Getting Started

Presentation 5 minutes

1 LEARN ABOUT YOUR BOOK

A CLASS. Turn to page iii. Answer the questions.
- Have students turn to page iii. Say the word Contents. Ask: *What does it mean?* Elicit: Contents are what is inside something.
- Read question 1. Instruct students to look at the page and notice that the contents are divided into three parts. Briefly explain the contents of each part as follows: The first section is an introduction. Page xiv, for example, is for teachers. It tells them how to use the book. Page xvi is for students. It explains the different parts of a chapter. (Note: You may wish to do the unit tour with your students. If class time is limited, assign it for homework.)
- Have students look at the middle section of page iii. Ask: *What information do you find here?* Elicit: The units, their names, and page numbers. Ask: *What are units?* Elicit: Lessons or chapters.
- Direct students to look at the bottom section of page iii. Explain: This section contains “extra” activities and reference material.
- Instruct students to read and answer questions 2–5 on page 2. Have them compare answers with a partner.
- Call on volunteers to answer each question.

Controlled Practice 15 minutes

B CLASS. Where is the Practice Plus CD-ROM?...
- Read the two questions. Invite students to look for the answers.

Answers: The Practice Plus CD-ROM is at the back of the book. It has extra practice for each lesson in the book.

C CLASS. Sometimes you will need to go to the back...
- Tell students to look at the bottom section of page iii to find the answers, or show them how to look at the back of the book, where they can also find the answers.
- Have them fill in the page numbers. Check answers.
- Define terms as needed (for example, persistence: the quality of continuing steadily despite problems or difficulties. Persistence activities are designed to encourage students to keep coming to class.)
- Ask students to turn to each page and study the type of activities offered. Ask: *What activities do you find in this section?* Explain as needed.

D PAIRS. There is additional information for you...
- Have students look at the bottom of page iii to find the answers.
- Have them fill in the page numbers. Check answers.
- Define terms as needed (for example, index: an alphabetical list of topics, people, or titles, and the page numbers where they are mentioned in a text)
- Ask students to turn to each page and study the type of activities offered. Ask: *What information do you find here?*
Presentation 20 minutes

2 LEARN ABOUT YOURSELF

Note: This section refers to page 2.

A Take the Learning Styles survey on page 3.

• Introduce the activity by asking the class: How do you prefer to learn? By seeing, by hearing, or by doing things? Call on several students to answer. It may be helpful to provide a context for the question, for example, How do you prefer to learn new words? Or Do you have a cell phone? How did you learn to use it?

• If possible, make an overhead transparency of the page and project it as you proceed through the following steps. If this is not possible, hold up your book and point to items as you discuss them.

• Read the survey title and explain learning style. Say: Your learning style is the way you prefer to learn new things—by seeing, by hearing, or by doing.

• If you feel comfortable, tell the class about your own learning style. As an example, you might tell the class how you learn new vocabulary. Do you, for example, make flash cards and review them regularly? (visual style) Do you hear the word, then rehearse it in your mind or out loud over the next few days? (auditory style) Do you say the word and “feel” it in your mouth, or do you like to use plastic letters and spell out the word by manipulating the letters? (kinesthetic style)

• Read each question and the answer choices out loud. Explain vocabulary as needed. Students may select their answers as you read each item.

• Allow, but do not encourage, students to translate if needed. Watch for students who translate a great deal; they may need to be placed in a lower-level class.

• If students say that none of the answer choices are correct for them, instruct them to choose the answer that is closest to their preference.

• Leave time for students to review their answer choices.

B Count the number of a, b, and c answers....

• If you are using a transparency of the quiz, demonstrate counting the answers. Circle an answer to each item, then tally the a, b, and c answers.

Communicative Practice 20 minutes

C GROUPS. Discuss your learning styles.

• Read the bulleted explanations of the scores. Ask: How many of you scored mostly a’s? b’s? c’s? Some students will probably be “mixed,” that is, they will have circled an equal number of a’s, b’s, and c’s. Tell these students: You have a mixed learning style.

• Ask the class: Why is it useful to know your learning style? Select students to answer; then read the last sentence of the box.

• Read the two questions. Using your own results, if you took the survey, answer the questions. (For example, for question 2: Knowing your own learning style can help you understand your students better.)

• Form groups of four or five students. To form groups, use one of the following techniques or a technique that you prefer: 1. If your class has 25 students or fewer, have them number off by 4s or 5s. All students with the same number form a group. 2. Form groups consisting of students who are sitting near each other. 3. Form groups consisting of people who speak different languages.

• Provide instructions for how students should conduct themselves in a group. For example, say that “discussion” means that everyone has a chance (and a responsibility) to talk. It’s polite to listen while someone else is speaking, but in a good discussion people also ask each other questions.

• Give a time limit for discussion. While students are talking, walk around, listen, and provide help as needed.

• To wrap up, call on at least one volunteer from each group to share his or her answers with the class.
Presentation 5 minutes

A Read the listen to the conversation.

• Read the section title. Instruct students to look at the photo. Say: The man’s name is Ivan. The woman’s name is Ruth.
• Read the directions. Then play CD 1, Track 2.
• Instruct students to close their books. Play the recording again. (Optional: Point out that listening without reading may be easier for auditory learners; students can experiment to find out what works better for them.)
• Ask questions to check comprehension. For example: Where is Ivan from? Where is Ruth from? How long has Ivan/Ruth been here? Why is Ivan/Ruth studying English?

Controlled Practice 5 minutes

B PAIRS. Practice the conversation.

• Form pairs consisting of students who are sitting near each other. Instruct them to read the conversation, then switch roles and read it again.
• Call on volunteers to read the conversation in front of the class.

Communicative Practice 10 minutes

C PAIRS. Make similar conversations. Use...

• Model the activity with a student. (If possible, choose an above-level student to role play with you.) Use your own name, but make up the rest of the information.
• If you think it will be helpful, have two students role play the conversation for the class.
• Pair students and have them make similar conversations. While students are talking, walk around, listen, and provide help as needed.

• Alternately, do the activity as a mixer. Have students get up (with their books) and walk around. Ring a bell or clap your hands to signal that they should stop, pair up with a student near them, and make the conversation. Repeat the process several times.
• As a follow-up, have each student stand up, and have the class say everything they can remember about the person (i.e., the student’s name and country, how long the student has been here, and why he or she is studying English.)

Controlled Practice 10 minutes

4 REVIEW VERB TENSES

GROUPS. Look at the conversation between...

• If necessary, explain verb and tense: Verbs express an action (like walk, eat, write) or a state (like be, become, seem). Tense refers to the various forms of verbs that express different times (e.g., past, present, future).
• Give an example. On the board, write I ______ breakfast. Say: Let's fill in the blank with the verb eat in different tenses. What is the simple present form? Elicit: eat. Elicit the other tenses listed in the exercise as well. To clarify meaning, add time expressions to the kernel sentence on the board, for example, I (eat) breakfast every day, I (ate) breakfast yesterday, etc.
• Form small groups and have students do the exercise. While students are working, walk around and provide help as needed.
• To check answers, make a five-row chart on the board, one row for each tense. Make several columns. Then, for each tense, ask students to state the verbs they wrote.
Catching Up

Unit Overview

Goals
- See the list of goals on the facing page.

Grammar
- Simple present and present continuous
- Future with will, be going to, and present continuous
- Simple past
- Used to

Pronunciation
- Pronunciation of stressed words in sentences
- Reduced pronunciation of did you, did your

Reading
- Read an article about a success story
- Read a school application
- Reading Skill: Skimming

Writing
- Write a paragraph about the person you admire most

Life Skills
- Complete a school application

Preview
- Say the unit title. Ask: What does catching up mean? If students need help, ask: Do we catch up with people we see every day or people we haven’t seen in a while? What do people talk about when they’re catching up? Do you like to catch up by phone, by e-mail, or in person?
- Hold up your book or have students look at their books. Set the context by asking the preview questions. You can also ask: Where are the people? How do they look? What do you think will happen next?

Unit Goals
- Point to the Unit Goals. Have students read the goals silently.
- Tell students they will be studying these goals in Unit 1.
- Say each goal and explain unfamiliar vocabulary as needed. For example, routine: the usual things people do every day. When I’m working, my morning routine is the same every day; role model: a person we respect and want to imitate. My grandmother is my role model.
- Tell students to circle one or more goals that are very important to them. Call on several volunteers to say the goals they circled.
- Write a checkmark (✓) on the board. Say: We will come back to this page again. You will write a checkmark next to the goals you achieved in this unit.

Classroom Materials/Extra Practice

CD 1
Tracks 3–15

Interactive Practice
Unit 1

Workbook
Unit 1
Lesson 1  
Talk about yourself and your family

Getting Started  
5 minutes

1 BEFORE YOU LISTEN

CLASS. Look at the picture. Arturo Pérez...
• Hold up your book and point to the photo or have students look at their books. Ask: What do you think is happening? What is Arturo’s job? What is Brenda’s job? How old are they? Call on students to answer the questions.
• Ask: What do you think they’re talking about? Write students’ guesses on the board.
• Say: We’re going to listen to a conversation between Arturo and Brenda. Let’s see if you guessed correctly.
Possible answers: a customer’s order; an item on the menu

Presentation  
10 minutes

2 LISTEN

A 🎧 Listen to the first part...
• Have students read the sentences silently.
• Play CD 1, Track 3. Have students listen and complete the sentences.
• Have students compare answers with a classmate.
• Have two volunteers write their sentences on the board. Review the sentences as a class.
• Have the class look back at the list of guesses from Exercise 1. Ask: Did you guess correctly?

Teaching Tip
If students need additional support, tell them to read the Audio Script on page 285 as they listen.

B PAIRS. Arturo knows...
• Explain that predict means the same as guess.
• You might want to play Track 3 again.
• Call on pairs to write their answers on the board.
• Say: Soon we’re going to hear the whole conversation. Then we’ll see who predicted correctly.
Possible answers: They worked together at another restaurant; their children attend the same school.

Community Building
On the first day of class, write every student’s name on an index card. Use the cards to learn students’ names, assign roles, pair or group students, and call on students to speak.

Controlled Practice  
10 minutes

C 🎧 Read the questions. Then listen...
• Play CD 1, Track 4.
• Check answers. Write the numbers 1 through 4 on the board. Call on students to read the questions and answers. Write the answers on the board.
• Play Track 4 again and stop at the spot where the answer to the question is. Ask the class to repeat the information that gives the correct answer.
• Point to students’ predictions from Exercise 2B. Ask: Which prediction was correct?

Teaching Tip
After a student provides the answer to a question, involve the class in checking the answer by asking: Is this correct? Do you agree with the answer?

D PAIRS. Discuss. What do you think...
• Pair students and give them a time limit for discussion.
• Walk around and provide help as needed.
• Call on pairs to answer. Write the answers on the board.
• Say: In the next part of the lesson, we’ll see if your ideas are correct.

Expansion: Speaking Practice for 2D
• If possible, pair students from different countries. Have students describe a routine workday in their country. Ask: How many hours do people typically work? How long is their lunch period? How many breaks do they get?
Lesson 1  Talk about yourself and your family

Presentation  10 minutes

3 CONVERSATION

Pronunciation Watch

- Introduce the concept of stressed words. Write on the board: My husband gets up early on weekdays.
- Read the sentence naturally, stressing the words husband, gets, early, and weekdays.
- Ask: Which words were louder, higher in pitch, longer, or clearer?
- Read the sentence again. Elicit the answers husband, gets, early, and weekdays and circle them.
- On the board, write stressed words and draw arrows to the words you circled. Then read the Pronunciation Watch note.

A Listen to the sentences. Notice...

- Write the first sentence on the board. Say the sentence. Clap on the stressed words. Have the class repeat.
- Play CD 1, Track 5. Have students listen.
- Play Track 5 again. Have students listen and repeat.

Controlled Practice  10 minutes

B Listen to the sentences. Which...

- Write the first sentence on the board. Say it. Have the class repeat. Put dots over How’s and family.
- Read the directions. Play CD 1, Track 6.
- Have volunteers read the sentences with correct stress. Write the stressed words on the board.

C Arturo and Brenda are talking...

- Play CD, 1 Track 7. Have students listen and read along silently.
- Check comprehension. Ask: Where does Arturo live? Does he like it? How many children does he have? What does his wife do?

Extra Practice

A PAIRS. Practice the conversation.

- Form pairs and have students take turns reading each role in Exercise 3C.

Community Building

When correcting errors in student speech, repeat the incorrect words or sentence and then ask: Is this correct? What should it be? Elicit the correct form and then have the class repeat.

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 students.

B ROLE PLAY. PAIRS. Role-play a conversation...

- Have students read the role descriptions.
- Model the conversation with an above-level student, following the model in Exercise 3C.
- Form similar-ability pairs. Tell students they may use real or imaginary information.
- Have volunteers perform their conversation for the class. Take notes on errors in sentence structure.
- Select a few key errors. Say the incorrect structure. Have a volunteer respond with the correct structure. Have the class repeat.

MULTILEVEL INSTRUCTION for 4B

Pre-level Prepare a handout of the conversation in Exercise 3C. Delete names, addresses, family members, and types of jobs. Have students fill in the blanks with their own information and then practice reading the conversation.

Above-level Tell students to practice with their books closed. Have them perform without books.
Getting Started

- Say: In this lesson we’re going to review the simple present and present continuous.
- Write on the board: I go to work every weekday. Today is Sunday, so I’m not going to work. Underline the verbs and circle the time expressions.
- Point to each sentence and ask: Is this simple present or present continuous? What is the time? Does this activity happen regularly, all the time, or just now, today?
- Review the verb forms. For example, for the simple present, T: Work. I . . . Ss: work; T: You . . . Ss: work; T: He or she . . . Ss: works. For the present continuous, for example, T: I . . . Ss: am working; T: You . . . Ss: are working; T: He or she . . . Ss: is working. Write the forms on the board. Circle the third-person singular -s in the simple present and be + verb-ing in the present continuous.

Presentation

Simple present and present continuous
- Copy the grammar chart onto the board. Read the sentences, underline the verbs, and ask: What is the form? (simple present or present continuous) Circle the time expressions and ask: What is the time? (always, usually, this week, etc.)
- Read out loud the first Grammar Watch note. Point to the simple present time expressions on the board and ask: What are some time expressions that we use to talk about usual activities? Do you know any others? Elicit answers and write them on the board.
- Read out loud the second note. Point to the present continuous time expressions and ask: What are some time expressions that we use to talk about activities that are happening now or temporarily? Do you know any others? Elicit answers and write them on the board.
- Read out loud the third note. Say: Stative verbs are verbs like love, believe, and be that don’t describe actions. Stative verbs are not usually used in the present continuous.

Expansion: Grammar Practice
- Write the following headings on the board: Mental States, Emotional States, Possession, Senses, and Other. Write one stative verb in each category, for example, forget, enjoy, own, see, and cost. Divide the class into teams and give a time limit. Have students write as many additional stative verbs as they can. When time is up, call up a representative from each group to write the group’s verbs on the board. Make corrections as needed. Finally, refer students to the list of stative verbs on page 278.

Controlled Practice

1 PRACTICE

A Read the conversation. Draw...
- Have students complete the exercise. Walk around and provide help as needed.
- Check answers. Write the headings Simple Present and Present Continuous on the board. Call on students to write answers under the correct headings. Then go over each verb with the class and ask: Is it correct? Elicit corrections as needed.

B Complete the paragraph. Circle...
- Copy the first sentence onto the board, including the circle. Point to the circled words and ask: Why is the present continuous correct in this sentence? (It’s happening now.)
- Have students work alone or in pairs. Walk around and provide help as needed.
- Check answers. Have one student read each sentence with the correct verb. Write the verbs on the board. For each verb, ask: Why is the (simple present / present continuous) correct here? Make corrections as needed.

Community Building

One way to make sure all students have a chance to participate in whole-class activities is to use name cards. Write each student’s name on an index card. At the beginning of each class, shuffle the cards. Choose a card each time you want a student to answer a question, correct an error, read a direction line, or share an idea. Then put the card at the bottom of the pile.
**Lesson 2**  Describe routines

### STEP 2. GROUPS. Discuss the three things...
- Model the activity using one of the sentences you wrote on the board. For example, say: *I'm taking a Spanish class this month. Usually I don't have time to take classes, but I'm not working this month, so I have more time.*
- Form cross-ability groups. Tell students to speak about the sentences they wrote in Step 1.
- Walk around and provide help as needed. Take notes on errors with the simple present and the present continuous.
- To wrap up, bring the class together and do an error-correction activity. Select sentences from your notes and write them on the board. Have a volunteer read each sentence and correct the error.

### Expansion: Speaking Practice for STEP 2
- On the board, draw a picture of a page from a day planner, for example, a “Day-at-a-Glance.” Write the date at the top and insert the hours from 9 a.m. to 5 p.m. Have students copy it into their notebooks.
- Tell students to imagine they are a famous person (a movie star, singer, politician, etc.). Have them fill in the schedule with the schedule of that person for one day.
- Model the activity. For example, pretend that you are a famous actor. On the board in the 9:00 a.m. space, write: *Meet with agent.* Say: *Today I am meeting with my agent at 9 a.m.*
- Form cross-ability pairs or groups and have students describe their schedules. Remind them to use the simple present for activities they do regularly and the present continuous for activities that are happening only today.

### Communicative Practice  20 minutes

### Show what you know!

**STEP 1. Think about three things...**
- Give examples from your own life. For example, say: *I'm taking a Spanish class. I'm painting my kitchen. I'm volunteering at my daughter's school.* Write the sentences on the board.
- Remind students to use the present continuous.
- Walk around and provide help as needed.

### MULTILEVEL INSTRUCTION for STEP 1
- **Pre-level** Students can write just one or two sentences.
- **Above-level** Students can write more than three sentences.

**Progress Check**

Can you... describe routines?
Say: *We have practiced describing routines. Now, look at the question at the bottom of the page. Can you describe routines? Write a checkmark in the box.*

### Extra Practice

- **Interactive Practice**
  - pages 2–3
Lesson 3
Read a success story

Getting Started 10 minutes

1 BEFORE YOU READ

A CLASS. What is “the American dream”...

- Draw a spoke-and-wheel graphic organizer on the board. Draw a circle and write the words the American dream in the center. Draw writing lines—spokes—from the circle outward.
- Ask: What is the American dream? Write each student response on a different spoke.
- Ask: Is it possible for this dream to come true? Call on volunteers to answer.
- Say: You’re going to read a story about an immigrant who achieved the American dream.

Language Note
The words Ready, set, go! are used at the beginning of a foot race. Runners get ready when they move into position. Then they get set—they crouch down. When they hear go, they spring up and begin running.

Presentation 15 minutes

Reading Skill: Skimming

- Read the Reading Skill. Explain that skimming can help students read faster and understand better. Say: Now we’re going to skim the article together.

Listen and read the article. Was...

- Play CD 1, Track 8. Ask students to listen and read along with the article.
- Note: Do not preteach the boldfaced words. They will be taught in Exercise 4.
- When students have finished reading, point to their predictions on the board and ask: Were your predictions correct?
- Read the other questions in the directions and call on volunteers to answer.

Possible answer: Devorah Hernandez is an immigrant to the U.S. from Mexico. She is an interesting person to read about because she struggled and succeeded in her new life in the U.S.

Answer: The main idea is that it is important to set goals and work hard in order to achieve the American dream.
Community Building

Group work will be more productive if each student has a task. For example: 1. **Timekeeper:** Keeps track of the time limit. (This task can be done by a pre-level student.) 2. **Discussion manager:** Keeps the discussion on track and makes sure that each member of the group participates. 3. **Note taker:** Takes notes as group members speak. 4. **Reporter:** Presents the group's ideas to the whole class. (This is a good task for an above-level student.)

Controlled Practice 15 minutes

3 CHECK YOUR UNDERSTANDING

A Look back at...
- Model the activity. Hold up your book and demonstrate reading rapidly for a word related to *babysitter* by moving your finger across each line of text.
- Have students use the same technique to search for the remaining items. Walk around and make sure they are not reading the text word for word.
- Have students compare answers with one another.
- Check answers. Say each job and have students say *check* or *no check.*

B Complete the sentences. Circle...
- Have students read rapidly to find the answers. Make sure they are not reading word for word.
- Check answers. Call on students to read the sentences and say the correct answers.

C GROUPS. Discuss. Why do you think...
- Form cross-ability groups of three or four.
- Walk around and provide help as needed.
- To wrap up, call on a student from each group to share the group’s answer to the question.

**Possible answers:** energetic, focused, lucky, organized.

Show what you know!

GROUPS. Discuss the meaning...
- Read each word out loud as students follow along silently.
- Read each word again and have students repeat.
- Say: *These are some of the words that we usually use to describe a successful person.*
- On the board, write: *A ______ person is someone who . . .* Use the word *determined* to demonstrate. Say: *A determined person is someone who works hard to succeed and never gives up.*
- Form cross-ability groups. Tell students they can use the formula on the board to define the remaining terms.
- To wrap up, have one student from each group share the group’s answers to the two questions. Write the words for describing successful people.

Expansion: Vocabulary Practice for Show what you know!
- Have students write new words in a vocabulary notebook. Model a notebook entry. For example, an entry can include the word to be learned, a definition (in English and/or the student’s first language), the part of speech, and an example sentence. Encourage students to study their words at every opportunity.

WORD WORK

Find the boldfaced words...
- Tell students to find each item in the text, read the sentence in which it appears, and choose the meaning that best fits the context.

Extra Practice

Interactive Practice pages 4–5
Discuss goals

Getting Started 5 minutes

1 BEFORE YOU LISTEN

PAIRS. Arturo Pérez is an ambitious...

- Elicit the meaning of ambitious from the class. Ask: Is an ambitious person someone who doesn't want to succeed? (no) Is an ambitious person someone who has a strong desire to succeed? (yes)
  - Write the definition on the board: An ambitious person has a strong desire to succeed. Ask students if they know of any ambitious people, for example, friends, family, or celebrities.
- Form pairs. Repeat the question: Are you ambitious? Give a time limit for talking.
- Call on a few students to share their answers with the class.

Presentation 10 minutes

2 LISTEN

A Read the list of positions...

- Hold up the book and point to the illustration. Ask: What is this? (a Web page showing jobs available at the Café Royale) What are career opportunities? (jobs available)
- Read each position and its description. If necessary, check students' understanding of vocabulary words. For example, ask: Does a pastry chef cook food for meals? (no) Does a pastry chef make desserts? (yes)
- Play CD 1, Track 9. Remind students to listen for the job Arturo has now and the job he wants to have.
- Call on students to say which job they checked and which one they circled.

Language Note

Many words related to cooking come from French, for example, sous-chef. Sous means under in French.

Teaching Tip

If students need additional support, tell them to read the Audio Script on page 285 as they listen.

Controlled Practice 10 minutes

B Read the questions. Listen...

- Have students read the questions and predict the answers.
- Ask: What is the meaning of long-term goal? (a goal someone wants to accomplish far in the future) What is the opposite? (a short-term goal) What does it mean? (a goal someone wants to accomplish soon; often short-term goals are steps along the road to a long-term goal).
- Play CD 1, Track 10.
- Call on students to answer the questions.

Answers: 1. He's going to start a cooking class. 2. He wants to have his own restaurant. 3. He will work as a sous-chef. 4. He's going to keep it.

Expansion: Listening Practice for 2B

- Draw a time line on the board, like this:
  Now  Short-term  Long-term

  - If necessary, have students listen to Track 10 again.
  - Have students write Arturo's goals on the time line.

Teaching Tip

Graphic organizers can be an excellent aid to listening comprehension. Many students benefit from converting information they hear into information they can see.

C GROUPS. Discuss. What do you...

- Form cross-ability groups.
- Give a time limit for discussion.
- Walk around and provide help as needed.
- To wrap up, call on a student from each group to share the group's answer to the question.
Lesson 4  Discuss goals

Presentation  10 minutes

3 CONVERSATION

A GROUPS. Discuss. What additional steps...

• Write on the board: take daytime cooking classes, work in the evening, and become a sous-chef. Say: These are the steps Arturo is taking to achieve his long-term goal: to open his own restaurant in ten years.
• Read the discussion question. Form cross-ability groups.
• Give a time limit.
• Walk around and provide help as needed.
• Call on a student from each group to share the group’s ideas with the class. Write all the suggestions on the board.

Possible answers: He needs to find financing, find a location for his restaurant, employees, and perhaps find a business partner.

Expansion: Speaking Practice for 3A

• Have students vote on the step they think is most important for Arturo to take. Ask why students think it is the most important.

B Arturo and his cousin...

• Have students look at the photo. Ask: Where are the speakers? How old is Diana?
• Play CD 1, Track 11. Have students listen and read along silently.
• Optional: Have above-level students listen with their books closed.
• Check comprehension. For example, ask: Where does Diana work? (in a restaurant or a store) Has she decided where she wants to study? (not yet) What is she going to do first, second, third? (First, she’s going to do more research. Second, she’s going to visit schools. Third, she’s going to send in her applications.)

Controlled Practice  10 minutes

4 PRACTICE

A PAIRS. Practice the conversation.

• Form pairs and have them switch roles and practice again.
• Have pairs perform the conversation for the class.

MULTILEVEL INSTRUCTION for 4A

Pre-level Have students practice the conversation several times with the same partner.
Above-level Have students continue the conversation for another two or three exchanges, using their own ideas.

Communicative Practice  15 minutes

B MAKE IT PERSONAL. Think about your...

STEP 1. Think of a long-term goal...

• Tell students to write down one goal and at least three activities that will help them achieve it.
• Walk around and provide help as needed.

STEP 2. GROUPS. Share your ideas.

• Form cross-ability groups of three or four students. Have them select a discussion manager and a timekeeper. The discussion manager should make sure everyone has a chance to speak.
• Give a time limit for discussion.
• Bring the class together and have groups share their ideas with the class.

Expansion: Speaking Practice for 4B

• Have the class sit in a circle. Go around and have each student say his or her long-term goal and at least one activity that will help him or her achieve it. Start by speaking about your own goals.

Extra Practice

Interactive Practice
Discuss goals

Lesson 5

Getting Started 5 minutes

• Say: In this lesson we’re going to review three ways of talking about the future.
• Write three example sentences on the board and underline each verb. For example, Janet will start college in September 2010. She is going to work in a law office this summer. She and her parents are having dinner with friends tonight.
• Read each sentence. Circle the time expressions and ask: What’s the time of the verb—past, present, or future?
• On the board, write I, you, he/she/it, we, they. Quickly review the conjugation of verb + be going to. For example, T: Study. I am going to study. You... Ss: are going to study. T: He or she... Ss: is going to study. Write all forms on the board.

Presentation 10 minutes

Future with will, be going to, and present continuous

• Copy the grammar chart onto the board.
• Read the first Grammar Watch note. Explain: All three forms are used to talk about the future. Read the sentences on the board. Ask: What’s the verb? What’s the time expression? Underline the verbs and circle the time expressions.
• Say: Some future forms have unique meanings. Read the second Grammar Watch note. Explain: If you are willing to do something, it means you volunteer to do it or you don’t mind doing it. Read the example sentence.
• Read the third note. Explain that intends is similar to plans.

Language Note

The present continuous is used only for future activities that are planned. In contrast, both will and be going to can be used to talk about predicted future events. For example, it is correct to say It’s going to rain tonight or It will rain tonight. However, It is raining tonight is incorrect.

Controlled Practice 10 minutes

1 PRACTICE

A Read the e-mail...

• Read the e-mail out loud while students read silently.
• Tell the class to find the first future verb and underline it. Ask: Which verb did you underline? (’ll)
• Have students continue working alone or in pairs. Walk around and provide help as needed.
• Have students compare answers with each other.
• Check answers. Call on students to read each sentence of the e-mail and say which words they underlined.

B Complete the sentences with...

• Do item 1 with the class. Elicit the correct answer (is getting married) and write it on the board.
• Tell students to complete the exercise alone or in pairs. Walk around and provide help as needed.
• Have students compare answers.
• Call on students to write answers on the board. Have other students say if they are correct.

Teaching Tip

Whenever possible, try to involve students in correcting errors. Point to items written on the board or restate oral items with errors. For example, ask the class: Is this correct? What do we need to change here? Does anyone have a different answer?

Expansion: Grammar Practice for 1B

• Write on the board several sentences with blanks and have students provide all possible future forms. For example: 1. Tomorrow is Ana’s birthday, and her friends _______ (have) a party for her. (are having / are going to have) 2. Don’t worry. I promise I _______ (give) you a ride to the party. (will give) 3. Ana _______ (meet) her parents for dinner this weekend. (is meeting / is going to meet) 4. Lola _______ (bake) a chocolate cake tonight. (is going to bake / is baking)
Lesson 5  Discuss goals

Controlled Practice  15 minutes

A Complete the sentences. Use...

• Do the first item with the class. Elicit the correct answer (is going to go) and write it on the board.
• There are three verbs in the box and six blanks. Remind students that some verbs will be used more than once.
• Tell students to complete the exercise alone or in pairs. Walk around and provide help as needed.
• Have students compare answers.
• Call on students to write answers on the board. Have other students say if they are correct.

B Look at Marta’s...

• Read Marta’s goals and activities.
• Call on above-level students to model a sentence with will or be going to. For example, Marta is going to attend a job-search workshop next month. Write the sentence on the board.
• Have students complete the activity on notepaper alone or in pairs. Give a time limit. Walk around and provide help as needed.
• Have volunteers write their sentences on the board.
• Check answers. Have students read the sentences on the board. Point to each sentence and ask: Is the sentence correct? Elicit corrections from the class and write them on the board.

Possible answers: 1. She’s going to register for classes. 2. She’s going to ask for more scholarship money. 3. She’s going to attend a job search workshop. 4. She’s going to search for jobs online. 5. She will continue her volunteer work at the community center.

MULTILEVEL INSTRUCTION for 2B

Pre-level Have students write one sentence with will and one sentence with be going to.
Above-level Have students write four sentences with will and four with be going to.

Communicative Practice  20 minutes

Show what you know!

STEP 1. Write two or three short-term...

• Write Goals for next month on the board.
• Tell the class two or three of your goals. Write them on the board.
• Have students write their goals in their notebooks.

STEP 2. What can you do to meet...

• Model the activity. Choose one goal you wrote on the board and write two activities next to it.
• Have students write their activities in their notebooks. Remind them to use the correct forms of will and be going to.

Expansion: Writing Practice for STEP 2

• Have students write complete sentences about their activities. Collect the papers and correct errors involving will and be going to.

STEP 3. GROUPS. Take turns sharing your ideas...

• Point to the goal and activities you wrote on the board and tell the class about them. You can say: One of my short-term goals is _______. To reach this goal, I’m going to _________. I’m also going to _________.
• Form cross-ability groups. Give a time limit. Walk around and provide help as needed.
• Call on volunteers to share their ideas and opinions with the whole class.

Progress Check

Can you . . . discuss goals?

Say: We have practiced discussing goals. Now, look at the question at the bottom of the page. Can you discuss goals? Write a checkmark in the box.

Extra Practice

Interactive Practice  pages 6–7
Getting Started 5 minutes

1 READ AN APPLICATION

A CLASS. What kinds of application forms...

• Survey the class. Ask: How many of you are planning to apply to a school? Which one? What do you want to study? Have you filled out an application yet?

• Tell students that in this lesson they will practice reading and filling out a school application.

• On the board, write the headings Kinds of Applications and Information They Ask for.

• Read the questions and have volunteers answer them. Write answers under the correct headings.

• Ask: What information is usually found on all forms? (name, address, phone numbers, etc.) What information is found on certain forms but not others? (For example, citizenship is required for school applications but not for apartment rentals or bank accounts.)

Teaching Tip

When you use charts to organize information on the board, give each column a heading, for example, Kinds of Applications and Information They Ask for.

Presentation 15 minutes

B Read the application...

• Remind the class that Arturo Pérez was one of the speakers in Lesson 1. He was a line cook at the Café Royale. His goal was to become a sous-chef and eventually to open his own restaurant.

• Give students a time limit for reading.

• Walk around and provide help as needed.

Culture Connection

In the U.S., it is illegal for organizations to require people to state their age, marital status, or ethnicity on applications. Organizations may ask for this information, but applicants are not required to provide it.

Note: The notes for Exercise 2 appear on page T-17.
Lesson 6  Interpret and complete a school application

Controlled Practice  25 minutes

2 PRACTICE

A Find these words...

- Model the technique for matching words with their definitions. Have students look at the example. Read the word credit and the definition. Say: How do we know that letter e is correct? Have students find the word credit in the application. Tell them to read the word in context and choose the definition that fits the way the word is used.
- Have students complete the exercise alone or in pairs. Give a time limit.
- Check answers. Write the numbers 2 through 6 on the board. Say each number and call on a student to say the letter of the definition. If an answer is incorrect, have the class look at the item in context again and correct the error.

B Read the statements...

- Write item 1 on the board. Demonstrate how to correct a false statement by crossing out the error in the sentence and writing the correction above it.
- Have students complete the exercise alone or in pairs. Give a time limit.
- Check answers. Write the numbers 2 through 6 on the board. Call on students to write the answers on the board. For false items, tell students to write the incorrect part of the sentence on the board, draw a line through it, and write the correction above the line.

C PAIRS Answer the questions.

- Have students take turns reading the questions.
- Have them look back at the application, underline the answers to the questions, and write the question numbers in the margin.
- Check answers. Have students read the questions and say their answers.

Answers: 1. $25.00 2. 1075 First Avenue, San Diego, CA 92101 3. Spanish and English

D Find an application...

- Print out several applications and bring them to class for students who were not able to find their own.
- Optional: Make a class set of one application and give one to each student.

Community Building

If your class has an Internet connection, show students how to search for an online application. If possible, search for an application to your school.

Communicative Practice  15 minutes

E GROUPS. Complete your applications....

- Form cross-ability groups. Have above-level students help pre-level students with vocabulary.
- Give a time limit.
- Walk around and provide help as needed.

Progress Check

Can you . . . interpret and complete...

Say: We have practiced interpreting and completing a school application. Now, look at the question at the bottom of the page. Can you interpret and complete a school application? Write a checkmark in the box.

Extra Practice
Lesson 7  Discuss ways to succeed

Getting Started  5 minutes

GROUPS. Check (✓) the information...

- Write the word *entrepreneur* on the board, say it, and have the class repeat it.
- Read the definition. Give examples of famous entrepreneurs (*Bill Gates*, *Steven Jobs*, Estée Lauder).
- On the board, write *An entrepreneur is someone who* . . . and *Entrepreneurs are* . . . Say: *What are the qualities of entrepreneurs?* Point to the first sentence beginning and say, *For example, an entrepreneur is someone who is not afraid to take risks.* Point to the second sentence beginning and ask, *What’s another quality of entrepreneurs?*
- Form cross-ability groups. Encourage the above-level students to help the pre-level students.
- Read each item in the list and have students raise their hands if they checked it. Summarize by saying: *It looks like we agree that entrepreneurs...* (Read the items that most students checked.)
- Have students say their ideas about the qualities of entrepreneurs and write them under the sentences you wrote on the board previously.
- Create a new list on the board with the heading *Examples*. Have students say their examples.

**EXPANSION: Speaking Practice**

- Write this question on the board: *Do you think you could be an entrepreneur? Why or why not?*
- Form groups. Give a time limit for discussion.
- Have groups share their answers.

Presentation  5 minutes

**LISTEN**

* Holly Maxwell is the host of...

- Explain: *Focus* means the topic or main idea.
- Have the class look at the photo. Ask: *Where is the woman? What is her job?*
- Play CD 1, Track 12. Play it again if necessary.
- Call on a volunteer to answer the question.

