# 5

# **Traveling**

#### **Classroom Materials/Extra Practice**



CD 2 Tracks 1–14



Workbook Unit 5



Interactive Practice Unit 5

#### **Unit Overview**

#### Goals

• See the list of goals on the facing page.

#### Grammar

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

#### **Pronunciation**

- Can/can't
- Stressed words in sentences

#### Reading

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

#### Writing

• Write about a traveling problem

#### **Preview**

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

#### **Unit Goals**

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

#### **Community Building**

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

### **Getting Started**

#### 5 minutes

#### **Controlled Practice**

10 minutes

#### WHAT DO YOU KNOW?

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

#### **Presentation**

10 minutes

#### A CLASS. Look at the vocabulary....

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

#### **B** Match the words...

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

#### **G** Listen and check...

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

#### Expansion: Vocabulary Practice for 1C

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

#### **Learning Strategy:** Use pictures

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

#### **Teaching Tip**

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

#### **Controlled Practice**

#### 20 minutes

#### Communicative Practice 15 minutes



**PRACTICE** 

#### **Community Building**

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

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

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

#### Expansion: Writing Practice for 2A

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

#### **B GET THE MEANING.** Complete the sentences...

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

### Show what you know!

#### **Teaching Tip**

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

#### **GROUPS.** Discuss. Have you ever had...

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

# MULTILEVEL INSTRUCTION for Show what you know!

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

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



### Follow instructions at an airport

#### **Getting Started**

#### 10 minutes

#### **Controlled Practice**

10 minutes

#### **BEFORE YOU LISTEN**

#### A GROUPS. Discuss. What kinds of...

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

#### MULTILEVEL INSTRUCTION for 1A

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

#### **Presentation**

#### 5 minutes

#### **B** PAIRS. Match the pictures...

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

#### Expansion: Writing Practice for 1B

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

#### LISTEN

#### A Listen to four announcements...

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

#### **B** PAIRS. Compare answers.

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

#### **MULTILEVEL INSTRUCTION for 2B**

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

### Follow instructions at an airport

#### **Presentation**

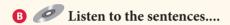
5 minutes

3 CONVERSATION

### A Listen to the pronunciation...

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

#### Controlled Practice 15 minutes



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

#### Expansion: Pronunciation Practice for 3B

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

### **G** Listen and read...

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

### 4 PRACTICE

#### A PAIRS. Practice the conversation.

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

#### Communicative Practice 15 minutes

#### **Teaching Tip**

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

#### **B** ROLE PLAY. PAIRS. Pretend...

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

#### MULTILEVEL INSTRUCTION for 4B

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

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

#### **Extra Practice**



### Talk about airline travel

#### **Getting Started**

#### 10 minutes

#### **Controlled Practice**

15 minutes

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

#### **Presentation**

10 minutes

#### Can / Could / Be able to

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

### PRACTICE

#### **Teaching Tip**

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

#### A Read and match...

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

#### **B** Complete the sentences....

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

#### **Expansion: Reading Practice for 1B**

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

#### **Expansion: Writing Practice for 1B**

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

### Talk about airline travel

#### **Controlled Practice**

#### 10 minutes

#### Communicative Practice 15 minutes

### 2

#### **PRACTICE**

#### A Complete the paragraph....

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

#### Expansion: Reading Practice for 2A

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

#### **B** Write five sentences...

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

### Show what you know!

#### **GROUPS.** Discuss. What are other ways...

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

#### **Progress Check**

#### Can you . . . talk about airline travel?

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



### Read screen instructions and maps

#### **Getting Started**

5 minutes

#### **Controlled Practice**

10 minutes

### 1

#### **READ SCREEN INSTRUCTIONS**

#### A GROUPS. Do you ever have problems...

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

#### **Presentation**

10 minutes

#### **B** Read the screen instructions...

• Write on the board:

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

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

#### Expansion: Reading Practice for 1B

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

#### 2 PRACTICE

#### Read the questions....

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

## Read screen instructions and maps

#### **Presentation**

#### 5 minutes

#### Communicative Practice 15 minutes

#### **Community Building**

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

### 3

#### **READ A MAP**

#### **CLASS.** Look at the map...

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

#### **Controlled Practice**

15 minutes

### 4

#### **PRACTICE**

#### A You are looking for...

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

#### Expansion: Reading Practice for 4A

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

#### **Teaching Tip**

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

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

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

#### MULTILEVEL INSTRUCTION for 4B

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

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

#### **Progress Check**

#### Can you . . . read screen instructions and maps?

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



## Make travel arrangements

### **Getting Started**

5 minutes

#### **Controlled Practice**

10 minutes



#### **BEFORE YOU LISTEN**

#### **GROUPS.** Do you have...

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

#### **Presentation**

10 minutes



#### LISTEN



#### A Wen is calling...

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

#### **Language Note**

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

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

#### Expansion: Writing Practice for 2B

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

### C Listen to the second part...

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

## Make travel arrangements

#### Presentation

10 minutes

**CONVERSATION** 

#### **Culture Connection**

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

A Listen to the sentences....

