUCTION for Show what you know!

Cross-ability Above-level students can take the role of recorders. Pre-level students can take the role of reporting to the class.

Progress Check

Can you . . . talk about uses and risks of credit cards?

Ask the class to identify some benefits of using credit cards. Make a list on the board. Ask the class to identify some risks of using credit cards. Make a list on the board. Ask students: *Can you check this goal?*



Write about your financial goals

Getting Started

5 minutes

Controlled Practice

20 minutes

1

BEFORE YOU WRITE

A GROUPS. What are your financial...

- Give students a few minutes to think on their own and write down some ideas.
- Ask a volunteer from each group to say one or two financial goals for the group.
- State the lesson objective: We are going to write a paragraph about a financial goal.

MULTILEVEL INSTRUCTION for 1A

Pre-level Form smaller groups of 2 or 3. Have students talk about only one or two goals. **Above-level** Form larger groups of 4 or 5. Have students talk about as many financial goals as they can think of.

Presentation

10 minutes

B PAIRS. Read about Alessandra's...

- While students are reading the paragraph, write questions on the board: Who wrote the paragraph? (Alessandra) What is her story? (She moved to Texas when she was 15. She learned English and went to a university. She is now paying back student loans.) How is she managing to pay back her student loans? (She lives with her parents.)
- Have students answer the questions from the board with a partner. Then call on volunteers to answer the questions.
- Say: Alessandra has two steps to paying back her loans. What are they? (1. live with her parents;
 2. pay \$100 a month)

Expansion: Reading Practice for 1B

• Form pairs. Have students alternate reading the paragraph aloud.

© Complete the chart....

- Tell students to choose one financial goal.
- Tell students their paragraph will be based on this financial goal.
- Walk around and help as needed.

2

WRITE

Teaching Tip

Review the idea of a writer's purpose. Ask students: What was Alessandra's purpose for writing her paragraph? (to give background information and tell us her goal and her steps)

Write a paragraph...

- Remind students to give a little background information, state their financial goal, and say the steps they will take to meet the goal.
- Use the paragraph in Exercise 1B as a model.
- Walk around and help as necessary.

3 CHECK YOUR WRITING

- Have students check their own papers first.
- Then ask students to check a classmate's paper using these same questions.
- Walk around and help as necessary.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate vocabulary, grammar, mechanics and how well they complete the task. You may want to review the completed rubric with the students.

Extra Practice



Interactive Practice

10 minutes

Presentation

5 minutes



BEFORE YOU LISTEN

Teaching Tip

You can make your lessons relevant by helping students transfer what they learn to their own lives. When you are finished with this page, give students time to write a budget for themselves. Walk around and help as needed. They may want to share their budgets with a partner.

GROUPS. Look at Roberto and Ana...

- Write on the board: *Budget*. Call on volunteers to say what this word means. Listen to ideas, then write: = a monthly financial plan.
- Tell students that to make a budget, you have to know your expenses and income. Call on volunteers to say what these words mean. Listen to ideas, and then write: *expenses* = *money you pay* out; income = money you bring in.
- Tell students to read the budget and answer the questions on the board. Write these questions on the board: What is gross income? What is net income? What are the two most expensive items on the Salazars' budget? (rent and car) How much are the Salazars saving? (nothing)
- Call on students to answer the questions on the
- Then have students complete the task.
- To review, call on volunteers to answer the questions in their books.

■ MULTILEVEL INSTRUCTION for 1

Cross-ability Have above-level students help pre-level students with the new words and concepts. Have pre-level students write any new words and concepts in their notebooks.

LISTEN



A Listen to the radio...

- Remind students that because a statement is true, it isn't necessarily the main idea. Tell students to think about the speaker's purpose when thinking about the main idea.
- Call on a student to read the question and answer choices.
- Play CD 3, Track 29. Then ask volunteers to say the main idea. Write the correct answer on the board.

Controlled Practice 10 minutes

B Read the questions....

- Have students read the questions silently.
- Play CD 3, Track 29. Have students compare answers.
- Then play Track 29 again. Ask volunteers to write the answers on the board.
- Tell students they are going to listen again so they can check the answers on the board. Play Track 29 again to confirm the answers.

G Look at the budgeting steps....

- Call on a student to read the four steps.
- Tell students to raise their hand and say *Stop!* when they hear a step.
- Play CD 3, Track 29. Pause when students raise their hands and say *Stop!* Have students repeat what they heard. Write the number of the step.
- To review, play Track 29 again.

Expansion: Listening and Reading Practice

• Play CD 3, Track 29 again. Let students read the script from the back of the book as they listen.

5 minutes

Controlled Practice

15 minutes

- Ask: What do we already know about real conditionals? What do you remember from Lesson 3? Listen to various answers, and then write on the board: If something happens—the if clause, something else happens—the result clause. Put a comma and pause after the if clause if it comes at the beginning.
- Tell students that future real conditionals are similar to present real conditionals, but that the result clause uses the future tense. Write the example sentence you gave in Unit 3: *If you come to class regularly, you learn faster.* Under this, write: *If you come to class regularly, you will learn faster.*
- State the lesson objective: We're learning future real conditionals while we talk about budgeting expenses.

Presentation

10 minutes

Future Real Conditional

- Call on volunteers to read the sentences in the grammar boxes.
- Then have students read the information in the Grammar Watch. Point out that though the future tense may be used in the result clause, the present tense is still used in the *if* clause.
- To review, say: Let's review what we now know. How do we form a future real conditional? (Answers should include: Use a present tense verb in the if clause and will in the result clause.)

PRACTICE

Read the article....

- Tell students they are going to read the article two times.
- Have them read the first time to understand the story. Write on the board: *Who is the story about?* What does he do? What can you see in his house? Call on students to answer the questions.
- Have students read the article again and complete the task.
- Walk around and help as necessary.
- Call on volunteers to read one sentence each and to say any clauses they circled or underlined.

Expansion: Critical Thinking Practice for 1

• Form pairs. Write on the board: Why do you think Lloyd Evans does this? List as many reasons as you can. Call on volunteers to say what they and their partners thought.

Controlled Practice

15 minutes

Communicative Practice 15 minutes

PRACTICE

A Complete the tips...