**Answers:**
- The focus is on entrepreneurs in California.

**Controlled Practice**  10 minutes

Read the questions. Listen to...

- Have students read the questions before listening.
- Play Track 12 again.
- Have students compare answers with a partner.
- Stop the recording after the name of Nadia’s company. Read question 1. Have the class answer.
- Call on students to read the questions and answers.

**Answers:**
- a frozen soup company.
- a household in which grandparents, parents, and children live together.
- Russia.
- because her parents went to work early in the morning.
- make soup.
- a bachelor’s and a master’s in biology.
- to be a nutritionist.
- opening her own business.

**Teaching Tip**

If students have difficulty answering listening comprehension questions, replay the recording in chunks. Read each question and play the section that contains the answer. Stop after the answer and have the class repeat it and answer the question.

Communicative Practice  10 minutes

GROUPS. Discuss. What did Nadia’s parents...

- Form cross-ability groups to discuss.
- Bring the class together. Have a representative from each group share the group’s answers.

**Answers:** They used to tell her she could be anything she wanted to be. The advice probably gave her confidence.

**Expansion: Speaking Practice for 2C**

- Write on the board: *What advice did your parents give you? Did it help you become successful?*
- Have volunteers share their answers with the class.
Lesson 7  Discuss ways to succeed

Presentation 10 minutes

3 CONVERSATION

Pronunciation Watch
- Read the Pronunciation Watch note.
- On the board, write: What did you do last night?
- Read the sentence slowly, enunciating each word separately. Then read the sentence naturally. Be sure to pronounce did you as didya.
- Ask: Do the sentences sound the same? (no) How are they different? (There is a /j/ between did and you, and you is reduced to ya.)
- On the board, write Did your car start this morning? Say the sentence slowly, enunciating every word. Then say the sentence naturally. Be sure to pronounce Did your as Didjer. Again, ask: Do the sentences sound the same? (no) How are they different? (Did your changes to didjer.)

A Listen to the pronunciation of...
- Tell students to listen for didja and didjer.
- Play CD 1, Track 13. Have students listen.
- Play Track 13 again. Have students repeat.
- Call on students to say each sentence. If necessary, model pronunciation and have students repeat.

Controlled Practice 10 minutes

B Listen to the sentences. Circle...
- Write item 1 on the board. Pronounce it both ways. With Do you, instruct students to listen for the /u/ vowel. With Did you, remind students to listen for the /j/ sound and the reduced ya.
- Play CD 1, Track 14. Have students listen.
- Play Track 14 again. Have students repeat.
- Pair students and have them say the sentences to each other.
- Call on students to say the sentences with did.

C Before the show, Holly Maxwell talked...
- Play CD 1, Track 15. Have students listen and read silently.
- Ask: Where did Mrs. Gorsky grow up? What was her job? What was her first job in the U.S.? What did her husband do? What does her daughter do?

A PAIRS. Practice the conversation.
- Form cross-ability pairs and have students take turns reading each role.
- Have students switch partners and practice again.
- Walk around and listen as students are practicing. Take notes on students’ pronunciation of did you.
- If necessary, model the pronunciation of did you and have the class repeat.
- Ask volunteers to perform the conversation for the class.

MULTILEVEL INSTRUCTION for 4A

Cross-ability Tell lower-level students to read the role of Holly Maxwell. Have above-level students read the role of Mrs. Gorsky.

Communicative Practice 10 minutes

B MAKE IT PERSONAL. PAIRS. Talk about where...
- Model the activity with an above-level student. Interview the student, using the conversation in Exercise 3C as a model.
- Give a time limit for speaking.
- Walk around and provide help as needed.
- Have pairs role-play their interview for the class.

MULTILEVEL INSTRUCTION for 4B

Pre-level Tell students to write down ideas before role-playing the interview.

Above-level Write additional interview questions on the board, for example: Do you think you will be successful in the future? What are you doing to prepare for success? Have pairs extend their interview, using the additional questions.

Extra Practice

Interactive Practice
Lesson 8  Discuss people’s past experiences

Getting Started  5 minutes

• Say: We’re going to review the simple past forms of regular and irregular verbs.
• On the board, write example sentences with the regular and irregular past and underline the verbs. For example, The (fall) semester began (one week ago). Adam enrolled in a computer class.
• Point to each sentence and ask: What’s the time of the verb? (past) Is the action finished? (yes) What is the base form of the verb? (begin, enroll)
• On the board, draw a three-column chart with the headings Affirmative, Negative, and Question. Under Affirmative, write: I worked last night.
• Ask the class: What’s the negative? Elicit I didn’t work last night and write it in the second column.
• Ask: What’s the yes/no question? Elicit Did you work last night? and write it in the third column.
• Practice with four more verbs—two regular and two irregular verbs, for example, study, go, clean, and buy. Write the verbs in the chart on the board.

Language Note
The base form of a verb is the simple present form with no endings. For example, the base form of went, goes, and gone is go.

Presentation  10 minutes

Simple past
• Copy the chart onto the board.
• Read out loud the first Grammar Watch note. Read the chart sentences and underline the verbs.
• Read the second note. Point to realized in the first grammar chart sentence and say: Some verbs have regular past forms. They end with -ed. Point to began. Say: Some verbs have irregular past forms. They don’t end in -ed.
• Ask: What other verbs have regular past forms? What other verbs have irregular past forms? Write a separate list. Refer students to page 279 for a list of verbs that are irregular in the simple past.

Expansion: Grammar Practice
• Play a game to review irregular past verbs. Divide the class into several teams. Have each team stand in a single-file line.

Controlled Practice  10 minutes

A Read the information about...
• Copy the chart onto the board, without examples.
• Read out loud the first sentence of the paragraph. Write arrived and had in the correct columns. Elicit the base form of the verbs (arrive, have) and write them in the correct columns.
• Read the rest of the paragraph. Have students underline the past verbs.
• Have students copy the chart into their notebooks, fill in the chart with the verbs they underlined, and write the base form for each verb.
• Call seven students to the board. Assign each student one sentence of the paragraph. Have them write the verbs from their sentence in the chart.

Answers:

<table>
<thead>
<tr>
<th>Regular Verbs</th>
<th>Irregular Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Simple past</strong></td>
<td><strong>Base</strong></td>
</tr>
<tr>
<td>arrived</td>
<td>arrive</td>
</tr>
<tr>
<td>worked</td>
<td>work</td>
</tr>
<tr>
<td>started</td>
<td>start</td>
</tr>
<tr>
<td>didn’t finish</td>
<td>finish</td>
</tr>
<tr>
<td>saved</td>
<td>save</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B Complete the conversation between...
• Read the first sentence.
• Have students work alone or in pairs to complete the conversation.
• Have two volunteers read the conversation out loud. Write the verbs on the board.
Lesson 8
Discuss people’s past experiences

Presentation 10 minutes

**Used to**
- Copy the chart onto the board.
- Write the following headings on the board: Affirmative, Negative, and Question.
- Write used to under Affirmative. Say: In the affirmative, used to is spelled with -ed, like other past forms.
- Read the second sentence, elicit didn’t use to, and write the phrase under Negative.
- Point to and read the third sentence. Write did . . . use to under Question.
- To summarize, ask: Which form has an -ed ending? (only the affirmative)
- Read the first Grammar Watch note. Point to the first sentence and ask: In the past, did Nadia use to help her grandmother around the house? (yes) Does she help her now? (no)
- Read the second Grammar Watch note. Say: The word but shows the contrast between the past and the present.
- Read the first sentence again. Add but and have students complete the sentence: Nadia used to help her grandmother around the house, but . . . (now she doesn’t).

Communicative Practice 15 minutes

**Show what you know!**

**STEP 1. GROUPS. Prepare five questions...**
- Help students form questions with the simple past and used to, for example: Did you have a car? or Did you use to have a car? Where did you work? How did you use to travel to and from work?
- Have students write two questions with used to.

**STEP 2. PAIRS. Choose a partner. Use...**
- Model the activity with an above-level student.
- Form similar-ability pairs. Tell students to use the questions they wrote in Step 1. Give a time limit.
- Walk around and provide help as needed. Take notes on errors with the simple past and used to. Review errors with the class.
- To wrap up, select sentences from your notes and write them on the board. Have a volunteer read each sentence and correct the error.

**STEP 3. CLASS. Take turns reporting...**
- Model the activity. Say two sentences using the simple past and used to about the student interviewed in Step 2.

**MULTILEVEL INSTRUCTION for STEP 3**

**Pre-level**
- Have students say one sentence using the simple past.

**Above-level**
- Have students form sentences contrasting the past and present, for example: Matilda used to work in a factory, but now she works in a restaurant.

Controlled Practice 10 minutes

**2 PRACTICE**

**A Complete the sentences. Use...**
- Read item 1, calling students’ attention to but.
- Remind students to use the information in the second part of the sentence to decide if the first part should use the affirmative or negative form of used to.
- Have students read the sentences with the answers. Write the answers on the board.

**B Read the paragraph. Find...**
- Write the first part of the sample sentence, with the error, on the board. Cross out worked and write work above. Read the second part of the sentence and ask: Is there an error here? Have students find the error (dream) and say the correction (dreamed). Write it on the board.

Progress Check

Can you . . . discuss people’s past experiences?
Say: Look at the question at the bottom of the page. Can you discuss people’s past experiences? Write a checkmark in the box.

Extra Practice

Interactive Practice pages 10–11
Lesson 9
Write about a role model

Getting Started 5 minutes

### BEFORE YOU WRITE

**GROUPS. DISCUSS. What is a...**
- On the board, write *A role model is a person who __________.*
- Ask: *How can we finish the sentence? What's your idea?* Elicit students’ answers and write them on the board.
- Ask: *Why is it important to have role models in your life? What's your idea?* Form cross-ability groups. Give a time limit.
- Walk around and provide help as needed.
- Bring the class together.
- Have a representative from each group share the group’s answer.

### Presentation 10 minutes

**Read the writing model. Why...**
- Tell the class they’re going to read about a woman from Moldova. Ask: *Where is Moldova?* (in Eastern Europe, northeast of Romania)
- Read the paragraph out loud as students read along silently.

**Answer:** The writer wants to be like Mrs. Popa because she sets goals and works hard to reach them and because she is a lifelong learner.

**Culture Connection**
The U.S. has two-year colleges, called community colleges, and four-year colleges, called colleges or universities. Community colleges award a diploma called an associate’s degree. Universities award a diploma called a bachelor’s degree after four years of study. They award a master’s degree after one or two additional years of study and a Ph.D. following another two to four years, on average.

Controlled Practice 15 minutes

**PAIRS. Answer the questions.**
- Form cross-ability pairs. Give a time limit.
- Walk around and provide help as needed.
- Check answers. Call on students to read the questions and say the answers.

**Answers:** 1. She is the writer’s next-door neighbor. 2. She is fifty. 3. Her goal is to get a master’s degree.

**Expansion: Speaking Practice for 1C**
- Write the following additional discussion questions on the board: *What was Mrs. Popa’s first goal?* (to learn English) *How did she meet her goal?* (She took classes at the local community college.) *What was her second goal, and what did she do to accomplish it?* (to get an associate's degree in nursing. She went to school at night and worked during the day.) *What is Mrs. Popa doing now?* (She’s studying for a master's degree.)

**Writing Tip: Using Chronological Order**
- Read the Writing Tip.
- On the board, write: *biographical and chronological.* Define the terms. Say: *biographical: the story of a person’s life; chronological: in order of time, from earliest to latest.*
- Ask: *What is a biographical paragraph?* (a paragraph about someone’s life) *How is the paragraph about Mrs. Popa organized?* (in chronological order)
- Say: *In this lesson you will write a biographical paragraph about a person you admire.*

**Add information about...**
- Copy the timeline onto the board. Say: *This is called a timeline. You can see the dates in chronological order, from earliest to latest, on the left. On the right are important events in Mrs. Popa’s life.*
- Have students work alone or in pairs to complete the timeline. Give a time limit.
- Check answers. Call on three students to go up to the board and fill in the missing information on the timeline.
- To wrap up, ask the class: *Are the answers correct?* Elicit corrections as needed and write them on the board.
Lesson 9

Write about a role model

Controlled Practice

15 minutes

2 THINKING ON PAPER

A BRAINSTORM. Who are the people...

- Write the word brainstorm on the board. Say: What do you think brainstorm means? (to quickly think of a lot of ideas and write them down)
- Say: Brainstorming is a good way to think of ideas for writing. Hold up your book, point to the chart, and say: When you brainstorm, it’s useful to write your ideas in a chart.
- Demonstrate brainstorming. Copy the headings People I Admire and Reasons on the board. Say: I’m going to brainstorm a list of people I admire. Write three to four names. Then say: Now I’m going to choose one person and brainstorm the reasons why I admire (him or her). Write reasons, for example, always supports me, gives good advice, honest. Write notes, not complete sentences.
- Pair students and have them share their charts.

B Plan and organize your own...

- Read question 1. Point to the list of people you admire on the board and select one. Circle the name. On the board, write: The person I admire most is ________.
- Read question 2. Point to the list of reasons. Rewrite one or two reasons as sentences. For example, I admire ________ because he always knows what to do when there’s a problem.
- Read question 3. Draw a timeline on the board and fill it in with three to four things the person you selected did. For example, 2000: arrived in the U.S. 2003: got a job as a waiter. 2005: worked and took English classes at night. 2007: decided to go to culinary school.
- Write sentences to match the items in the timeline. For example, ________ arrived in the U.S. in 2000 and got a job as a busperson. In 2003 he got a job as a waiter. In 2005 . . .
- Read question 4. Ask: What does lesson mean here? (a suggestion to help you live your life better) Tell the class the lesson you learned from your role model. Write a sentence on the board, for example, I learned from ________ that I need to work hard and be patient if I want to succeed.
- Have students write answers to the questions.

Communicative Practice

15 minutes

3 WRITE

Write a paragraph about the person...

- Say: Now use the sentences you wrote in Exercise 2B and write them as a paragraph. It’s OK to change or add sentences while you are writing.
- Review paragraph format. Remind students to give their paragraph a title, indent the first line, and begin each sentence with a capital letter.
- Tell students to look at the writing model in Exercise 1B and circle the time words and phrases (at that time, first, next, by then, now). Remind students to follow chronological order.

4 CHECK YOUR WRITING

Teaching Tip
You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate each student’s vocabulary, grammar, mechanics and how well he or she has completed the task. You may want to review the completed rubric with the students.

- Have students read their paragraphs and check off the questions in the checklist.
- Collect papers and make corrections as needed in paragraph format, verb forms, and writing checklist items.

Extra Practice

Interactive Practice page 12
UNIT 1

Show what you know!

1 REVIEW

Turn to page 245 for the Grammar Review.

2 ACT IT OUT

STEP 1. CLASS. Review the conversations...
- Play CD 1, Tracks 4 and 7. If necessary, direct students to the script for Track 4 at the top of page 285 and for Track 7 on page 7.

STEP 2. ROLE PLAY. PAIRS. Role-play this situation.

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.

- Have students look at the photo. Ask: Where are the people? What is their relationship?
- Read the role descriptions. If necessary, clarify the situation. Say: Students A and B are good friends. At the party, they are talking about an old high school friend of theirs whom Student A ran into yesterday.
- Model the role play with an above-level student. Play the role of Student A. You can begin like this: Hey, guess who I saw yesterday?
- Write on the board the grammar points taught in this unit: the simple present and present continuous; the future with will, be going to, and present continuous; the simple past and used to. Remind students to use the unit grammar.
- Have students write out their dialogues.
- Tell students to practice out loud at least twice.
- Have volunteers role-play for the class.

3 READ AND REACT

STEP 1. Read about the problem.
- Read the directions while students follow along silently.

STEP 2. GROUPS. What is the problem? Discuss...
- On the board, make two lists with the headings Goals and Activities.
- Form groups of three or four. Have each group choose a timekeeper, a note taker, and a reporter.
- Have the reporter from each group share the group’s ideas.

4 CONNECT

- Turn to page 257 for the Community-building Activity and page 263 for the Team Project. See page T-xi for general notes about teaching these activities.

Progress Check
Which goals can you check off? Go back to page 5.
Ask students to turn to page 5 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.

Go to the CD-ROM for more practice.

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

Above-level Do a three-way role play, including Student C, who is the old friend that Student A ran into yesterday. Imagine that you are at a real party and speak without notes.

MULTILEVEL INSTRUCTION for 2

Pre-level Simplify the situation as follows: Student A and Student B went to high school together. They see each other at a party and spend time catching up on each other’s jobs, friends, families, and life in general. They make plans to get together soon and catch up some more. Have students write out their dialogue and then practice it at least twice.
Tell Me about Yourself

Unit Overview

Goals
- See the list of goals on the facing page.

Grammar
- Infinitives and gerunds
- Gerunds as objects of prepositions
- Simple past and present perfect

Pronunciation
- Pronunciation of silent syllables
- Pronunciation of stressed syllables

Reading
- Read a résumé
- Read an article about job interviews
- Reading Skill: Using details to understand important ideas

Writing
- Write a cover letter

Life Skills
- Write a résumé

Preview
- Say the unit title. Ask: What do you think this unit will be about?
- Hold up your book or have students look at their books. Set the context by asking the preview questions. You can also ask: Where are they? What is she holding? How does she look?

Unit Goals
- Point to the Unit Goals. Have students read the goals silently.
- Tell students they will be studying these goals in Unit 2.
- Say each goal and explain unfamiliar vocabulary as needed. For example, résumé: a written document showing a person’s previous work experience, skills, and education; cover letter: a short introductory letter written by an applicant for a job.
- Tell students to circle one or more goals that are very important to them. Call on several volunteers to say the goals they circled.
- Write a checkmark (✓) on the board. Say: We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.
Lesson 1  Talk about work-related goals

Getting Started  5 minutes

1  BEFORE YOU LISTEN

A  CLASS. Why do people go to...

• Read the questions. Ask: What is a career center? Have you ever been to one? What is an employment specialist? Ask several students to share their experiences. Then have them answer the questions in the book.

Possible answers: People go to career centers to get help finding a job or job training. Employment specialists can help clients with these things.

B  GROUPS. When you are motivated...

• Say the word motivated and have the class repeat.
• Tell the class something you are motivated to do. Write your sentence on the board, demonstrating motivated to + verb, for example: I am very motivated to lose 10 pounds.
• Form cross-ability groups. Tell students to take turns answering the question.
• Call on students to share their ideas with the class.

Presentation  10 minutes

2  LISTEN

A  Listen to the first part...

• Have students look at the photo. Ask questions to prepare them for listening, for example: Where are the speakers? Who is the man? Why is he there? Who is the woman?
• Tell students to read the questions before listening.
• Play CD 1, Track 16. Have students listen and write their answers.
• Have students compare answers with a classmate.
• Have two volunteers write the answers on the board. Make corrections as needed.

B  PAIRS. Predict. What is the first thing...

• Read the first question and take a class vote. For example, ask: How many people think they will talk about Nedim’s work experience first?
• Read the second question. Elicit students’ answers and write them on the board.

Possible answers: Employment specialists ask clients what kind of job they are looking for, if they need help with their résumé, if they have special skills, etc.

Community Building
Whole-class votes and surveys are a way to involve all students in class activities, regardless of their proficiency level.

Controlled Practice  10 minutes

C  Read the statements. Then listen...

• Have students read the statements silently and predict whether they are true or false.
• Play CD 1, Track 17.
• Have students complete the exercise alone or in pairs.
• Check answers. Call on students to read each statement and say whether it is true or false. If it is false, ask the student to correct it. Write the answers on the board.

Expansion: Speaking Practice for 2C

• With the class, review Nedim’s experience, skills, and education. Write them on the board, for example, two years of university, worked in a lawyer’s office, organized.
• Form cross-ability groups. Have each group select a timekeeper, a note taker, and a reporter. Tell students to think of three jobs that would be good for Nedim.
• Give a time limit.
• Have each group’s reporter share his or her group’s ideas and say why the jobs the group picked would be good for Nedim.

Teaching Tip
Have students read listening comprehension questions before listening. Knowing the questions will help students focus their listening.
Lesson 1  Talk about work-related goals

Presentation  10 minutes

3 CONVERSATION

Pronunciation Watch
- On the board, write: chocolate, vegetable, every, and favorite. Ask a number of students to read the words.
- Read the Pronunciation Watch note.
- Say the words on the board naturally, as follows: chocolate ➔ choclat; vegetable ➔ vegtable; every ➔ evry; favorite ➔ favrit.
- Have students show with fingers how many syllables they hear.

Listen to the words. Notice...
- Play CD 1, Track 18. Have students listen and hold up fingers indicating the number of syllables they hear.
- Play Track 18 again. Have students listen and repeat.

Controlled Practice  10 minutes

GROUPS. Discuss. What is an example of...
- Ask: What is an entry-level job? (in a company, the job with the lowest pay and fewest responsibilities) Elicit some examples of entry-level jobs. For example, ask: What's an entry-level job in a restaurant? (busperson or kitchen helper)
- Form cross-ability groups. Tell each group to choose a timekeeper, a note taker, and a reporter.
- Give a time limit. Write the headings Entry-level job, Advantages, and Disadvantages on the board.
- Have reporters share their group’s answers. Take notes on the board.
- Call on students to read the notes on the board and say whether they agree.

Expansion: Speaking Practice for 3B
- Have volunteers describe the entry-level jobs they have had. Have them talk about what they liked or disliked about the jobs.

Communicative Practice  15 minutes

PAIRS. Practice the conversation.
- Form cross-ability pairs and have students take turns reading each role.
- Have students switch partners and practice again.
- Walk around and listen. Take notes on students’ pronunciation of interested and camera.
- Ask volunteers to perform the conversation.

MAKE IT PERSONAL. Think about...

STEP 1. What job would you like...
- Model the activity. Copy the chart onto the board. Interview an above-level student. For example, ask: What is your goal? What are you most interested in? What are your personal qualities? etc. Write the student’s information in the chart.
- Have students fill in the charts in their books.

STEP 2. GROUPS. Discuss.
- Form cross-ability groups.
- Model answering the questions using the model chart on the board.
- Bring the class together. Have volunteers answer the questions using their own chart.

Extra Practice

Interactive Practice
Lesson 2
Talk about work-related goals

Getting Started 5 minutes

- Say: In this lesson we're going to learn about infinitives and gerunds.
- Write on the board: After class, I want to do my homework in the library. I enjoy walking early in the morning.
- Point to the first sentence and say: Infinitives have the form to + verb. Underline the verb want and double underline the infinitive.
- Point to the second sentence and say: Gerunds have the form verb + -ing. Underline the verb enjoy and double underline the gerund.
- Read both sentences and have students repeat.
- To reinforce, ask several students: What do you want to do after class? What do you enjoy doing in the morning?

Presentation 10 minutes

Infinitives and gerunds

- On the board, draw a three-column chart with the following headings: Verb + Infinitive, Verb + Gerund, Verb + Infinitive or Gerund.
- Read the sentences in the grammar chart and have students repeat. Then ask: Which verbs come before an infinitive? Which verbs come before a gerund? Which verbs come before an infinitive or a gerund? Write the verbs in the appropriate columns.
- Read the Grammar Watch note.
- Point to each column on the board. Ask: Which verbs should I write here? Have students refer to the Grammar Watch note and repeat the verbs in each category.
- Have volunteers choose one verb from each category and make a sentence with it.

Expansion: Grammar Practice

- Have students create a three-column chart in their notebooks like the one on the board.
- Have students look at the list of verbs followed by infinitives and gerunds on page 280. Give them several minutes to study the list.
- Pair students. Give a time limit. Have them write as many verbs as they can remember in their charts.
- Have students read the verbs on their lists. Write them on the board.

Controlled Practice 15 minutes

1 PRACTICE

A Read the newspaper article. Underline...

- Write the first sentence on the board. Have a student read it. Circle began helping. Ask: What's the verb? (began) What comes after it, an infinitive or a gerund? (a gerund)
- Read the article out loud. Have students listen and complete the exercise.
- Check answers. Call on students to read the sentences and say which phrases they underlined or circled. Write the phrases on the board. Make corrections as needed.

B Complete the conversation between...

- Form cross-ability pairs and tell them to complete the exercise.
- Walk around and provide help as needed.
- Call on students to read the sentences with the correct forms. Make corrections as needed.
- Have a pair of students read the dialogue with the correct forms.

Expansion: Grammar Practice for 1B

- Form cross-ability pairs.
- Have students choose four verbs from each column on the board and write a sentence for each verb.
- Call on pairs to read their sentences and write them on the board. Make corrections as needed.
Lesson 2

Talk about work-related goals

Controlled Practice

2 PRACTICE

Complete the conversation between...

• Read the first and second sentences. Point out that with the verb continue it's possible to use either an infinitive or a gerund.
• Have students continue working alone or in pairs. Give a time limit. Walk around and provide help as needed.
• Call on two students to read the conversation out loud. Write their answers on the board. After each answer, ask the class: Is this correct? Elicit corrections from students and write them on the board.

Expansion: Speaking Practice for 2

• Form cross-ability pairs and have students practice the conversation.
• Call on pairs to perform the conversation for the class.

Communicative Practice

Show what you know!

STEP 1. Complete the sentences about...

• To model the activity, give examples from your own life. For example, say: I really enjoy teaching Level 4. I hope to teach Level 4 again next semester. Someday, I'm going to learn to design a Web page.
• Have students complete the sentences with their own information.

STEP 2. GROUPS. Discuss. What are the...

• Form cross-ability groups of five or six people. Have each group select a timekeeper, a note taker, and a reporter.
• Tell students to read their sentences to their classmates. The note taker should write down the group members' answers.
• Give a time limit.
• Walk around and provide help as needed.
• At the end of the discussion, tell note takers to tally the group's answers and determine which ones are the most popular.
• To wrap up, have each group's reporter tell the class about their group's most popular answers.

Progress Check

Can you . . . talk about work-related goals?

Say: We have practiced talking about work-related goals. Now, look at the question at the bottom of the page. Can you talk about work-related goals? Write a checkmark in the box.
Getting Started

1 INTERPRET A RÉSUMÉ

A CLASS. A résumé is typed information about...

• Find a model résumé on the Internet. Print it out and make copies for the class, or project the page for the class to see.
• Read the definition of résumé in the directions.
• Have students look at the model and point out the sections showing the person’s education, skills, and experience.
• Read the first question in the directions. Have students raise their hands if they have used a résumé.
• Read the second question. Have a volunteer answer.

Answer: People usually give a résumé to an employer before a job interview.

• Say: In this lesson, we will read a résumé and learn how to write one.

B GROUPS. Skim Francis Kouadio’s...

• Review skimming. Say: Skimming is reading rapidly to discover what something is about. When you skim, you should not read every word.
• Read the first question. Have the class skim the Objective section. Call on a volunteer to answer the question.

Answer: The Objective section describes the type of job the applicant is applying for.

• Group students who are sitting near one another. Have them skim the résumé for the contents of the Qualifications and Related Experience sections.
• Go over answers with the class.

Answers: The Qualifications section includes the skills and accomplishments that make the applicant a good candidate for the job. The Related Experience section includes previous jobs and volunteer experience.

Culture Connection

Certain types of information should not be included in a résumé, including an applicant’s Social Security number; personal information (weight, height, health, marital status, number of children); reasons for leaving jobs; and salary information.

Expansion: Reading Practice for 1B

• Bring real résumés to class, one for each group.
• Divide the class into small groups.
• Have students skim each résumé for the applicant’s objective, qualifications, and experience.
• Time permitting, have groups switch résumés and skim again.
Lesson 3  Interpret and write a résumé

Presentation  10 minutes

2 READ

Read Francis Kouadio’s résumé.
• Make a list of vocabulary that students ask about.
• Write new words and definitions on the board. Encourage students to enter them in their vocabulary notebooks.

Controlled Practice  10 minutes

3 WRITE

GROUPS. Discuss.
• Form cross-ability groups. Tell students to take turns reading the questions.
• To wrap up, read each question and have volunteers answer.

Answers: 1. This information is at the top so that the employer can easily contact him. 2. These achievements show that he has initiative and he is an excellent worker. 3. The volunteer work gave him useful experience that probably helped him get his first paid job. Volunteer work also shows that a person is interested in his or her community.

Communicative Practice  10 minutes

CLASS. References are people who...
• Tell the class about a time you applied for a job and the people you used as references.
• Form cross-ability groups. Have groups choose a timekeeper and a reporter.
• Have reporters share their group’s answers to question 1 and write them on the board.

Answer: 1. Former employers, teachers, athletic coaches, supervisors in volunteer positions, members of the clergy.

Culture Connection
Tell students to get permission from references to use them as references. Students should not include the names, addresses, and phone numbers of references on their résumés. Rather, they should write References available upon request.

Controlled Practice  10 minutes

3 WRITE

BRAINSTORM. Think about...
• Give an example of each item and write it on the board.
• Tell students they can make up information.
• As students work, walk around and provide help.

Teaching Tip
If some students have never had a job, pair them with students who have worked or tell them to make up their own information.

Communicative Practice  15 minutes

C Write your own résumé. Use...
• Look at Francis Kouadio’s résumé on page 30. Point out: In the Qualifications section, all items begin with adjectives; in the Related Experience section, all items begin with verbs; positions are listed with the most recent one first; the entire résumé is on one page; the last item on the page is References available upon request.
• Have students write a draft résumé in class. While students work, walk around and provide help.
• Collect the drafts and give feedback.

Progress Check
Can you . . . interpret and write a résumé?
Say: Look at the question at the bottom of the page. Can you interpret and write a résumé? Write a checkmark in the box.

Extra Practice

Interactive Practice  pages 16–17
Lesson 4  Use job-information sources

Getting Started  5 minutes

1  BEFORE YOU LISTEN

GROUPS. Discuss the information...

- Read the job-search tips out loud while students read along silently.
- Explain vocabulary as needed, for example: proven method: a method that is certain to work because it has been tried by many people; and want ads: the same as classified ads.
- Group students. Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- To wrap up, call on volunteers to share their answers with the class.

Culture Connection

Job searchers who sign up with a job placement agency do not have to pay a fee. The fee is paid by employers who use the agency to obtain lists of applicants.

Presentation  10 minutes

2  LISTEN

A  Lisa Wong is talking to...

- Have students look at the photo. Ask: Where are the speakers? How old are they? What's their relationship?
- Tell students to listen specifically for Lisa's advice. Encourage them to take notes as they listen.
- Play CD 1, Track 20. If students need extra support, tell them they may read the Audio Script on page 285 as they listen.
- Call on a volunteer to answer the question. If students need a hint, ask: How many suggestions did Lisa give? (five) What were they? Write the suggestions on the board.

Answers: She could look in the newspaper, go online, go into businesses that have a “Help Wanted” sign in the window, use a job placement agency, and network with family, friends, and neighbors.

B  Read the questions. Then listen...

- Have students read the questions silently and predict the answers.
- Play Track 20 again.
- Check answers. Call on students to read the questions and answers. If a student makes a mistake, ask the class: Do you agree? or Is that correct?
- If students are having difficulty with one question, replay the segment of the listening passage that answers the question. Have students repeat what they heard, then answer the question again.

C  Read the Job-Search Tips...

- Give students time, if necessary, to reread the tips and select their answer.
- Have a volunteer answer the question.

Expansion: Speaking Practice for 2C

- Ask: Do you agree that networking is the best way to find a job? Have volunteers share their opinions.
Lesson 4

Use job-information sources

3 CONVERSATION

A GROUPS. Discuss.
• Form cross-ability groups. Make sure each group has a reporter.
• Have reporters share their group's answers. Write them on the board.
Possible answers: 1. the salary, hours, and responsibilities 2. newspaper ad, company website, other employees of the company, the company's personnel office, a career placement service

B Angela is talking to her neighbor...
• Play CD 1, Track 21. Have students listen and read along silently.
• Optional: Have above-level students listen with their books closed.
• Check comprehension. Ask: How has Angela sent her résumé? (online) Has she gotten any responses? (no) What does Harold suggest? (going to an employment agency and getting help at the library) What is Angela going to do? (She's going to go to the library to use their computers.)

4 PRACTICE

A PAIRS. Practice the conversation.
• Form cross-ability pairs and have students take turns reading each role.
• Have students switch partners and practice again.
• Walk around and listen as students are practicing. Provide help as needed.
• Ask volunteers to perform the conversation.

Communicative Practice 25 minutes

B ROLE PLAY. PAIRS. Role-play a conversation...

Teaching Tip
While pairs are performing, 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.

• Have students reread the Job-Search Tips on page 32, if necessary.
• Model the activity with an above-level student. Play the role of Harold.
• Form cross-ability pairs. Tell them to follow the conversation in Exercise 3B, replacing Harold's suggestions with the information they choose.
• Give a time limit. Walk around and provide help as needed.
• Have volunteers role-play their conversation.

MULTILEVEL INSTRUCTION for 4B

Cross-ability Ask the higher-level student to play Harold and to give at least three suggestions.

C MAKE IT PERSONAL. GROUPS. Discuss...
• Share one of your experiences with job-hunting and say whether or not you were successful.
• Form cross-ability groups and give students a time limit for talking.
• Encourage students to use infinitives and gerunds.
• Walk around while students are talking and provide help as needed.
• Take notes on errors with infinitives and gerunds.
• Call on volunteers to share their experience with the class.
• To wrap up, go over errors with infinitives and gerunds. Say the incorrect forms you heard. Have the class correct them.

Community Building
If your school has a job placement office, invite one of the counselors to come speak to your class. Have the class choose the topic of the visit (for example, how to use the Internet to search for jobs). Before the counselor's visit, have students prepare questions they would like to ask.

Extra Practice

Interactive Practice
Lesson 5  Discuss job-related skills and abilities

Getting Started  5 minutes

• Say: You’ve learned about infinitives and gerunds after verbs. In this lesson you’ll learn about gerunds that are the object of a preposition.
• Review preposition and object of the preposition. Explain: Prepositions are words such as in, on, of, about, and between. The object of a preposition is a noun or noun phrase that comes after a preposition.
• On the board, write: I’m not interested in watching sports on television. Explain: In this sentence, the object of the preposition in is the gerund watching.
• Copy the sentences from the grammar chart onto the board.
• Point to each sentence and ask the class: What is the preposition? What is the object of the preposition? Circle the preposition and underline the object of the preposition in each sentence.

Presentation  15 minutes

Gerunds as objects of prepositions

• Read the first Grammar Watch note. Point to the first sentence on the board and ask: Can we say: I’m thinking about to apply for a position at a hair salon? (No. Use a gerund after a preposition.)
• Draw a two-column chart on the board with the headings Adjective + Preposition and Verb + Preposition.
• Say: Sometimes the gerund comes after a verb and a preposition. Other times the gerund comes after an adjective and a preposition. Point to the example sentences. Ask: Is this an adjective + preposition phrase or a verb + preposition phrase? Elicit the correct response from the class and write the phrases (thinking about, worried about) under the correct headings.
• Read the adjective + preposition and verb + preposition phrases in the grammar chart and have the class repeat.
• Read the second Grammar Watch note. Before students look at the lists on page 281, ask them if they can think of other adjective + preposition or verb + preposition phrases to add to the two lists on the board.

Expansion: Grammar Practice

• Play a game. Divide the class into groups of eight, if possible.
• Have the students in each group take turns coming to the board to write sentences using the phrases in the grammar chart. Each student in a group can write only one sentence.
• Give a time limit. Go over the sentences and make necessary corrections. The group that comes up with the most correct sentences wins.

Controlled Practice  20 minutes

1 • Read the conversation between...