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

#### Expansion: Pronunciation Practice for 3A

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

#### **Controlled Practice** 10 minutes

B Listen to the sentences....

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

C Listen and read...

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

**PRACTICE** 

#### A PAIRS. Practice the conversation.

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

#### **Communicative Practice** 15 minutes

#### **B** GROUPS. Discuss...

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

#### MULTILEVEL INSTRUCTION for 4B

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

#### **Extra Practice**



#### Lesson 6

## Identify personal belongings

#### **Getting Started**

#### 5 minutes

#### 10 minutes

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

#### **Language Note**

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

#### **Presentation**

#### 10 minutes

#### Possessive adjectives and pronouns

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

#### PRACTICE

#### A Circle the possessive...

**Controlled Practice** 

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

#### **Expansion: Grammar Practice for 1A**

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

#### **B** Circle the correct words.

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

## Describe your work history

#### **Controlled Practice**

#### 20 minutes

#### Communicative Practice 15 m

15 minutes

### 2

#### **PRACTICE**

#### A Change the underlined words...

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

#### **Expansion: Speaking Practice for 2A**

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

#### **B** Complete the sentences....

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

# Expansion: Speaking and Grammar Practice for 2B

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

### Show what you know!

#### **Teaching Tip**

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

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

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

# MULTILEVEL INSTRUCTION for Show what you know!

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

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

#### **Progress Check**

#### Can you . . . identify personal belongings?

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



#### Travel safely Lesson 7

### **Getting Started**

10 minutes

#### **Presentation**

10 minutes

**BEFORE YOU READ** 

#### A Have you ever had...

• Call on a few students to answer the questions.

#### **B** Read the first paragraph...

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

#### **READ**

#### **Teaching Tip**

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



#### Listen and read the article....

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

#### Expansion: Reading Practice for 2

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

#### **Controlled Practice**

#### 25 minutes

#### Communicative Practice 15 minutes

### 3

#### **CHECK YOUR UNDERSTANDING**

#### A What is the main idea...

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

#### **B** Read the statements....

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

### 4

#### **VOCABULARY IN CONTEXT**

#### Look at boldfaced words...

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

#### Expansion: Writing Practice for 4

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

### Show what you know!

#### **GROUPS.** Imagine someone is going...

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

# MULTILEVEL INSTRUCTION for Show what you know!

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

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

# Extra Practice Interactive Practice pages 58–59

### Write about a traveling problem

### **Getting Started**

#### 5 minutes

#### Communicative Practice 20 n

20 minutes



#### **BEFORE YOU WRITE**

#### A Read the paragraph...

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

#### **Presentation**

#### 10 minutes

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

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

#### MULTILEVEL INSTRUCTION for 1B

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

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

#### **Community Building**

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

#### 2 WRITE

#### Write a paragraph...

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

### 3 CHECK YOUR WRITING

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

#### **Teaching Tip**

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

#### **Extra Practice**



## Talk about delays and cancellations

### **Getting Started**

5 minutes

#### **Controlled Practice**

15 minutes



#### **BEFORE YOU LISTEN**

#### **GROUPS.** Were you ever...

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

#### MULTILEVEL INSTRUCTION for 1

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

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

#### **Presentation**

10 minutes



LISTEN



#### A Listen to the announcement...

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

### B Listen again...

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

### G Listen again...

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

#### Expansion: Critical Thinking Practice for 2C

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

### Extra Practice



## Make polite requests and ask for permission

### **Getting Started**

#### 5 minutes

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

#### **Presentation**

10 minutes

#### Polite requests and Requests for permission

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

#### Controlled Practice

15 minutes

### **PRACTICE**

#### A Underline the requests.

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

#### Expansion: Conversation Practice for 1A

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

#### **B** Circle the best response...

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

#### **Expansion: Writing and Speaking Practice** for 1B

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

# Make polite requests and ask for permission

#### **Controlled Practice**

#### 15 minutes

#### Communicative Practice 15 minutes

### 2

#### **PRACTICE**

#### **A** Complete the conversation....

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

#### **B** Rewrite the requests...

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

#### Expansion: Speaking Practice for 2B

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

#### **Community Building**

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

### Show what you know!

#### **Teaching Tip**

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

#### PAIRS. ROLE PLAY. You are traveling...

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

# MULTILEVEL INSTRUCTION for Show what you know!

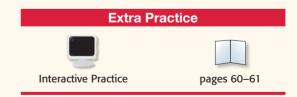
**Pre-level** Have students choose three of the four categories to talk about.

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

#### **Progress Check**

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

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





# Show what you know!

1

**REVIEW** 

#### For your Grammar Review...

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

2

**ACT IT OUT** 

#### **Teaching Tip**

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

#### **STEP 1. CLASS.** Review the conversation...

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

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

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

3

**READ AND REACT** 

#### **STEP 1.** Read the problem.

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

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

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

4

CONNECT

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

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

#### **Progress Check**

#### Which goals can you check...

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



Go to the CD-ROM for more practice.

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

#### **Extra Practice**

