

# 1

## In the Neighborhood

### Classroom Materials/Extra Practice



CD 1  
Tracks 3–14



Workbook  
Unit 1



Interactive Practice  
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.*

## Getting Started

5 minutes

1

## 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

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.

## Communicative Practice

20 minutes

**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

# Lesson 2 Make small talk

## Getting Started

5 minutes

### 1 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.

## Presentation

5 minutes

### 2 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.

#### C 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.

# Lesson 2 Make small talk

## Presentation

5 minutes

### 3 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

10 minutes

#### 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.

## Communicative Practice

20 minutes

### 4 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 goes 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: *Do (you, they) go to school? Does (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

## 1 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.

## 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 \_\_\_\_\_ you \_\_\_\_\_ (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

## 2 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

## 1 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.

## 2 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 not 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.

## 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.

## Extra Practice



Interactive Practice



pages 6–7

## Getting Started

10 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.

## 1 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.

## Presentation

15 minutes

## 2 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

## 3 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.

## 4 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 role-play 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

**1 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

2

## 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?*

**Extra Practice**

Interactive Practice



pages 8–9

## Getting Started

10 minutes

1

## 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.*

## Presentation

10 minutes

**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

2

## 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.

## Presentation

10 minutes

3

## 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.

## Controlled Practice

10 minutes

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?*

## Extra Practice



Interactive Practice



pages 10–11

**Getting Started**

5 minutes

**1 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

**2 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.

**Controlled Practice**

5 minutes

**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 the answer.
- Play Track 12 again so students can confirm the correct answers.

**Communicative Practice**

15 minutes

**C 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.

## Presentation

5 minutes

## Communicative Practice

10 minutes

## 3 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.

## 4 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 role-play 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

## 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

## 1 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

## Show what you know!

## 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?*

## Extra Practice



Interactive Practice



pages 12–13

## Presentation

5 minutes

## 1 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.

## Communicative Practice

20 minutes

## 2 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.*

## 3 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.

**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