• Have students complete the exercise alone. Walk around and provide help as needed.
• Check answers. Choose students to read the lines of dialogue and say which phrases they underlined.
• Pair students and have them practice reading the dialogue.

2 • Complete the conversation. Use...

• Have students work alone or in pairs to complete the exercise.
• While students are working, walk around and provide help as needed.
• Have a pair of students read the dialogue. Write the answers on the board. If there is a mistake, point to it and ask the class: Is this correct? or Do you agree? Make corrections as needed.

Expansion: Grammar Practice

• Have students write sentences using five verb + preposition phrases and five adjective + preposition phrases, all followed by gerunds. Above-level students can write more.
Lesson 5  
Discuss job-related skills and abilities

2 PRACTICE

Complete each conversation. Use...
- Read the phrases in the box.
- Have an above-level student read item 1 with you. Make sure students understand that they need to write gerunds.
- Have students work in pairs.
- Give a time limit. Walk around and provide help as needed.
- Have pairs of students read the conversations. Write the answers on the board. Make corrections as needed.

Communicative Practice  20 minutes

Show what you know!

STEP 1. Choose a job. Complete...
- Have students work alone or with a partner to think of a job and complete the sentences.
- Optional: You may want to brainstorm as a class and write job titles on the board to help students choose.

STEP 2. GROUPS. Discuss the jobs you chose.
- Form similar-ability groups. Have each group select a timekeeper and a reporter.
- Model the activity by talking about your job, for example, A teacher . . . must be good at explaining ideas; is responsible for checking students’ progress; is used to making lesson plans; sometimes worries about not having enough time.
- Give a time limit. Remind students to use gerunds, when possible.
- Walk around and provide help as needed.
- Have the reporter from each group share the group’s sentences.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Have groups choose one job and complete the exercise together.
Above-level Have each student in the group choose a different job, complete the sentences, and share ideas with the group.

Expansion: Speaking Practice
- Write the following phrases on the board: be good at, believe in, be capable of, and care about.
- Choose a somewhat uncommon job, for example, dog walker, lifeguard, or food taster, and have students use the phrases to talk about the qualifications or skills needed for the job, for example: A dog walker must be good at controlling dogs. A lifeguard must be capable of rescuing people.

Progress Check
Can you . . . discuss job-related skills and abilities? Say: We have practiced talking about job-related skills and abilities. Now, look at the question at the bottom of the page. Can you discuss job-related skills and abilities? Write a checkmark in the box.

Extra Practice

Interactive Practice  pages 18–19
Lesson 6  Read about job interview questions

Getting Started  5 minutes

1 BEFORE YOU READ

A CLASS. Discuss. What is the meaning...

• Write the word discrimination on the board.
• Group students. Tell them not only to define discrimination but also to think of examples.
• Give a time limit. Walk around and provide help as needed.
• Call on students to define discrimination and give examples. Write their ideas on the board.

Possible answers: Some types of discrimination that might occur at work are: not hiring a person because of his or her ethnic background, not promoting a person because of his or her gender or age.

Language Note

Discrimination is the unfair treatment of a person or group because of their race, religion, color, age, social class, gender, marital status, sexual orientation, or disability.

B GROUPS. Who decides which questions...

• Ask: Do you think it’s legal in a job interview to ask someone how old he or she is? Poll the class and have students explain their opinions.
• Explain that according to U.S. law, it’s illegal to ask certain questions in a job interview, for example, it is illegal to ask people how old they are. Ask the class: Can you think of other questions that are illegal to ask?

Culture Connection

The following are questions an employer can legally ask: Do you have a green card? Which languages do you speak? Are you over the age of eighteen? What hours can you work? How many days of work did you miss last year? In contrast, it is illegal to ask the following questions: Are you a U.S. citizen? What is your native language? How old are you? Do you have children? Do you have any health problems?

C Read the title and the headings...

• Define vocabulary as needed: do’s and don’ts: things people should and should not do; inappropriate: not fitting, suitable, or correct (behavior)
• Have volunteers say their predictions about the main idea. Write them on the board. Ask the class if they agree.

Answer: The article is about what to do in a job interview if an interviewer asks questions that are illegal or inappropriate.

Presentation  15 minutes

2 READ

Listen and read the article.

• Play CD 1, Track 22. Ask students to listen to and read along with the article.
• When students have finished reading, point to students’ predictions on the board and ask: Were your predictions correct? Have a volunteer restate the main idea.
• Read the second question in the directions. To answer this question, students must read the second heading in the article and infer the answer. If students are having difficulty, have them reread the heading. Then ask the question again.

Answer: The interviewer sometimes asks questions that are inappropriate.

Expansion: Speaking Practice

• Some interview questions are legal but nevertheless inappropriate. An example from the reading is What’s your favorite book? Questions about an interviewee’s clothing, hairstyle, etc. are also inappropriate. Ask students to give additional examples of inappropriate interview questions.
Lesson 6  Read about job interview questions

Controlled Practice  20 minutes

3 CHECK YOUR UNDERSTANDING

A Complete the sentences. Circle...
- Have students compare answers with a partner.
- Call on students to read the questions and answers. Write the answers on the board.

Reading Skill: Using Details to Understand Important Ideas
- Read the Reading Skill.
- Define details. Say: Details are pieces of information that support or develop a main idea so that we can understand it better. Facts, examples, reasons, stories, numbers, and names are all types of details.

B Read the Reading Skill. Then circle...
- Read choice a. Ask: Does the writer tell any stories about himself or herself? Give students time to look back at the article and find the answer (no).
- Repeat with the remaining choices. Have students underline examples of interview questions.

Expansion: Reading Practice for 3B
- Have students make two lists in their notebooks: examples of appropriate questions from the reading and examples of inappropriate questions.

C GROUPS. Discuss. Why is it important...
- Form cross-ability groups.
- Have the groups share their answers.

4 WORD WORK

A prefix is a group of letters...
- Write on the board: illegal, inappropriate, and anti-discrimination.
- Read item 1 and have students answer chorally.
- Read item 2 and have students answer chorally.

Expansion: Word Work
- Have students think of other words beginning with the prefixes il-, in-, and anti-. Write them on the board and define if necessary.

Communicative Practice  20 minutes

Show what you know!

STEP 1. Think about job interviews in...
- Have students from the same country of origin work together, if possible.
- Give a time limit for talking. Circulate and provide help as needed.

MULTILEVEL INSTRUCTION for STEP 1

Pre-level Have students write one question employers can ask and one they can't.

Above-level Have students write three or more questions employers can ask and can't ask.

STEP 2. GROUPS. Discuss. How are...
- If possible, form groups with students from different countries of origin.
- Model a possible response, for example, In the U.S., an employer can't ask you if you're married, but in [country] they can.
- Make a two-column chart on the board with the headings Similar and Different. Have students make a similar chart in their notebooks.
- As students are talking, encourage them to take notes in their chart.
- To wrap up, have students use their notes to make sentences about similarities and differences between job interviews the U.S. and their countries of origin. Take notes on their sentences in the chart on the board.

Extra Practice

Interactive Practice  pages 20–21

T-37  UNIT 2
Lesson 7  Respond to common interview questions

Getting Started  5 minutes

1 BEFORE YOU LISTEN

CLASS. Discuss.
• Read the first question. Elicit students’ answers and write them on the board.
Possible answers: What is your previous experience? Where have you worked before? Are you a team player? Why do you want to work here? How did you hear about this job? What shift do you want to work? Can you use a computer?
• Read the second question. Call on volunteers to answer. If students mention a question that is written on the board, place a checkmark next to the question.

Presentation  10 minutes

2 LISTEN

A Kyong-Mo Lee is interviewing...
• Have students look at the photo. Ask: How does Kyong-Mo Lee look? What is his job? How does Steve look? Is this a good way to dress for a job interview?
• Play CD 1, Track 23. If students need extra support, tell them they may read the Audio Script as they listen.
• Have a student answer the question. Ask the class: Do you agree?
Answer: Steve is applying for a job as a truck driver.

Controlled Practice  5 minutes

B Read the questions. Listen...
• Have students read the questions before listening. Encourage them to predict the answers.
• Play Track 23 again. Have students listen and answer the questions.
• Have students compare answers with a partner.
• Check answers. Call on students to read each question and answer. Write the answers on the board.

Communicative Practice  10 minutes

C GROUPS. Discuss. Do you think...
• Define to make a good impression. Say: To make a good impression is to cause somebody to have positive ideas about you.
• Form similar-ability groups. Have each group choose a reporter.
• Give a time limit for discussion.
• Play Track 23 again, if necessary. Have students listen specifically for characteristics that would cause Steve to make a good (or bad) impression. Have students take notes.
• Have each group's reporter share their group's answers with the class. Write Steve's characteristics on the board.

MULTILEVEL INSTRUCTION for 2C
Pre-level Have students give one reason why Steve made a good (or bad) impression.
Above-level Have students give all the reasons why Steve made a good (or bad) impression.

Expansion: Speaking Practice for 2C
• Form cross-ability pairs. Have students look at the list of characteristics on the board and say which ones they possess.
• Provide a model. For example, Steve is good with technology. I'm good with technology, too.
• Have each student report on one characteristic that he or she shares with Steve.

Culture Connection
Personal appearance is important in making a good impression at a job interview. Applicants are expected to dress neatly in clothing appropriate for the job. Clothing should be clean and ironed. Both women and men should avoid loud colors, revealing clothing, or heavy cologne. Women should wear minimal jewelry and makeup.

UNIT 2  T-38
Lesson 7  Respond to common interview questions

Presentation  5 minutes

3 CONVERSATION

Pronunciation Watch
- Write a familiar multisyllabic name on the board. Ask the class: How do you say this name? After the class answers, repeat the name and clap your hands on the stressed syllables. Then say: What if I say it like this? Repeat the name but clap and stress the wrong syllables. (Students will probably laugh.)
- Read the Pronunciation Watch note.
- Write on the board the names of famous people. Say the names with incorrect stress. Have the class repeat the names with correct stress.

Teaching Tip
When speaking to students, try to use natural pronunciation. Avoid overenunciating or slowing down too much. If it is necessary to simplify your speech, use simpler vocabulary and syntax and avoid slang.

A   Listen to the words. Notice...
- Play CD 1, Track 24. Have students listen.
- Play Track 24 again. Have students listen and repeat.

Controlled Practice  10 minutes

B   Listen to these words. Put...
- Copy all six words onto the board. Point to control. Ask: How do we pronounce this word? Say the word and place a dot over the second syllable.
- Play CD 1, Track 25. Have students listen and complete the exercise.
- Have volunteers come to the board to put a dot over the stressed syllable.
- Call on students to say the words.

C   Steve Santos’s job interview...
- Play CD 1, Track 26. Have students listen and read along silently.
- Ask: What is the most important thing Steve has learned? Is Steve a calm person?

4 PRACTICE

A   PAIRS. Practice the conversation.
- Form cross-ability pairs and have students take turns reading each role.
- Have students switch partners and practice again.
- Walk around and listen as students are practicing. Take notes on errors with word stress.
- Say the incorrect forms you wrote in your notes. Have the class repeat them correctly.
- Ask volunteers to perform the conversation.

Communicative Practice  15 minutes

B   PAIRS. Discuss.
- Walk around and provide help as needed.
- Read each question. Call on volunteers to answer.

Teaching Tip
Encourage students to offer contrasting opinions and answers by asking questions such as Who has a different answer? or Who disagrees?

C   ROLE PLAY. PAIRS. Role-play...

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.

- Form similar-ability pairs. Have students switch roles and practice again.
- Have volunteers role-play their conversation.

Extra Practice

Interactive Practice
Getting Started 5 minutes

• Say: In this lesson we’re going to learn about the simple past and the present perfect.
• Ask the class: Who has a job? Select a student who raised his or her hand and ask: When did you start your job? Write the student’s answer on the board. For example, [John] started his job in March 2007. Underline started. Circle March 2007.
• Ask the class: How long has [John] had his job? Elicit an answer with for and write it on the board, for example, [John] has had his job for [two] years. Underline has had. Circle for.
• Ask [John]: Have you thought about getting another job? Write: [John] has thought about getting another job. Underline has thought.
• To reinforce, ask another student the same set of questions.

Presentation 15 minutes

Simple past and present perfect

• Read the first Grammar Watch note. Point to the sentence [John] started his job in March 2007. Ask: When did [John] start his job? (March 2007). Explain: If we know the specific time when something happened, we use the simple past.
• Read the second note. Point to the sentence [John] has thought about getting another job. Ask: Do we know when [John] thought about getting another job? (no) Explain: We use the present perfect when we don't know when something happened in the past. The time is indefinite.
• Read the third note. Point to the sentence [John] has had his job for [two] years. Ask: Does [John] have his job now? (yes). Explain: The action started in the past and continues until now, so we use the present perfect.
• Read the sentences in the grammar chart. After each sentence, ask: Why do we use the simple past (present perfect)? Have students restate the Grammar Watch rules.

Language Note

In some languages it is correct to say the equivalent of He has seen a doctor this morning. Explain that in English the simple past must be used with a specific time in the past.

Controlled Practice 20 minutes

A Read the information about...

• Write on the board: say, walk, learn, and write. Elicit the past participle of each verb (said, walked, learned, and written).
• Have the class conjugate an irregular verb in the present perfect. For example, using the verb write, follow the pattern: T: I have written. You . . . Ss: have written. T: He or she . . . Ss: has written.
• Do another conjugation in the negative, for example, I haven’t written. You haven’t written, etc.

Expansion: Grammar Practice

• Explain that English verbs have three forms: present, past, and past participle. Sometimes the past and past participle are the same, for example, I worked, I have worked. Sometimes the past and past participle are different, for example, I saw, I have seen.

B Two managers are talking...

• Have students work alone or in pairs.
• While students are working, walk around and provide help as needed.
• Check answers. Have two students read the dialogue. Write the verb forms on the board.
• Confirm answers by asking the class: Is this correct? Why is the (simple past / present perfect) correct?
Describe previous work experience and duties

Unscramble the sentences. Put...

- Read item 1 with the class. Ask: *How do we decide which verb form to use?* (Check the time expression.)
- Have the class do item 2 together.
- Have students continue working alone or in pairs. Give a time limit. Walk around and provide help as needed.
- Check answers. Have six students write sentences for items 3 to 8 on the board. Have other students read the sentences and say if they are correct. If there is an error, elicit corrections from the class.

**Expansion: Speaking Practice for Show what you know!**

- Have students “interview” Dan Miller, Raquel Hernandez, and Michael Shen from Exercise 2.
- Divide students into three groups. Assign a different “interviewee” to each group.
- Have each group write several interview questions for its interviewee, for example: (for Dan Miller) *How did you win your award?* (for Raquel Hernandez) *How did you injure your back?* (for Michael Shen) *Why haven’t you returned the interviewer’s phone calls?*
- Bring the class together. Choose three above-level students to play the roles of Dan Miller, Raquel Hernandez, and Michael Shen.
- Have volunteers perform the interviews for the class.

**Show what you know!**

**GROUPS. Discuss.**

- Give a time limit for discussion.
- Walk around and provide help as needed.
- To wrap up, call on students to share their answers with the class.

**Expansion: Speaking Practice for Show what you know!**

- Form cross-ability pairs to practice an interview. Have the lower-level student interview the higher-level student, using the questions in the box.
- Have volunteers perform the interview for the class.

**Progress Check**

**Can you . . . describe previous work experience and duties?**

Say: *We have practiced describing previous work experience and duties. Now look at the question at the bottom of the page. Can you describe previous work experience and duties? Write a checkmark in the box.*
GETTING STARTED

BEFORE YOU WRITE

A CLASS. Discuss. What is the purpose of...

• On the board, write the following headings: Résumé and Cover Letter.
• Ask: What information do we find in a résumé? If necessary, have students look at the résumé on page 30 and name the parts. (Objective, Qualifications, Related Experience, and Education). Write them below the heading Résumé on the board.
• Point to Cover Letter and ask: What is the purpose of a cover letter? What information is in a cover letter? How is a cover letter different from a résumé? Write students’ ideas on the board.

Possible answers: In general, the purpose of a cover letter is to get the employer’s attention and make him or her see why you should be given a personal interview. A few ways in which a cover letter is different from a résumé: a résumé gives comprehensive information about a job applicant’s qualifications, work experience, and education, while a cover letter emphasizes those things in an applicant’s background that are relevant to the position he or she is seeking; a résumé usually takes a neutral tone, while a cover letter should reflect the applicant’s personality and enthusiasm; a résumé uses incomplete sentences while a cover letter uses complete sentences and follows the rules of grammar and usage, etc.
• Ask: Has anyone ever written a cover letter? What information did you include in it?

PRESENTATION

15 minutes

B Read the writing model.

• Tell the class they’re going to read a cover letter from Francis Kouadio (whose model résumé they saw in Lesson 3).
• Hold up your book. Read the labels designating the parts of the cover letter (applicant’s address, employer’s name, etc.) and point to them in your book. Have students find them in their own books.
• Ask questions to clarify the content of each section. For example: What information is in the applicant’s address? Who is Alice Kwan? What is her title? What is the proper greeting to use in a cover letter? What are the two parts of the closing? Why does the applicant write his name twice?
• Ask questions to focus students’ attention on the format of the letter. For example: Is the employer’s name on the left or on the right? Which parts of the letter are double-spaced? Which parts are single-spaced? Which lines are indented? What punctuation comes after the greeting? After Sincerely?
• Read the body of the letter out loud as students read silently.

Language Note

Always use Ms. when addressing a woman in the cover letter because it avoids the issue of marital status.

Writing Tip: Cover Letter Content

• Read the Writing Tip.
• Discuss what is meant by unnecessary information. Remind students that legally they are not required to give information about their race, religion, age, ethnicity, and so on.
• Ask: What other information should not be included in the cover letter? Elicit, for example, family information.
**Lesson 9**

**Write a cover letter**

**PAIRS. Answer the questions.**
- Form pairs or small groups. Encourage students to underline the parts of the cover letter that answer the questions.
- Check answers.

**Answers:**
1. The job is a perfect fit with his interests, training, and experience.
2. his résumé

**What kind of information...**
- Reread the first paragraph with the whole class. Ask: What information does the first paragraph contain? In general, what should you write in the first paragraph of a cover letter? Do the same for each paragraph of the letter.
- Form cross-ability pairs. Tell pairs to reread the other paragraphs and write the kind of information that belongs in each.
- Call on students to share their answers. Write them on the board next to the numbers 1, 2, and 3.

**Answers:** The first paragraph of Francis Kouadio’s letter tells what job he is applying for and how he learned about it. The second paragraph explains why he is interested in the position and describes the elements of his experience and education that make him well qualified for it. The third paragraph expresses his enthusiasm for the company and indicates that he is available for an interview.

**Communicative Practice** **20 minutes**

**WRITE**

**Write a cover letter for the job...**
- Help students get organized. They will need the writing model on page 42, the outline of the body of the letter from Exercise 1D, their ad, and their notes.

**Language Note**
The language in a cover letter should be formal. It should not use slang or contain personal questions about the employer.

**CHECK YOUR WRITING**

- Read the questions in the checklist. Show how they correspond to the parts of the writing model.
- Have students read their letter and check off the items in the checklist.
- Collect papers and make corrections as needed in letter format, use of infinitives, gerunds, verb forms, and the contents of the letter.

**Controlled Practice** **20 minutes**

**THINKING ON PAPER**

**A BRAINSTORM. Read the résumé that you...**
- If your class does not have Internet access, bring (or have students bring) newspapers to class and have students use the want ads to choose a job.
- Choose an ad to use as a model for Exercise B. Pretend that you are going to apply for this job.

**Plan and organize the body paragraphs...**
- Copy the oval Y chart onto the board.
- Read the section heads out loud. Ask: What does this mean? Elicit examples of words and phrases for each category. Write them on the board.
- Read the ad you chose in Exercise A. Say: I’m going to apply for this job.
- Fill in the chart with your interests, education, and skills. (The information can be invented.)

**Teaching Tip**
You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate each student’s vocabulary, grammar, mechanics and how well he or she has completed the task. You may want to review the completed rubric with the students.

**Extra Practice**

Interactive Practice

page 24
1 REVIEW

Turn to page 246 for the Grammar Review.

2 ACT IT OUT

STEP 1. CLASS. Review what you learned...
- Direct students to look back at pages 30 and 31. Call on volunteers to list what should be included on a résumé.

STEP 2. ROLE PLAY. PAIRS. Role-play...
- Have students look at the photo. Ask: Where are the people? How are they dressed? What are they doing? What are they looking at? What is their relationship?
- Read the role descriptions.
- Discuss with the class: What kind of problem might Student B have with his or her résumé? (the objective or another part is missing; the format is incorrect; the objective is not specific; the writer has listed only one or two qualifications; the qualifications are written as complete sentences; the experience section is not in chronological order, etc.)
- Model the role play with an above-level student. Play the role of Student A. You can begin like this: Hello [name]. It's good to see you again. How can I help you today?
- Form cross-ability pairs.
- Have students write out their dialogues. Walk around and provide help as needed.
- Tell students to practice out loud at least twice.
- Have volunteers perform their role play.

STEP 2. GROUPS. What is Usman's problem?...
- Form cross-ability groups and have students choose a timekeeper, a note taker, and a reporter. The note taker writes down the group's solutions.
- Give a time limit for discussion.
- Have the reporter from each group share the group's solutions. Write them on the board.
- Have students vote on the best solution.

Possible answers: 1. He can phone the interviewer saying he will be late, then go to a copy shop to print the extra copy. 2. He can e-mail the résumé to the interviewer, then phone, explain his problem, and ask the interviewer to print out his résumé.

Expansion: Speaking Practice for STEP 2
- Form cross-ability pairs.
- Have students role-play a phone conversation between Usman and an employment specialist. Usman explains the problem with his résumé. The specialist suggests a solution, using the list on the board.
- Have volunteers perform their phone conversation.

3 READ AND REACT

STEP 1. GROUPS. Read about Usman's problem.
- Read while students follow along silently. To check comprehension, ask: What is Usman's problem?

3 CONNECT

Turn to page 257 for the Planning for Learning Activity and page 264 for the Team Project. See page T-xi for general notes about teaching these activities.

Progress Check

Which goals can you check off? Go back to page 25. Ask students to turn to page 25 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.

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.

Teaching Tip

While pairs are performing, 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.
Unit Overview

Goals
• See the list of goals on the facing page.

Grammar
• Participial adjectives
• Wish in the present and future
• Verb + object + infinitive

Pronunciation
• Pronunciation of unreleased final stop consonants
• Weak and blended pronunciation of to

Reading
• Read an article about community gardens
• Reading Skill: Making inferences

Writing
• Write a paragraph about your neighborhood

Life Skills
• Give and follow directions

Preview
• Say the unit title. Ask: What do you think this unit will be about?
• Hold up your book or have students look at their books. Set the context by asking the preview questions. You can also ask: What do you see in the photo? What are the people doing? What kind of neighborhood is this? Does your neighborhood look like this?

Unit Goals
• Point to the Unit Goals. Have students read them silently.
• Tell students they will be studying these goals in Unit 3.
• Say each goal and explain unfamiliar vocabulary as needed, for example, festival: a large celebration; issues: problems or topics that people care about.
• Tell students to circle one or more goals that are very important to them. Call on several volunteers to say the goals they circled.
• Write a checkmark (✓) on the board. Say: We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.
Lesson 1  Talk about cultural festivals and traditions

Getting Started  5 minutes

1 BEFORE YOU LISTEN

CLASS. Look at the picture. What kind...

• Hold up your book and point to the photo or have students look at their books. Read the questions and have volunteers answer.

Presentation  10 minutes

2 LISTEN

A Mali Prem and Eric Torres...

• Have students look at the photo. Ask: Who are the speakers? Where are they from? How old are they? Where are they? What is their relationship?
• Remind students to listen specifically for the answer to the question. It is not necessary to understand every word.
• Play CD 1, Track 27.
• Have students compare answers with a classmate.
• Call on a volunteer to answer the question.
Answer: Mali and Eric are going to the festival.

Controlled Practice  10 minutes

B Read the questions. Then listen...

• Have students read the questions and predict the answers.
• Play Track 27 again.
• Call on students to read the questions and answers. Write the letters of the answers on the board.
• If students have difficulty answering a question, play the corresponding part of the recording again.

Communicative Practice  10 minutes

C GROUPS. What things are common...

• Give an example from a U.S. perspective. For example, many immigrants and visitors to the U.S. are surprised that Americans eat turkey and pumpkin pie on Thanksgiving. Ask the class: Which American customs surprised you when you first arrived?
• If possible, group students from different countries.
• Give a time limit for discussion.
• While students are talking, walk around and provide help as needed.
• To wrap up, select a number of students and ask: What was the most surprising thing you learned in your group's discussion?

Expansion: Speaking Practice for 2C

• Have students prepare short oral reports about New Year customs and celebrations in their cultures.
• On the board, write topics associated with New Year celebrations, for example, date and season, food, clothing, gifts, greetings, home customs, religious customs, and other customs.
• Have students from the same culture work together. Have them divide up the topics so that each student reports on one aspect of the holiday. Pre-level students can report on simpler aspects of the New Year holiday, such as the date and season, food, or gifts. Above-level students should report on the more complex aspects of the holiday, such as home and religious customs.
• Give a time limit for preparation. While students are working, walk around and provide help as needed.
• Bring the class together. Have each group do a report to the class.

Culture Connection

The Thai New Year festival is called songkram. It is usually celebrated for three days, beginning on April 13. Thai people celebrate by eating traditional foods, thoroughly cleaning their homes, and visiting their temples and bringing food to the monks, as well as by participating in a variety of customs involving water—especially throwing water on one another! These same customs are followed by many immigrants living in Thai neighborhoods in the U.S.
Lesson 1  Talk about cultural festivals and traditions

Presentation  10 minutes

3 CONVERSATION

Pronunciation Watch

• On the board, write: tip, cab, hat, sad, book, and leg. Say: I'm going to say each word two ways. Tell me what you notice about the last sound.
• Say each word twice, first pronouncing the final consonant very strongly and the second time pronouncing it naturally with a short, quiet sound.
• Elicit from the class the difference between the first and second pronunciations.
• Read out loud the Pronunciation Watch note.
• To reinforce, say each word again, pronouncing the final consonant naturally with a short, quiet sound.
• Have students repeat each word after you.

Language Note
Final stops /p/, /b/, /t/, /d/, /k/, and /g/ are unreleased at the ends of words. In other words, they are pronounced with no release of air. In the student book this is described as short, quiet pronunciation.

A Listen to the words. Notice...

• Play CD 1, Track 28. Have students listen.
• Play Track 28 again. Have students listen and repeat.
• Call on students to say each word. Make corrections as needed.

B Mali and Eric talk after...

• Play CD 1, Track 29. Have students listen and read along silently.
• Optional: Have above-level students listen with their books closed.
• Check comprehension. Ask: What did Eric think of Thai Town? When is Thai Town busy? Is Eric going to come back?
• Have students underline the final /p/, /b/, /t/, /d/, /k/, and /g/ sounds. Have them listen to the conversation again and notice the short, quiet pronunciation.

Controlled Practice  10 minutes

4 PRACTICE

A PAIRS. Practice the conversation.

• Form cross-ability pairs and have students take turns reading each role.
• Have students switch partners and practice again.
• Listen as students practice. Take notes on students' pronunciation of final stops.
• If necessary, model the pronunciation of the final stops and have the class repeat.
• Ask volunteers to perform the conversation.

Communicative Practice  10 minutes

B MAKE IT PERSONAL. GROUPS. Discuss.

• Define diverse. Say: A diverse neighborhood has people of different races, ages, and religions.
• Read question 1. Tell about your neighborhood.
• Read question 2 and draw a chart on the board. Label the column heads Common Culture, Diverse Culture. Label the rows Advantages, Disadvantages.
• Tell students to talk about the advantages and disadvantages of living in common-culture neighborhoods and diverse neighborhoods.
• Form groups. Give a time limit.
• Have volunteers share their answers to question 1 with the class.
• Have volunteers share their answers to question 2. Write students’ ideas in the chart on the board.

Teaching Tip
Encourage students to offer contrasting opinions and answers by asking questions such as Who lives in a different kind of neighborhood? Who has a different answer? Who disagrees?

Extra Practice
Lesson 2  Describe feelings about a neighborhood

Getting Started  5 minutes

• Introduce the grammar point with a short anecdote. You could, for example, tell a story about a movie that you loved but a companion disliked. Include in your story sentences such as The special effects were amazing; I thought the movie was really exciting, but my friend was so bored she fell asleep.
• As you are telling the story, write the -ing and -ed words on the board.
• Point to the words on the board and say: In this lesson we’re going to look at adjectives that end in -ing and -ed.

Presentation  15 minutes

Participial adjectives
• Copy the grammar chart onto the board. Read the sentences and underline the participial adjectives.
• Read the first Grammar Watch note. Point to the sentences in the chart with -ing participles and ask: What’s the cause of the feeling? (all the restaurants and shops) Then point to the sentences with -ed participles and ask: Which person has the feeling in this sentence? (I)
• Read the second note. Elicit sentences with worried and relieved. Ask students: When do you feel worried? When do you feel relieved? Write students’ sentences on the board.
• Read the third note and point to the sentences in the chart with amazed at and bored by. Ask students if they know any other -ed adjectives followed by prepositions. If necessary, cue them by saying interested . . . (in), surprised . . . (by), worried . . . (about).

Expansion: Grammar Presentation
• Have students look at the list of -ed adjectives + prepositions on page 281. Give them a time limit, such as two minutes, to examine the list and memorize as many combinations as possible.
• Divide students into teams. Say an -ed adjective from the list. Have students call out the preposition. Award one point to the first team to call out the correct preposition.

Controlled Practice  20 minutes

1 PRACTICE

A Mark the boldfaced adjectives...
• Read the first sentence. Ask: What is exciting? What is the cause? (life in a new country)
• Have students continue working alone or in pairs. While they are working, walk around and provide help as needed.
• Check answers. If it is necessary to clarify an answer, ask: What is the cause of the feeling? or Who is experiencing the feeling?
• Write the boldfaced words and the answers, C or F, on the board.

B Complete the conversation between...
• Read the first sentence. Ask: Is there another preposition we can use here? (no)
• Remind students they can consult the list on page 281 if necessary.
• Have students work alone or in pairs. While they are working, walk around and provide help as needed.
• Have a pair of volunteers read the conversation. Write the adjectives and the prepositions on the board. For each item, ask: Is there another preposition we can use here? If yes, write it on the board as well.

Expansion: Speaking Practice for 1B
• Form cross-ability pairs. Have pairs make sentences using the answers on the board from Exercise 1B.
• Call on students to read their sentences to the class. Make corrections as needed.
• To make the activity more challenging, tell students to write a conversation using as many of the items as they can.
• Have pairs perform their conversation for the class.
Describe feelings about a neighborhood

Lesson 2

2 PRACTICE

A Read the sentences about...

• Read item 1. Ask: Why is disappointed correct? (It describes the way Maria feels.)
• Have students work alone or in pairs.
• Write the numbers 2 through 5 on the board. Call up students to write the answers. Point to each item and ask: Is this correct? If there is an error, elicit the correction and write it on the board.

Expansion: Speaking Practice for 2A

• Discuss the cultural aspects of items 2 and 3. Read item 2 and ask: Why doesn't the neighbor wait for an answer? When people say How are you? in the U.S., are they really asking about your health?
• Read item 3. Ask: In the U.S., is it polite to ask someone about his or her age? Is it polite in your culture?
• Ask: What other topics should you not ask about in the U.S.? (how much money people make and how much they paid for things such as their house, etc.)
• Have volunteers share their ideas with the class.

B Complete the sentences with...

• Read the first sentence and point out that although the story is in the past, the -ed and -ing forms do not change.
• Have students complete the exercise alone or in pairs. Walk around and provide help as needed.
• Have students compare answers with a partner.
• Call on students to read the sentences with the answers they filled in. Write them on the board. Point to each item and ask the class: Is this correct? Elicit corrections as needed.

Communicative Practice 20 minutes

Show what you know!

STEP 1. Check (✓) three adjectives to describe...

• As an example, say how you feel about your own neighborhood, for example, I'm encouraged by the friendliness of my neighbors. Write the sentence on the board.
Getting Started  5 minutes

- Write community center on the board. (Alternately, if your school’s neighborhood has a community center, write the name of the center on the board.)
- Ask about students’ experience, for example: Is there a community center in your neighborhood? Where is it located? Do you go there? How often? What kinds of activities do you do there?

1 BEFORE YOU LISTEN

CLASS. Many community centers in the...

- Read question 1 and write students’ answers on the board.
- Read question 2 and elicit answers. Write C next to activities that are popular for children and T next to those that are popular with teens.
- Follow up by asking: Which activities do you do? Which ones do your children or your teenagers do?

Expansion: Speaking Practice for 1

- Ask the following additional questions: Which additional activities would you like your community center to offer? What hours is your center open? Are the hours convenient for you? What do you like the best about your center? What don’t you like?

Presentation  10 minutes

2 LISTEN

A The director of the Hanson Park...

- Explain take notes. Students should listen specifically for five kinds of classes and write one on each line. Remind students it is not necessary to understand every word.
- Play CD 1, Track 30.
- Have students compare their notes with those of a classmate.
- Ask the class: How many kinds of classes did you hear mentioned? If students weren’t able to hear all five, play the recording again.
- Elicit the answers from the class and write them on the board.

Controlled Practice  25 minutes

B Read the statements. Then listen...

- Have students read the statements silently and predict whether they are true or false.
- Play Track 30 again.
- Have students complete the exercise alone or in pairs.
- Check answers. Call on students to read each statement and say whether it is true or false. If it is false, ask the student to correct it. Write the answers on the board.

Expansion: Listening Practice for 2B

- Write the following questions on the board: Which sport does Mrs. Suarez think her daughter will like? What are the center’s hours? How can Mrs. Suarez sign up her daughter for classes? How much does it cost?
- Play the second part of Track 30 again.
- Call on students to read the questions and say the answers.
Lesson 3  Give and follow directions

3 PRACTICE

A Look at the map. Look at the compass...

- Draw a large compass on the board and write in N, S, E, and W. Say: This is a compass. It shows directions.
- Have students answer the question. Write North, South, East, and West on the compass on the board.

Expansion: Listening Practice for 3A

- On the compass on the board, fill in Northeast, Northwest, Southeast, and Southwest.
- Figure out the directions in your classroom. Point to the north and say: This is north.
- Have the class stand up. Tell students you will say a direction and they should turn and face the direction you say.
- Practice all the directions on the compass.

B Jenna Smith, the director...

- Write the following terms on the board: drive north, make a right, make a left, travel east, and cross-street.
- Say: These expressions are used for giving directions. Which verbs do you see? (drive, make, travel) What's another way of saying make a right or make a left? (turn right, turn left) What is a cross-street? (the nearest street that crosses the street a place is located on)
- Play the first three speaking turns of CD 1, Track 31. Stop and ask: How does the woman ask for directions? (Can you give me directions to the center?) Write the woman's question on the board. Play the segment again if necessary.
- Play the entire Track 31. Watch students to see if they are able to mark the route on their maps.
- Play Track 31 again if necessary. This time, stop the recording after each segment of Jenna's directions and ask the class: Where are you now? Then play the next segment.
- If students are struggling, hold up your book, play the recording, and trace the route while students watch. Then play the recording again and have students trace the route in their own books.
- At the end of the recording, ask the class: Where are you? (at 1200 Hanson Park Drive)

C Look at the map. Circle...

- Have students complete the exercise alone.
- Have them compare answers with a partner.
- Call on students to read the sentences and state the answer. Write the answers on the board.