- Say: Let's review what we know about the tense in the if clauses and the result clauses for future real conditional. Listen to students' ideas, and then write: present tense in the if clause; future tense or might in the result clause.
- Call on a student to read completed sentence number 1.
- While students are completing the task, write numbers 2 through 6 on the board. Call on students to write the answers on the board.
- To review, call on students to read the completed sentences with the answers from the board. Make any necessary corrections.

B Complete the tips...

- Call on a volunteer to write sentence 1 on the board. Correct it with the class.
- To review, call on students to read the sentences. If there is more than one possibility, ask volunteers to call them out. Make any necessary corrections.

Expansion: Reading Practice for 2A and 2B

• Form pairs. Have students alternate reading the completed sentences.

Show what you know!

GROUPS. Look at the categories...

- Review the topic. Ask: What have we been talking about? (ways to save money)
- Walk around and help as needed.
- Call on students to talk about one category their group discussed.

MULTILEVEL INSTRUCTION for Show what you know!

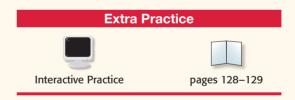
Pre-level Tell students to choose two categories to talk about.

Above-level Tell students to add another category when they finish with the ones in the box.

Progress Check

Can you . . . budget expenses?

Ask the class to identify some ways to save money. Make a list on the board. Ask students: *Can you* check this goal?



Read utility bills and save money on utilities

Getting Started

5 minutes

Presentation

20 minutes

- Write on the board: utilities
- Call on a volunteer to write on the board. Have students call out examples of utilities. Help with spelling as needed.
- Tell students that when they budget they need to know how much they spend on utilities. Ask: Do you know how much you spend each month on utilities?
- State the lesson objective: We're going to read utility bills and save money on utilities.

1 UNDERSTAND UTILITIES

A GROUPS. Which utilities do you...

- Assign a recorder. Have the recorder take a tally of his or her group members.
- Call on a reporter to say how many people in the group pay for each utility.

Language Note

Write on the board: *due* = *amount you must pay now.*

B Look at Roberto's electric...

- Ask the class: How much must Roberto pay this month? (\$149.78)
- Have students point to where they found the answer.

Expansion: Reading Comprehension Practice for 1B

- Form pairs. Tell students to help each other answer the questions on the board.
- Write on the board: 1. Whose bill is this? 2. What is the energy company's name? 3. What is a meter reading? 4. Which utilities are included in this bill? 5. How can Roberto apply for help if he needs it?
- Call on students to answer the questions and point to where they found the answers.

Read utility bills and save money on utilities

Controlled Practice

20 minutes

Communicative Practice 15 minutes

2

PRACTICE

Teaching Tip

Encourage students to try activities on their own before checking with a partner. This helps build self-reliance.

A Look at the bill...

- Call on students to write *T* or *F* on the board. Review the answers.
- Call on students to write new true sentences. Have students show each other where on the bill the information was found.

B PAIRS. Look at the graph...

- Ask questions about the graph: What are the letters under the red lines? (months) What are the numbers up the side? (kilowatt hours per month)
- Walk around and help as needed.
- Call on students to read the questions and answers.

MULTILEVEL INSTRUCTION for 2B

Cross-ability Above-level students can help pre-level students understand the graph.

GROUPS. PROBLEM SOLVE. Find ways...STEP 1. GET READY. Check (✓) the things...

- Review what utilities are. Write on the board: *gas*, *heat*, *electricity*, *hot water*.
- Once students have finished Step 1, form groups.

STEP 2. GROUPS. Discuss....

- Assign group roles: recorder for group ideas, recorder to write on the board, reporter, timekeeper, person to be sure everyone contributes an idea.
- Have the recorder write down all the ways people save money on all the different utilities.
- Have the group decide the four best methods of saving.
- Have the second recorder write the group's four best methods on the board.
- Have the reporter read these methods to the class and say why the group decided they were the best ways.

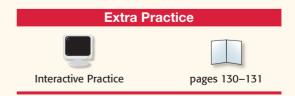
MULTILEVEL INSTRUCTION for 2C

Cross-ability Challenge pre-level students to take on a role they don't usually take on, such as the first recorder or reporter. Above-level students can help them play that role.

Progress Check

Can you . . . read utility bills and save money on utilities?

Ask students to name various utilities. Ask students to name a way to save on each utility. Ask: *Can you check this goal?*



Ask about appliances and utilities

Getting Started

10 minutes

Presentation

5 minutes



BEFORE YOU LISTEN

A PAIRS. When you look for...

- Ask students: How do you look for a place to rent? (Accept various answers, including look at classified ads.)
- Tell students that classified ads are full of abbreviations that can be challenging to figure out. As an example, write on the board: DR = dining*room*. Underline the *d* and the *r* to show where the abbreviation comes from. *Refrig* = *refrigerator*.
- Have students read the ads carefully together, stopping at the abbreviations and finding them in the list below the ads.
- As students are completing the task, write the words on the board.
- Call on students to write the abbreviations next to the words on the board.

B GROUPS. Discuss. Which things...

• Call on a student from each group to say two things that are important to his or her group members.

Expansion: Speaking Practice for 1B

• In groups, have students talk about which apartment advertised in the classified ads is the best apartment for them.

LISTEN



A Listen, Roberto is calling...

- Say: You're going to listen to a man talking to a real estate agent.
- Ask: What information are you listening for? (which apartment in the ads he is interested in)
- Play CD 3, Track 30 twice. Tell students to write down the information they hear that helps them
- Review the answer with the class. Play Track 30 again for students to confirm the answer.

Controlled Practice 10 minutes



B Listen again....

- Have students read the questions and answer choices first.
- Play CD 3, Track 30. Then have students compare answers.
- Ask the class for the answers. Write them on the board.
- Play Track 30 again and have students listen to confirm the answers.

Ask about appliances and utilities

Presentation

10 minutes

Communicative Practice 20 minutes



CONVERSATION

- A Listen to the sentences...
- Call on a student to read the Pronunciation Watch.
- Play CD 3, Track 31. Have students listen and read.
- Play Track 31 again. Have students repeat.



Listen and read...

- Play CD 3, Track 32. Have students listen first without reading.
- Play Track 32 again. Have students listen and read.
- Have students circle the places where *to* has a weak pronunciation.
- Play Track 32 again. Have students read out loud with the audio.

