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

Deal with bullies

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

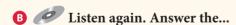
Let students know that in the United States, school administrators consider bullying a serious issue. You may want to talk about cases where unchecked bullying became serious and even violent. A consequence of bullying is that sometimes victims feel the need to retaliate. Encourage students to talk to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

2 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



- 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

D 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

Controlled Practice

10 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.)

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.

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. 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