Communicative Practice  20 minutes

D ROLE PLAY. PAIRS. Role-play these situations.

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.

- Read the role descriptions. Clarify that students will both ask and give directions.
- Pair students of similar ability. Give them a time limit for practicing both role plays.
- Walk around and provide help. Take notes on errors involving asking and giving directions.
- Have volunteers perform one of their role plays.

MULTILEVEL INSTRUCTION for 3D

Pre-level  Review the Audio Script from Exercise 3B. Have students read it twice in pairs, switching roles. Then have them write scripts for their role plays, using the Audio Script from Exercise 3B as a model.

Above-level  Have students ask for directions to other locations on the map (not just the Hanson Park Community Center).

Progress Check

Can you . . . give and follow directions?  
Say: Look at the question at the bottom of the page. Can you give and follow directions? Write a checkmark in the box.

Extra Practice

Interactive Practice  pages 28–29
Describe community issues

Getting Started 5 minutes

1 BEFORE YOU LISTEN

A Match the pictures with...
- Say: We’re going to talk about problems that exist in some communities.
- Say each word or phrase and have students repeat.
- Have students do the exercise.
- Go over the answers. Say the number of the picture and have the class say the problem.

B CLASS. Which of the things...
- Say the number of each picture and its corresponding word(s). Ask: How many people see this problem on the way to school?
- Call on volunteers to answer the questions.

Expansion: Speaking Practice for 1B
- Ask: Are there any other problems that you see on your way to school?
- Have volunteers answer the question. Write their responses on the board.

Presentation 15 minutes

2 LISTEN

A Jamil Hadad and Linlin Yang work...
- Have students look at the photo. Ask: Who are the speakers? What is their relationship? Where are they? What are they doing?
- Remind students to listen specifically for the answer to the question. It is not necessary to understand every word.
- Play CD 1, Track 32.
- Call on a volunteer to answer the question.

Answer: The topic is problems in their neighborhood.

Controlled Practice 20 minutes

B Read the statements. Then...
- Do item 1 with the class. Remind students that if part of a statement is false, they should strike out that part and write the correction above the line.
- Have students read the remaining statements silently and predict whether they are true or false.
- Play Track 32 again.
- Have students complete the exercise alone or in pairs.
- Check answers. Call on students to read each statement and say whether it is true or false. If it is false, ask the student to correct it. Write the answers on the board.
- If students have difficulty answering a question, play the corresponding part of the recording again.

C PAIRS. Discuss. Linlin says that...
- Write the word hazard on the board. Elicit the meaning from the class. (A hazard is something dangerous.)
- Have students turn to their neighbors and discuss the question. Give a time limit.
- Ask: What is a health hazard? Why is trash a health hazard? Call on volunteers to answer.

Answer: A health hazard is something that has the potential to harm people. Trash is a health hazard because it contains not only bacteria but also hazardous objects such as broken glass and sharp pieces of metal.

Expansion: Speaking Practice for 2C
- Ask: What are some other health hazards in a community? Why are they dangerous?
- Write students’ responses on the board.
Lesson 4  Describe community issues

3 CONVERSATION

Jamil and his wife Maryam are...

- Play CD 1, Track 33. Have students listen and read along silently.
- Check comprehension. Ask: What is Linlin's problem? Do Jamil and Maryam have the same problem? What do Linlin and Jamil wish? What does Maryam wish?

4 PRACTICE

PAIRS. Practice the conversation.

- Form cross-ability pairs and have students take turns reading each role.
- Have students switch partners and practice again.
- Ask volunteers to perform the conversation.

MULTILEVEL INSTRUCTION FOR 4A

Pre-level Have students practice with the same partner.
Above-level Have students continue the conversation with three or four more exchanges, using their own ideas.

Communicative Practice 20 minutes

PAIRS. Use the conversation as...

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.

- Model a role play with an above-level student, using Wish List 1. For example, A: I had lunch with . . . the other day . . . We talked about . . . We both wish there were more educational programs . . .
- Pair students of similar ability and have them role-play a similar conversation using the items from one of the Wish Lists.
- Call on pairs of students to perform their role play.

MULTILEVEL INSTRUCTION FOR 4B

Pre-level Have students choose items from the same Wish List.
Above-level Have students choose items from any of the Wish Lists or substitute their own ideas.

Expansion: Speaking Practice for 4B

- Have students write a real Wish List of activities they would like to have in their communities.
- Pair students. Have them role-play conversations using their Wish Lists.
- Call on pairs of students to perform their role plays.

MAKE IT PERSONAL. Think about...

STEP 1. GROUPS. Discuss.

- Form cross-ability groups. Have each group select a timekeeper, a note taker, and a reporter. The note taker should write down the group's ideas and rankings.
- Give a time limit.
- While students are talking, walk around and provide help as needed.
- Have each group's reporter write the group's list on the board.

Answer: 1. Community services include community centers and their programs; libraries; services for the elderly, handicapped, homeless, and needy; city-sponsored youth sports and recreation programs; parks and swimming pools; literacy and English classes, and more.

STEP 2. CLASS. Share your results. Which...

- Look at the lists on the board. With the help of the class, select the three services that are listed most often and circle them.
- Have the class discuss why these three are the most important.

Extra Practice
Lesson 5  Talk about making changes in a community

Getting Started  5 minutes

• Ask the class: *Is there something about our classroom that you don’t like?* Elicit two to three answers, for example: *Our classroom doesn’t have an Internet connection. Our classroom is noisy. Our classroom doesn’t have windows.*
• Write students’ sentences on the board. Then point to each sentence, read it, and follow up with *I wish . . . ,* for example: *I wish our classroom had an Internet connection. I wish it weren’t noisy. I wish our classroom had windows.*
• Say: *In this lesson we're going to use wish to talk about changes we would like to make in our communities.*

Presentation  15 minutes

**Wish in the present and future**

• Copy the grammar chart onto the board. Read the sentences. Circle *wish* and underline the boldfaced verbs.
• Read the first Grammar Watch note. To clarify, point to the first sentence on the board and ask: *Does this community have a swimming pool?* (no) Say: *Our community doesn't have a swimming pool, but I wish we had one.*
• Read the second note. Read the second sentence on the board and ask: *Does the Sanitation Department come to our neighborhood?* (no) Say: *It doesn't come, but we wish it would come.*
• Read the third note. Point to the third sentence on the board. Ask: *Are there enough after-school programs at the community center?* (no) Say: *There aren't enough after-school programs. I wish there were more.*

Controlled Practice  25 minutes

1  PRACTICE

**A Some people are not satisfied...**

• Have a student read the first sentence. On the board, write *wish* and circle it. Write and underline *opened.*
• Have students continue working alone or in pairs. While they are working, walk around and provide help as needed.
• Check answers. Call on students to read the remaining sentences and say which words they underlined. Write them on the board. Point to each answer and ask: *Is it a present or future verb?*

**B A local newspaper interviewed people...**

• Read the first sentence.
• Have students complete the remaining items. While students are working, walk around and provide help as needed.
• Have students compare answers with a partner.
• To check answers, assign students to be Gladys, Andre, Julio, and Bo. Have them read their sentences. Write the answers on the board. If a student makes an error, ask the class: *Is this correct?* Elicit the correction from the class.
Lesson 5  Talk about making changes in a community

2  PRACTICE

Jack's family is talking at the...

- Read the directions.
- Read Jack's line and then the example. Review the grammar if needed. Ask: Why is there were correct? (Because we use were with wish to talk about things we want to be true now, but that are not true.)
- Have students work alone or in pairs. Give a time limit. Walk around and provide help as needed.
- Write the numbers 2 through 7 on the board. Call on students to write the answers on the board. Point to each item and ask the class: Is this correct? If there is an error, elicit the correction from the class and write it on the board.

Communicative Practice  15 minutes

Show what you know!

STEP 1. Complete these two sentences about...

- Provide models. Form two sentences about your own neighborhood.
- Remind students to use wish + the simple past to talk about now and wish + would or could to talk about the future.
- While students are writing, walk around and provide help as needed.

STEP 2. GROUPS. Tell each other...

- Have each group select a timekeeper, a note taker, and a reporter.
- Give a time limit.
- Have each member of the group read his or her sentences. The note taker should write down each person's wishes.
- Tell groups to choose three wishes to present to the whole class.

STEP 3. CLASS. Share your wishes. What...

- Each group's reporter should tell the class about the three wishes his or her group has chosen.
- Write the wishes on the board.
- Note which three wishes are repeated most often and circle them. If no wishes are repeated, have the class vote on three wishes for their neighborhood.

Expansion: Writing Practice for Show what you know!

- Write several topics on the board, for example, job, home, family, and health.
- Tell students to write two sentences about each topic using wish.
- Provide models, for example: I wish I didn't work on Saturdays. I wish my house had four bedrooms. I wish my parents lived near me. I wish I were a good athlete.
- Pair students and have them share and discuss their sentences.
- Collect the sentences. Correct errors with the use of wish.

Progress Check

Can you talk about making changes in...

Say: We have practiced talking about making changes in a community. Now, look at the question at the bottom of the page. Can you talk about making changes in a community? Write a checkmark in the box.

Extra Practice

Interactive Practice  pages 30–31
Lesson 6  Read about community involvement

Getting Started  10 minutes

1 BEFORE YOU READ

A CLASS. Discuss. Are there...

- Have students look at the photo. Ask: What kind of garden is this? Where do you think this is? Is there a garden like this near your home?
- On the board, write community garden. Ask: What is a community garden? If students do not know, explain: A community garden is an area owned by the city where residents of a neighborhood are allowed to plant their own garden.
- Have volunteers share their answers with the class.

Expansion: Speaking Practice for 1A

- With the class, discuss the advantages and disadvantages of having your own garden. Write students’ ideas on the board in a two-column chart.

B Read the title and the headings...

- On the board, write go green. Say: Many cities, businesses, schools, and families are going green these days. What do you think that means? (taking steps to control pollution, planting more trees and flowers in public areas, using less energy, and recycling)
- Have students look at the title and headings. Call on students to share their predictions about the main idea. Write their ideas on the board.

Answer: The main idea of the article is that neighborhoods are going green by planting community gardens.

Presentation  15 minutes

2 READ

Listen and read the article. Was your prediction...

- Note: Do not pre-teach the boldfaced vocabulary. The items are practiced in Exercise 4.
- Play CD 1, Track 34. Ask students to listen and read along with the article.
- When students have finished reading, point to the main-idea predictions on the board and ask: Were your predictions correct? Have a volunteer restate the main idea.
- Call on volunteers to state the author's opinion about community gardens. Since the article does not say what the author's opinion is, students must infer that it is positive. Ask: How do you know? Have students find words and phrases in the text that give a positive impression, for example: a place of beauty, fresh food, and a source of pride.

Answer: The author thinks that community gardens bring many benefits to the neighborhoods that have them.
- As a follow-up, have students listen as they read the article again.
Controlled Practice 20 minutes

3 CHECK YOUR UNDERSTANDING

A Complete the sentences. Circle...
- Have students work alone to complete the exercise.
- Have students compare answers with a partner.
- Call on students to read the questions and answers. Write the answers on the board.

Reading Skill: Making Inferences
- Read the Reading Skill. Explain that an inference is the same as a logical guess.
- Explain that in order to make logical guesses, readers must use their knowledge and look for clues in the text. This kind of reading is often called reading between the lines.
- Point out that students practiced making an inference when they answered the question about the author's opinion in Exercise 2.

B Read the Reading Skill. Then answer...
- Have students read the article again. Tell them to underline information (any clue) that helps them answer the question.
- Take a vote. Ask: How many people think crime probably increased? decreased? stayed the same? How do you know?

Answer: Crime probably decreased. The article says, “Research at Texas A&M . . . shows that city areas with more green have less crime.” We know that the green areas in Norris Square increased, so the crime should have decreased.
- Go through the text and have students say which information they underlined.

4 WORD WORK

Find these boldfaced words in the article. Circle...
- Explain that both of the definitions given for each word are in the dictionary, but only one is correct in the context of the article. Students need to read the sentence—and sometimes the whole paragraph—in which a word appears before they choose their answer.

Communicative Practice 15 minutes

Show what you know!

GROUPS. Discuss. Would you like to start...
- Write Community Garden in the center of the board. Below and to each side, write the words For and Against.
- With the class, brainstorm one reason for and one reason against starting a community garden.
- Have students continue working in groups. Have them choose a timekeeper, a note taker, and a reporter.
- Give a time limit. While students are talking, walk around and provide help as needed.
- Have reporters share their group's ideas with the class. Write the reasons for and against on the board.

Community Building
If there is a community garden near your school and it is feasible to leave the premises, take your class on a field trip to the garden. Arrange a tour if possible.

Extra Practice
Lesson 7  Discuss ways to improve a community

Getting Started  5 minutes

1  BEFORE YOU LISTEN

PAIRS. You are going to listen...

• Write city council on the board. Explain: A city council is a group of people who supervise and make decisions about the operations of a city. The members of the council represent different areas (districts) of the city. They are elected by the people who live in that area.

• Read the list of words and have students repeat. Point out that all the words are verbs.

• Repeat item 1 and read definition d.

• Form cross-ability pairs and have them complete the exercise.

• Check answers. Say the number of the item. Have the class say the letter of the definition.

Expansion: Vocabulary Practice for 1A

• Pair students. Assign each pair a number from 1 to 6. Tell students to form a sentence using the word corresponding to their assigned number.

• Go around the room and have one student from each pair say the pair's sentence. Make oral corrections as needed.

• Follow up by having students write sentences using the items.

B  CLASS. Look at the picture. What...

• Read the text on the sign in the picture. Ask: What is community policing? (Residents work together with police to make their neighborhood safer through activities such as Neighborhood Watch, citizen patrols, neighborhood newsletters, alley cleanups, etc.)

• Ask: Where can you see an ad like this? (on the side of a bus, on the bulletin board at a community center, supermarket, or local newspaper)

• Call on volunteers to give their idea about the purpose of the ad.

Answer: The purpose of the ad is to get people interested in community policing.

Presentation  10 minutes

2  LISTEN

PAIRS. Clara Ramos is a city council...

• Play CD 1, Track 35. Have students listen for the answer to the question.

• Call on students to share their answers.

Answer: They’re talking about how community policing can help provide better protection against crime in the community.

Controlled Practice  10 minutes

PAIRS. Read the questions. Listen...

• Play Track 35 again. Have students listen for the answers to the questions.

• Call on students to answer the questions. For questions 1 and 2, replay the recording if necessary. For questions 3 and 4, have volunteers share their opinions.

Answers: 1. She asked them to provide more patrol officers. 2. The answer was no, but instead, the district is going to expand its community policing program. 3. They can help identify problems and find solutions. 4. because the community can help the police identify problems before they occur.

PAIRS. Read this quote: “Safety is...”

• Provide questions to help students infer the answer. For example, write the following questions on the board: Who mentions the community-policing program, Clara or Hugo? Did Hugo like the idea right away?

• Have students look at the Audio Script on page 287.

• Pair students and have them answer the questions on the board and in their book.

• Have volunteers answer the question about who made the statement and explain their choice.

Answer: Clara Ramos would probably make the statement because she supports community policing.

Expansion: Speaking Practice for 2C

• Ask: Do you agree with the quote? Why or why not?

• Call on students to share their answers.
Lesson 7  Discuss ways to improve a community

Presentation  10 minutes

3 CONVERSATION

Pronunciation Watch

• On the board, write: I like to walk on the beach. Let's go to the beach this evening. Do you need to leave work early? Say the sentences. Ask: What do you notice about the word to? (To is pronounced tō.)
• On the board, write: Do you want to see a movie tonight? My brother and I are going to catch the midnight show. Say the sentences. Ask: What do you notice about want to and going to? (They are pronounced wanna and gonna.)
• Read the Pronunciation Watch note. Point out that to, want to, and going to are not stressed.

Listen to the phrases and...

• Read the first item. Stress the words like and come. Do not stress to.
• Play CD 1, Track 36. Have students listen.
• Play Track 36 again. Have students repeat.

Eva Lopez is talking with her...

• Play CD 1, Track 37. Students listen and read along silently.
• Check comprehension. Ask: What does the neighborhood need, according to Eva? What does Hugo suggest? What is Hugo going to do tonight? What does Eva want to do?

Controlled Practice  10 minutes

4 PRACTICE

PAIRS. Practice the conversation.

• Form similar-ability pairs and have students take turns reading each role.
• Have students switch partners and practice again.
• Take notes on instances when students forget to use the relaxed pronunciation of to.
• Practice the items in your notes with the class as follows: T: I heard ____. It should be _______. Have the class repeat the correct form.
• Ask volunteers to perform their conversations.

MULTILEVEL INSTRUCTION for 4A

Pre-level Have students practice several times with the same partner.
Above-level Have Student A read his or her part and Student B respond without looking at the conversation. Have students switch roles.

Communicative Practice  15 minutes

PAIRS. Do you think Eva will...

• Read the last two lines of the conversation in Exercise 3B with an above-level student.
• Give students a time limit for discussion.
• Take a class vote. Ask: How many think Eva will attend the meeting? Why do you think so? How many think Eva will not attend? Why?

PROBLEM-SOLVING. Think about...

STEP 1. Read about Hugo. What is...

• Read the paragraph or pair students and have them read it together.
• Check comprehension. Ask: What did Hugo see? Does he know the young men?

STEP 2. GROUPS. Discuss possible solutions to...

• Group students and have them choose a timekeeper, a note taker, and a reporter. The note taker keeps the list of solutions the group proposes.
• Give a time limit. Provide help as needed.
• Call on reporters to share their group’s solution. Write all suggested solutions on the board. Then have the whole class vote on the best one.

Separator

Expansion: Speaking Practice for 4C

• Write additional discussion questions on the board, for example: Does your neighborhood have community policing? What activities do community members participate in? Do you participate? What experiences have you had?
• Discuss as a whole class or in small groups.
Lesson 8  Identify community problems

Getting Started  5 minutes

- Write on the board: I want to find a job. Ask the class: What is the verb? (want) What is the infinitive? (to find)
- Using a different color, insert my brother between want and to in the sentence above. Ask the class: What's the difference between the sentences? (The second sentence has an object. It changes the meaning. In the first sentence, the speaker wants to find a job. In the second sentence, the speaker wants a different person—his or her brother—to find a job.)
- Say: In this lesson, we're going to practice sentences that have the structure verb + object + infinitive.

Presentation  10 minutes

Verb + object + infinitive

- Copy the grammar chart onto the board. Read the sentences. Circle the verbs, draw a line under the objects, and draw two lines under the infinitives.
- Explain urge. Say: To urge means to suggest something very strongly. For example, if you have a high fever, I urge you to see a doctor.
- Read the first Grammar Watch note. Point to the infinitives in the examples.
- Read the second note. Point to us in the second example. Point to the city in the first example and explain that the object can also be a noun.

Language Note

Other verbs that can be followed by an object and an infinitive include ask, advise, tell, teach, remind, encourage, expect, and warn.

Controlled Practice  25 minutes

1  PRACTICE

A  Read the conversation from a...

- Read the first two sentences and copy the example on the board.
- Have students complete the exercise alone or in pairs. Walk around and provide help as needed.
- Ask the class: How many verbs did you circle? What's the first one? Elicit each verb + object + infinitive. Circle and underline the appropriate words.

- Expansion: Speaking Practice for 1A

  - Pair students and have them read the conversation.
  - Remind students to use the relaxed pronunciation of to.
  - Call on pairs to perform the conversation for the class.

B  Cross out the noun object in each...

- Read item 1. Ask: Why is them correct? (It replaces the sanitation workers—third person plural)
- Have students complete the exercise alone or in pairs. Walk around and provide help as needed.
- Write the numbers 2 through 6 on the board. Have students come up and write the crossed-out noun and the pronoun that replaces it, as in the example.
- Call on students to read the sentences with the pronouns out loud.

- Expansion: Grammar Practice for 1B

  - Have students circle the verbs in Exercise 1B.
  - Tell them to make a list of verbs that can be followed by verb + object + infinitive, beginning with the verbs they circled in Exercises 1A and 1B.
  - Ask the class if they know other verbs that belong on the list. Elicit an example sentence with each correct verb. Have students add each verb to their list.
Lesson 8 Identify community problems

Communicative Practice 20 minutes

Show what you know!

STEP 1. GROUPS. Identify a problem in...
- With the class, identify problems in the neighborhood where your school is located. Write the problems on the board.
- Group students and tell them to choose one of the problems on the board for their discussion. Have them choose a timekeeper, a note taker, and a reporter. The note taker should record the group’s ideas.
- Give a time limit. While students are talking, walk around and provide help as needed.

STEP 2. CLASS. Share your ideas.
- Make a large three-column chart on the board with the headings: Problem, Who Can Help, What To Say.
- Have reporters share their group’s ideas with the class. First they should report on the problem their group discussed. Then they should say whom they would talk to and what they would say.
- Write a summary of all the reports in the chart on the board.

Expansion: Writing Practice for STEP 2
- Have students write a letter to the person whom they’d talk to, using the ideas summarized in the chart on the board.

Progress Check
Can you . . . identify community problems?
Say: We have practiced identifying community problems. Now, look at the question at the bottom of the page. Can you identify community problems? Write a checkmark in the box.

Extra Practice

Interactive Practice pages 34–35
Express feelings about your neighborhood

Getting Started 5 minutes

1 BEFORE YOU WRITE

A GROUPS. Communities can create...
- Write teacher, manager, gardener, and outsider on the board. Ask the whole class: What does -er at the end of a word mean? (a person) What is an outsider? (a person who does not belong to a particular group)
- Form cross-ability groups. Give a time limit. While students are talking, walk around and provide help as needed.
- Bring the class together. Call on volunteers to answer the questions.
Possible answers: 1. It’s important NOT to feel like an outsider because that’s an unpleasant feeling. People need to get services and feel supported in their community. 2. People can introduce themselves to their neighbors, become involved in community projects, and go to community events.

Presentation 15 minutes

B Read the writing model. What is...
- Read the model out loud as students read along silently.
- Tell students to read the paragraph again and underline the information that answers the questions.
- Have a volunteer answer the first question.
Answser: A block party is a party for all the people who live on a block or in a neighborhood. The city closes a street and all the neighbors come out. There are games, music, and food.
- Have another volunteer answer the second question. Since this is an inference question, ask the student: How do you know?
Answser: The author has a very positive opinion. She says she had fun, she learned a lot about her neighborhood, and she made some good friends at the party.

PAIRS. Answer the questions.
- Read the first question and ask the class: How many reasons does the writer give? (three) Which words help you identify them? (first, second, last)
- Pair students and give a time limit for talking. Walk around and provide help as needed.
- Call on students to read the questions and say their answers.
Answers: 1. There were games, music, and food, and the writer got to talk to her neighbors. 2. She learned a lot about the neighborhood and made good friends. Now she feels like part of the community, and she has started volunteering in the neighborhood.

D What is the second reason...
- Have students work alone. Give a time limit.
Answers: A line should be drawn under “I learned a lot about my neighborhood.” The three examples are: 1. “I found out about the best places to shop and eat.” 2. “I heard about programs and services at the library and the community center.” 3. “I also found out about neighborhood volunteer projects, like cleaning up the park and delivering hot meals to senior citizens.”

E GROUPS. Compare your answers.
- Have students compare the sentence they underlined in Exercise D and the sentences they numbered.
- Bring the class together and check answers.

Writing Tip: Using Details
- Read the Writing Tip. Ask: Why are details important? (They illustrate the main ideas. They make writing more interesting and easier to remember.)
- Have students underline the first reason in the model paragraph. Ask: How many details support this reason? (five) What are they? (everyone came out; there were games for children; there was music for teens and adults; there was food for everyone; and the writer got a chance to talk to her neighbors) Can you write two details in the same sentence? (yes) How can you connect them? (with and or commas) Which words connect the different details? (and, best of all)
Lesson 9  Express feelings about your neighborhood

Controlled Practice  20 minutes

2 THINKING ON PAPER

A BRAINSTORM. Think about the neighborhood...

• Remind students that when they brainstorm, they should try to think of a lot of ideas. Later they will choose the ones they want to write about.
• As an example, ask the class to name things they like about their neighborhood and things they dislike. Write the items on the board.
• Give a time limit. While students are writing, walk around and provide help as needed.
• Pair students and have them share their charts with each other.
• Have students share their likes and dislikes with the class. Make two lists on the board.

B Decide whether you...

• Demonstrate the activity. Select one of the likes or dislikes on the board. Have students think of one reason and two (or more) details to support the reason. Write students’ ideas in the form of an outline.
• Have students complete the exercise alone. Give a time limit. While students are working, walk around and provide help as needed.
• Pair or group students and have them share their outlines with one another.

MULTILEVEL INSTRUCTION for 2B

Pre-level  Have students give just one reason and provide two details to support their point of view.

Above-level  Have students give more than two details to support the reasons for their point of view. Alternately, have them write about one thing they like and one thing they dislike, supporting each with reasons and details. Tell them to separate the two parts of their paragraph with the transition On the other hand.

Communicative Practice  20 minutes

3 WRITE

Write a paragraph about what you like...

• Say: Now use the outline you wrote in Exercise 2B to write your paragraph. It’s OK to change or add ideas while you are writing.
• Review paragraph format. Remind students to give their paragraph a title, indent the first line, and begin each sentence with a capital letter.
• Encourage students to use the unit grammar: participial adjectives, wish in the present and future, and verb + object + infinitive phrases.

4 CHECK YOUR WRITING

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate each student’s vocabulary, grammar, mechanics and how well he or she has completed the task. You may want to review the completed rubric with the students.

• Read the questions in the checklist. Say: These questions will help you write a better paragraph.
• Have students read their paragraphs and check off the questions in the checklist. Alternately, have them revise their paragraphs according to the items in the checklist.
• Collect papers. Make corrections as needed in paragraph format, participial adjectives, wish in the present or future, verb + object + infinitive phrases, and the items in the writing checklist.

Expansion: Writing Practice

• Have students rewrite their paragraphs.
• Pair students and have them read their paragraphs to each other.
• Have volunteers read their paragraphs to the class.

Extra Practice

Interactive Practice  page 36
**Review & Expand**

**Show what you know!**

**MULTILEVEL INSTRUCTION FOR 2**

**Pre-level** Have students write their dialogue. Tell Student A to give just one reason why the cleanup is a good idea. Tell Student B to give one reason why he or she cannot participate.

**Above-level** Have students practice without notes. Tell Student A to give three reasons why the cleanup is important or why Student B will benefit from participating. Have Student B give three reasons why he or she cannot participate.

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**STEP 1. REVIEW**

**ACT IT OUT**

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

- Play CD 1, Track 37. Have students listen as they read the script on page 59.

**STEP 2. ROLE PLAY.** Role-play this situation.

**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.

- Have students look at the illustration. Ask: Where are the people? What are they doing?
- Read the role descriptions.
- Model the role play with an above-level student. Play the role of Student B. Student A can begin like this: I’m organizing a spring cleanup in the park next Saturday.
- Tell students to practice out loud at least twice.
- Have volunteers role-play for the class.

**EXPANSION: SPEAKING PRACTICE FOR STEP 2**

- Ask students if they have had a similar experience and how they dealt (or are dealing) with it.
- If students don’t have a similar experience, have students share their opinions about whether this would be a problem for them. If so, how would they deal with it?

**CONNECT**

Turn to page 258 for the Community-Building Activity and page 265 for the Team Project. See page T-xi for general notes about teaching these activities.

**Progress Check**

**Which goals can you check off? Go back to page 45.**

Ask students to turn to page 45 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.

**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.

**STEP 2. GROUPS.** What is Lydia’s problem?...

- Form groups of three or four. Have each group choose a timekeeper, a note taker, and a reporter.
- Give a time limit for discussion.
- Walk around and provide help as needed.
- Have the reporter from each group share the group’s ideas. Write all the ideas on the board.
- Have the class vote on the best solution.

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**STEP 1. READ AND REACT**

**STEP 1. GROUPS.** Read about Lydia’s problem.

- Read the paragraph while students follow along silently.

UNIT 3  T-64
On the Job

Unit Overview

Goals
- See the list of goals on the facing page.

Grammar
- Phrasal verbs
- Negative yes/no questions
- Indirect instructions, commands, and requests

Pronunciation
- Stress in phrasal verbs
- Weak and strong pronunciation of auxiliary verbs

Reading
- Read an employee handbook
- Read an article about reducing workplace injuries
- Reading Skill: Recognizing restatements

Writing
- Write a memo to a supervisor

Life Skills
- Interpret information about employee benefits

Preview
- Say the unit title. Ask: What does on the job mean?
- Hold up your book or have students look at their books. Set the context by asking the preview questions. You can also ask: Where are the people? What's their job? What are they doing?

Unit Goals
- Point to the Unit Goals. Have students read the goals silently.
- Tell students they will be studying these goals in Unit 4.
- Say each goal and explain unfamiliar vocabulary as needed. For example: Supervisor: a boss or manager; the person who checks an employee's work. Employee benefits: things that employees get in addition to their salary, such as health insurance and vacation. Injury: physical damage to the body. Performance review: A written evaluation of an employee's work. Memo: short for memorandum; a short, written communication with information or instructions for employees.
- Tell students to circle one or more goals that are very important to them. Call on several volunteers to say the goals they circled.
- Write a checkmark (√) on the board. Say: We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.
Lesson 1  Communicate with supervisors and co-workers

Getting Started  5 minutes

1 BEFORE YOU LISTEN

A CLASS. Sandra Duval is a new teller...
- Have students look at the photo in their books. Ask: Who are the people? How old are they? What is their relationship? What do you think they're talking about?
- Ask students if they remember their first day at work. How did they feel? How do they think Sandra Duval feels?
Possible answer: Sandra probably feels nervous. She may also feel happy and excited.

B Read and listen to the words...
- Play CD 1, Track 38. Have students listen and circle the words they know.
- Call on students to define the words and say them in sentences. For example: Automatically: done by machine, without human effort. Endorse: to write one's name on the back of a check. Firsthand: To see or experience directly, not through a book or another person. Observe: to watch without intervening. Procedure: a way of doing something.

C Listen again and repeat.
- Play Track 38 again. Have students listen and repeat.
- Call on students to say each word. Correct pronunciation as needed.

Presentation  10 minutes

2 LISTEN

A Sandra is talking to Robert Stamov...
- Play CD 1, Track 39. Have students listen.
- Have students discuss the questions with a classmate.
- If necessary, play Track 39 again for students to check their answers.
- Call on students to share their answers.
Answer: Sandra feels positive about observing Robert. She thinks it will be helpful to observe the bank's procedures before she actually follows them.

Controlled Practice  10 minutes

B Read the statements...
- Have students read the statements silently and predict if they are true or false.
- Play CD 1, Track 40.
- Pair students and have them decide on answers.
- Check answers. Call on students to read each statement and say if it is true or false. If it is false, ask the student to correct it. Write the answers on the board.

C Sandra says “I'm a little nervous,...”
- Write get over it on the board.
- Have a volunteer answer the questions.
Answer: Sandra means that soon she won't be nervous anymore. Get over it means to recover (from an illness) or feel better.
- Have other students form sentences about their own experiences, using get/got over it.

D PAIRS. Sandra asked Robert...
- Pair students and give them a time limit for discussion.
- Call on a volunteer to answer the question. Ask the class: Does anyone disagree? or Does anyone have a different opinion?

Teaching Tip
After a student has expressed an opinion, you can encourage further discussion by asking Does anyone disagree? or Who has a different idea?
Lesson 1  Communicate with supervisors and co-workers

Presentation  5 minutes

3 CONVERSATION

Pronunciation Watch
- On the board, write: 1. Lena put away her clothes. 2. Lena put her clothes away. 3. Lena put them away.
- Read the Pronunciation Watch note.
- Read the sentences on the board. Clap on the stressed verbs and nouns (shown in italics). (1. Lena put away her clothes; 2. Lena put her clothes away; 3. Lena put them away)

A Listen to the sentences....
- Play CD 1, Track 41. Have students listen.
- Play Track 41 again. Have students listen and repeat.
- Say Sentence 1. Point to various students and have them say the words with correct stress. To correct errors, model the correct pronunciation and have the student repeat.
- Repeat for the rest of the sentences.

Controlled Practice  15 minutes

B Read the sentences. Put a dot...
- Do item 1 with the class. Repeat the rule if necessary: Pronouns are not stressed.
- Have students complete the remaining items, working alone or in pairs.
- Play CD 1, Track 42. Have students listen and check their answers.
- Call on students to read the sentences aloud. Correct errors as needed. Write the stressed words in each item on the board.

C Sandra is talking to Jason...
- Play CD 1, Track 43. Have students listen and read along silently.
- Optional: You may want to have above-level students listen with their books closed.
- Check comprehension. Ask: Is Sandra learning quickly or slowly? What does Sandra need to find out about? When is the meeting? What is it about?

Communicative Practice  15 minutes

A PAIRS. Practice the conversation.
- Form pairs. Have them read the conversation once, then switch roles and practice again.
- Walk around and listen as students are practicing. Take notes on pronunciation errors. Select a few key errors and correct as follows: T: I heard ______. What should it be? Elicit the correct form. Have the class repeat.
- Ask volunteers to perform their conversation for the class.

B MAKE IT PERSONAL. Think about your...

STEP 1. GROUPS. What do you expect...
- With the class, read the example. Explain: If you get an orientation to a place, you become familiar with it. For example, you learn the location of the lunchroom, the copy machine, the restrooms, etc.
- Form groups. Have them choose a timekeeper, note taker, and reporter. Give a time limit. As students are talking, walk around and provide help as needed.

STEP 2. CLASS. Share your ideas.
- Have each reporter share the group's list with the class. Write all the responses on the board.
- Survey the class. Point to each response on the board and ask: How many people did this on their first day at a new job?
- Select a few key pronunciation errors. Say the incorrect pronunciation. Elicit the correct pronunciation and have the class repeat.

Extra Practice

Interactive Practice
Communicate with supervisors and co-workers

Lesson 2

Getting Started 5 minutes

- Review the concept of phrasal verbs. On the board, write: 
  - On workdays, I get up at 7 a.m.
  - I eat lunch at 12:30.
  - Ask: What's the verb in each sentence? Elicit get up and eat and underline them. Explain: Eat is a regular verb. It is one word. Get up is a phrasal verb. It consists of a verb + a particle. Particles are prepositions or adverbs.
- Ask students if they know any other phrasal verbs. List them on the board.
- Say: In this lesson we're going to learn more about phrasal verbs.

Presentation 15 minutes

Phrasal verbs

- Copy the grammar chart onto the board. Read the first Grammar Watch note. Point to the chart and ask: Which words are particles? Elicit out and over and circle them.
- Say: There are two kinds of phrasal verbs, separable and inseparable.
- Read the second and third Grammar Watch notes. Point to the sentences in the Separable phrasal verbs column of the chart. Read the first two sentences to show that the verb and particle can be separated.
- Point to the first sentence in the Inseparable phrasal verbs column. Explain that get over is like one word. You cannot put any other words between get and over.
- Read the fourth note. Point to the last sentence in the Separable column. Highlight the word it. Then ask: Can we say fill it out? (no)
- Point to the last sentence in the Inseparable column. Highlight the word it. Ask: Can we say get it over? (no)
- To reinforce, write the following sentences in a list on the board:
  1. Please turn off the light.
  2. Please turn the light off.
  3. Please turn it off.
  4. Please turn off it.
  5. Last night I ran into an old friend.
  6. Last night I ran into him.
  7. Last night I ran him into.
  8. Last night I ran a friend into.
- Pair students. Say: Some sentences are correct. Some sentences are not correct English. Decide which sentences are incorrect.
- Optional: Provide a hint. Say: Three sentences are incorrect. (Sentences 4, 7, and 8 are incorrect.)