Controlled Practice

5 minutes



PRACTICE

A PAIRS. Practice the conversation.

- Have pairs read the conversation together, alternating roles. Remind them to use emotion!
- Call on two students to read the conversation for the class.

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

B ROLE PLAY, PAIRS. Make a similar conversation...

- Review what people want in an apartment. Ask: What things are important when looking for an *apartment?* Write answers on the board.
- If students have brought in their own ads, have them use them.
- Walk around and help as needed.
- Call on volunteers to perform their role play for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Have students choose one role and practice the conversation.

Above-level Have students role-play both the realtor and the person looking for the apartment.

@ MAKE IT PERSONAL. GROUPS. Discuss...

- Ask: What kinds of trouble can you have when looking for housing? Write answers on the board.
- Ask: What kinds of trouble can you have with your appliances or utilities? Write answers on the board.
- Form groups and have students complete the task.
- Walk around and help as needed.
- Call on a student from each group to say one problem with finding housing and one problem with appliances or utilities.

Extra Practice



Lesson 10 Talk about housing

Getting Started

5 minutes

Controlled Practice

15 minutes

- Ask: What's a gerund, and what's an infinitive? Write an example of each on the board.
- Write on the board: *Did we finish doing page 221?* Do you want to begin page 222?
- Tell students there are some verbs that can be followed by a gerund; there are some verbs that can be followed by an infinitive; there are some verbs that can be followed by either a gerund or an infinitive.
- State the lesson objective: We're going to learn about gerunds and infinitives as objects of verbs while we talk about housing.

Presentation

10 minutes

Gerunds and Infinitives as Objects of Verbs

- Have students read the Grammar Watch silently.
- Call on a student to read the sentences in the grammar box.
- Form pairs. Ask students to choose one verb that is followed by a gerund, one verb that is followed by an infinitive, and one verb that is followed by either. Have them write sentences.
- Call on two or three volunteers to write their sentences on the board.
- Make corrections as necessary.
- Have students turn to page 289 for a list of verbs followed by a gerund or an infinitive. You may want to assign this list for homework

Culture Connection

Some real estate agents also find rentals for clients. Many times there is a fee for this service. Sometimes there isn't. Students should ask the real estate agent.

PRACTICE

A Read the paragraph...

- Call on a student to read aloud the information on the yellow sticky note.
- Have students read the paragraph for comprehension first. Ask: What is the paragraph about? (an apartment in Long Beach that two people are going to rent)
- When students have completed the task, have them compare answers with a partner.
- To review, read the paragraph aloud. Tell students to raise their hands and say Stop! when you read a gerund or infinitive. Write the gerund or infinitive and the verb that precedes it on the board.

B Complete the sentences....

- Do item 1 with the class. Have students say why the gerund is circled.
- Walk around and help as necessary.
- To review, call on students to read the sentences completed with the words from the board. Make corrections as necessary.

Controlled Practice

15 minutes

Communicative Practice 15 minutes



PRACTICE

A Complete the conversations....

- Explain to students that there are three conversations.
- Do the first conversation together. Have students call out the answer. When you hear the correct answer, write it on the board.
- Then call on a pair to read the conversation.
- When students have completed the task, have them compare answers with a partner.

B Listen and check...

- Play CD 3, Track 33. Have students check their answers.
- Call on pairs to read the conversations. Make corrections and answer questions as necessary.

Expansion: Reading Practice for 2B

• Have pairs read the conversations. Remind them to alternate roles.

Show what you know!

GROUPS. Talk about the kind of...

- Call on students to write three columns of verbs on the board: those that are followed by a gerund, those followed by an infinitive, and those followed by either.
- Have each student take notes on the person sitting to their right. Each student will have a chance to be recorder.
- When students have completed the task, have them form pairs with someone from a different group.
- Have students share information about the student they took notes on.

MULTILEVEL INSTRUCTION for Show what vou know!

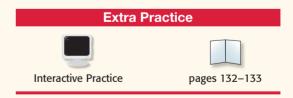
Pre-level Have students work in a smaller group of 2 or 3.

Above-level Have students work in a bigger group of 4 or 5.

Progress Check

Can you . . . talk about housing?

Ask students to review what they like about their housing. Make a list on the board. Ask students to review what they don't like about their housing. Make a list on the board. Ask students: Can you check this goal?





Show what you know!



REVIEW

For your Grammar Review...

- Have students turn to page 255 to review the grammar for this unit.
- Answer any questions students may have.



ACT IT OUT

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the students.

STEP 1. CLASS. Review the conversation...

- Write on the board: The conversation is about
- Play CD 3, Track 33.
- Have students work with a classmate to fill in the blank. Then have volunteers say what the conversation was about.

STEP 2. PAIRS. ROLE PLAY.

- Have each pair read their role play information.
 Give renters a few minutes to write down what they are looking for. Give realtors a few minutes to write down what they are offering.
- As pairs role-play a conversation, walk around and help students with vocabulary, pronunciation, and grammar.
- Ask volunteers to role-play their conversation for the class.

3

READ AND REACT

STEP 1. Read about Monika....

- Have students read the problem silently.
- Check comprehension. Ask: What is Monika's financial situation? How much money does she bring home? How much money goes out for expenses?

STEP 2. GROUPS. What is the problem?...

- Tell students to summarize, without reading, the problem Monika has.
- Have groups complete the task.
- Call on a student from each group to say one thing he or she would tell Monika.

4

CONNECT

For general teaching notes about the Self-Evaluation Activities, go to page T-xi.

For general teaching notes about the Team Project, go to page T-xi.

Progress Check

Which goals can you check...

Tell students to turn to page 205 (the first page of Unit 11). Have them read the goals and check the ones they believe they can do. Have them talk to a partner about which goals they checked.



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 11, encourage them to review the activities on the CD-ROM.

Extra Practice



12

Washington, D.C.

CD 3 Tracks 34–47 Workbook Unit 12 Interactive Practice Unit 12

Unit Overview

Goals

• See the list of goals on the facing page.

