# **Dreams and Goals**

## **Classroom Materials/Extra Practice**

CD 1 Tracks 15-25

Workbook Unit 2



## **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

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.

#### **Controlled Practice**

#### **15 minutes**

#### 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**

#### 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.

## Communicative Practice 15 minutes



#### **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.



## Lesson 2 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 Ø 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

#### **O** *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.

#### **3** 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** *C* 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.

#### 4 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



## Lesson 3 Talk about future plans

## **Getting Started**

#### 5 minutes

- Write on the board: *I <u>will</u> go to class tomorrow. I <u>might go to class tomorrow.</u>*
- 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.

## **Controlled Practice**

#### **15 minutes**

#### **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.

## Lesson 3 Talk about future plans

## **Controlled 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.

## Communicative Practice 15 minutes



#### **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*?



## Lesson 4 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.

2 READ

#### Contraction 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.

## Lesson 4 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...

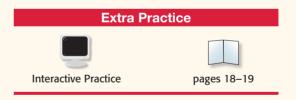
- Write a list on the board: *reality*, *give up*, *long-term goal*, *short-term goal*, *contractor*, *equipment*.
- Have students read the story again. Ask them to pay attention to the sentences with the words on the list.
- Ask the class to give definitions for the words on the board. Then have the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

## Communicative Practice 15 minutes



#### **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

#### 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

## 2 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 *O* Listen to the first part...

- Say: You're going to listen to two people talking about looking for a job. Have students read the three answer choices.
- 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.

## **Controlled Practice**

#### 10 minutes

#### **B** *P* 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.

#### **G** *P***AIRS**. 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

#### **3** 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 States 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

## 4 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 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

- 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. I'<u>m</u> not <u>going to call</u> 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.

## **Controlled Practice**

#### **15 minutes**

**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

### **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.

## **Communicative Practice** 15 minutes



#### 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

2 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?* 



## Lesson 8 Write about your goals

## **Getting Started**

#### 5 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.

## Communicative Practice 15 minutes



#### 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



## Lesson 9 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

## 2 LISTEN

#### A PListen 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



## Lesson 10 Talk about community services

## **Getting Started**

#### 5 minutes

- Write on the board: 1. I <u>am going</u> to the store. 2. I <u>am going</u> 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.

## **Controlled Practice**

**15 minutes** 

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**

## **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.

## Communicative Practice 15 minutes



#### **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?* 



# Review & Expand

## 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.

## MULTILEVEL INSTRUCTION for STEP 2

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

## **3** 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.



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.