Controlled Practice 20 minutes

Read the conversation. Underline...

- Check answers. Say the number of each sentence and ask the class: Is it correct or incorrect? For the incorrect items, ask the class to explain why they are incorrect.
- Read the fifth note. Ask students if they can think of any other three-word phrasal verbs, for example, drop out of, get out of, and look out for.

Expansion: Grammar Practice

- Play a game. Write selected phrasal verbs from the lists on pages 282–283 on two sets of index cards, one with verbs and the other with particles.
- Form groups of four or five. Give each group both sets of cards. Have students shuffle the cards. Then have the students in each group make up phrasal verbs by matching the words on the two sets of index cards. Tell them they can use the verbs and particles more than once.
- Give a time limit.
- Have each group write their phrasal verbs on the board. Have students check for correctness, using the list in the Appendix. The group that comes up with the most correct phrasal verbs wins.

Expansion: Speaking Practice

- Form cross-ability pairs and have students practice reading the conversation. The pre-level student should read the part of Sandra.
- Remind students about the proper pronunciation of phrasal verbs.
- While students are practicing, walk around and correct errors in pronunciation.
- Have volunteers perform the conversation for the class.
Lesson 2
Communicate with supervisors and co-workers

2 PRACTICE

A Unscramble the sentences. Put the words...
- Read the example. Tell students that if a verb is separable, they should write the sentence in two ways. If they are not sure whether a verb is separable or inseparable, they should consult the lists on pages 282–283.
- Have students work alone or in pairs.
- Write the numbers 2 through 5 on the board. Call up students to write the sentences.
- Have other students read the sentences on the board. If there is an error, have students correct it.

B Circle the object in each sentence. Then...
- Read the example.
- Have students complete the exercise.
- Write the numbers 2 through 5 on the board. Call on students to write the sentences with pronouns on the board.
- Call on students to read the sentences and make corrections as needed.

Expansion: Writing Practice for 2B
- Have students write two-line dialogues using the phrasal verbs in Exercise 2B. For example, A: Did you remember to turn off your computer? B: Yes, I turned it off. A: Can you point out the teacher? B: No, I can't point her out. She's not here.

Communicative Practice 20 minutes

Show what you know!

ROLE PLAY. PAIRS. Role-play this situation....

Teaching Tip
While pairs are performing, 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.

• Read the role descriptions.
• Review the meanings of the verbs in the box. Pair students and assign each of them a verb. Have them look up the meaning, if necessary, on pages 282–283 and write a sentence about somebody's first day at work using the verb.
• Have students write their sentences on the board. Read them and make corrections as needed.
• On the board, write A: What are my job responsibilities? B: You need to . . . You have to . . . You should . . . Tell students they can use these phrases in their dialogues. They can also get ideas by listening again to the conversation on CD 1, Track 40 and by reading again the conversations in Exercise 3C, page 67; and Exercise 1, page 68.
• Suggest that students decide where their conversation will take place (an office, a factory, a restaurant, etc.).
• Model the role play with an above-level student. Play the role of Student B. Include three phrasal verbs from the list.
• Have students write out their dialogues.
• Tell students to practice out loud at least twice.
• Have volunteers role-play for the class.

• Have students write two-line dialogues using the phrasal verbs in Exercise 2B. For example, A: Did you remember to turn off your computer? B: Yes, I turned it off. A: Can you point out the teacher? B: No, I can't point her out. She's not here.

MULTILEVEL INSTRUCTION for Show what you know!
Pre-level Have students write a short conversation using just one or two phrasal verbs each. Suggest that they use the conversation in Exercise 1, page 68 as a model.
Above-level Have each speaker use two to three phrasal verbs in their conversation and write an outline instead of a script.

Progress Check
Can you . . . communicate with supervisors and co-workers?
Say: Look at the question at the bottom of the page. Can you communicate with supervisors and co-workers? Write a checkmark in the box.

Extra Practice
Interactive Practice pages 38–39
Getting Started 5 minutes

1 READ AN EMPLOYEE HANDBOOK

A CLASS. New employees often receive...

- Survey the class. Ask: How many of you received an employee handbook on your first day at work?
- Call on students who raised their hands. Ask: Did you read it? What kind of information did it include? List students’ answers on the board.
- If no one has received an employee handbook, brainstorm with the class on the information that is probably included.

Answer: An employee handbook may include any or all of the following information: a welcome statement, history of the company, names of company executives, how to contact the human resources department, hiring policies, orientation for new employees, employee classifications, hours, and schedules, pay policies, benefits, vacations and time off, information about performance reviews, workplace dress code and expected behavior, health and safety issues, drugs and alcohol warnings, antidiscrimination information, information about sexual harassment, procedure for making a complaint, and procedure for terminating employment.

Presentation 15 minutes

8 Read part of a company’s...

- With the class, do a preliminary survey of the reading. Ask questions about the title and main headings. For example: Which company does the employee handbook come from? (ACE Computer Solutions) What are the four main topics on this page? (payroll, hours, overtime, and paid time off) What is PTO? (paid time off) Which topics are included in paid time off? (sick leave, vacation, personal days, and holidays)
- Give students a time limit for reading.
- While students are reading, walk around and provide help as needed.
- Repeat the question in the directions and elicit answers from students. List answers on the board.

Answer: The following benefits are probably different for part-time employees: hours, overtime, sick leave, vacation, and personal days.

Culture Connection

The Family and Medical Leave Act is a law that guarantees employees up to twelve workweeks of unpaid leave during any twelve-month period for the birth and care of a new baby or adopted child or for the care of an immediate family member with a serious medical condition.
Lesson 3

Interpret information about employee benefits

Controlled Practice 20 minutes

PRACTICE

A Read the questions. Circle...

• Read the directions.
• Have students complete the exercise. Give a time limit. While they are reading, walk around and provide help as needed.
• Say an item number and have the class call out the letter of the correct answer. Make corrections as needed.

Communicative Practice 20 minutes

GROUPS. Discuss.

• Form cross-ability groups. Have each group choose a timekeeper, a note taker, and a reporter. The note taker should list students’ responses to questions 2 and 4.
• Give a time limit for discussion. While students are talking, walk around and provide help as needed.
• Go over the questions with the class. Have volunteers share their ideas regarding questions 1 and 3. Have reporters share their group’s answers to questions 2 and 4.

Possible answers: 1. Ace has very good benefits. It allows ten sick days and ten vacation days for all employees. 2. (See list of typical information in Employee Handbook on page T-70.) 3. because overtime is expensive for the company 4. People take personal days to take care of sick relatives, to get married, to attend family functions such as funerals, to take care of business matters, to be with their children when school is closed or if their babysitter is sick.

Expansion: Speaking Practice

Form groups of four to five students. Have them go over each section of the Ace Employee Benefits Overview and compare their benefits with those of Ace. If students do not have a job, they can speak about a previous job they had in the U.S., or they can talk about benefits that are typical for people with their occupation in their home country.

Progress Check

Can you . . . interpret information about employee benefits?

Say: We have practiced interpreting information about employee benefits. Now, look at the question at the bottom of the page. Can you interpret information about employee benefits? Write a checkmark in the box.

Extra Practice

Interactive Practice pages 40–41
Lesson 4  Check your understanding of a situation at work

Getting Started  5 minutes

1  BEFORE YOU LISTEN

CLASS. Look at the picture...

• Ask: What do you think: Which person is a doctor? Which one is a nurse? How do you know? What do you think they are talking about?
• Elicit the job duties of full doctors, residents, and nurses and list them on the board.

Answers: 1. Doctors treat patients, prescribe medications, perform procedures, and supervise residents. Residents also treat patients, prescribe medications, and perform procedures, but they do so under the supervision of a full doctor. Nurses take care of patients and give them medicine as prescribed by a doctor or resident.

2. A patient’s chart contains the patient’s medical history, a list of medications the patient is taking, allergies, insurance information, and personal information.

Culture Connection

Both full doctors (in hospitals they are called attending physicians) and residents are licensed medical doctors. Residents are doctors who have recently finished medical school and who are still doing on-the-job training in a hospital. An attending physician is one who has finished residency and who has an established medical practice. Attending physicians supervise residents, and they are the ones who have ultimate responsibility for patients.

Presentation  10 minutes

2  LISTEN

A  Listen to two conversations...

• Write the following terms on the board: vital signs (vitals), gall bladder, and procedure. Tell students that they will hear these terms in the conversations. Point to each item and ask if anyone knows what they mean. If not, provide the definitions: vital signs: a patient’s blood pressure, temperature, and pulse; gall bladder: the small organ that stores bile from the liver, necessary for the digestion of food; procedure: a medical treatment that follows a series of steps, such as an operation.
• Play CD 1, Track 44. Remind students to listen for clues that tell whether the nurse is responsible or not.
• Call on volunteers to say if they think the nurse is responsible or not. Ask them to explain their answer.

Answer: She is responsible. She is going to take the vital signs of one patient and help another patient to walk.

Controlled Practice  10 minutes

B  Listen again to the first...

• Have students read the questions silently and predict the answers.
• Play CD 1, Track 44.
• Call on students to answer the questions.

C  Read the statements. Listen again...

• Have students read the statements silently and predict if they are true or false.
• Play CD 1, Track 45.
• Pair students and have them compare answers.
• Call on students to read each item and say if it is true or false. If it is false, ask the student to correct it. Write the answers on the board.
Lesson 4  
Check your understanding of a situation at work

Presentation  
10 minutes

3 CONVERSATION

Pronunciation Watch
- Write on the board: *They have eaten; You can go now; I couldn't see her; and Did you lock the door?*
- Explain that *have, can, couldn't, and did* are auxiliary verbs. (*Auxiliary verbs support main verbs.)*
- Read the Pronunciation Watch note.
- Read the sentences on the board. Except for *couldn't*, these auxiliaries are all *unstressed.*

A Listen to the sentences...
- Play CD 1, Track 46. Have students listen.
- Play Track 46 again. Have students repeat.
- Have a student read each item.

Controlled practice  
10 minutes

B Listen to the sentences. Circle the words...
- Play CD 1, Track 47. Have students listen and circle.
- Call on students to read the sentences with the correct word. Have the class repeat.

Expansion: Pronunciation Practice
- Write *I can swim* and *I can't swim* on the board.
- Say each sentence and clap on the stressed words (*swim* in sentence 1; *can't swim* in 2). Ask: *What's the difference between can and can't?* (*Can* isn't stressed; *can't* is. Also, in connected speech, the vowel in *can* is shortened to schwa; in *can't*, the full vowel is pronounced.) Say the sentences again. Underline *swim* and *can't swim*.
- Write sentences with *can* and *can't* on the board. Say the sentences randomly. Have students say either *can* or *can't* after each sentence.
- Pair students. Have Student A say the sentences and Student B respond *can* or *can't*. 

C Two nurses are talking at the...
- Define *on call*. When it is a doctor's turn to work, the doctor is on call or available to be called if needed.
- Play CD 1, Track 48. Have students listen and read.

Communicative Practice  
15 minutes

A PAIRS. Practice the conversation.
- Form pairs and have students read the conversation in Exercise 3C. Then have them switch roles and read again.
- Have pairs perform the conversation for the class.

B ROLE PLAY. PAIRS. You are co-workers...

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.

- Write the following terms on the board and elicit definitions: *Supply closet: the place in a hospital where supplies are stored; bandages: strips of fabric that are wrapped around an injury or wound; in charge of: to be responsible for something; stock (verb): to replace needed supplies.*
- Pair students of similar ability for practice.
- Have volunteers role-play their conversations.

MULTILEVEL INSTRUCTION FOR 4B

Pre-level Allow students to read both parts before speaking.

Above-level Have the speakers suggest two ways to solve the problem.

Extra Practice

Interactive Practice
Getting Started 5 minutes

- Introduce negative yes/no questions by asking about information students know. For example, ask: Isn't [student's name] from Mexico? If students are confused by the negative contraction, nod your head up and down or shake it side to side to indicate the correct answer and have students say yes or no. Expand, for example: say: Yes, she is or No, he isn’t.

- Write two questions and two responses—one affirmative and one negative—on the board. Say: In this lesson we’ll learn how to use negative yes/no questions.

Presentation 15 minutes

Negative yes/no questions

- Copy the grammar chart onto the board. Circle the negative auxiliaries in the questions. Read the questions and answers.

- Read the first Grammar Watch note. Elicit the negative forms of all the auxiliaries in the note; for example, T: Do, Ss: Don’t. T: Can, Ss: Can’t. T: Did, Ss: Didn’t, etc.

- Say: Now let’s talk about the meaning of negative yes/no questions. Point to the first example in the grammar chart. Ask: What does the speaker believe? Did the nurse take Mr. Cordova’s vital signs or not? (yes) Point to the second example and ask: What does the speaker believe? Have they tried to take her down the hall or not? (yes) Read the second Grammar Watch note.

- Read the third note. Point again to the first example and the answer. Ask: What does No, she didn’t mean? (The speaker in the question assumed something that wasn’t true. In fact, the nurse didn’t take Mr. Córdova’s vital signs.) Point to the second example and ask: What does Yes, they have mean? (The speaker in the question assumed correctly. They have taken her down the hall.)

Language Note

- Tell students that negative yes/no questions have two other meanings. On the board, write:

  1. Don’t you like it? and 2. Aren’t you ready yet?

- Bring a funny item of clothing or accessory (for example, a hat or huge sunglasses) to class. Put on the item. When students begin to smile or laugh, point to sentence 1 and, in a surprised tone of voice ask: What’s the matter? Don’t you like it? Repeat the question and say: I asked a negative yes/no question. Why? How did I feel? (surprised).

  • Say: [female student’s name] and [male student’s name] are going to a movie together. [female student’s name] is getting annoyed because [male student’s name] isn’t ready, and they’re going to be late. She says: Aren’t you ready yet? Ask: How does the woman feel? (annoyed, impatient, angry) Say: That’s right. We use negative yes/no questions to show that we are angry, impatient, or annoyed.

Controlled Practice 20 minutes

1 PRACTICE

A Match the questions...

- Do item 1 with the class. Read the question. Have the class read the answer. Ask: Why does the first speaker say didn’t? What does the speaker believe? (that the second speaker trained to be a cashier) Was the first speaker correct? (no)

- Tell students to complete the exercise alone or in pairs. Walk around and provide help as needed.

- Have students compare answers.

- Call on pairs of students to read the questions and answers. Write the answers on the board.

  Optional: You may want to call on students to say what the speaker believes in each question before completing the exercise.

B Unscramble the questions. Put...

- Do item 1 with the class.

- Have students complete the exercise. Walk around and provide help as needed.

- Have students compare answers.

- Call on students to write answers on the board. Have other students say if they are correct.
Check your understanding of a situation at work

Lesson 5

UNIT 4

2 PRACTICE

A Write negative questions. Use...
- Do the first item with the class.
- Tell students to complete the exercise alone or in pairs. Walk around and provide help as needed.
- Have students compare answers.
- Call on students to write the questions on the board. Have other students say if they are correct.

B Read each response. Then write...
- Look at item 1 with the class. Instruct students to read the answer first, then write a question starting with a negative auxiliary. Remind students that a negative yes/no question can have either a positive or a negative answer.
- Have students complete the remaining items.
- Call students up to the board to write the questions. Have the class correct as needed.

Communicative Practice 20 minutes

Show what you know!

ROLE PLAY. PAIRS. Role-play a conversation...

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

- Have the class practice forming negative yes/no questions, using the items in the box. For example, Haven't you gotten your building pass? Haven't you watched the training video?
- Read the role descriptions. Explain that Student A is an experienced employee, and Student B is a new employee.

- Do a model role play with an above-level student. Play the role of Student A. Imagine a situation in which Student B tells Student A about a problem he or she has doing one of the things listed. For example, Student B hasn't had time yet to watch the training video.
- Form cross-ability pairs. Instruct students to choose one of the items in the box, and then create a scenario to match.
- Have students practice their role plays at least twice. While they are practicing, walk around and provide help as needed.
- Have pairs perform their role plays for the class. Take note of errors with negative yes/no questions.
- Go over the errors you noted. Say the incorrect form; have the class make the correction.

MULTILEVEL INSTRUCTION for Show what you know!
Cross-ability Have the above-level student play the role of Student A. Have the pre-level student play the role of Student B.

Progress Check
Can you . . . check your understanding of a situation at work?
Say: We have practiced checking our understanding of a situation at work. Now, look at the question at the bottom of the page. Can you check your understanding of a situation at work? Write a checkmark in the box.

Extra Practice
- Interactive Practice pages 42–43
Lesson 6  Read about common workplace injuries

Getting Started  5 minutes

1  BEFORE YOU READ

A  CLASS. A company’s fulfillment center...

• Write fulfill on the board. Say the word in a sentence, for example I asked the school secretary for a new printer cartridge, and I hope she will fulfill my request. Elicit the meaning (to carry out a request).
• Read the directions and ask students to repeat the definition of fulfillment center. Ask if anyone has ever worked at such a place.
• Call on students to answer the question and list their answers on the board.
Possible answers: You can injure your back lifting heavy objects. You can be injured by articles that fall off the shelves. You can be injured using machinery.

Language Note
In a company, the fulfillment process includes all the steps involved in fulfilling a customer’s order, for example: warehousing, finding the item ordered, packaging it, and shipping it. In companies that do e-commerce, the process also includes maintaining online inventories, processing new accounts, and maintaining databases of customers.

B  CLASS. Adjustable computer screens...

• Define adjustable (able to be adjusted). Ask: Are your desks adjustable? Is there anything you use every day that is adjustable? (car seats, baby strollers, headsets for mp3 players, etc.)
• Read the directions. Write ergonomic on the board.
• Call on students to share their ideas. Use them to build a definition of ergonomics.

Answer: Ergonomics is the study of how the design of equipment affects how well people can use it and do their work. Equipment that is ergonomic allows a person to work comfortably and to avoid injury while working.

Language Note
Ergonomics comes from the Greek word ergon, meaning work, and -nemein meaning manage. The word was coined in 1950.

Presentation  20 minutes

2  READ

Listen and read the article. What is...

• Have students look at the photograph. Ask questions to establish context. For example: Who are the people? Where are they? What are they doing? What is WPWS?
• Read the title out loud. Ask the class what they think the article is about. Write their predictions.
• Note: Do not preteach the boldfaced items. They will be taught in Exercise 4.
• Play CD 1, Track 49. Ask students to listen and read along with the article.
• When students have finished reading, point to the predictions on the board and ask: Were your predictions correct? What is the main idea?

Answer: The article is about avoiding workplace injuries.

Expansion: Speaking Practice

• Explain carpal tunnel syndrome and tendinitis. Point to the underside of your wrist and say: Carpal tunnel syndrome is a medical condition in which a person gets a lot of pain or weakness in the wrist. Next, explain that tendons are structures that connect muscles to bones. For example, there are tendons in your fingers, and a large tendon (the Achilles tendon) in your heel. Point to these areas and say: Tendinitis is inflammation or pain in a tendon.
• Ask students: What jobs or activities can cause carpal tunnel syndrome or tendinitis? Is this a problem in your job? Have you ever had either of these conditions? What did you do about it?
Lesson 6  Read about common workplace injuries

Controlled Practice  20 minutes

3 CHECK YOUR UNDERSTANDING

A Complete the sentences. Circle...

- Read item 1. Tell students to read rapidly to find answer (d). Remind them not to read every word. Have them hold up their books and point to the place where they found the answer.
- Have students complete the remaining items.
- Check answers. Call on students to read the sentences and say the correct answers.

Reading Skill: Recognizing Restatements

- Read the Reading Skill. Explain that writers often repeat important information, using different words. Good readers are able to distinguish between a restatement and new information and read more quickly or slowly, as needed.
- Point out two sentences in the first paragraph: All of us here at We Pack, We Ship must be careful at work. We are all at risk of suffering from work-related injuries.

B Read the Reading Skill. Then match...

- Demonstrate that sentence b is a restatement of sentence 1. Write sentence 1 on the board like this: The first / improvements / were made / in the office. Have students compare sentence 1 with sentence b. Ask: Which word in sentence b is similar to the first? (began) Which phrase is similar to improvements? (changes to make work conditions better) Explain: A restatement expresses the same basic concepts as the original sentence, although it is different from it.
- Have students complete items 2 and 3 and compare answers with a partner.
- Check answers. If students have difficulty, divide sentences 2 and 3 into concepts and match each concept with similar information in sentences c and a respectively.

Find the boldfaced words...

- Remind students that guessing from context means reading a word or phrase in a sentence or paragraph and using the information surrounding the unknown word or phrase to guess what it means.
- Do item 1 with the class. Have students reread the sentence with the phrase at risk. Tell students to substitute the phrases in danger, protected from, and afraid and choose the one that makes sense in the sentence.
- Have students do the remaining items alone or in pairs.
- Have volunteers say the answers and explain how they guessed the meaning. Make corrections as needed.

Communicative Practice  15 minutes

Show what you know!

GROUPS. Make a list...

- Have students reread the last paragraph of the article, which gives general ideas about what the workshops will include. If students need help with the task, instruct them to think of specific examples of tools, equipment, and activities for avoiding or treating specific medical conditions or problems. Elicit one example from the class and write it on the board. Ask students to say how the example could possibly reduce RSIs.
- Form cross-ability groups. Have them select a timekeeper, a note taker, and a reporter. Give a time limit for discussion.
- While students are talking, walk around and provide help as needed.
- Have each group's reporter share the group's list.
Lesson 7  Ask and answer performance review questions

Getting Started  5 minutes

1  BEFORE YOU LISTEN

CLASS. Many companies give their employees...

- Have students look at the blank Employee Performance Review sheet from Best Bakers. Ask questions to assess students’ experience with performance reviews. For example: What is this form? What is a performance review? Who gives the review? Who gets it? How often? Have you ever had one?
- Define the following terms as needed: exceed: go beyond or above; meet: satisfy or do what is required; quota: the minimum number or amount that is required; punctual: on time.
- Read and discuss the questions with the class.

Possible answers: 1. Performance reviews are important because they give employees feedback about their job performance and ways they can improve. 2. Performance reviews are especially important for new employees because there is so much new to learn and because both employers and employees need to know early on if an employee is suitable for the job.

Presentation  15 minutes

2  LISTEN

A  Dennis Mack is a supervisor...

- Have the class look at the photo on page 79. Ask: Where are Dennis and Helena? (in an office) What are they talking about? (They’re probably talking about her performance review.)
- Play CD 1, Track 50. Play it again if necessary.
- Call on a volunteer to answer the question. Ask the class: Is that correct? or Do you agree?

Answer: Helena needs improvement in following safety procedures.

Controlled Practice  20 minutes

B  Listen again. Circle the numbers...

- Have students read the review form and predict the answers.
- Play CD 1, Track 50. Have students circle the numbers on the form as they listen.

C  PAIRS. Compare your answers.

- As a follow-up, say each item in the performance review and have the class call out the number. Play all or part of the recording again, as needed.

Expansion: Speaking Practice

- Form cross-ability pairs and have them do a two-minute role play in which Helena tells a friend about her good performance review. The higher-level partner should play the role of Helena and should summarize the evaluation, including the item in which Helena needs improvement. The lower-level partner should play the role of the friend.

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.
Lesson 7  
Ask and answer performance review questions

3 CONVERSATION

Listen and read this part...
- Play CD 1, Track 51. Have students listen and read silently.

4 PRACTICE

PAIRS. Practice the conversation.
- Form cross-ability pairs and have students read the conversation in Exercise 3. Tell them to take turns reading each role.
- Have students switch partners and practice again.
- Walk around and listen as students are practicing. Provide help as needed.
- Ask volunteers to perform the conversation for the class.

Communicative Practice  
20 minutes

 ROLE PLAY. PAIRS. Role-play this situation. Use...

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.
- Model the activity with an above-level student. Play the role of the supervisor.
- Form cross-ability pairs.
- Give a time limit for speaking. Walk around and provide help as needed.
- Have volunteers role-play their interview for the class.

MULTILEVEL INSTRUCTION for 4B

Cross-ability
Have pre-level students play the role of the employee. Have above-level students play the role of the supervisor.

Expansion: Speaking Practice
- Have the same pairs do another role play. This time, the supervisor gives a very different review: The parts of the job that were good before will be bad, and vice versa.

Extra Practice
Interactive Practice
Lesson 8  Follow work-related instructions

Getting Started  5 minutes

• Give the class a simple command, for example, *Stand up.* Ask: *What did I tell you to do?* (You told us to stand up.) Next, ask: *What did I say to do?* (You said to stand up.) Finally, ask: *What did I ask you to do?* (You asked us to stand up.) Write all three sentences on the board.
• Say: These sentences are examples of indirect instructions, commands, and requests.

Presentation  15 minutes

Indirect instructions, commands, and requests

• Copy the sentences from the grammar chart onto the board. Point to the sentences in the left-hand column. Say: *These are direct statements. Somebody said these exact words, so we use quotation marks.* Write a pair of quotation marks on the board.
• Read the first Grammar Watch note. Ask: Which four reporting verbs are used in the grammar chart? Elicit these verbs and write them on the board: say, tell, ask, and require.
• Add the verbs advise, instruct, order, and warn to the four verbs already on the board. Point to the third example sentence (*Please don’t wear jewelry . . .*) and have students form an indirect statement using each verb. (*The boss advised us / instructed us / ordered us / warned us not to wear . . .*)
• Read the sentences in indirect speech. Then ask: *What comes after each reporting verb? (say + infinitive, tell / ask / require + object + infinitive).* To reinforce, read the first Grammar Watch note.
• Tell students to notice how possessive pronouns change when we switch from direct to indirect speech. Point to the second sentence in direct speech, and say to a student: *Leave your earrings and rings at home.* Then turn to the class and say: *Change the sentence to indirect speech with a possessive pronoun. What did I tell her?* (You told her to leave *her* earrings and rings at home.) Then address the same student and ask: *What did I tell you?* (You told me to leave *my* earrings and rings . . .)
• Demonstrate with another example from the chart. Say to a student: *Wear shoes that will protect your feet.* Then turn to the class and say: *What did I ask him to do?* (You asked him to wear shoes that will protect *his* feet.) Repeat with a group of students, telling them to wear shoes, and ask: *What did I ask them to do?* (You asked them to wear shoes that will protect *their* feet.)

Language Note
The verb *warn* is usually used in the negative to talk about something with dangerous or unwanted consequences, for example, *The teacher warned us not to cheat on the test.*

Expansion: Grammar Practice

• On the board, write the verbs say, tell, and ask. Point to one verb and give the class a command, for example, *Open your books.* Have the class use the verb you are pointing to and respond with indirect speech, for example: *The teacher told us to open our books or The teacher said to open our books or The teacher asked us to open our books.*
• After giving the class several commands, call on an above-level student to give the commands.
• Turn the activity into a game. Have all students stand up. Direct the command to one student, for example, *Stand on one foot.* The student must respond by carrying out the command and by stating the correct indirect statement. For example, the student will stand on one foot and say, *The teacher told me to stand on one foot.* If the student makes a mistake, he or she must sit down. Continue playing until just one student is standing.

Controlled Practice  20 minutes

Read the statements about performance...

• Read the example with the class. Pantomime a circle in the air and say: Ask *is the reporting verb.* Pantomime underlining something and say: to speed up is an indirect request.
• Have students complete the exercise alone or in pairs.
• While students are working, walk around and provide help as needed.
• Select students to come to the board, copy the sentences, and circle and underline the appropriate words and phrases.
• Confirm answers by asking the class: Is this correct? Correct errors as needed.
Follow work-related instructions

**Lesson 8**

**STEP 3. CLASS. Student B: Describe...**

- Have a student model Step 3 by describing the procedure, using indirect speech.
- Pair students of similar ability. Tell them to repeat Steps 1–3.
- Encourage students to use a variety of reporting verbs. Write the following verbs on the board: *say, tell, ask, require, instruct, order, advise, and warn.*
- Walk around and provide help as needed.
- Call on several students to describe the procedures they heard.

**MULTILEVEL INSTRUCTION for Show what you know!**

**Pre-level** Have students write directions for a simple process involving just three or four steps, such as how to mail a package, answer the phone, open up the office or business in the morning, or close up the office at night.

**Above-level** Have students describe a process with more steps and harder vocabulary, such as how to use a copy machine, order new office equipment, set up a meeting, or check inventory.

**Communicative Practice**

20 minutes

**Show what you know!**

**PAIRS. Give instructions for a simple...**

- Model the activity. Give the class instructions for how to check voice mail. Write the following steps on the board:
  1. Press the Play button on the answering machine.
  2. Listen to the messages.
  3. Press the Delete button to erase the messages after you hear them.

**STEP 1. Student A: Write...**

- Have the class model Step 1 by writing the steps to complete the procedure.

**STEP 2. PAIRS. Student A: Read...**

- Have an above-level student model Step 2 by reading the instructions to the class, using indirect speech. For example, *[teacher’s name] said to press the Play button... Then, [he or she] said to listen to the messages. Finally, [he or she] told us to press the Delete button...*
- Have the class write the instructions, using indirect speech.

**Progress Check**

**Can you . . . follow work-related instructions?**

Say: *We have practiced following work-related instructions. Now, look at the question at the bottom of the page. Can you follow work-related instructions? Write a checkmark in the box.*

**Extra Practice**

Interactive Practice  pages 46–47
Lesson 9  Write a memo to a supervisor

Getting Started  5 minutes

1 BEFORE YOU WRITE

CLASS. Have you ever written...
• Write memo on the board. Ask the class: What is a memo? Elicit the meaning or explain: A memo (short for memorandum) is a written communication from one person to other persons in an organization.
• Call on various students to answer the questions and share their experiences.

GROUPS. Why is it important...
• Form groups and have them choose a reporter.
• Give a time limit for discussion.
• Have reporters share the group’s answer to the question.
Answer: Supervisors are usually very busy, so they don’t have time to read long memos.

Writing Tip: Composing Memos
• Read the Writing Tip out loud. Point out that the purpose of the memo is explicitly stated in the first paragraph of the memo.
• Have students find the two lists in the memo. Ask students what information is presented in each list. (reasons for late deliveries, solutions to the problem)

Presentation  15 minutes

Read the writing model. What problem...
• Have students look at the model. Ask questions to help them find key information in the memo. Ask: Who is the memo written to? (Henry Avalos, Warehouse Manager) Who is it from? (Lev Shepel, Delivery Associate) When was it written? (June 17, 2010) What does re mean? (about) What is the memo about? (It’s about improving delivery times.)
• Have students read the memo. Instruct them not to worry about unfamiliar vocabulary but rather to read in order to find the answers to the questions.
• Go over the answers to the questions.
Answer: The problem is late furniture deliveries. Lev proposes two solutions.
Lesson 9  Write a memo to a supervisor

Controlled Practice  20 minutes

2 THINKING ON PAPER

A BRAINSTORM. Think about problems...

- Guide students to brainstorm about problems at their workplaces. List the problems on the board.
- If students don’t have jobs, tell them to think about their last job, write about an imaginary job, or sit with a student who has a job now.
- Group students and have them share their lists. Encourage them to add ideas to their lists based on their conversation with their classmates.

B Choose one of your problems. Plan...

- Tell students to look at the list they created in Exercise A and choose one problem to write their memo about.
- Have students brainstorm about the reasons and solutions for the problem. (It is not necessary to have three reasons and three solutions for each problem, but items should be bulleted.) Remind students to list ideas in phrases, not complete sentences.
- Pair students and have them share their ideas.

Communicative Practice  20 minutes

3 WRITE

Write a memo about the most important...

- Read the items in the checklist in Exercise 4. After each item, ask: Did Lev Shepel do this in the writing model? Tell students to use these questions, the model, and their lists from Exercise 2B to guide their writing.
- Have students write in class. Walk around and provide help as needed.

CHECK YOUR WRITING

• Have students read their memos and check off the questions in the checklist.
• Collect the memos and correct them. Return papers to their writers and have students write a final draft.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate each student’s vocabulary, grammar, mechanics and how well he or she has completed the task. You may want to review the completed rubric with the students.

Teaching Tip

You may wish to experiment with having students read and comment on one another’s writing (peer editing). If you and your students are comfortable with this idea, make copies of the checklist in Exercise 4 and give one to each student. Collect students’ memos and redistribute them. Instruct students to read the memo they received and check off the items in the checklist to the best of their ability. You may also wish to instruct them to write a positive or encouraging comment to the writer at the bottom of the checklist. Have students return memos and checklists to the writers. Give writers time to rewrite their memos or make corrections based on the comments of their peers.

Expansion: Writing Practice

• Use errors from students’ papers to review capitalization, punctuation, and spelling. Copy sentences with errors onto a handout or overhead transparency. (You may or may not wish to underline the part of the sentence containing an error.) Pair or group students and have them correct the errors. Then check items with the whole class.

Extra Practice

Interactive Practice  page 48
Show what you know!

1 REVIEW

Turn to page 248 for the Grammar Review.

2 ACT IT OUT

STEP 1. CLASS. Review the conversation on...
- Play CD 1, Track 40. If necessary, direct students to the Audio Script on page 287.

STEP 2. ROLE PLAY. PAIRS. Role-play this situation.

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.

- Have students look at the photo. Ask: What is the man looking at? How does he feel?
- Read the role descriptions.
- With the class, compose the two opening lines of the role play and write them on the board. For example: A: Hi [student name]. Do you have time to answer some questions for me? I need more information about employee benefits. B: No problem! What do you want to know?
- Similarly, with the class, compose the two closing lines of the role play and write them on the board.
- Model a role play with an above-level student. Play the role of Student B.
- Pair students of similar ability.
- Tell students to practice out loud at least twice.
- Have volunteers role-play for the class.

MULTILEVEL INSTRUCTION for 2

Pre-level Have students talk about one or two benefits only, for example, overtime and sick leave. Allow them to write out or take notes on their dialogue and use the script to practice several times before performing without it.

Above-level Have Student B talk about a mistake that he or she made concerning benefits when he or she first started working at the company.

3 READ AND REACT

STEP 1. GROUPS. Read about Ariana's problem.
- Read the directions while students follow along.

STEP 2. GROUPS. What is Ariana's problem?...
- Form groups of three or four. Have each group choose a timekeeper, a note taker, and a reporter.
- Tell students to use indirect speech (I advise her to speak to her manager, etc.)
- Have the reporter from each group share the group's solutions. List them on the board.
- Have the class vote on the best solution.

Expansion: Speaking Practice
- Pair students and have them role-play a conversation between Ariana and a friend. Ariana tells the friend her problem, and the friend suggests solutions, using the ideas discussed in Step 2.

4 CONNECT

Turn to page 258 for the Planning for Learning Activity and page 266 for the Team Project.
See page T-xi for general notes about teaching these activities.

Progress Check

Which goals can you check off? Go back to page 65. Ask students to turn to page 65 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.

Go to the CD-ROM for more practice.

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

Goals
- See the list of goals on the facing page.

Grammar
- Present real conditionals
- Adverb clauses of time
- Expressing degrees of certainty

Pronunciation
- Intonation and pauses in sentences with two clauses
- Pronunciation of /i/ (as in eat) and /ı/ (as in it)

Reading
- Read about preparing for natural disasters
- Reading Skill: Identifying an author’s purpose

Writing
- Write a plan for an emergency situation

Life Skills
- Interpret an evacuation map
- Talk about planning for a hurricane

Preview
- Say the unit title. Explain: Safe means away from/out of danger. Sound means whole, unharmed. Safe and sound is an old expression used when someone has escaped or avoided a dangerous situation, for example, After the tornado, the baby was found in the bathtub, safe and sound.
- Hold up your book or have students look at their books. Have students look at the picture. Read the preview question. You can also ask: What is happening? How does the American Red Cross help people? What are some examples of disasters?