Grammar

- Superlatives
- Simple present passive
- Past passive

Pronunciation

- Did you = didja
- Compound nouns

Reading

- Read a subway map
- Read an article on freedom of religion
- Reading skill: Summarizing

Writing

• Write a paragraph about a freedom or right

Preview

- Ask students: What is the capital of your country? Ask volunteers to answer.
- Hold up your book or have students look at their books. Read the unit title aloud.
- Talk about the double meaning of the title. Say: Washington, D.C., is the capital of the United States, but what do you think it represents? Accept various ideas, and then say: When people refer to Washington, they could be referring to the federal government in general.
- Set the context of the unit. Ask questions about the picture: What do you see? What are the buildings? What might they represent? (the White House: represents the presidency; the Washington Monument: built to honor the first president; the Lincoln Memorial: built to memorialize the 16th president)
- Read the preview questions aloud.
- Ask volunteers to share answers. You can help students explain their ideas by writing their information on the board.

Unit Goals

- Tell the class: This list of unit goals shows us what we will be studying in Unit 12.
- Have students read the goals silently.
- Say each goal and have students repeat. Explain unfamiliar vocabulary as needed. Explain *subway*: A subway is an underground train system. Explain federal holidays: Federal holidays are set by the United States government.
- Say: We will come back to this page at the end of the unit. You will be able to write a check next to the goals you learned and practiced in this unit.

Getting Started

5 minutes

Controlled Practice

20 minutes

WHAT DO YOU KNOW?

Culture Connection

Washington, D.C., represents the U.S. federal government as well as being a city with many historical and tourist sites. You may want to have students write for brochures and share them with the class.

- Set the context of the lesson. Write on the board: What do you know about Washington, D.C.?
- Form pairs. Say: *Make a list. Write your words or* facts on the board.
- Call on volunteers to read the words on the board. Have the students explain their facts.
- State the lesson objective: We're learning names of buildings in Washington, D.C.

Presentation

5 minutes

A Look at the map....

- Have students cover the vocabulary words. Call on volunteers to say what places they know.
- Have students uncover the vocabulary words. Say each building and have students repeat.
- Call on a couple of volunteers to say which building they know and something brief about it.

Language Note

Capitol = the name of the building; capitalized; capital = the city that is the seat of the government of a country or state

B Listen to the names...

- Play CD 3, Track 34. Have students listen and point the first time.
- Play Track 34 again and have students repeat.

Expansion: Vocabulary Practice for 1B

• Form pairs. Say: Quiz each other on the buildings. One student points to a picture; the other student says what building it is. Alternate.

Learning Strategy: Translate

- Read the directions. Students can use index cards or pieces of paper.
- Write the words on the board. Call on volunteers to say what these words are related to. (memorial = in memory of someone; museum = related to art, history, or science; court = law; monument = a statue honoring someone; treasury = money; national = nation)
- Walk around and help as needed.
- Say: You can remember new vocabulary when you translate it into your own language. Tell students they can use this strategy to remember other new vocabulary.

Teaching Tip

Give students time to review the cards from their ziplock bags. Have them put the words they have mastered in another bag and continue to review the words they need to learn. Tell them they can continue using this technique of vocabulary learning even after they finish this book.

Controlled Practice

15 minutes

Communicative Practice 15 minutes



PRACTICE

WORD PLAY. GROUPS. Look at the vocabulary....

- If more than a day has passed since doing the previous activity, review the words from the learning strategy and write them on the board again. Write the ideas they relate to.
- Tell students: Even if you don't know the building, you can figure out the answers based on the ideas on the board.
- Do item 1 together. Call on a student to read the sentence. Ask: Which word from the board has to do with art? (museum)
- Ask: *Which two buildings are museums?* (National Air and Space, Smithsonian American Art)
- Ask: Which one is it? (Smithsonian) Why? (art)
- Call on students to write the answers on the board.
- To review, call on students to read the description of the buildings. Make corrections as necessary.

Show what you know!

GROUPS. Discuss. Which places...

- Review with the class the different places in Washington, D.C.
- Walk around and help as needed.
- To review this activity, call on a student from each group to say which places more than one person in the group would like to visit.

MULTILEVEL INSTRUCTION for Show what you know!

Cross-ability If possible, put a student who has been to Washington, D.C., in each group. Have above-level students help pre-level students to understand what each building is for.



Getting Started

5 minutes

Controlled Practice

10 minutes



BEFORE YOU LISTEN

Have you ever taken...

- Have students read the definition of *tour* on the yellow sticky note.
- Call on volunteers to talk about cities they have toured.

Expansion: Speaking Practice for 1

• Form pairs or small groups. Have students answer the question in 1 together. On the board make a list of all the cities students have toured.

Presentation

10 minutes

LISTEN



A Listen to the conversation...

- Ask: What information are we listening for? (What is the relationship between Tao and Hua?)
- Play CD 3, Track 35. Ask students to call out when they hear the answer. Write the correct answer on the board.
- To review, play Track 35. Have students raise their hands and say *Stop!* when they hear the answer. Have students say what they heard.

B Read the statements....

- Have students read the statements silently before listening.
- Play CD 3, Track 35. As students are listening, write numbers 1 through 6 on the board.
- Then play Track 35 again. Ask volunteers to write on the board the sentences that helped them choose the answer. Play Track 35 as many times as necessary for the students at the board to write what they heard.
- Call on students to read the statements and say if they are true or false.
- Call on other students to read the sentences from the board.
- To review, play Track 35 again.

Teaching Tip

Continue to reinforce grammar from previous lessons. Have students practice using short answers. Form pairs. Have one student read a statement. Have the other student use short answers to say if the statement is true or false. For example, item 1: Hua just came back from a trip to Washington, D.C. (Answer: No, she didn't. Tao did.) Call on one student to read the sentence and another to provide a short answer.

Getting Started

5 minutes

- Write on the board: *Did you get home late last night?* Did you eat before class? Did you visit the White House when you were there?
- Read the questions, exaggerating the pronunciation didja. Have students repeat.

Presentation

5 minutes

CONVERSATION

A Listen to the pronunciation...

- With books closed, play CD 3, Track 36.
- Have students open books and read the Pronunciation Watch silently.
- Play Track 36 again. Have students repeat.

Controlled Practice 10 minutes

B Listen to the sentences....

- Play CD 3, Track 37. Tell students to just listen first.
- Play Track 37 again. Students complete the task.
- Call on students to read the questions.
- To review, play Track 37 again.

Expansion: Pronunciation for 3B

 Form pairs. Have students practice reading the questions both ways. Then have students say what the questions mean both ways.



G Listen and read...