Unit Goals
- Point to the Unit Goals. Have students read them silently.
- Tell students they will be studying these goals in Unit 5.
- Say each goal and explain unfamiliar vocabulary as needed, for example, prevent: take action so that an unwanted or dangerous situation does not occur; in case of: if something happens.
- Tell students to circle one or more goals that are very important to them. Call on several volunteers to say the goals they circled.
- Write a checkmark (✓) on the board. Say: We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.
Lesson 1 Identify ways to prevent fires

Getting Started 5 minutes

1 BEFORE YOU LISTEN

A CLASS. Discuss. What do you think...

- Inform students that they're going to hear a teacher talking to students in a fire-safety class. Read and discuss the question in the student book. You can also ask: Where can people take a fire safety class? (in a community center) Who teaches such a class? (usually a firefighter) Would you like to take such a class? Why?

B GROUPS. Find a smoke alarm...

- Have students look at the photo and find the objects. If students do not know what a fire extinguisher looks like, for example, use the photo to teach them. You can also point to the smoke alarm in your classroom.
- Group students and give a time limit for discussion.
- Call on volunteers to answer the questions.

Answers: The objects are, from left to right, smoke alarm, two fire extinguishers, and a carbon monoxide detector. A smoke alarm sounds when there is smoke and/or fire; fire extinguishers can be used to put out small fires before they become large; the alarm in a carbon monoxide detector sounds if carbon monoxide, a dangerous gas, is present.

Presentation 10 minutes

2 LISTEN

A Lt. Tyrone Jefferson is teaching...

- Instruct students to listen for the word focus and to raise their hands when they hear the answer to the question.
- Play CD 1, Track 52.
- Call on a student to answer the question.

Answer: Tonight’s focus is fire prevention.

Controlled Practice 10 minutes

B Read the statements. Then listen...

- Have students read the statements silently and predict if they are true or false.
- Play Track 52 again.
- Have students compare their answers with those of a classmate.
- Call on students to read each item and say if it is true or false. If it is false, ask the student to correct it. Write the answers on the board.
- Statement 3 is an inference question. After a student gives the answer, ask: How do you know? What did you hear? (Lt. Jefferson says to keep clothing away from fire while one is cooking.)
- Note: Item 5 is an inference question. Lt. Jefferson says, “never leave the kitchen while food is still cooking on the stove.”

C PAIRS. What is one question...

- Go around the room and have students read their questions. List them on the board.

Expansion: Speaking Practice for 2C

- Group students and have them discuss the answers to the questions on the board.

Community Building

Put students in pairs. Have them check your school building for fire safety. For example, some students can find out the location of all fire extinguishers. Others can check the smoke alarms in each room and inform the office about any that need new batteries. Others can bring in maps of the facility and show the class the location of all emergency exits.
Lesson 1  Identify ways to prevent fires

Presentation  10 minutes

3 CONVERSATION

Pronunciation Watch
• Write a sentence with two clauses on the board, for example, *When you leave the room, please turn out the light.* Explain that the sentence has two clauses that are separated by a comma.
• Read the sentence. Pause slightly between the clauses. Ask the class: *What did you hear after the word room?* (a pause) *What did you hear at the end of the sentence?* (the voice goes down)
• Read the Pronunciation Watch note.

Language Note
If the dependent clause (beginning with *if* or *when*) is the second clause in the sentence, there is no comma—and no pause—between the clauses.

A Listen to the sentences. Notice...
• Play CD 1, Track 53. Have students listen.
• Play Track 53 again. Have students repeat.
• Select students to repeat the sentences again. Make sure they pause between clauses.

Controlled Practice  10 minutes

B Read the sentences. Add a comma...
• Read item 1 with a pause between the two clauses. Have students repeat.
• Have students work alone or in pairs.
• Play CD 1, Track 54. Have students check their answers.
• Call on students to repeat the sentences.

C Lt. Jefferson is asking the class...
• Play CD 1, Track 55. Have students listen and read along silently.
• Check comprehension. Ask: *How can cigarettes cause fires? If you live with a smoker, how can you prevent a fire?* (You can ask smokers to smoke outside.)

A PAIRS. Practice the conversation.
• Form cross-ability pairs and have students take turns reading each role.
• Have students switch partners and practice again.
• Ask volunteers to perform the conversation.

Communicative Practice  15 minutes

B PAIRS. Discuss. Talk about...
• With the class, look at the illustrations and go over vocabulary as needed.
• Pair students. Have them discuss why the situations in the illustrations are dangerous. Tell them to list other situations that can cause fires.
• Go over each question and have students share their answers.

C MAKE IT PERSONAL. Talk about fire safety.

STEP 1. GROUPS. Discuss...
• Form groups. Make sure each group has a timekeeper, a note taker, and a reporter.
• Give a time limit. While students are talking, walk around and provide help as needed.
• Have the note taker write down the group’s ideas.

STEP 2. CLASS. Share your ideas.
• Have reporters share their group’s ideas. List them on the board.

Expansion: Speaking Practice
• In groups, have students discuss ways to improve fire safety in and around the school.
• Optional: Take notes on students’ ideas, type them up, and have students present their suggestions to your school administration. Ask a member of the administration to report back to the class.

Extra Practice
Lesson 2  Talk about what to do in case of fire

Getting Started  5 minutes

- On the board, write *If we hear a fire alarm . . .* Ask the class: *If we hear a fire alarm, what should we do?* (We should leave the building, etc.) Write the answer(s) on the board.
- Circle the word *if*. Point to the sentences on the board and say: *Sentences with if are called conditional sentences.*
- Point to the *if* clause and say, *This part of the sentence is called the if clause.* Point to the other clause and say: *This part of the sentence is called the result clause.*
- If you think your students will benefit from further explanation, you can point out that each clause has a subject and a verb. If a clause begins with a command, the implied subject is *you.*

Presentation  10 minutes

Present real conditionals

- Copy the grammar chart on the board. Circle the word *if* in each sentence. Underline the verbs. Read each sentence out loud as students follow along.
- Read the first Grammar Watch note. Point to the underlined verbs and ask: *What is the time of these sentences?* (present) Point to the first sentence and ask: *Is it possible for a pan to catch fire?* (yes) Summarize by saying: *These sentences are called real conditionals because it's possible for the situation to happen.*
- Read the second note. Circle the comma in each of the example sentences. Then have students read each sentence with the clauses in reverse order. As they say each sentence, erase the comma and adjust the capital letters, for example, *Put a lid over it and turn the stove off if a pan of food catches fire.*
- Read the third note. Point to the last example sentence. Read the *if* clause. Write *S* above the subject (*we*) and *V* above the verb (*do, want*). Then point to the result clause and do the same (*you, recommend*).

Controlled Practice  15 minutes

1. PRACTICE

Read the poster that Lt. Jefferson...

- Have students look at the poster. Read the first sentence.
- Have students complete the exercise. Walk around and provide help as needed.
- Have students compare answers.
- Go over the answers. Read each sentence clause by clause. Have students respond by saying *If clause* or *Result clause.*

Expansion: Grammar Practice

- Type ten to twelve present real conditional sentences on a piece of paper, with the *if* clauses in one column and the result clauses in the other column. For example: *If you go out / don't leave candles burning. You should buy a fire extinguisher / if you don't have one.* Make copies of the page and cut the clauses into strips.
- Distribute the strips among the students. (If you have more students than strips, have students work in pairs.)
- Have students mingle and find the classmate whose clause logically combines with theirs to make a sentence. Have students write their sentences on the board.
- Call on students to read the sentences and correct errors as needed.
Lesson 2
Talk about what to do in case of fire

Controlled Practice 15 minutes

2 PRACTICE

A Combine the two clauses...

• Read the answer to item 1. Circle if and the comma. Then call a student to the board to rewrite the sentence with the clauses in reverse order.

• Have students continue working alone or in pairs. Give a time limit. Walk around and provide help as needed.

• Have students come to the board and write the sentences. Correct errors as needed.

• Optional: Have students rewrite their answers, reversing the order of the clauses.

B PAIRS. These statements about fire safety...

• Read item 1. Ask: What are some other ways we could complete this sentence? (ask somebody, etc.).

• Form cross-ability pairs. While students are working, walk around and provide help as needed.

• For items 2 through 5, have two or three students per item come to the board and write their sentences. Have students write complete sentences so that you can check commas and capital letters.

Communicative Practice 15 minutes

Show what you know!

STEP 1. GROUPS. What should you do...

• On the board, draw a two-column chart with the headings Should and Shouldn’t.

• Ask the class: What’s one thing you should do if there’s a fire? (You should leave your home immediately.) What’s one thing you shouldn’t do? (You shouldn’t open a door if it is hot.) Write the examples in the chart.

• Remind students that they can write both positive and negative sentences.

• Form groups. Have them select a timekeeper, a note taker, and a reporter. The note taker writes students’ ideas in a chart like the one on the board.

• Give a time limit. While students are working, walk around and provide help as needed.

STEP 2. CLASS. Share your ideas.

• Have reporters share their group’s ideas. Write them in the chart on the board.

Expansion: Speaking Practice

• Ask students if they have ever experienced a fire at home or at work. Ask: Which things in the chart did you do or not do? If there’s a fire in the future, will you do anything differently? Call on volunteers to share their experiences and answer the questions on the board.

Progress Check

Can you . . . talk about what to do in case of fire?

Say: We have practiced talking about what to do in case of fire. Now, look at the question at the bottom of the page. Can you talk about what to do in case of fire? Write a checkmark in the box.

Extra Practice

Interactive Practice pages 50–51
Lesson 3

Read about preparing for natural disasters

Getting Started 5 minutes

1 BEFORE YOU READ

A CLASS. What happens during...

• The question can be interpreted in several ways. To clarify, ask: What happens to the earth during an earthquake? (It shakes). What happens as a result? (Buildings fall down, bridges collapse, roads get cracks in them, etc.)

B Skim the title, on the first paragraph,...

• Remind students that skimming is fast reading to get a general idea about something. Tell them not to worry about unfamiliar vocabulary. Instead, they should focus on words and information they can understand and use it to predict the main idea.
• Give students one to two minutes to skim.
• Call on volunteers to share their predictions. Write them on the board.

Answer: The article is about misconceptions that affect how people prepare for an earthquake.

Presentation 15 minutes

2 READ

Listen and read the article. What...

• Play CD 1, Track 56. Ask students to listen and read along with the article.
• When students have finished reading, point to students’ predictions from Exercise 1B on the board and ask: Was your prediction correct? Have a volunteer restate the main idea.
• Call on different students to say one thing that should be part of a good earthquake emergency plan. Have each student read the sentence in the text that contained the answer.

Answer: Making your home safe. Practicing “duck, cover, and hold.” Planning evacuation routes.
Lesson 3  Read about preparing for natural disasters

Controlled Practice   20 minutes

3 CHECK YOUR UNDERSTANDING

Reading Skill: Identifying an Author’s Purpose
- Read the Reading Skill.
- Ask: Why is it important to know the author’s purpose? (It can help you decide if you want to read something or not. It will also affect how quickly you read and how much you pay attention. For example, if the purpose is to entertain, you can read quickly. But if the purpose is to persuade, it’s important to read carefully and remember that you’re reading somebody’s opinion and that your opinion may be different.)

A Read the Reading Skill. Then...
- Survey the class. Ask: How many people think the purpose is to persuade? Why do you think so? Repeat with the other answer choices.

Language Note
The following language provides clues that the author’s purpose is to persuade: . . . it’s important to have an earthquake emergency plan; . . . practice “duck, cover, and hold”; Your emergency plan should include . . . ; Also learn about . . . ; Don’t be fooled . . . ; Plan, prepare, and practice . . .

B Complete the sentences. Circle...
- Check answers with the class.
- Item 3 requires an inference. Ask the class: How do you choose the correct answer?

PAIRS. Why is it a good idea...
- Ask the class: What does mean here? Is it a noun? (no) Is it a verb? (yes)
- Demonstrate and explain duck, cover, and hold: Duck: bend down. Cover: get under a heavy piece of furniture. Hold: hold onto it and stay where you are until the shaking ends.
- Have students answer the question, referring to the article, for example: The article says people should get under a piece of furniture and shouldn’t leave their homes until the shaking has stopped.
Answer: to protect yourself from falling objects.

4 WORD WORK

Find the boldfaced words in the...

Teaching Tip
Review the following strategies that students can use to guess the meaning of unfamiliar words: (1) Read the entire sentence in which an unfamiliar word occurs for clues to the word’s meaning; (2) Read the sentence before and/or after the one with the unfamiliar word for clues; (3) Use knowledge of prefixes and suffixes to figure out a word’s meaning. Demonstrate the third strategy as follows:
- Work with the class to figure out the meaning of misconception. First, tell them to think of other words that begin with this prefix, for example, mistake, misplace, and misread. Ask: What does mean? (wrong)
- Next, ask: What word do you see inside misconception? (concept) What is a concept? (an idea) So what does misconception mean? (a wrong idea)
- Pair students and have them try to figure out the remaining items.
- Call on students to share their definitions. Ask them which clues they used to help them guess.

Communicative Practice   20 minutes

Show what you know!

STEP 1. PAIRS. Discuss. What kinds...
- Have students share their answers. Make a list of natural disasters on the board.

STEP 2. What can you do...
- Have students discuss what they can do to prepare for the natural disasters in Step 1.
- Make a list of students’ ideas on the board.

Extra Practice

Interactive Practice   pages 52–53
Lesson 4  Talk about dangerous weather

Getting Started  5 minutes

1  BEFORE YOU LISTEN

A  CLASS. Discuss. What do you know...

• Make a two-column chart on the board with the headings Tornadoes and Hurricanes. Take notes on students’ responses.

B  GROUPS. Read the hurricane warning...

• Read the paragraph.
• Divide the class into groups. Assign one word or phrase to each group. Have them use a dictionary or the Internet to find out what the terms mean. (Note: When using the Internet, students should type in What is X? If X is more than one word, they should put it in quotation marks, for example, What is the “National Weather Service”?)
• Instruct students to read the paragraph, inserting the definition of their word to make sure the definition they chose is logical.
• Write the boldfaced words on the board. Call up students to write the definitions.

Answers: 1. meteorologists: scientists who study weather. 2. National Weather Service: The U.S. government agency responsible for weather forecasting 3. warning: a sign or statement that something bad is coming 4. coastal: near ocean or large body of water 5. evacuate: leave quickly in an emergency 6. tides: the rise and fall of the ocean every twelve hours 7. flood: a very large amount of water that has overflowed its source and now covers an area that is normally dry
• Have students read the paragraph again.

Presentation  5 minutes

2  LISTEN

A  Henry Ponce is the host...

• Ask: Who is the woman in the photo?
• Tell students to listen for the answer and not worry about words they don’t know.
• Play CD 1, Track 57. For extra support, students may read the Audio Script on page 288 as they listen.
• Call on a volunteer to answer the question.

Answer: Starts: June 1 Finishes: November 30

Teaching Tip
Teach students how to listen for specific information. For example, if a question begins with When, instruct students to listen for time words such as months, seasons, or years. If a question includes the name of a place, students should listen carefully for the name.

Controlled Practice  10 minutes

B  Read the questions. Then listen...

• Have students read the questions silently and predict the answers.
• Play CD 1, Track 58.
• Call on students to read the questions and answers.
• If students are having difficulty with one question, replay the segment of the listening passage that answers the question. Have students repeat what they heard, and then answer the question again.

C  What is the difference between...

STEP 1. Listen to the...

• Play Track 58 again. Instruct students to listen specifically for the words watch and warning.

STEP 2. GROUPS. Discuss the...

• Have students form groups to discuss the differences.

Answer: Hurricane watch: an announcement from the National Weather Service that there is a possibility of a hurricane in the next thirty-six hours. Hurricane warning: an announcement that a hurricane is expected to arrive in the next twenty-four hours.

Communicative Practice  10 minutes

D  GROUPS. Discuss.

• Form groups. Try to put a student in each group who has either experienced a hurricane or who knows something about hurricanes. Have groups select a timekeeper, a note taker, and a reporter.
• Have reporters share their group’s answers.
Lesson 4  Talk about dangerous weather

Presentation  10 minutes

3 CONVERSATION

Two friends are talking about...
- Play CD 1, Track 59. Have students listen and read along silently.
- Optional: Have above-level students listen with their books closed.
- Check comprehension. Ask: What is a flood watch? (There is a possibility of flooding based on current forecasts.) What is the National Weather Service predicting? (three more inches of rain) What are the speakers going to do? (keep checking the weather reports for updates)

Controlled Practice  10 minutes

4 PRACTICE

PAIRS. Practice the conversation.
- Form cross-ability pairs and have students take turns reading each role.
- Have students switch partners and practice again.
- Walk around and listen as students are practicing. Provide help as needed.
- Ask volunteers to perform the conversation for the class.

Language Note
It pays to . . . is an idiomatic use of the verb pay that has nothing to do with money. It means that an action is smart, beneficial, or worthwhile. It pays to be prepared means that the speakers will benefit if they take steps to prepare themselves before the storm arrives.

Communicative Practice  10 minutes

8 MAKE IT PERSONAL. Think about your...

STEP 1. GROUPS. Describe an experience...
- Form groups and have them choose a timekeeper.
- Point out that bad weather can include both cold and heat as well as weather phenomena such as hurricanes, windstorms, etc.
- Give a time limit for the activity. Have group members figure out how much time each student has to speak. The timekeeper should keep track.

STEP 2. CLASS. Share your experiences.
- Ask volunteers to repeat their stories for the whole class.

Extra Practice

Interactive Practice

MULTILEVEL INSTRUCTION for 4A
Pre-level Have students practice several times with the same partner.
Above-level Have students add two or three speaking turns to the conversation in the book. For example, they could talk about steps they will take to prepare for the coming storm.

T-93  UNIT 5
Lesson 5  Discuss weather reports

Getting Started  5 minutes

• On the board, write: *It always rains after I wash my car.*
• Say: *Let’s look at this sentence. It has two clauses. Circle the word after. Underline the clause that follows. Say: This clause starts with a time word. It’s an adverb clause. Draw two lines under the clause beginning with It. Say: This clause starts with the subject. It’s the main clause.*

Presentation  10 minutes

Adverb clauses of time

• Copy the grammar chart on the board.
• Read the first Grammar Watch note. Then read each sentence in the grammar chart and ask: *Did the events happen at the same time, or did one event happen first? Which event happened first? Write 1 above the first event and 2 above the second one. (In the first sentence, the two events occur at the same time. In the others, however, one event occurs before the other.)
• Summarize the previous step. On the board, write: *As soon as—1; Before—2; Until—2; After—1.* Explain, for example: *The clause with after happened first. The clause with before happened second, etc.*
• Read the second Grammar Watch note. Point out that the comma rule for sentences with adverb clauses is the same as the rule for sentences with *if* clauses (Lesson 2).

Language Notes

• *After and Before* are used when the actions in the two clauses are sequential.
• *As soon as* and *after* are both used with the action that happens first. However, *as soon as* means that the second action follows the first more immediately.
• *When* is used when the two actions are simultaneous. However, *when* can also be a synonym for *after*, for example, *After / As soon as / When you leave, close the door.*
• *Until* is used when the action in the other clause continues up to the occurrence of the action in the clause with *until.*

 Controlled Practice  15 minutes

1  PRACTICE

A  Read the sentences about...

• Read the example. If necessary, define *lightning* (a bright flash of light that occurs in the sky during a storm); *flash* (to shine brightly for a moment); *thunder* (the loud sound that occurs after a flash of lightning during a storm)
• Have students work alone or in pairs.
• Check answers. Say the sentence number. Have students say which words they underlined.

B  Complete the paragraph about...

• Explain *weather forecasting*. (the science of trying to predict the weather)
• Remind students to read each sentence and figure out which action happens first. This will help them choose the correct adverb.
• Have students work alone or in pairs.
• Read the paragraph sentence by sentence and have students call out the adverb that fits in each blank. If students are confused, have them decide if the actions are simultaneous (happening at the same time), almost simultaneous, or sequential (happening one after the other). If sequential, have students say which event happens first.

Expansion: Grammar Practice for 1B

• Write sentences about your daily routine on the board. Use each adverb from the lesson once. For example: *As soon as I get out of bed, I make coffee. When the coffee is ready, I pour it into a cup. Before I eat breakfast, I feed my dog. After I eat breakfast, I brush my teeth. I read the newspaper until it’s time to leave.*
• In each sentence, have students come to the board and write 1 above the activity that occurs first and 2 above the activity that occurs second.
• Have students write their own sentences about their routines. While students are working, walk around and provide help as needed.
• Pair students and have them read their sentences to each other.
• Select students to write their sentences on the board. Go over them with the class.
Lesson 5  Discuss weather reports

Controlled Practice  15 minutes

2 PRACTICE

A Read the following facts about...

- Read item 1. Remind students that *when* can mean *after*.
- Have students complete the items, working alone or in pairs.
- Go over the answers.

B Combine the two sentences...

- Define *radar*. (a method that uses radio waves to find the position of things such as planes) Use it in a sentence: *The police can also use radar to determine how fast a car is going.*
- Ask students to share what they know about radar. In particular, ask if anyone knows how the military uses radar.
- Read item 1 with the class.
- Have students complete the items, working alone or in pairs.
- Have students write the sentences on the board. Go over them with the class. In each sentence, write 1 above the first event and 2 above the second.
- Have students transpose the clauses in each sentence, giving alternate answers, for example: 1. When they wanted to know the location of planes and ships, the military used radar during World War II.

Communicative Practice  15 minutes

Show what you know!

Watch a weather report...

- Download a short weather report from the radio, television, or an Internet site (see weather.yahoo.com or The Weather Channel). As needed, prepare a list of technical terms and definitions. Also prepare a set of comprehension questions.
- Go over the vocabulary with the class and write the comprehension questions on the board.
- Read the weather report to the class. Call on students to answer the questions.

MULTILEVEL INSTRUCTION for Show what you know!

Pre-level Have students listen specifically for one piece of information, such as the high and low temperatures.

Above-level Have students listen for as much information as they can.

Progress Check

Can you . . . discuss weather reports?

Say: *We have practiced discussing weather reports. Now, look at the question at the bottom of the page. Can you discuss weather reports? Write a checkmark in the box.*

Extra Practice

Interactive Practice  pages 54–55
Lesson 6  
Talk about planning for a hurricane

Getting Started  
10 minutes

1 INTERPRET AN EVACUATION MAP

A What supplies would you need...

- Write the categories on the board. Go over them with the class, defining terms as needed, for example, say: personal care items includes such things as a toothbrush, shampoo, etc.
- Elicit items in each category and write examples on the board. For example, for water, students could indicate the quantity they need to prepare, such as five gallons.

Possible answers: water—five gallons per person; food—canned meats, beans, tuna, fruits, and vegetables; first-aid supplies—bandages, gauze, antibiotics; personal care items—toothbrush, toothpaste, soap; child care supplies—diapers, baby food; cleaning supplies—bleach, sponges; communication devices—portable radio, cell phone and charger; documents—copies of birth certificates, driver’s licenses, passports.

B PAIRS. Discuss. Are you prepared?

- Pair students. Have them look at the list on the board and answer the questions.
- Go around the room and have each student share one item he or she has and one item he or she needs to get.
- Ask the class about additional useful supplies and list them on the board.

Presentation  
10 minutes

C CLASS. Look at the map. In what areas...

- Define areas by giving students several choices. For example, ask: Are hurricanes more dangerous near the coast or inland? Are they more dangerous outdoors or indoors? Call on volunteers to answer.

Answer: Hurricanes are more dangerous in coastal areas.

- Review the meaning of evacuation route (first presented in Lesson 3). Have students look at the map. Say: This map shows evacuation routes for Miami-Dade County in southern Florida.
- Call on volunteers to answer the second question.

Answer: It’s important for people to know how to interpret an evacuation map so that they can leave the area quickly when a hurricane is coming.

Controlled Practice  
20 minutes

2 PRACTICE

A Look at the map. Circle the correct answers.

- Have students look at the map legend. Ask: What color are the evacuation routes? (green)
- You may choose at this point to go over the abbreviations and symbols used in maps. See Expansion on page T-97.
- Have students answer the questions alone or in pairs.
- To check answers, have students hold up their books and point to the evacuation routes.

Expansion: Speaking Practice

- Have pairs of students ask and answer questions about evacuation routes using the present real conditional, as follows: A: If you live on Palm Drive in Miami-Dade, what is your evacuation route? B: Go west on Palm Drive. Then go north on South Highway 997 or northeast on South Highway 826.

B In which direction do most...

- Have students look at the map again. Ask if anyone knows the answer. (north and west, because the hurricanes usually come from the south or the east)
- Ask: Where is it more dangerous in a hurricane—on the coast, or inland? So why do the evacuation routes travel north and west? (to get away from the coast)

Communicative Practice  
20 minutes

C GROUPS. Think about what you learned...

- With the class, think of an example and write it on the board, for example, Make sure there is gas in the car.
- Form groups. Make sure each group has a timekeeper, a note taker, and a reporter. The note taker should write down the group’s ideas.
- Give a time limit. While students are talking, walk around and provide help as needed.
- Have the reporter from each group share the group’s list of ideas. Write all ideas on the board.
Lesson 6  
Talk about planning for a hurricane

Expansion: Map Study

- Students may need help understanding some of the abbreviations on the map. Write the following abbreviations on the board: Hwy, Rd, Ave, Dr, St, Blvd, USHY, STHY, and INTL.
- Call on students to provide the corresponding words. (highway, road, avenue, drive, street, boulevard, United States highway, state highway, and international) Have students work in pairs to find the abbreviations on the map.
- Direct students’ attention to the compass rose on the map. Elicit the directions North, South, West, East, Northeast, Southeast, Southwest, and Northwest. Have students work in pairs to find abbreviations for the directions on the map, for example, N, SW, etc.

Progress Check

Can you . . . talk about planning for a hurricane?
Say: We have practiced talking about planning for a hurricane. Now, look at the question at the bottom of the page. Can you talk about planning for a hurricane? Write a checkmark in the box.

Extra Practice

Interactive Practice  
pages 56–57
Getting Started

5 minutes

1 BEFORE YOU LISTEN

A CLASS. You should call 911...
- Write life-threatening emergency on the board. Ask the class to define the term. If they need help, explain: life-threatening means a serious condition that could kill you, such as a heart attack. Ask: What are some other life-threatening emergencies? (poisoning, stroke, bleeding, injury, etc.)

B PAIRS. Which of these...
- Read the five choices. Define terms, for example, unconscious: unable to see, hear, or feel what is happening as a result of an accident or injury.
- Check the answers. Call on volunteers to explain.

Teaching Tip
If a speaking activity is short, pair students who are sitting near each other. For longer activities, use index cards with students' names to form pairs.

Presentation

5 minutes

2 LISTEN

A Listen to Iris Chen is an emergency medical...
- Define public-service announcement by explaining: PSAs are similar to advertisements, but the speaker isn't trying to sell anything. Their purpose is to give the public useful or interesting information about events or services in their community.
- Have students look at the photo. Ask: What is Ms. Chen wearing? What does she do in her job?
- Play CD 1, Track 60.
- Have students answer the question.
Answer: People can learn how to prepare for an emergency. They can also learn what information the 911 operators need.

Culture Connection

According to the Federal Communications Commission, a public-service announcement is any announcement for which no charge is made and which promotes programs, activities, or services of federal, state, or local governments (e.g., army recruitment, sale of bonds, etc.) or the programs, activities, or services of nonprofit organizations (e.g., United Way, Red Cross blood donations, etc.) and other announcements that serve community interests.

Controlled Practice

5 minutes

B Listen to the PSA again...
- Play Track 60 again. Have students take notes.
- Have students compare notes with a partner.
- Call on students to share their answers. Write the answers on the board.
Answer: Stay calm; speak slowly; explain the emergency briefly; give information about anyone who is bleeding, unconscious, or not breathing; give the location of the emergency; answer the operator's questions; don’t hang up until the operator tells you to.

Communicative Practice

10 minutes

C PAIRS. Discuss.
Answer: 1. Children may be alone with an adult who becomes injured or ill. 2. They need to be able to describe the emergency and give information about their location.

Expansion: Listening Practice for 2C
- Write the following questions on the board:
  1. According to the speaker, where should people put their phone number and the 911 number? 2. What information should callers give the 911 operator in an emergency? 3. Why is it important for 911 callers not to hang up until the operator tells them to?
- Have students listen again to Track 60.
- Have them answer the questions with a partner.
- Check answers with the class.

D MAKE IT PERSONAL. PAIRS. Describe any...
- If possible, put one student in each pair who has had experience with a 911 call.
Lesson 7
Communicate in a 911 emergency

Presentation 5 minutes

CONVERSATION

Pronunciation Watch
- Write the words clean, feel, fit, and quick on the board. Ask students to read each word. Ask: What's the vowel sound in this word? How do we spell that sound? (ea or ee for /i/; i for /i/)
- Read the Pronunciation Watch.
- Explain the tense versus lax pronunciation of /i/ and /i/, respectively. Say: To pronounce /i/, stretch your lips and smile. Say eat. To pronounce /i/, relax your lips. Say it.

Listen to the words. Notice...
- Play CD 1, Track 61. Have students listen.
- Play Track 61 again. Have students repeat.

Controlled Practice 10 minutes

PAIRS. Practice the conversation.
- Form cross-ability pairs and have students take turns reading each role.
- Have students switch partners and practice again.
- Listen as students are practicing. Take notes on errors with the pronunciation of /i/ and /i/.
- Ask volunteers to perform the conversation.
- Go over the pronunciation errors in your notes. Say the incorrect forms and have the class repeat them correctly.

Expansion: Listening Practice for 3B
- On the board, write: 1. eat 2. it
- Pair students. Tell them to take turns saying and listening to words in Exercise 3B. The speaker chooses one of the words. The listener holds up one finger if the speaker says a word with /i/ and two fingers if the speaker says a word with /i/.
- If listeners are having trouble identifying the correct sound, make sure speakers are pronouncing the words correctly. Remind speakers to smile when they say /i/ and relax their lips when they say /i/.

Communicative Practice 10 minutes

ROLE PLAY. PAIRS. Role-play this...

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.

- Model the role play with an above-level student. Play the role of Student B. You can begin like this: 911 operator. Can I have your name? Also ask for the caller's address and phone number and what the problem is.
- Form pairs. Have students practice several times.
- Have volunteers role-play their conversation.

MULTILEVEL INSTRUCTION for 4B
Cross-ability Have higher-level students play the role of Student B. Have lower-level students play the role of Student A.

Extra Practice

Interactive Practice
Communicate in a 911 emergency

Lesson 8

Getting Started 5 minutes

• Arrange with a fellow teacher or an administrator to knock on your classroom door. Ask: Who could that be? What do you think? Have students guess. Then open the door and let students see if their guess was correct.
• Say: When [name] knocked on the door, I asked a question. Who remembers what it was? Elicit the question and write it on the board.
• Ask: What does could mean in this sentence? (possibility)
• Set the context of the lesson. Say: In this lesson we’ll learn how to use could and other modals to talk about degrees of certainty or possibility.

Language Note
Many modals have more than one meaning. Could and couldn’t are potentially confusing because they’re used to talk about ability in the past (When I was fifteen I couldn’t drive) as well as possibility in the present (Who could that be? It could be Jane. I know she’s here today. It couldn’t be Max because he’s at work.) In addition, could is used both in present and past questions, but with different meanings: Could you swim when you were five? (past ability) Could this shirt belong to Ed? (possibility in the present)

Presentation 10 minutes

Expressing degrees of certainty

• Draw a horizontal line across the board. Above the line on the left, write 0%. In the center of the line, write 50%. On the right end, write 99%.
• Explain: When we talk about degrees of certainty, we’re talking about the possibility that something will or will not happen.
• Read the first Grammar Watch note. Then read the corresponding example. Ask: How certain is it that the woman’s husband knows what to do? (quite certain) How certain is the woman that the cake doesn’t contain nuts? (almost certain) Write must and must not under 99% on the line.
• Read the fourth note and the corresponding example. Say: We use could in questions about possibility.

Controlled Practice 10 minutes

Mrs. Johnson fell down the stairs...

• Do item 1 with the class. Point to the horizontal line on the board and ask: Which is more certain, may or must? (must)
• Have students work in pairs to complete the remaining items.
• While students are working, walk around and provide help as needed.
• Check answers.
Lesson 8
Communicate in a 911 emergency

Controlled Practice 15 minutes

2 PRACTICE

Complete the conversation between...
• Have students read the items in the box and label them I (impossible), P (possible), or AC (almost certain). (couldn’t be = I; could have, may be, might be able to, might not know = P; must be coming = AC)
• Read the example item with the class.
• Have students continue working alone or in pairs. Walk around and provide help as needed.
• Check answers.

Expansion: Writing Practice
• Form groups of three or four. Instruct them to choose three suggestions and write a public-service announcement on what to do after a 911 call. As a model, have them refer to the script for Lesson 7, Exercise 2A (see page 289).
• Have one person from each group read the group’s PSA to the class. Have students take notes on the suggestions in each PSA.
• After all PSAs are read, ask students which ideas they found to be helpful.

Progress Check
Can you . . . communicate in a 911 emergency?
Say: We have practiced communicating in a 911 emergency. Now, look at the question at the bottom of the page. Can you communicate in a 911 emergency? Write a checkmark in the box.

Expansion: Speaking Practice for 2
• Pair students and have them practice reading the conversation.
• Call on one or more pairs to perform the conversation for the class.

Communicative Practice 20 minutes

Show what you know!

STEP 1. Read the suggestions...
• Read the suggestions in the students’ book.
• Give students two to three minutes to write their own suggestions.

STEP 2. GROUPS. Discuss...
• Give a time limit for discussion.
• Walk around and provide help as needed.
• To wrap up, call on students to share their suggestions and explanations with the class.
Lesson 9  Write a plan for an emergency situation

Getting Started  5 minutes

1 BEFORE YOU WRITE

A CLASS. Where can you find...
- Elicit answers and write them on the board.
- Follow up by asking: Which of these sources of information have you used? When? Why? Call on volunteers to answer.
Answer: friends, family, the Internet, community and government agencies, etc.

Presentation  15 minutes

B Read the writing model...
- Read the model out loud as students read silently.
- Have students answer the question.
Answer: The writer talked to family members who have lived in California for many years.

C PAIRS. Answer the questions.
- Form pairs or small groups. Encourage students to underline the parts of the writing model that answer the factual questions or that give clues to inference questions.
- Give a time limit.
- Walk around and provide help as needed.
- Check answers. Call on students to read the questions and say the answers.
Answers: 1. Move away from things that can fall on you. 2. Check for injuries and damage to your home. 3. because phone service may be unreliable in your area after an earthquake 4. He feels better knowing what to expect.

Writing Tip: Using Sequential Order
- Read the Writing Tip.
- Define sequential order as the order in which events or steps in a process occur, from first to last.

D Write 1 through 5 to show the order of steps...
- Instruct students to find and underline the five steps in the writing model, then number them in sequential order.

Expansion: Writing Practice for 1D
- Have students read the paragraph again and circle the time words that show sequence of events (first, after, then, when, finally)
- Ask questions to help students identify the basic organization of the paragraph. First, ask: Which sentences are the introduction? (the first three sentences) What information do they give? (They tell how the writer learned what to do during an earthquake.) Which sentences tell what to do during the earthquake? (sentences 4, 5, and 6) How is this part organized? (from outside to inside) What is the topic of the next part of the paragraph? (what to do after the shaking ends) What’s next? (what to do after you leave the building) What’s the last step? (work with your neighbors)
- As you ask the questions above, outline the topics on the board. Have students copy the outline into their notebooks. They can use it as a guide for their own writing.
- Ask questions to help students see the writer’s craft, that is, the way a well-written paragraph is composed, for example: Is it necessary to begin every sentence with a time word? (no) Are all sentences the same length? (no) Do all sentences use the same grammar? (no) Have students find examples of sentences with different syntax (for example, some sentences contain adverbial clauses of time, while others do not).
Write a plan for an emergency situation

**Controlled Practice** 20 minutes

2 **THINKING ON PAPER**

A **RESEARCH. Find out what to do...**

- If students get their information from people they know, remind them to take detailed notes of the conversation.
- Try to pick up disaster-preparedness brochures from your local Red Cross or community center.
- If students use the Internet to get information, have them use the search term \([X] \text{preparedness}\) (where \([X]\) is the type of disaster). A good site for students to consult is the American Red Cross. Have students print a copy of the Internet page they consult.

B **Plan and organize your paragraph...**

- Copy the chart onto the board. Add more steps if necessary. Model the activity with the class, using a disaster that does not normally occur in the region where you live.
- Explain the steps in your preparedness plan. As you speak, write the steps and details on the board. Have students copy them into their notebooks.
- Have students fill in the chart with notes on their disaster. While students are working, walk around and provide help as needed.

**Communicative Practice** 20 minutes

3 **WRITE**

A **Write a paragraph about...**

- While students are writing, walk around and provide help as needed.
- Pair students and have them read their introductions to each other.

B **Complete your paragraph about...**

- Remind students to try to use the unit grammar: present real conditionals, adverb clauses of time, and modals to express degrees of certainty.
- While students are writing, walk around and provide help as needed.

**CHECK YOUR WRITING**

4 **CHECK YOUR WRITING**

- Read the questions in the checklist.
- Have students read their paragraph and check off the items in the checklist.
- If students are unable to check something off because they left it out, or if they want to rewrite part of their paragraph, encourage them to do so.
- Collect papers and correct them. Make corrections as needed in content and the unit grammar.

**Teaching Tip**

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate each student’s vocabulary, grammar, mechanics and how well he or she has completed the task. You may want to review the completed rubric with the students.

**Expansion: Writing Practice for 4**

- Have students rewrite their paragraphs in class. Then pair students and have them read their paragraphs to each other.

**Extra Practice**

Interactive Practice page 60
Show what you know!

1 REVIEW

Turn to page 249 for the grammar review.

2 ACT IT OUT

STEP 1. CLASS. Review the conversations...
- Pair students and have them reread the conversation in Exercise 3C, page 87.
- Have them restate the fire safety tip in the conversation. Write it on the board.

STEP 2. ROLE PLAY. PAIRS. Role-play this...

- Read the role descriptions.
- Model the role play with an above-level student.
- Pair students. Tell them to begin by listing the fire safety tips they will include in their role play.
- Have them practice out loud at least twice.
- Have volunteers role-play for the class.

Teaching Tip
While pairs are performing, 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.

3 READ AND REACT

STEP 1. Read about the problem.
- Read the problem out loud. Give students time to look at the list of items and prices.

STEP 2. GROUPS. Decide which emergency...
- Form cross-ability groups and have students choose a timekeeper, a note taker, and a reporter. The note taker should write down the group's ideas.
- Give a time limit for discussion.
- While students are talking, walk around and provide help as needed.
- Have reporters write the group's list and prices on the board, showing that their total does not exceed $50.00.

Expansion: Speaking Practice for STEP 2
- Tell students to imagine that the next month they also have only $50.00 to spend on supplies. Have them decide which additional supplies they will buy.
- Have groups share their lists with the class.

4 CONNECT

Turn to page 259 for your Organizing and Planning for Learning Activity and page 267 for your Team Project. See page T-xi for teaching tips for these activities.

Progress Check

Which goals can you check off? Go back to page 85. Ask students to turn to page 85 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.

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.
Moving In

Unit Overview

Goals
- See the list of goals on the facing page.

Grammar
- Expressing expectation and permission
- Tag questions with be
- Tag questions with do as an auxiliary verb
- Reported speech

Pronunciation
- Intonation in tag questions
- Intonation in exclamations

Reading
- Read about why people move
- Reading Skill: Distinguishing an author’s main ideas from details

Writing
- Write a letter of complaint

Life Skills
- Interpret a lease

Preview
- Hold up your book or have students look at their books. Set the context by asking the preview questions. You can also ask: Where are the people? Why? What do you think the woman is pointing at?

Unit Goals
- Set the context of the unit by asking questions about housing and how to find a place to live, for example, Where do you live—in a house, an apartment, or somewhere else? How did you find the place where you live?
- Hold up your book or have students look at their books. Read the title and ask the preview questions if you have not already done so. You can also ask: What do you think will happen next?
- Point to the Unit Goals. Have students read them silently.
- Tell students they will be studying these goals in Unit 6.
- Say each goal and explain unfamiliar vocabulary as needed, for example, tenant: a person who rents a house or apartment; lease: a contract between a tenant and a landlord; landlord: the person who owns a house or apartment that tenants are renting.
- Tell students to circle one or more goals that are very important to them. Call on several volunteers to say the goals they circled.
- Write a checkmark (✓) on the board. Say: We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.
Lesson 1  Identify tenant responsibilities

Getting Started  5 minutes

1 BEFORE YOU LISTEN

CLASS. When you rent a house...
• Write the word tenant on the board and call on a student to define it.
• Read question 1 and list answers on the board.

Possible answers: Pay rent on time, put garbage and recyclables in designated cans, keep the hallways clear, report problems with the apartment.
• Call on students to answer question 2.

Answer: A security deposit encourages renters to take good care of their unit because if they damage it, the landlord can keep all or part of the deposit.

Presentation  10 minutes

2 LISTEN

A Jessica is talking to her...
• Have students look at the picture. Ask: Who is talking? Who is listening? How does Jessica look?
• Play CD 1, Track 64. Have students listen.
• Call on students to answer the question.

Answer: They are talking about Jessica’s new apartment.

Culture Connection
In the U.S. young people usually move out of their parents’ home after they finish high school. If they go away to college, they usually live in a dormitory with other students. If they get a job or go to college locally, they may rent an apartment with roommates.

Communicative Practice  10 minutes

E PAIRS. Do you think parents...
• Have one or more students share their opinions with the class.

Expansion: Speaking Practice for 2E
• On the board, make a grid consisting of three columns and two rows. Across the top, write the headings Live Together, Live Near Each Other, and Live Far Away. Along the side, write Advantages and Disadvantages.
• Group students and have them discuss the advantages and disadvantages of each living arrangement. Each group should select a timekeeper, a note taker to copy the grid and take notes on the group's ideas, and a reporter.
• Give a time limit for discussion.
• Have the reporter from each group summarize the advantages and disadvantages that the group discussed.
• Have the class vote. Ask: Imagine you are eighteen years old. You have just finished high school. Where would you prefer to live—with your family, near your family, or far away from your family?
• Call on volunteers to explain their vote.

Controlled Practice  10 minutes

B Read the statements. Then...
• Have students read the statements silently and predict if they are true or false.
• Play Track 64 again.
• Call on students to read each item and say if it is true or false. If it is false, ask the student to correct it. Write the answers on the board.

C Listen to the whole conversation. How...
• Say the answer choices. Have students pantomime the meanings with facial expressions.
• Play CD 1, Track 65.
• Survey the class. Ask: How many people chose answer a? answer b? answer c? Confirm the correct answer and ask: How did you know? List the clues on the board. If necessary, replay the recording.

D Read the statements. Listen...
• Play Track 65 again. Instruct students to check the statements as they listen.
• Read each statement and have students raise their hands if they checked it.
• Discuss the statements that the class disagrees about. If necessary, play the recording again.
Lesson 1  Identify tenant responsibilities

Presentation  5 minutes

**CONVERSATION**

Jessica is talking to her new...

- Play CD 1, Track 66. Have students listen and read along silently.
- Check comprehension. Ask: How many parking spaces will Jessica and her roommates have? What does Jessica mean when she says I guess we’ll have to take turns? Who is we? What is a permit? Where are tenants supposed to park? Where are visitors supposed to park? Why can’t they park in the lot?

Controlled Practice  10 minutes

**PRACTICE**

• Form pairs. Have them practice the conversation. Then have them switch roles and practice again.
• Walk around and listen as students are practicing. Provide help as needed.
• Ask volunteers to perform the conversation.

Communicative Practice  10 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 students.

- Point to each illustration and ask: What do you see? What does the sign say? What does it mean?
- Choose one situation and model a role play with an above-level student. Play the role of Student B, the landlord. Student A can begin like this: Hello, [name]. I forgot to ask you: Is smoking allowed in the hallways?

- Form cross-ability pairs.
- Tell students to practice out loud at least twice.
- Have volunteers perform their role play.

**MULTILEVEL INSTRUCTION for 4B**

Cross-ability Have the higher-level student play the role of Student B.

**Culture Connection**

Recycling is becoming more and more common in the U.S. Many homes and apartments are required to have separate containers for garbage, grass and plant refuse, and recyclables. Some places require people to sort their recyclables into categories: paper, glass, and metal.

**Expansion: Speaking Practice for 4B**

- Have students discuss the rules shown in the illustrations. On the board, write: What is the rule where you live? Do you think it is fair?
- Group students. Give a time limit for discussion. Walk around and provide help as needed.
- Call on volunteers to share their answers to the questions.

Extra Practice

Interactive Practice
Lesson 2 Identify tenant responsibilities

Getting Started 5 minutes

• Write the word responsibilities on the board. Draw a circle around it and four spokes from the edge of the circle outward. On each spoke, write: am required to, am supposed to, am not allowed to, and am not permitted to.

• Talk about your job responsibilities. For example, say: In every job, employees have responsibilities. Here are some responsibilities that I have in my job: First, I am supposed to arrive on time. Second, I am required to take attendance at every class. Third, I’m not allowed to photocopy chapters of books. And fourth, I’m not permitted to cancel class without telling my boss.

• Point to each expression on the board as you say it.
• On the board, write: be (not) + (supposed/required/allowed/permitted) + to + verb. Say each expression and point to the corresponding part of the formula.

• Ask students to repeat your responsibilities. Point to each spoke on the wheel.

• Say: In this lesson, we will learn how to use these four expressions to talk about tenants’ responsibilities.

Presentation 10 minutes

Expressing obligation, expectation, and permission

• Copy the grammar chart onto the board
• Read out loud the first Grammar Watch note. Then read the first example on the chart. Say: Tenants are required to recycle glass, metal, and paper. It means that there is a rule that people must follow. Have students rephrase the sentence with must.
• Read out loud the second note and second example. Explain that it means that there is a rule that people should follow. Have students rephrase the sentence using should.
• Read out loud the third note. Explain that the negative forms of allowed to and permitted to express prohibition, that is, that people can’t do something. Read the third and fourth examples. Have students rephrase the sentences with can’t.
• Read the fourth note. Explain that more formal means that something is used more often in writing rather than in speaking.

• To conclude, ask: Which sentence talks about obligation? (the first) Which one talks about expectation? (the second) Which sentences talk about prohibition? (the third and fourth) Which one asks about permission? (the last)
• Remind students that subjects and verbs must agree. To practice, point to an example sentence on the board. Change the subject and have students complete the sentences correctly. For example: T: You . . . Students: are supposed to recycle glass, metal, and paper. T: I . . . Students: am required to pay a security deposit.

Expansion: Grammar Practice

• On the board, write the following incomplete sentences: 1. Landlords are _______ keep the building clean. (should) 2. Landlords are _______ fix broken plumbing. (must) 3. Landlords are _______ raise the rent without giving notice. (can’t) 4. Landlords are _______ force tenants to move without notice. (can’t)

Answers: 1. supposed to 2. required to 3. not permitted / allowed to 4. not permitted / allowed to

• Pair students. Tell them to fill in the blanks with expressions from the chart. They should use each expression once.

Controlled Practice 10 minutes

1 PRACTICE

Read the apartment building rules. Circle...

• Read the rules out loud. Explain vocabulary as needed, for example, stroller: a chair with wheels, used for pushing babies around.

• Ask: Does the first sentence talk about obligation or expectation? (obligation)

• Walk around and provide help as needed.

• Check answers. Have students say which words they circled, underlined, or double underlined. Have them say if the meaning is obligation, expectation, or permission.

Expansion: Grammar Practice

• Form pairs consisting of Student A and Student B. Have Student A read the first apartment building rule. Tell Student B to restate it using should, must / have to, can, or can’t. Have students switch roles on the second item. Continue taking turns until the end of the list.
Identify tenant responsibilities

Lesson 2

Controlled Practice 15 minutes

2 PRACTICE

A Complete the rules. Use the correct...

• Read item 1. To reinforce the structure, repeat each word in the blank and point to the formula on the board. Then ask: What is the meaning here: Is it obligation, expectation, prohibition, or permission?

• Have students complete the exercise, working alone or in pairs. Walk around and provide help with vocabulary as needed. For example: late fee: a fine or penalty imposed when someone pays his or her rent or a bill late; common areas: in an apartment building, the areas outside of people’s apartments, such as the entryway, lobby, laundry room, garage, etc., that everyone in the building uses; dispose of: throw away; lease term: the length of time that the lease is for.

• Write the numbers 2 through 10 on the board. Call up students to write the answers.

• Have other students read the sentences and say if they are correct or incorrect. If there is an error, have students correct it.

Teaching Tip
To guide students to correct errors, try the following techniques: 1. Point to the whole item containing the error and ask the class, What’s wrong here? 2. Point to the specific incorrect word and have the class make the correction. 3. Read or say an item, stopping right before the incorrect word. Then pause, indicating to students that the next word is the one they need to correct.

Communicative Practice 20 minutes

B GROUPS. Look at the rules...

• Define reasonable as something that is fair and that people are usually willing to do.

• Form groups.

• Instruct students to look at the list of items in Exercise A and discuss each one in turn. Or to save time, have students take turns discussing the items. For example, Student 1 discusses item 1, Student 2 discusses item 2, etc.
Interpret a lease

Lesson 3

Getting Started 5 minutes

1 INTERPRET A LEASE

A GROUPS. When people rent an apartment...
- Write lease on the board. Ask: What is a lease? (an agreement or contract between a landlord and a tenant) What is the purpose of a lease? (to protect the rights of both the tenant and the landlord)
- Survey the class. Ask: How many of you live in an apartment? Do you have a lease?
- Call on students who have a lease to say what kinds of information their lease includes. List responses on the board.

Possible answers: The starting and ending dates of the lease, the rent, the security deposit, the landlord's responsibilities in the building, the building rules that the tenant agrees to follow.

Presentation 10 minutes

B CLASS. Read the first part...
- Tell students they are going to read the first part of the lease without using a dictionary. Explain that they should try to guess the meaning of unfamiliar words. To illustrate, read the first line of the agreement out loud. Ask the class: What does parties mean in this case? Does it mean celebration? (no) Does it mean people? (yes) Which people? (Vaslav Novak and Anita Cruz or the landlord and the tenant)
- Have students read.
- Refer the class to the items you listed on the board in Exercise 1. Point to each one and ask: Does the lease talk about this? Where? Have students read the part of the lease that corresponds to each item on the board. Have them define pertinent vocabulary, using the context if possible.

Controlled Practice 10 minutes

2 READ

B Look at the lease again. Complete...
- Again, encourage students to guess the meaning of words they don't know. The items in the exercise can help. For example, after students do item 2, they should be able to figure out that a term is a period of time.
- Tell students to underline the part of the lease that gives the answer to each question.
- Have students complete the items. Then have them compare answers with a partner.
- Call on volunteers to say the answers.

MULTILEVEL INSTRUCTION for 2B

Cross-ability Pair proficient readers with weaker readers. Have students take turns reading sections of the lease out loud. The higher-level student can help the lower-level student with reading.

Expansion: Speaking Practice for 2B
- Put students in groups. Make sure each group has one or more students who have signed a lease on their apartment. Have students compare the lease in their book with their actual leases. Ask the following questions: 1. Who is your landlord? 2. When did your lease begin? 3. What is the term of your lease? 4. How much is the rent? When is it payable? 5. How much is your security deposit? What does it cover? 6. If you want to terminate your lease, how far in advance do you need to tell your landlord? 7. If you damage the premises accidentally, are you required to pay for repairs?
Lesson 3  Interpret a lease

Presentation  10 minutes

A  Read the second part of the lease. What...

- Have students read the words in capital letters. Ask: What does shall mean? (will) What information is in the section that starts The landlord shall? (things the landlord is required to do) What information is in the section that starts The tenant shall? (things the tenant is required to do)
- Have students continue reading.
- Have students answer the question.

Answers: who pays for the utilities, rules about pets, landlord’s responsibilities, and tenant’s responsibilities

Controlled Practice  10 minutes

B  Read the statements. Write...

- Do item 1 with the class. Read the item and ask the class if it is true or false. When students answer, ask: How do you know? Have students read the part of the lease that provides the answer.
- Have students complete the exercise alone or in pairs.
- Check answers.

Communicative Practice  15 minutes

C  GROUPS. Before you sign a lease,...

- Point out the word terms in the instructions. It means rules. Ask: What did the word term mean in the lease? (a period of time) Remind students that the same word can have different meanings, depending on the context.
- Group students.
- Give a time limit for discussion. While they are talking, walk around and provide help as needed.
- Go over the questions with the whole class.

Possible answers: 1. You might not be able to move when you want to. 2. You might not be able to have your friends or relatives live with you. 3. You might be stuck in an apartment because you can’t get out of the lease.

Culture Connection

When reading legal documents, it is important to read and understand every word (this is called reading the fine print) before signing anything. Even people who speak English as their first language will often have a lawyer read a legal document and advise them before they sign it.

MULTILEVEL INSTRUCTION for 3C

Cross-ability Pair proficient readers with weaker readers. Have students take turns reading sections of the lease out loud. The higher-level student can help the lower-level student with reading.

Progress Check

Can you . . . interpret a lease?

Say: We have practiced interpreting a lease. Now, look at the question at the bottom of the page. Can you interpret a lease? Write a checkmark in the box.

Extra Practice

Interactive Practice  pages 64–65
Lesson 4  Talk about landlord responsibilities

Getting Started  5 minutes

1 BEFORE YOU LISTEN

GROUPS. Where can you go...
- If possible, tell about a time when you or someone you know had a problem with a landlord. Tell which person, agency, or organization you or they contacted in order to resolve the problem.
- Read the directions. Define agency as a government or private organization that provides a service.
- Form groups of three or four. Tell them to appoint a note taker who will list the group’s ideas.
- Have a representative from each group come to the board and write the group’s list.
- Ask: Which answers were given by more than one group? What is the best way for tenants to get help, in your opinion?

Culture Connection
Most cities have an agency that specializes in resolving landlord-tenant conflicts. To find such an agency on the Internet, type the name of your city and tenant’s rights, resources for tenants, or housing department. Another resource for low-income renters is the legal aid society or foundation.

Presentation  5 minutes

2 LISTEN

A Manuel Rodriguez is a guest...
- Explain radio talk show as radio programs that allow listeners to call in and share their ideas on a particular topic. Ask: Do you enjoy listening to talk shows? Which ones?
- Explain tenant rights lawyer as a lawyer who specializes in helping tenants when they have problems with their landlords.
- Play CD 1, Track 67. Remind students to listen specifically for the answer to the question.
- Call on students to share their answers.
Answer: He answers questions about tenant law in Texas.

B Controlled Practice  10 minutes

• Have students read the questions and predict the answers.
• Play Track 67 again.
• Call on students to answer the questions and correct false statements.

C Listen to the second call. Circle...
- Have students read the items before listening. Answer questions about vocabulary as needed.
- Define in effect: describes a condition that is still true.
- Play CD 1, Track 68.
- Call on students to share their answers.

Communicative Practice  10 minutes

D GROUPS. Discuss. Why does Manuel...
- Form groups, each with a timekeeper.
- Give a time limit for discussion.
- To wrap up, call on each group to share the group’s answer to the question.
Answer: If she has done either of these things, the landlord has a right to break the lease.

Expansion: Speaking Practice for 2D
- Ask students if they have ever had either of the problems described by the two callers. If so, what did they do to resolve the problem?

Expansion: Writing Practice for 2D
- With the class, brainstorm other landlord-tenant problems that they’d like to ask Manuel. For example, say: Your kitchen faucet leaks. You called the landlord a week ago and so far no one has come to fix it. You want to know if you can call a plumber yourself and give the bill to the landlord. List the ideas on the board.
- Form groups of three. Have them practice reading the Audio Script on page 289 for Exercises 2A, 2B, and 2C.
- Instruct students to write a conversation between a third caller and Manuel. They can choose an idea from the board and use the Audio Script as a model for their conversation.
Lesson 4  Talk about landlord responsibilities

Presentation  10 minutes

3  CONVERSATION

Pronunciation Watch
- On the board, write several sentences with tag questions, for example: You live in a house, don't you? Ping is married, isn't she? Samuel doesn't have a job, does he?
- Read each sentence and have the class repeat. Ask: What does your voice do at the end of the sentence? (It goes up.)
- Explain: The question at the end of the sentence is called a tag. Questions with tags are called tag questions.
- Read the Pronunciation Watch note.

A  Listen to the sentences. Notice...
- Play CD 1, Track 69. Have students listen.
- Play Track 69 again. Have students listen and repeat.

B  Lisa Ming is calling...
- Play CD 1, Track 70. Have students listen and read silently.
- Optional: Have above-level students close their books while they listen.
- Check comprehension. Ask: What problem does Lisa report? What is the landlord going to do? What is Lisa concerned about?

Communicative Practice  15 minutes

B  ROLE PLAY. PAIRS. Role-play this situation....

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.

- Read the roles. If necessary, explain locksmith: a person who fixes and installs locks.
- Model the role play with an above-level student. Play the role of Student A. You can begin like this: Hello, [name]? This is [name] in apartment [number and letter]. I'm calling because . . .
- Pair students of similar ability. Tell students to practice out loud at least twice.
- Have volunteers perform their role play.

MULTILEVEL INSTRUCTION for 4B
Pre-level  Have students write out their conversation and practice several times.
Above-level  Have students practice without writing a script. You can also tell them to practice twice, switching roles the second time.

C  MAKE IT PERSONAL. GROUPS. Discuss.
- Form groups of three or four. Give a time limit.
- Have volunteers share their answers with the class.

Controlled Practice  5 minutes

4  PRACTICE

A  PAIRS. Practice the conversation.
- Form pairs and have students read the conversation in Exercise 3B. Have them switch roles and read again.
- Walk around and listen as students are practicing. Provide help as needed.
- Have pairs perform the conversation for the class.

Community Building
Ask students to share their knowledge about community resources for helping tenants in disputes with landlords. For example, ask them for the names of any such organizations, where they're located, what kinds of problems they can help with, and what they charge.

T-113  UNIT 6
Lesson 5

Check that information is correct

Getting Started
5 minutes

• Write two sentences from Lesson 4, Exercise 3A on the board. For example: The repairman isn’t there yet, is he? He has to replace the smoke detectors, doesn’t he? Focus attention on the form of tag questions. Point to the examples and explain: Tag questions consist of a statement and a short question called a tag. The tag consists of be or do and a subject.

• Demonstrate the rising intonation of the tag. Read the examples and have students repeat. Ask: Does your voice go up or down at the end? (up)

• Say: In this lesson, we’ll learn about tag questions with be and do.

Presentation
15 minutes

Tag questions with be; Tag questions with do as an auxiliary verb

• Copy the grammar charts onto the board

• Read the sentences and have students repeat. (Note: This lesson deals only with tags that have rising intonation. Make sure to pronounce all the tags consistently.)

• For tags with be, draw a line from each boldfaced verb to the matching boldfaced auxiliary. Elicit the rule. Ask: If the main verb is be, what verb is used in the tag? (be)

• Similarly, draw lines from the main verbs to the auxiliaries in the do chart. Ask: If the verb isn’t be, what verb do we use in the auxiliary? (a form of do)

• Circle the subjects in the statements and the subjects of the tags. Explain that they agree in number.

• Read the first Grammar Watch note. Rephrase: We use tags in conversation when we think something is true or correct but we want to make sure.

• Read the second note. Illustrate by pointing to the verbs and tags in the chart. As you point, remind students: Affirmative statement, negative tag. Negative statement, affirmative tag.

Expansion: Grammar Practice

• Say a few statements about the students in the class. Use be and do and have the class provide the tags, for example: José is a gardener . . . (isn’t he?) Amelia has two children . . . (doesn’t she?) Sonya isn’t working now . . . (is she?) Tina and Sandra aren’t sisters . . . (are they?)

Optional: Have students change the sentences in the chart from singular to plural.

Optional: Play a game. Instruct students to write four present-time statements on a piece of paper. Two should be affirmative and two should be negative. Encourage students to use a variety of subjects (singular and plural). Pair students and have them exchange papers. Students should read their partners’ sentences and attach matching tags.

Controlled Practice
15 minutes

A Match the beginnings of the sentences...

• Do item 1 with the class. To guide students toward the correct answer, ask: Is the main verb be or something else? Will the tag use be or do? Is it present or past?

• Clarify vocabulary as needed, for example, mice is the plural of mouse, lead paint is paint with lead, a dangerous chemical.

• Instruct students to work alone or in pairs.

• Call on students to say the answers.

• Read all the sentences and tags and have the class repeat after you. Check that students are using correct intonation.

B Complete the sentences. Circle...

• Read the example with the class. Remind students that a positive statement requires a negative tag and vice versa.

• Instruct students to work alone or in pairs.

• Call on students to read the sentences. Have the whole class repeat each item. Check for correct intonation of the tag.

Expansion: Grammar Practice for 1B

• On the board, write tag questions with errors, for example: The apartment is too cold, doesn’t it? Sam forgot to take out the trash, doesn’t he? You didn’t call the landlord, don’t you? The refrigerator is broken, is it?

• Pair students and have them correct the errors.

• Have students write the corrected sentences on the board.
Lesson 5

Check that information is correct

Controlled Practice 10 minutes

2 PRACTICE

Complete the conversations...

- Do item 1 with the class.
- Have students complete the remaining items, working alone or in pairs.
- While students are working, walk around and provide help with vocabulary as needed.
- Play CD 1, Track 71.
- Check answers. If students missed any items, lead them through the steps of choosing the correct tag. That is, ask: Is the main verb be or something else? Will the tag use be or do? Is it present or past?

Communicative Practice 15 minutes

Show what you know!

ROLE PLAY. PAIRS. Role-play this situation. Ask...

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.

- Read the directions, roles, and example.
- Have the class turn to pages 110–111 and reread the lease. Elicit another sample tag question and response and write it on the board.
- Form cross-ability pairs and have students work together to write the five tag questions.
- Instruct students to practice their role play at least twice.
- Have volunteers perform their role play for the class.

MULTILEVEL INSTRUCTION

Pre-level Have students play the role of Student A and ask the tag questions they wrote in the previous activity.

Above level Have students play the role of Student B and answer the tag questions according to the information in the lease.

Progress Check

Can you . . . check that information is correct?

Say: We have practiced checking that information is correct. Now, look at the question at the bottom of the page. Can you check that information is correct? Write a checkmark in the box.

Extra Practice

Interactive Practice pages 66–67
Lesson 6  Read about why people move

Getting Started  10 minutes

1 BEFORE YOU READ

GROUPS. What are some reasons...

- Elicit one reason from the class and write it on the board, for example, *Some people move to find a better job.*
- Put students in groups of three or four. Tell them to choose a timekeeper, a note taker, and a reporter. Ask them to brainstorm reasons. Give them a time limit for discussion.
- Call on reporters to give their group’s answers. List the reasons on the board.

Possible answers: to be closer to family or friends, to be closer to place of work, for the climate, for the lifestyle and attractions of the area, etc.

Presentation  15 minutes

2 READ

Listen and read the article. Does...

- With the class, read the title of the article. Explain that *on the move* is an idiom that means something is moving or changing.
- Play CD 1, Track 72. Ask students to listen and read along with the article.
- Tell students to look for the reasons people move. Tell them to place a checkmark next to reasons found both on the board and in the article.
- Note: This part of the lesson focuses on main ideas. Do not preteach the boldfaced vocabulary. The words will be taught in Exercise 4.
- When students have finished reading, turn to the list of reasons on the board, point to each one and ask: *Is this reason in the article? Where?* Have students read out loud the sentences in the article that correspond to the reasons on the board.
- To wrap up, ask and discuss: *Does the article mention any reasons that are not on the board? Are there any reasons on the board that are not in the article?*

Teaching Tip

In English writing, information is normally organized from the general to the specific. The most general sentence, which gives the main idea, is often (but not always) the first sentence of a paragraph. Therefore, to get a quick idea about the content of an article, students should read the first paragraph and then the first sentence of each subsequent paragraph.
Read about why people move

Controlled Practice  20 minutes

3 CHECK YOUR UNDERSTANDING

Reading Skill: Distinguishing an Author’s Main Ideas from Details

- Read the Reading Skill.
- Ask: Which sentence gives the main idea? (Why are so many Americans on the move?) Point out that in an article with several paragraphs, the main idea is usually in the first paragraph. The main idea is then developed in the paragraphs that follow.
- Tell students to circle the connecting words that introduce each reason (one of the biggest reasons, another reason, a third reason). Explain that writers use connectors like these to help readers recognize and remember the details that support the main idea.

PAIRS. Read the article again. Answer...

- Form cross-ability pairs. The above-level student should help the pre-level student with vocabulary.
- Have students write their answers to the questions. For question 1, students should rewrite the question as a statement. For question 2, they should list the three reasons introduced by the connecting words they circled above. For question 3, they should choose one detail within each of the three paragraphs that provide the reasons why Americans move.
- Have each pair of students compare answers with another pair.
- Go over answers with the whole class.

MULTILEVEL INSTRUCTION FOR 3

Pre-level For question 3, have students underline the details in the text on page 116.

Above-level For question 3, have students take notes on the details in the space on page 117. Then have them add one more detail that they know about from their experience.

4 WORD WORK

Find the boldfaced words...

- On the board, write re- and dis-. Ask students to say words that begin with these syllables (use the word prefixes if your students are familiar with it). Ask: What does re- mean? (again) What does dis- mean? (opposite of) Tell students that they can use prefixes to help them guess the meanings of words they don’t know.
- Tell students they can also use suffixes to help them guess. Suffixes tell the part of speech of a word. For example, in the word assimilation, the -tion ending identifies the word as a noun. A noun can be a person, place, thing, or concept.
- Do item 1 with the class. Have students reread the first sentence of the second paragraph. Ask: Which word in paragraph 1 has the same meaning as relocate? (move)
- Pair students and have them do the exercise. Tell them not to use a dictionary. Instead, they should find each item in the text, read the sentence in which it appears, and guess what it means.
- Have volunteers say the answers and explain how they guessed the meaning. Correct as needed.

EXTRA PRACTICE: Vocabulary Practice

- Select other words from the text and have students use the context to guess what they mean. Possible words to select are residents, suburbs, and enrich.

Communicative Practice  15 minutes

Show what you know!

GROUPS. Discuss.

- On the board, create a chart with the headings Positive and Negative. Tell students to discuss both positive and negative reasons for moving.
- Form groups of three or four. Have each group select a timekeeper, a note taker, and a reporter. The note taker should copy the chart from the board and take notes.
- Give a time limit for discussion.
- Have each group’s reporter share the group’s positive and negative reasons for moving.
Lesson 7  Discuss problems with neighbors

Getting Started  5 minutes

1  BEFORE YOU LISTEN

GROUPS. Discuss.

• Model answers to the questions. Tell about a problem you or someone you know had with a neighbor and what you or the other person did about it.
• Form groups. Give a time limit for discussion.
• Have several volunteers share their answers. Write them on the board under the headings Types of Problems and Solutions.

Possible answers: 1. People have problems when neighbors make noise frequently, when they don’t keep the property neat and clean, when they’re nosy, etc. 2. You should talk to your neighbor to make him or her aware of the problem. If that doesn’t work and if the neighbor is breaking a building rule, you can talk to your building manager or landlord. If those things don’t work, you may want to move out!

Presentation  5 minutes

2  LISTEN

A  Oscar and Marta live...

• Hold up your the book and point to the picture or have students look in their own books. Ask: Who are the speakers? Where are they? How do they look? (annoyed or upset) Why? Can you guess what the conversation will be about?
• Play CD 1, Track 73.
• Ask: What is the problem with the neighbors? Was your guess correct? Call on volunteers to answer.

Answer: The problem is that their neighbors are noisy.

Controlled Practice  10 minutes

B  Read the statements. Then listen...

• Tell students to read the statements silently and predict the answers.
• Play Track 73 again. Have students circle the answers.
• Write the numbers 1 through 6 on the board. Call on students to read the statements and say the correct answers. Have them explain how they chose their answers.
• If necessary, play the recording again. Have students raise their hands when they hear the answer to a question. Stop the recording and ask students to repeat what they heard.

Communicative Practice  10 minutes

C  GROUPS. Discuss. What should...

• Put students in small groups. Tell them to choose a timekeeper, a note taker, and a reporter.
• Point to the list of solutions already on the board. Remind students they can choose one of these solutions or think of something different.
• Give a time limit for discussion.
• While students are talking, walk around and provide help as needed.
• Have reporters share their group’s solution(s). Add any new solutions to the list on the board.

Expansion: Speaking Practice for 2C

• Read each solution on the board and have students vote on the best one. Then call on one or more students to explain why the solution with the most votes is indeed the best.

D  MAKE IT PERSONAL. PAIRS. Have you ever...

• Try to pair students so that each pair contains someone who has had a problem with neighbors.
• Have students discuss their experiences. Circulate and provide help as needed.
Lesson 7  Discuss problems with neighbors

Presentation  10 minutes

3 CONVERSATION

Pronunciation Watch
- Before class, locate several facts that will evoke a strong reaction from the class. For example, go to the website for the Guinness Book of World Records and find some facts there. The point is to elicit expressions such as Wow! or That’s amazing! from the students.
- Write the expressions on the board. Repeat them and ask: What does my voice do? Elicit the fact that it rises quite high and then falls.
- Read the Pronunciation Watch note. Explain that strong feeling can be positive or negative, for example, surprise, joy, shock, or disgust.

A Listen to the sentences. Notice...
- Play CD 1, Track 74. Have students listen.
- Play Track 74 again. Have students listen and repeat.

B Two neighbors are talking. Listen...
- Write the word exterminator on the board. Ask: What does an exterminator do? (kills insects and other pests) Say: This word is in the conversation. What do you think the conversation will be about?
- Play CD 1, Track 75. Have students listen and read along silently.
- Check comprehension. Ask: What did Maria see? Where did she see it? Where did it come from? Who is she going to call?

Communicative Practice  15 minutes

B ROLE PLAY. PAIRS. Role-play this situation....

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.

- Read the role descriptions. Discuss with the class: How can Student B find out who has been parking in his or her space? (knock on the neighbors’ doors and ask them if they know who owns the car; get the license number and call the DMV to find out who the owner is; or report the problem to the landlord)
- Form cross-ability pairs.
- Tell students to practice out loud at least twice.
- Have volunteers perform their role play.

C PROBLEM-SOLVING.

STEP 1. Read the problem. Think...
- Read the situation and clarify vocabulary.
- Instruct students to think about the problem by themselves and make a list of solutions.