- Ask: What is in the picture? What do you know about that place?
- Tell students they are going to hear the conversation between Tao and Hua again.
- Write on the board: What did Hua like? What did *Tao like?* Tell the class to listen for the answers.
- Play CD 3, Track 38. Call on students to write answers on the board.
- Then play Track 38 again. Have students listen and check the answers on the board.

PRACTICE

A PAIRS. Practice the conversation.

- With an above-level student, model the conversation for the class, using correct word stress, pronunciation, and appropriate emotion.
- Tell students to role-play both Hua and Tao.
- Walk around and help as needed.
- Call on volunteers to role-play the conversation for

Communicative Practice 15 minutes

B MAKE IT PERSONAL. GROUPS. Talk about a city...

- If possible, form groups with students who know the same city well. If that isn't possible, tell groups to choose the most interesting city to talk about after they complete the task.
- Walk around and help as needed.
- Have groups who talked about the same city stand up in front of the class and talk about different parts of the city.
- Have groups who talked about different cities choose one and say a few things.
- If possible, have students use a map to show the class where the city is or different parts of a city.

MULTILEVEL INSTRUCTION for 4B

Cross-ability Above-level students can talk about tourist or historical sites or the government. Pre-level students can talk about the weather or best time to visit.

Extra Practice



Getting Started

5 minutes

Controlled Practice

15 minutes

- Ask students to tell you what they remember about comparatives. Let them skim Unit 6 if they need to. Listen to various answers, and then write on the board: tall/taller; pretty/prettier; expensive/more expensive; expensive/less expensive.
- Ask: How many things are we comparing with comparatives? (2)
- Say: Sometimes we want to compare more than two things. We might want to say, Angelina Jolie is the most beautiful woman in the world. We might want to say, That is the worst restaurant I've even eaten in. Write these two sentence examples on the board.
- State the lesson objective: We are going to learn about superlatives. We'll use them to talk about our favorite places.

Presentation

10 minutes

Language Note

Sometimes the comparison of things or people is implied, not stated. For example: *That is the most incredible city*.

Superlatives: -est, most, least, one of the most

- Call on a student to read the first sentence in the grammar box. Ask: *What collections of airplanes are being compared?* (all of them in the world)
- Call on a student to read the second sentence in the grammar box. Ask: *What museums are being compared?* (all of the museums in Washington)
- Call on a student to read the third sentence in the grammar box. Ask: *What restaurants are being compared?* (all the restaurants in whatever area the speaker is talking about)
- Have students read the Grammar Watch silently.
- Have students turn to page 290. You may want to assign information from this page for homework.

PRACTICE

Read about the Cherry Blossom...

- Have students read the paragraph for comprehension first. Write on the board: What is the paragraph about? Where does this festival take place? When? How is Japan part of the story? What is the negative part of the festival?
- Have pairs work together to answer the questions on the board. Call on students to read the questions and say the answers.
- Then have students complete the task.
- Have students compare answers when they are finished.
- Call on volunteers to read a sentence and identify the example of the superlative, if there is one.

Expansion: Reading Practice for 1

• Form pairs. Have students alternate reading the paragraph aloud.

Controlled Practice

15 minutes

Communicative Practice 15 minutes



PRACTICE

Teaching Tip

Encourage students to use the grammar charts when they complete a grammar exercise. Encourage them to check with a partner when they've finished, and point out where in the chart the information is found.

Complete the sentences...

- Do item 1 with the class. Call on a student to read the incomplete sentence. Write the phrases from under the line on the board. Explain how to look at the phrases and apply what students have learned about the superlative.
- Have students compare answers with a partner.
- Call on students to write the answers on the board. Call on other students to say if the sentences are correct or not. Make corrections as necessary.

Show what you know!

GROUPS. Look through this unit...

- Have students turn back to the pictures in Lesson 1.
- Tell students they are all going to be reporters for this task.
- When students have completed the task, pair members from different groups. Have each student summarize what their group talked about.
- Call on students to point out the pictures they talked about and say what their group thought.

MULTILEVEL INSTRUCTION for Show what you know!

Cross-ability Encourage above-level students to ask pre-level students their opinions about the places in Washington. Encourage pre-level students to ask above-level students about anything they don't understand.

Progress Check

Can you . . . talk about your favorite places?

Ask students to review some of the things people like about their favorite places. Make a list on the board. Ask students: *Can you check this goal?*



Read a subway map

Getting Started

5 minutes **Presentation**

15 minutes

- Write on the board: big city transportation
- Ask students what methods of transportation big cities have. Write their answers on the board. If *subway* isn't one of their answers, write it.
- Ask: Have you ever taken these kinds of transportation?
- State the lesson objective: We're going to practice reading a subway map.

1 READ A SUBWAY MAP

A Washington, D.C., has...

- Tell students to read the information on the yellow sticky note and then study the map.
- Write on the board: 1. Name three places of interest.
 2. What do the different colors on the map mean?
- Let students call out answers to the questions on the board.

B PAIRS. Discuss the questions...

- Walk around and help as needed.
- Have pairs compare their answers with other pairs.
- Call on students to read the questions and say the answers. Encourage students to help their partners find and identify the symbols on the map.

MULTILEVEL INSTRUCTION for 1B

Cross-ability Have above-level students point out the various symbols on the map to the pre-level students and explain what they mean.

Read a subway map

Controlled Practice

20 minutes

Communicative Practice 20 minutes

2

PRACTICE

Teaching Tip

Encourage students to put their fingers on the map and follow the directions. Encourage them to help each other do this. This can help with map-reading skills.

PAIRS. Answer the questions...

- Call on students to write answers on the board.
- Have students show each other where on the map the information was found.

Expansion: Map Reading Practice for 2

• Bring in bus, metro, or subway routes for the closest city. Pass them out to groups. Have students identify different routes or places on the routes.

MULTILEVEL INSTRUCTION for 2

Below-level Students can find the closest station or stop to the school.

Above-level Students can use the map to plan a route from one place to another.

3 ASK FOR AND GIVE DIRECTIONS

A Read and listen to...

- Play CD 3, Track 39. Have students listen first without reading.
- Play Track 39 again and have students read.
- Ask: Where does Mohani want to go? (Washington National Airport) How many different lines does he need to take? (2) What choices does he have? (He can take the yellow or the blue line.)

B PAIRS. Practice the conversation.

- Have pairs read the conversation together, alternating roles. Remind them to use emotion!
- Call on two students to read the conversation for the class.

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

© ROLE PLAY. Make similar conversations.

- Give students a few minutes to find where they are on the map. Then have them make conversations.
- Tell them to use their finger or a pen tip to follow the directions to be sure they are accurate.
- Call on pairs to role-play their conversation for the class.

■ MULTILEVEL INSTRUCTION for 3C

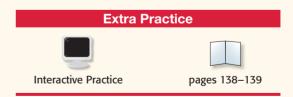
Pre-level Have students choose one place to give directions to and from. Tell them to practice that conversation until they feel confident they know it.

Above-level Have students expand and choose two more places to give directions to and from.

Progress Check

Can you . . . read a subway map?

Ask students to name the different directions on a map. Ask students to name ways to identify different metro or subway routes. Ask students: *Can you check this goal?*



Lesson 5

Talk about the government

Presentation

10 minutes

Controlled Practice

15 minutes



BEFORE YOU LISTEN

A PAIRS. Discuss. What would you like...

- Call on a student to read the information on the yellow sticky note.
- Write the questions from the exercise on the board.
- Walk around and help as needed.
- Ask students to say some of the things they would like to know about the U.S. government or Washington, D.C. Write these things on the board.

MULTILEVEL INSTRUCTION for 1A

Pre-level Have students write two things about the government and two things about Washington they would like to know.

Above-level Have students write five or six things about the government and five or six things about Washington they would like to know.

2 LISTEN

A Listen to a tour guide...

- Ask: What information are we listening for? (the three places the tourists are going to see)
- Play CD 3, Track 40. Then ask a volunteer to answer. Write the correct answers on the board.
- To review, play Track 40 again.

Read the statements....

- Have students read the statements silently.
- Play CD 3, Track 40.
- While students are listening, write numbers 1 through 6 on the board.
- Have students compare answers.
- Then play Track 40 again. Review the answers by asking volunteers to write *T* or *F* on the board.

Expansion: Writing Practice for 2B

 Tell students they are going to listen again so they can correct the false statements. Play Track 40 again. Call on students to write corrected statements on the board. Have students copy the corrected statements into their notebooks.

Talk about the government

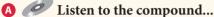
Presentation

5 minutes

CONVERSATION

Language Note

Compound nouns make up a lot of English words. Have students write five that they know. Practice the pronunciation.



- Play CD 3, Track 41. Have students read the words.
- Read the Pronunciation Watch. Ask students to tell you one or two compound nouns they know. Write what they say on the board.
- Or write: birthday, homework. Say the compound nouns and have the class repeat.
- Play Track 41 again. Have students repeat.

Controlled Practice 15 minutes

B Underline the compound...

- When students have completed the first part of the task, have them compare answers with a partner.
- Play CD 3, Track 42 twice while students complete the second part of the task.
- Call on students to read the sentences. Check for correct pronunciation.

Expansion: Reading Practice for 3B

• Form pairs. Have students alternate reading the sentences. Listen for pronunciation.

G Listen and read...

- Tell students they are going to hear a tour guide and tourists talking.
- Write on the board: What is the problem? Tell the class to listen for the problem. Encourage students to cover the conversation in their books.
- Play CD 3, Track 43. Call on students to say what they think the problem is.
- Then play Track 43 again. Have students listen and read.
- Review the answers on the board. Correct as necessary.

PRACTICE

A GROUPS OF 3. Practice the conversation.

- · Have three above-level students model the conversation for the class, using correct pronunciation and appropriate emotion.
- Tell students to take turns role-playing all the parts.
- Walk around and help as needed.
- Call on volunteers to read the conversation for the class.

Communicative Practice 15 minutes

B MAKE IT PERSONAL. GROUPS. Have you ever...

- Give students a few minutes to recall and write down information in their notebooks.
- Call on students to write on the board all the places they discussed in their groups.
- Have the class decide which place they want to learn more about.
- Erase the other places on the board. Let students ask questions of the student who has been at the place on the board.

Extra Practice



Talk about the government

Getting Started

5 minutes

Controlled Practice 15 minutes

- Have students close their books.
- Ask: What is a past participle? (used in the perfect tenses) Can you give me a few examples? Write some examples on the board. Include one you can write a passive sentence with. If you don't hear one, write: built.
- Construct a present passive sentence with either a past participle from the students or with *built*. Example: *That building is called the Capitol Building*.
- Ask: What's the name of the building? (Capitol Building)
- Ask: Who named it? (We don't know.)
- Tell students that in passive sentences we might not know who did the action.
- Tell students to open their books to page 236.
- State the lesson objective: We are going to learn about the simple present passive. We'll use it to talk about the government.

Presentation

10 minutes

The Simple Present Passive

- Call on students to read the sentences in the grammar box.
- Have students read the Grammar Watch silently. Read each sentence in the Grammar Watch and point to the grammar charts to show the corresponding information.
- Point out that the form of *be* is in present tense.
- Have students turn to page 311. Have them say what information can be found there.

PRACTICE

Read about the U.S. government....

- Tell students to read the paragraph silently for comprehension first, then work with a partner. Write on the board: *Name the three branches of the U.S. government. Write names associated with each branch and what that branch does.*
- Call on students to answer the questions you wrote on the board. Write the answers. For example, for *Legislature*, write: *Congress*, *Senate*, *House of Representatives*. Then write: *It makes new laws*.
- Then have students underline the present passives. Walk around and help as needed.
- To review, call on students to read the paragraph sentence by sentence and say what they underlined. Make necessary corrections.

Expansion: Reading Practice for 1

• Have students turn to page 283. Ask them to add one piece of information to the information on the board about the three branches of government.

Talk about the government

Controlled Practice

15 minutes

Communicative Practice 15 minutes

2

PRACTICE

(A) Complete the paragraph...

- To show students that they do not need to understand every word to understand the main idea, have them read the paragraph for comprehension before completing the sentences. Write on the board: How many people visit the White House every day? What can you say about some of the rooms?
- Read the first sentence and do the second sentence with the class.
- Walk around and help as needed.
- Have students compare answers with a partner.
- Call on volunteers to write the phrases, including the present passives, on the board. Review the sentences with the class.

Culture Connection

If your students have access to computers, have them go to the www.whitehouse.gov site. Assign students to find one new fact to share with the class.

B The Executive makes laws...

- Call on students to write completed sentences on the board.
- Ask: When are these holidays? If you have a calendar in class, give it to a pair of students and ask them to write the dates of each holiday on the board. If you don't have a calendar in class, assign holidays to students. Tell them to come to class next time with the date.

Expansion: Research Practice for 2B

 Assign students the task of finding out under which president Martin Luther King Day became a holiday.

Show what you know!

GROUPS. Look at page 284....

- Assign a different holiday to each group.
- Assign three students the role of reporter, one to talk about *when the holiday is celebrated*, one to talk about *why it is celebrated*, and one to talk about *how it is celebrated*.
- Call on groups to share their information with the class.

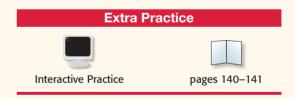
MULTILEVEL INSTRUCTION for Show what you know!

Cross-ability Let pre-level students choose their role in the group. Have above-level students give help if pre-level students need it.

Progress Check

Can you . . . talk about the government?

- Ask students to review the three branches of the U.S. government and what they do. Call on above-level students to make a list on the board of what students say.
- Ask students: *Can you check this goal?*



Getting Started

5 minutes

Presentation

15 minutes



BEFORE YOU READ

CLASS. The U.S. Constitution...

- Ask an above-level student to come to the board. Have the class call out all the religions they can think of. Have the student write them on the board. Help them along if needed.
- Say: In the United States, all these religions can be practiced.
- Call on a student to read the information and question in the book.
- Write students' answers on the board.
- State the lesson objective: We are going to read and talk about rights and freedoms in the United States.

Community Building

Of the religions on the board, find out how many religions are represented in class. Have students share one thing about their religion.

READ



Listen and read the article.

- Have students look at the picture and the map. Then have them read the title and skim the article. Ask: What do you think the article will be about? (Accept various answers.)
- Play CD 3, Track 44. Have students listen without reading first.
- Check comprehension. Ask: *Is the article about* what you thought it would be about?
- Play Track 44 again. Have students listen and read along silently. Ask them to circle any words or concepts they don't understand.
- Call on students who circled words to ask questions. Call on other students to answer. Write words and definitions or examples on the board.
- If students want definitions of the boldfaced vocabulary words now, tell them that there is vocabulary practice on the next page.
- Play Track 44 again. Have students listen and read silently again.

Expansion: Comprehension Practice for 2

- Form pairs. Write questions on the board:
 - 1. Where is Behrouz from?
 - 2. Why did he come to the United States?
 - 3. What was he afraid of in his country?
 - 4. Why is there no state or government religion in the United States?
- Have students write answers to these questions. Have them compare answers with another pair.
- Call on students to read the questions and say the answers.
- Answer any questions.

Talk about rights and freedoms

Controlled Practice

20 minutes

Communicative Practice 20 minutes

3

CHECK YOUR UNDERSTANDING

A PAIRS. Read the article again....

- Have students read the information in the Reading Skill box silently. Then call on volunteers to explain the information.
- Choose five or six pairs to write their summary sentences of the main idea on the board.
- Call on volunteers to read the summaries on the board.
- Have the class vote on which one is the most concise, well-written summary.
- Acknowledge the winning pair with applause!

B Read the statements....

- Tell students to find the information on page 238 to help them decide if a sentence is true or false.
- Have students compare answers. Tell students to point to the statements in the article that show the answer.
- To review, have volunteers read a statement, say *true* or *false*, and identify the paragraph in the article that supports their answer.

4

VOCABULARY IN CONTEXT

Look at the boldfaced...

- Write a list on the board: overwhelmed fled arrested practice worship official
- Have students read the sentences containing these words.
- Ask the class to give definitions for the words on the board. Then have the class do the exercise.
- As students are completing the task, write numbers *1* through *6* on the board. Call on students to write the vocabulary words on the board.
- To review, ask volunteers to read the completed sentences aloud. Make any necessary corrections.

Expansion: Grammar Practice for 4

• Ask students to find the example of a passive sentence. Whoever finds it, have them write it on the board. (are arrested)

Show what you know!

GROUPS. Do you know anyone...

- Call on a student to read the questions in the box.
- Walk around and help as necessary.
- Call on one or two volunteers to share a story they know.

MULTILEVEL INSTRUCTION for Show what you know!

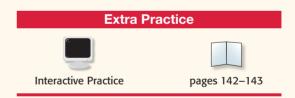
Pre-level Have students write notes to refer to when they share with the class.

Above-level Tell students not to use notes when they share with the class.

Progress Check

Can you . . . talk about rights and freedoms?

Ask the class to identify some rights and freedoms we have in the United States. Make a list on the board. Ask the class what government document protects our rights and freedoms. Write on the board: *The United States Constitution*. Ask students: *Can you check this goal?*



Talk about famous U.S. presidents

Getting Started

5 minutes

Controlled Practice

15 minutes



BEFORE YOU LISTEN

Read about President...

- Have students turn to page 226. Ask them to look again at picture number 6. Ask: What is it? (the Lincoln Memorial) Which president does it honor? (Abraham Lincoln)
- Ask students to say what they know about Lincoln.
- Have students complete the task.
- Call on students to say something about Lincoln.

Presentation

10 minutes



LISTEN

Culture Connection

Abraham Lincoln is one of the most studied, emulated, and loved figures from American history. Even now, presidents are often compared, favorably or unfavorably, with Lincoln.



A Read the statements...

- Tell students to read through the statements silently.
- Say: You're going to listen to a tour guide talking about Abraham Lincoln.
- Play CD 3, Track 45 twice to give students time to answer all questions.

B PAIRS. Compare answers.

- Have students compare answers.
- Read a statement. Play CD 3, Track 45 and have students raise their hands when they hear the information related to the statement.
- Ask students to say what they heard. Have them say if the statement is true or false.
- Play Track 45 again to confirm the answers.

Expansion: Reading Practice for 2B

- Form pairs. Have students read the statements to each other. Have them confirm or deny the statements with short answers.
- If they deny the statements, have them say a new true statement.

Talk about famous U.S. presidents

Controlled Practice

15 minutes

Communicative Practice 15 minutes



CONVERSATION



Listen and read...

- Play CD 3, Track 46. Have students listen and read.
- Play Track 46 again. Have students repeat.



PRACTICE

A PAIRS. Practice the conversation.

- Have pairs read the conversation together, alternating roles. Remind them to use emotion!
- Call on two students to read the conversation for the class.

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

B ROLE PLAY. PAIRS. Make conversations...

- Call on a student to read the directions and information under the pictures. Answer any questions.
- Walk around and help as needed.
- Call on pairs to role-play their conversation for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Have students choose one place and write a conversation about that place.

Above-level Have students add another place that they learned about in this unit and write a conversation about that place.

Extra Practice



Talk about famous U.S. presidents

Getting Started

5 minutes

- Write on the board: *The White House is visited by* 6,000 *tourists every day.*
- Ask: *Do you recognize this verb form? Do you remember what we call it?* (present passive)
- Say: In Lesson 6, we learned to use present passive. Now we're going to learn to use past passive.
- Ask: What would you do to change present passive to past passive? If you hear a student answer Change be to past!, acknowledge the answer and write it on the board. If you don't hear the answer, write Change be to past! on the board.
- Ask students to write the new sentence in past passive in their notebooks. Then ask them to say the new sentence. Write on the board: *The White House was visited by 6,000 tourists yesterday.*
- State the lesson objective: We're going to learn past passive while we talk more about U.S. presidents.

Presentation

5 minutes

Past Passive

- Call on a student to read the two sentences in the grammar box.
- Ask: What is the same for present and past passive? (both use past participle; both use a form of be; in both we either don't know or don't care who did the action)
- Ask: What is different between present and past passive? (the tense that be is in; present passive is general information and past passive is something that happened in the past)

Culture Connection

There are various theories about why the English and early Americans wore wigs and/ or powdered their hair. Some theories say it was fashion started by a king who went bald and wanted to hide the fact. Others say it was because of bad hygiene. People's hair often fell out and they had scabs on their skin. It was easier to boil wigs than to keep scalps free of lice.

Controlled Practice

10 minutes

1

PRACTICE

A Read about the first...

- Look at the picture. Ask: Who is the man?
- Have students read the whole paragraph before completing the task.
- Call on students to read sentence by sentence and say what they circled and underlined.

B Complete the paragraph...

- Point out to students that they are to use the words under the lines and they are all to be past passives.
- Call on students to write the past passives on the board.
- To review, call on students to read the sentences completed with the passives from the board. Make corrections as necessary.

Communicative Practice 10 minutes

Show what you know!

GROUPS. Choose a U.S. president....

- On the board make a list of presidents who the students can choose to research. If more than one person wants to research the same president, assign different aspects of the research to different students.
- Have students share their research with their groups.

Progress Check

Can you . . . talk about famous U.S. presidents?

Ask the class to name some presidents they learned about in this unit. Make a list on the board. Ask students: *Can you check this goal?*



Lesson 10 Write about rights and freedoms

Getting Started

5 minutes

Controlled Practice

15 minutes

BEFORE YOU WRITE

A GROUPS. The U.S. Constitution...

- Call on a student to read the directions, the question, and the list of rights. Answer any questions. Use the board to write examples of the various rights.
- Ask a volunteer from each group to say which countries have which rights.
- State the lesson objective: We are going to write a paragraph about a freedom or right that is important to you.

MULTILEVEL INSTRUCTION for 1A

Cross-ability Have students work together, above-level students helping pre-level students with any questions or difficulties they might

Presentation

10 minutes

B Read Carlos Hernandez's...

- Tell students to read the paragraph silently.
- Write on the board: What is the name of the freedom? What does this freedom mean? Why is it *important to Carlos?*
- Call on students to write an answer for each question on the board.
- Tell students to write these questions in their notebooks and refer to them when they are writing their own paragraph.

Expansion: Reading Practice for 1B

• Form pairs. Have students alternate reading the paragraph aloud.

WRITE

Write about one freedom...

- Ask students to identify rights and freedoms. Write a list on the board.
- Tell students to choose one of these rights and freedoms to write about.
- Remind students to use the paragraph in Exercise 1B as a model.
- Walk around and help as necessary.

CHECK YOUR WRITING

- Have students check their own papers first.
- Then ask students to check a classmate's paper using these same questions.
- Walk around and help as necessary.
- If students hand in their papers to you, let them know what you will be looking at and giving feedback on. You may want to write this list on the board.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate vocabulary, grammar, mechanics and how well they complete the task. You may want to review the completed rubric with the students.

Extra Practice





Show what you know!

1

REVIEW

For your Grammar Review...

- Have students turn to page 256 to review the grammar for this unit.
- Answer any questions students may have.

2

ACT IT OUT

Teaching Tip

While pairs are performing role plays, use the scoring rubric for speaking on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task. You may want to review the completed rubric with the student.

STEP 1. CLASS. Review the conversation...

- Write on the board: The conversation is about
- Play CD 3, Track 39.
- Have students work with a classmate to fill in the blank. Then have volunteers say what the conversation was about.

STEP 2. ROLE PLAY. PAIRS. Look at...

- Have each pair study the map.
- Have each student read their role play information. Give tourists a few minutes to look at where they are on the map. Give agents a few minutes to look on the map at the directions they need to give.
- As pairs role-play a conversation, walk around and help students with vocabulary, pronunciation, grammar, and map reading.
- Ask volunteers to role-play their conversation for the class.

3

READ AND REACT

STEP 1. Read about Mi-Hyun...

- Have students read the problem silently.
- Check comprehension. Ask: Who are Mi-Hyun and Jun? What are they doing? What is their problem?

STEP 2. PAIRS. Discuss. What is the...

- Tell students to summarize, without reading, the problem Mi-Hyun and Jun have.
- Have students read through the options together.
- Call on students to say what advice they would give Mi-Hyun and Jun.
- If other students have different advice, have them say what it is.

4

CONNECT

For general teaching notes about the Self-Evaluation Activities, go to page T-xi.

For general teaching notes about the Team Project, go to page T-xi.

Progress Check

Which goals can you check...

Tell students to turn to page 225 (the first page of Unit 12). Have them read the goals and check the ones they believe they can do. Have them talk to a partner about which goals they checked.



Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 12, encourage them to review the activities on the CD-ROM.

Extra Practice