STEP 2. GROUPS. Discuss the problem...
- Group students and have them share the solutions they wrote down in Step 1.
- Have a representative from each group tell the class which solution the group voted the best. List all solutions on the board.
- Have the class vote on the best solution among those on the board.

Expansion: Speaking Practice for STEP 1
- Ask if anyone has ever had a problem similar to Pedro’s and what they did to solve it.

Controlled Practice  5 minutes

4 PRACTICE

A PAIRS. Practice the conversation.
- Form pairs and have students read the conversation in Exercise 3B. Tell them to take turns reading each role.
- Walk around and listen as students are practicing. Notice their pronunciation of expressions of strong feeling (Oh, no! That’s horrible!) Correct if needed.
- Ask volunteers to perform the conversation for the class.

T-119  UNIT 6
Discuss problems with neighbors

Getting Started

Ask a simple question, for example, When did you move to [name of city]?

Call on several students to answer the question. Write the answers on the board in quotation marks, for example, “I moved last March.”

Next, write [name of student] said _________. Ask the class: What did [name of student] say? ([name of student] moved to [name of city] last March.) Write this sentence on the board without quotation marks.

Point to the first response. Say: This kind of answer is called direct speech. When we write it, we use quotation marks.

Point to the second response. Say: This kind of response is called reported speech. When we write it, we don’t use quotation marks.

Say: In this lesson, we’ll learn about the differences between direct speech and reported speech, and you’ll practice using reported speech.

Presentation

Reported speech

- Copy the grammar chart onto the board.
- Read the sentences. Ask: Do the sentences with direct speech repeat the speaker’s exact words? (yes) What about the sentences with reported speech? (no)
- Read the first Grammar Watch note. Point to the two sides of the grammar chart and say: The information in the two types of statements is the same, but the words are not exactly the same.
- Point to the verbs said and told in the examples. Ask: What comes after said? What comes after told? (Told is followed by an object.) Then read the second Grammar Watch note.
- Read the first and second examples in the Direct Speech column. For each sentence, ask the class: What is the time of the direct statement? (present) What is the time of the reported statement? (past) Make sure students notice the tense change. Then read the third Grammar Watch note. Point out that the first two examples in the chart follow the rule for formal, or written English.
- Read the third example. Circle and draw a line from ‘ll in the direct statement to would in the indirect one. Explain: ‘ll changes to would in indirect speech when the reporting verb is in the past.
- Read the fourth note. Point out that in the first example, the direct you changes to the indirect they. In the second example, the direct your changes to the indirect his. In the third example, the direct I changes to the indirect he.
- Point out that in reported speech, the that before the reported statement is optional.

Expansion: Grammar Practice

- Make a four-column chart on the board. In the first column, write several nouns, such as The teacher and My mother. In the second column, write say and tell. In the third column, write me, him, and the names of two students. In the fourth column write two or three sentences with verbs in the present or past tense, for example, He was late / I am too noisy.
- Point to elements from each column and have students build reported statements, for example, The teacher told Miguel he was late. / My mother said I am too noisy.

Controlled Practice

A Read the advice column questions...

- Tell students that Q means question. A real advice column would also have an A, meaning answer.
- Read the example.
- Have students complete the exercise.
- Check answers.

Culture Connection

Advice columns are very popular in the U.S. Most newspapers have an advice column to help people with their personal problems. There are also many advice columns on the Internet. Some of them are specialized, for example, advice columns that deal with medical questions, home improvement, finance, etc.

B Complete the statements. Use...

- Read the first three sentences. Remind students that told is followed by an object.
- Have students work alone or in pairs.
- Have students read the completed sentences. Correct errors as needed.
Lesson 8
Discuss problems with neighbors

Controlled Practice 15 minutes

A Read the tenants' problems. Rewrite...
- Read the directions. Remind students that in informal English, they don't need to change the verbs in the reported statement to the past.
- Do item 1 with students.
- Have students complete the exercise. Then have them compare answers with a partner.
- Write the numbers 2 through 5 on the board. Call on students to write their sentences on the board.
- Have other students read the sentences on the board and say if they are correct. If there are errors, have students try to correct them.

B Complete the paragraph about...
- Read the directions. Remind students that in formal English, they need to change the verbs in the reported statement to the past. Also remind them that will changes to would in reported speech.
- Do the example with students.
- Have students complete the exercise. Then have them compare answers with a partner.
- Have students read the sentences with the verbs filled in. Write them on the board. Correct errors as needed.

Communicative Practice 15 minutes

Show what you know!

PAIRS. Talk about a problem...
- Model the activity. Talk about a problem you had with a neighbor and what you did or said. Also say how you resolved the problem.
- Pair students. Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- Call on volunteers to share their answers with the class.

Expansion: Speaking Practice
- Tell pairs of students to choose one of the problems they discussed and role-play a conversation about it.

Progress Check
Can you . . . discuss problems with neighbors?
Say: We practiced discussing problems with neighbors. Now, look at the question at the bottom of the page. Can you discuss problems with neighbors? Write a checkmark in the box.

Extra Practice
Interactive Practice pages 70–71
Lesson 9  Write a letter of complaint

Getting Started  5 minutes

1  BEFORE YOU WRITE

A  CLASS. When a tenant...
- Ask the class: What does complain mean, as in the sentence I complained to my landlord about my noisy neighbors? Explain that a letter of complaint is a letter in which you formally complain about a problem and ask that the problem be corrected.
- Read the directions.
- Call on volunteers to answer the question. List students’ reasons on the board.

Possible answer: It’s good to write a letter because then you have a record of your complaint.

B  GROUPS. Have you ever written...
- Ask students to raise their hands if they have written a letter of complaint. (It is likely that few, if any, students will have written such a letter.) Have the other students form groups with those students. The students who have written letters should tell about their experience. The other members of the group should ask questions.
- Give a time limit for discussion.
- (Note: If just one or two students have written a complaint letter, have the whole class interview them. If no student has written such a letter, tell the class about a real letter that you have written or describe an imaginary one. Explain what the letter was about, why you wrote it, and what kind of response you got.)

Presentation  15 minutes

Writing Tip: Writing a Complaint
Read the Writing Tip. Emphasize that you have a much better chance of getting your problem solved if you ask for a solution than if you just complain about the problem.

C  Read the writing model. Underline...
- Instruct students to read the body of the letter, underline the complaint, and circle the solution. Explain that the complaint is the problem that the writer wants the landlord to fix or resolve, and the solution is the action that the writer wants the landlord to take.
- Give a time limit for reading.
- Call on students to say which parts of the letter they underlined and circled.

Answers:
Underline: my stove is broken
Circle: The oven needs to be fixed or replaced.

Expansion: Parts of a Formal Letter
- With the class, look at the letter of complaint and name all the parts, beginning with the writer’s name and address at the top and concluding with the writer’s name and signature at the bottom.
- Go over each body paragraph. Ask students: What is this paragraph about?
- Read the last sentence of the letter and the closing. Point out that these parts of the letter should be formal and very polite.
Lesson 9  Write a letter of complaint

Controlled Practice  20 minutes

2 THINKING ON PAPER

A BRAINSTORM. Think about problems...

- Brainstorm one or two problems with the class and write them on the board.
- Have students choose two other problems and write them in their books. If they don’t have real problems, tell them to write invented ones.
- Have students share their lists with one or two classmates.

B Choose one problem. Think...

- Copy the diagram onto the board and model the task. Ask one student to name a problem. Ask the class to provide solutions. Write the class’s ideas on the diagram. Point out that the diagram should contain ideas, not complete sentences. (Note: It is not necessary to include four solutions. Include as many as the class suggests.)
- Allow students to work alone, in pairs, or in groups. Give a time limit.
- As students are working, circulate and help them think of solutions, if necessary.
- Have several volunteers copy their diagrams on the board. Point to each diagram and ask the class: How many have had a similar problem? Did you try one of these solutions? Did it work?

Communicative Practice  20 minutes

3 WRITE

Write your own letter of complaint. Focus...

- Remind students to include a problem and one or more solutions.
- Have students include the first paragraph of the writing model only if it is true. Otherwise, they can begin their letter with the second paragraph.
- While students are writing, walk around and provide help as needed. Make sure that they are following correct letter form.

MULTILEVEL INSTRUCTION for 3

Pre-level Have students write one sentence about the problem and one sentence about the solution.

Above-level Have students include more than one solution or write several sentences about one solution.

CHECK YOUR WRITING

Teaching Tip
You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate each student’s vocabulary, grammar, mechanics and how well he or she has completed the task. You may want to review the completed rubric with the students.

- Read the questions in the checklist.
- Have students read their paragraphs and check off the questions in the checklist.
- Collect papers and correct them. Make corrections as needed in paragraph format, content, and the items in the writing checklist.

Expansion: Writing Practice

- Have students rewrite their letters in class, incorporating your comments. Then pair students and have them read their letters to each other.

Extra Practice

Interactive Practice  page 72
UNIT 6  T-124

Show what you know!

1 **REVIEW**

Turn to page 250 for the Grammar Review.

2 **ACT IT OUT**

**STEP 1. ✈ CLASS. Review...**
- Play CD 1, Track 75. Have students listen as they read the script on page 119.
- Tell them to read the conversation with a partner.
- Have volunteers perform the conversation for the class.

**STEP 2. ROLE PLAY. PAIRS. Role-play this...**

**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.

- Have students look at the illustration. Ask: Where is the woman? What is the problem? What should she do?
- With the class, discuss: What are some ways that the building manager might respond? (He could agree to fix the problem immediately; he could say that he will send someone to fix it; he could refuse to fix the problem because it was caused by the tenants' carelessness; or he could say that the problem is not his responsibility because it is not covered in the lease.)
- Pair students. Instruct them to choose roles and practice at least twice.
- While students are practicing, walk around and provide help as needed.
- Call on pairs to perform for the class.

3 **READ AND REACT**

**STEP 1. Read about Gustavo's problem.**
- Read the problem. Tell students to think about a solution to Gustavo's problem.

**STEP 2. GROUPS. What is Gustavo's problem?...**
- Put students in groups of three or four. Tell them to choose a timekeeper and a reporter.
- Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- When time is up, call on the reporters to share their group's solution. Write all solutions on the board.

**MULTILEVEL INSTRUCTION for STEP 2**

**Pre-level** While other students conduct a discussion of the pros and cons of each solution, have pre-level students listen. Then have them vote on the best one.

**Above-level** Have students conduct a discussion of the pros and cons of each solution and write the pros and cons on the board. Then have the class vote on the best solution.

4 **CONNECT**

Turn to page 259 for the Self-Evaluation Activity and page 268 for the Team Project. See page T-xi for teaching tips for these activities.

**Progress Check**

**Which goals can you check off? Go back to page 105.**
Ask students to turn to page 105 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.

**Go to the CD-ROM for more practice.**

If your students need more practice with the vocabulary, grammar, and competencies in Unit 6, encourage them to review the activities on the CD-ROM.
Behind the Wheel

Unit Overview

Goals
- See the list of goals on the facing page.

Grammar
- Would rather and would prefer to express preferences
- Embedded wh- questions
- Embedded yes/no questions
- Past perfect statements, questions, and answers

Pronunciation
- Using stress and intonation for content words
- Pronunciation of had, would, and 'd

Reading
- Discuss consumer-protection laws
- Reading Skill: Using visuals

Writing
- Write about a good or bad purchase

Life Skills
- Talk about buying car insurance

Preview
- Have students look at the photo. Say the unit title. Ask: What do you think this unit will be about?
- Ask the preview questions. You can also ask: How many people own a car? What kind? What do you like and dislike about it?

Unit Goals
- Point to the Unit Goals. Have students read them silently.
- Tell students they will be studying these goals in Unit 7.
- Say each goal and explain unfamiliar vocabulary as needed, for example, maintenance: the upkeep or care of property or equipment; consumer: someone who buys goods or services; purchase: to pay money for, to buy.
- Tell students to circle one or more goals that are very important to them. Call on several volunteers to say the goals they circled.
- Write a checkmark (✓) on the board. Say: We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.
Lesson 1  Talk about things to consider when buying a car

Getting Started  10 minutes

1  BEFORE YOU LISTEN

When you buy a car, you need to consider...

- Have students read the items and definitions. Make sure that students understand the difference between mileage and gas mileage. Define power steering (a steering system that makes it easy to turn the wheel of a car), SUV (Sport utility vehicle—a car with a large, boxy shape, designed for driving off the road), pickup (a kind of small truck).
- Answer other questions about vocabulary. Elicit additional examples of vehicle type, make and model, optional features, and safety features.
- Tell students to imagine they are shopping for a car. Have them choose the two factors that are most important to them.
- Go around the room and have each student name the two items he or she picked.

Presentation  10 minutes

2  LISTEN

A  Listen to the first part...

- Have students look at the photo. Ask: Who are the speakers? How old are they? Where are they?
- Remind students that it is not necessary to understand every word in the conversation. They should listen specifically for the answers to the questions.
- Play CD 2, Track 2. Have students compare answers with a classmate.
- Call on volunteers to share questions with the whole class.

Controlled Practice  20 minutes

B  Read the statements. Then listen...

- Have students read the statements and predict the answers.
- Play CD 2, Track 3. Have students compare answers with a partner.
- Call on students to read the statements and answers out loud.
- If students have difficulty with an answer, play the corresponding part of the recording again.
Lesson 1
Talk about things to consider when buying a car

Communicative Practice 20 minutes

B MAKE IT PERSONAL. Think about...

STEP 1. What are the three most important factors...
• Read the items. Explain vocabulary as needed.
• Have students rank the items, working alone.
• Form pairs. Have students compare answers with a partner.

STEP 2. CLASS. Share your results. Explain...
• Call on volunteers to share their answers and explain their choices. Ask questions to involve the whole class, for example, Do you agree? Who has a different answer?
• Read each item in Step 1 and have students vote on the one they think is most important.

C GROUPS. Imagine that you want to buy a used car...
• With the class, look at each picture. Ask students to describe what they see.
• Form groups. Give a time limit for discussion.
• Call on volunteers to say which car they chose and why they chose it.

Expansion: Speaking Practice for 4C
• On the board, write: What make and model of car do you own now? Which cars have you owned in the past? Which factors helped you decide to buy these cars?
• Put students in groups of four or five. Instruct them to look at the factors in Exercise 4B as they discuss the questions on the board.
• While students are talking, walk around and provide help as needed.
• To wrap up, take a class survey. Ask each student the model of their most recent car. Find out which car model is the most popular.

Interactive Practice
Describe preferences in cars

Lesson 2

Getting Started

5 minutes

• Write several pairs of related items on the board (or use pairs of pictures), for example: 1. peaches, pears; 2. blue, orange; 3. soccer, baseball.
• Select a student and interview him or her. Point to each pair of items and ask, for example: Which fruit do you like better? Which color do you like more? Which sport do you like to play?
• Compare the student's preferences with your own. Use prefer and would rather. For example: Jorge likes to eat peaches, but I prefer pears. Jorge likes the color blue, but I prefer orange. Write the sentences on the board.
• Repeat with another student. This time have the class form the comparisons, for example: T: Marta likes pears. Ss: I prefer peaches or I would rather eat peaches. Write a few more sentences with prefer and would rather on the board.
• Say: In this lesson we’ll learn how to express preferences with prefer and would rather.

Presentation

25 minutes

Would rather and would prefer to express preferences

• Copy the grammar chart onto the board. Underline the boldfaced words.
• Read the first Grammar Watch note. Then read the first two statements. After each statement, ask the class: Which thing do Mark and Eva like better?
• Read the second Grammar Watch note. Then read all the sentences with would rather.
• Read the third Grammar Watch note and all the sentences with would prefer.
• Point out the contractions. Say each pronoun and would and have students say the contracted form, for example: T: I would; Ss: I’d. Ask: Can we use a contraction if the subject is a noun? (no)

Language Note
The sentence Mark and Eva would prefer buying a small car to a large one can also be expressed as Mark and Eva would prefer buying a small car to buying a large one. When you make comparisons with would prefer followed by a gerund, repetition of the gerund in the comparison is optional.

Expansion: Grammar Practice

• On index cards, write pairs of similar items, for example, in the categories of foods, sports, TV shows, types of music, seasons, colors, etc. Each card will have a pair of related items on it, such as cat/dog. Try to make one card per student.
• Distribute the cards among the students.
• Have students stand up and mingle. Classmates should form pairs consisting of Student A and Student B. Student A should show his or her card to Student B and make a sentence using would rather or would prefer, for example, I'd rather have a dog than a cat. Student B should agree or disagree, for example, Me too. / Not me. I'd rather have a cat.
• The pair should repeat the process, this time speaking about the items on Student B’s card. Student B should speak first and Student A should agree or disagree.
• After the pair has spoken about both cards, students should swap cards, then each student should move on and speak with another classmate.
• Allow enough time for four or six swaps.
• Have several students write sentences on the board. Have other students read the sentences and correct errors as needed.

Controlled Practice

20 minutes

Look at the pictures. Check....

• Pair students and have them look at the art. Tell them to take turns reading the speech balloons.
• Read the first item with the class. Ask: Which picture matches the statement?
• Have students complete the remaining items, working in pairs. While they are working, walk around and provide help as needed.
• Check answers. Read each sentence and have students say check or no check and which photo gave them the answer: left, right, or middle.

Expansion: Grammar Practice for 1

• Have students paraphrase each speech balloon. For example, if the speech bubble uses would prefer, have students restate it with would rather.
Describe preferences in cars

Communicative Practice 15 minutes

Show what you know!

STEP 1. Write the make and model...
- Remind students that they saw this vocabulary in Lesson 1.
- Ask: What is your dream car? What make and model of car would you prefer owning? Why?
- Have students write their answers, working alone.

STEP 2. Groups. Discuss your choices.
- Form groups.
- Instruct students to read their answers and reasons from Step 1 and discuss each one in turn. Encourage them to politely agree and disagree.
- Give a time limit for discussion. While students are talking, walk around and provide help as needed.

Expansion: Speaking Practice for STEP 2
- Have students call out the make and model of a car they would not buy and write these names on the board.
- Have students discuss the list of cars on the board.

Progress Check
Can you . . . describe preferences in cars?
Tell students to look at the question at the bottom of the page and write a checkmark in the box.
Lesson 3
Talk about buying car insurance

Getting Started 5 minutes

1 READ A CAR INSURANCE RENEWAL NOTICE

CLASS. All drivers in the U.S....

• Have students look at the insurance card. If you have a real card, bring it to class and pass it around.
• Read the questions and call on volunteers to answer.
• Discuss with the class: What other information appears on an auto insurance card?

Controlled Practice 5 minutes

3 Read the questions. Circle...

• Have students answer the questions. Then have them compare answers with a partner.
• Go over answers with the whole class.

Communicative Practice 15 minutes

3 TALK ABOUT BUYING CAR INSURANCE

CLASS. Discuss.

• Read each question and call on volunteers to answer.
• List students’ responses on the board. For question 2, suggest that students can ask questions corresponding to the information in the renewal notice above.

Expansion: Role Play for 3

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.

• Have students role-play a conversation between an insurance agent and a prospective customer. The customer can ask the questions from item 2. The agent can answer using information from the renewal form above, for example: Customer: How much is the deductible? Agent: $500.00.

Presentation 5 minutes

2 PRACTICE

A Once or twice a year, car owners are required...

• Write the words renew and renewal on the board. Ask: What do these words mean? If necessary, point out that the prefix re- means again.
• Read through the renewal notice with the class.

Language Note
The following terms may be found on an auto insurance renewal notice: insured: the person named in the policy; policy: the contract between the insured person and the insurance company, which describes the details of the person’s insurance; period: an amount of time; vehicle: a car, truck, or motorcycle; agent: the insurance company employee who writes a client’s policy.

Controlled Practice 5 minutes

3 Read the questions. Circle...

• Have students answer the questions. Then have them compare answers with a partner.
• Go over answers with the whole class.

Communicative Practice 15 minutes

3 TALK ABOUT BUYING CAR INSURANCE

CLASS. Discuss.

• Read each question and call on volunteers to answer.
• List students’ responses on the board. For question 2, suggest that students can ask questions corresponding to the information in the renewal notice above.

Expansion: Role Play for 3

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.

• Have students role-play a conversation between an insurance agent and a prospective customer. The customer can ask the questions from item 2. The agent can answer using information from the renewal form above, for example: Customer: How much is the deductible? Agent: $500.00.

Presentation 5 minutes

2 PRACTICE

A Once or twice a year, car owners are required...

• Write the words renew and renewal on the board. Ask: What do these words mean? If necessary, point out that the prefix re- means again.
• Read through the renewal notice with the class.

Language Note
The following terms may be found on an auto insurance renewal notice: insured: the person named in the policy; policy: the contract between the insured person and the insurance company, which describes the details of the person’s insurance; period: an amount of time; vehicle: a car, truck, or motorcycle; agent: the insurance company employee who writes a client’s policy.
Controlled Practice 20 minutes

4 PRACTICE

A Tom’s co-worker Amy is planning...
- Before listening, have students review the answers to Exercise 3, item 1. Say: Let’s see if the information in the listening matches your ideas.
- Play CD 2, Track 5. Have students take notes.
- Have students compare answers with a partner.
- Call on individual students to say the answers.
- If students have difficulty answering a question, play the corresponding part of the recording again.

B PAIRS. What are some things...
- If possible, pair students who have auto insurance with students who don’t. You can also form larger groups centered around a student who has insurance.
- Have students complete the activity. Students who have insurance should share their experience.

C Now Amy and Tom are talking about...
- Explain insurance quote: On the basis of a customer’s answers to a set of questions, an insurance agent informs the customer how much his or her policy will cost.
- Play CD 2, Track 5.
- Have students review their answers to Exercise B. Then have them compare answers with a partner.
- Go over the answers with the whole class. If students have difficulty with any items, replay the part of the recording that provides the answer to the item.

D Tom mentions several things...
- Have students predict the answers. List their predictions on the board.
- Play CD 2, Track 6 and have students take notes.
- Check answers. Point to the items on the board and ask: Were your predictions correct?

MULTILEVEL INSTRUCTION for 4D

Pre-level Have students listen for at least one thing that can raise a person’s insurance premiums.

Above-level The instructions for the activity ask students to list three things that can raise premiums. The speaker, Tom, actually mentions six (some are implied.) Have students listen for as many factors as possible.

Communicative Practice 10 minutes

E CLASS. Discuss.
- Read item 1. Then read each item in Exercise B. Ask students to raise their hands if they checked it.
- Call on one above-level student to explain why insurance companies want to know this information.
- Read item 2. Take a class vote. Ask: Who thinks it’s fair? Have students raise their hands.
- Call on several speakers to explain their reasons. List the reasons on the board.
- Ask: Does anyone have a different opinion? Call on students to raise their hands.

Progress Check

Can you . . . talk about buying car insurance?
Say: We have practiced talking about buying car insurance. Now, look at the question at the bottom of the page. Can you talk about buying car insurance? Write a checkmark in the box.
Lesson 4  Discuss car maintenance and repairs

Getting Started  10 minutes

1 BEFORE YOU LISTEN

A Read the tips from a website...
• Have students read silently. Then form cross-ability groups.
• Tell students to define as many terms as possible.
• Give a time limit for discussion. Walk around and provide help as needed.
• Go over all the terms with the whole class. Have a volunteer say what each boldfaced item is. If no one knows, provide the definition yourself.

MULTILEVEL INSTRUCTION for 1A
Cross-ability In each group, have an above-level student read the passage out loud while pre-level students read silently. Above-level students should also help other group members by defining the vocabulary.

B CLASS. Discuss.
• Say the phrase in good condition. Have students repeat. Explain: Something is working properly when it is in good condition.
• Have students look at the boldfaced items in the website tips and repeat them. Point out that the vowel sounds in tread and leak are different although they use the same spelling. Tell them to form sentences about those items. For example, for oil, they can say: You should check the oil in your car regularly.
• List students’ answers on the board.

Presentation  5 minutes

2 LISTEN

A Jake Alexander is the host...
• Remind students to listen specifically for the answer to the question. It is not necessary to understand every word.
• Play CD 2, Track 7.
• Call on a volunteer to answer the question. Note: The answer is Don’t delay. Do it today. Students may not know the word delay. Explain as needed: Don’t delay means don’t postpone or waste time.

Controlled Practice  5 minutes

B Read the questions. Then listen...
• Have students read the questions and predict the answers.
• Play Track 7 again. Have students listen and circle the correct answers.
• Have students complete the exercise alone or in pairs.
• Check answers. If students have difficulty answering a question, play the corresponding part of the recording again.
Lesson 4
Discuss car maintenance and repairs

Presentation 20 minutes

3 CONVERSATION

Pronunciation Watch

• On the board, write: I'd like to buy a new car. Maybe I'll get a Honda. Read both sentences, stressing the last word of each sentence. Ask students: Which word has the strongest stress? (the last one) What happens to the intonation? (It rises, then falls.) Say the sentences again and have students repeat.
• Read the Pronunciation Watch note.

Language Note

Typically, the word with the heaviest stress is the last content word (that is, noun, verb, adjective, or -ly adverb) of a sentence or clause—not necessarily the last word. In the sentence, I'd like to buy a new car, the word car gets the heaviest stress. In contrast, in the sentence, I'd like to buy a blue one, the heaviest stress falls on the word blue because the last word, one, is a pronoun, and pronouns typically do not receive heavy stress.

A Listen to the sentences. Notice...
• Play CD 2, Track 8. Have students listen.
• Play Track 8 again. Have students listen and repeat.

Teaching Tip

Suggest that students close their books when they are listening to items in a pronunciation lesson. Listening without reading will help students focus on the sound.

B Listen to these sounds...
• Write the words squeal, squeak, and ping on the board.
• Play CD 2, Track 9. Have students listen. Point to the words on the board as they are explained in the audio.

C Lester is calling an auto repair shop...
• Play CD 2, Track 10. Have students listen and read along silently.

Controlled Practice 5 minutes

4 PRACTICE

A PAIRS. Practice the conversation.
• Form pairs of similar ability and have students practice reading at least twice. They should practice reading both roles.
• Walk around and listen as students are practicing. Correct errors in sentence stress.
• Ask volunteers to perform the conversation.

MULTILEVEL INSTRUCTION for 4A

Pre-level Have students practice the same role several times.
Above-level After students read the conversation in the book, have them close their books and practice again without reading.

Communicative Practice 15 minutes

B MAKE IT PERSONAL. What do you know...

STEP 1. Write four car-care tips.
• Have students work alone or in pairs.

STEP 2. CLASS. Share your car-care tips.
• Go around the room and have students share their tips. Have them write each new tip on the board.
• Read the sentences and correct errors as needed.

Expansion: Speaking Practice for STEP 2

Have an Ask the Expert session in your class. First, find out if any of your students work as mechanics or if they are good at car repairs. Designate that person as the expert. Have other students ask the expert about car maintenance or car repair.

T-133 UNIT 7
Lesson 5  Discuss car maintenance and repairs

Getting Started  10 minutes

- On the board, write this mini-dialogue: Mechanic: What’s the problem? Car owner: I don’t know.
- Point to the mechanic’s question. Ask the class: What did the mechanic ask the customer? Write: The mechanic asked the customer and have students complete the statement. Students are likely to say: The mechanic asked the customer what is the problem. Write this incorrect response on the board. Then, very obviously, erase the word is and write it at the end of the sentence. Read the corrected sentence and have the class repeat.
- Point to the customer’s answer. Ask: What doesn’t the customer know? Write: The customer doesn’t know and have students complete the statement. Again, make it obvious that the verb is attached at the end of the sentence.
- Underline the embedded question and say: A question that comes after another question or statement is called an embedded question. Embedded means inside.

Language Note

In embedded clauses, the word order is subject + verb. Sometimes this means the verb will be the last word in the clause, for example, Can you tell me what the problem is? But if the sentence ends with a prepositional phrase or an adverb, the verb precedes them, for example: I don’t know what I did with my keys.

Presentation  15 minutes

Embedded wh- questions

- Copy the items from the grammar chart onto the board. Read the direct questions and the corresponding embedded questions. Explain that I wonder means I would like to know the answer to something.
- Read the first Grammar Watch note. Point out that adding please makes a question even more polite, for example, Can you please tell me what time it is?
- Read the second Grammar Watch note. Say: In other words, we can put one question inside another question. Have students look at the first two examples. Point to the items on the left and say: These are direct questions. Then point to the embedded questions. Point out that Can you tell me and Could you explain are also questions, so the embedded questions have question marks at the end.
- Read the third note. Then have students look at the third and fourth examples. Say: We can also put a question inside statements. Explain that I don’t know and I wonder are statements; therefore, the statements with the embedded questions end with a period.

Expansion: Grammar Practice

- Remind students that embedded questions are polite, so we often use them when we’re speaking with strangers. Tell the class to imagine that they are waiting for a bus at a crowded bus stop. Have them write on a slip of paper a direct question they might ask a stranger, for example, What bus goes downtown? or Has the number 10 bus already come?
- Collect the slips and put them into a box or hat.
- Call students to the front of the room. Have them pull a slip out of the hat and form an embedded question with it, for example, Can you tell me what time it is?
- Have another student answer with I don’t know; for example, Sorry, I don’t know what time it is.

Controlled Practice  10 minutes

A Read the conversation. Underline...

- Read the example with the class.
- Have students do the exercise.
- Call on students to read the embedded questions they underlined.

B Complete the conversation. Put the words...

- Read the example. Remind students that the verb in the embedded question comes after the subject.
- Have students complete the remaining items. While they are working, walk around and provide help as needed. Note: The sixth item is not an embedded question.
- Have students compare answers with a partner.
- Have students come to the board and write the questions. Correct errors as needed.
Lesson 5  Discuss car maintenance and repairs

Presentation  10 minutes

Embedded Yes/No Questions

- Copy the items from the grammar chart onto the board. Read the direct questions and the corresponding embedded questions. Explain that if and whether mean the same thing, though whether is more formal.

Language Note

If and whether are similar in meaning but somewhat different in usage. Whether can be used with the phrase or not, for example, I don't know whether I need new tires or not and I don't know whether or not I need new tires.

- Tell students that all the information from the Grammar Watch notes on page 134 is also true for embedded yes/no questions. The punctuation and word order are also the same.

Expansion: Grammar Practice

- Make a two-column chart on the board. In the left column, write Can you tell me, Do you know, I don't know, and I wonder. In the right column write four or five yes/no questions, for example, Does the car need oil? Is the tire pressure too low? Has the bus come yet? Can I take my bicycle on the bus?
- Have students form embedded questions by choosing one item from the left column and one item from the right. Have them write their sentences on the board.
- Read the sentences on the board and correct any errors.

Communicative Practice  10 minutes

Show what you know!

CLASS. What other things do you want to know...

- Do an example with the class. Ask an embedded question, for example, Can someone tell me where I can buy leather seat covers? Call on one person to answer.
- Have each student write one embedded question.
- Call on students to ask and answer the questions.

Community Building

- Invite a professional mechanic to be a guest speaker in your class.
- Before class, have students write questions they would like to ask the speaker. For example, students could ask the speaker about his or her job, about the parts of a car or car repair in general, or about a specific problem they have or have had with a particular car.

Progress Check

Can you . . . discuss car maintenance and repairs?

Say: We have practiced discussing car maintenance and repairs. Now, look at the question at the bottom of the page. Can you discuss car maintenance and repairs? Write a checkmark in the box.

Extra Practice

Interactive Practice  pages 78–79
Lesson 6  Read about consumer-protection laws

Getting Started  10 minutes

1 BEFORE YOU READ

- Read the lesson title. If necessary, define consumer as someone who buys goods or services.
- Define consumer protection laws as laws that protect consumers against, for example, dangerous or defective products, fraud, and credit card theft.

PAIRS. Look at the title...

- Read the title. Ask the class: What kind of taste is sour? Is it good or bad? Is a sour purchase good or bad? What does turn mean here? (change) What does the title mean, in other words? (a bad purchase changed into a good one)
- Read the two subheadings. On the basis of this information, ask students: What information is in the article? (a problem and a solution)
- Say: If you look at the title and the headings, what do you think the article is about? List students’ predictions on the board.

Expansion: Reading Practice for 1

- Have students look at the article’s title, headings, and art. Based on this information, have them write two questions they would like the article to answer, for example: What was the sour purchase? Who made the purchase? What is TexDOT? What does the art show? What is a lemon law? What is a defect?
- Call on students to share their questions. Write them on the board.
- Explain that asking questions about a text provides a purpose for reading and helps people to read faster, with better concentration.

Presentation  15 minutes

2 READ

A  Read and listen. Was your prediction...

- Have students read silently. Give a time limit, but extend the reading time if necessary.
- Point to the predictions on board and ask: Were your predictions correct? Have a volunteer restate the topic of the article.
- Tell students they are going to do an exercise to improve reading fluency. Play CD 2, Track 11. Have students read along as they listen to the audio.
- Call on students to answer the other questions. Elicit the definition of a lemon. Have students provide examples, if possible.

Answer: A lemon is a car that has problems.

- Have another student answer the question about Shawn Chastain.

Possible answers: Shawn kept a complete record of all interactions with the manufacturer and dealer. Because of this, the TexDOT was able to help him solve his car problems.

- Call on students to answer the questions from the Expansion activity.
Lesson 6  Read about consumer-protection laws

Controlled Practice  15 minutes

3 CHECK YOUR UNDERSTANDING

A Complete the statements. Circle...

- Have students do the exercise. Give a time limit.
- Have them compare answers with a partner.

Reading Skill: Use Visuals

- Read the Reading Skill. Explain that visual means something we can see. Visuals include charts, graphs, photos, and illustrations—all non-text items that accompany a reading.
- Charts tend to present information in the form of tables, with columns and rows. Graphs can take other shapes, for example, a pie chart, a bar graph, a line graph, a pictograph, etc.

B Read the Reading Skill. Then look at the pie chart...

- Look at the pie chart with the class. Ask: What is the pie chart about? (the number of lemon law defects that were reported to the Texas Department of Transportation in 2005)
- Hold up your book and point to the pie chart. Say: This is called a pie chart.
- Point to the key. Say: This is called the key. It explains the colors and the parts of the pie chart.
- Pair students and have them answer the questions.
- As a follow-up, have students form sentences about the percentage of defects shown in the pie chart.

4 WORD WORK

Find the boldfaced words...

- On the board write discuss/discussion. Point to the first word and ask: What's the part of speech—the grammar—of this word? (verb) Then point to the second word and ask again: What's the part of speech of this word? (noun) How do you know? (The -ion ending shows that the word is a noun.) Explain that endings that identify a word's part of speech, or grammar, are called suffixes.

- Make a three-column chart on the board with the headings Adjective, Verb, and Noun. Read each boldfaced word in the text and have students say in which column it belongs. Circle the suffixes.
- Elicit other words that end with the same suffixes.
- Form cross-ability pairs. Have students find the boldfaced words in the text, read the sentence in which they appear and guess what they mean.
- Have students work together to circle the correct words. Go over the answers.

MULTILEVEL INSTRUCTION for 4

Cross-ability Have the above-level student help the lower-level student use the context to guess the meaning of the boldfaced words.

Expansion: Vocabulary Practice for 4

- Have students write sentences using the words in Exercise 4 and the other boldfaced words from the reading (reliable, enforce, record, interaction, and aggravation).
- For each word, call on several students to share their sentences with the whole class.

Communicative Practice  20 minutes

Show what you know!

- Have students find information about lemon laws in their own state.
- Direct them to sources of information about lemon laws. In addition to their state's DMV website, they can also consult a lawyer who specializes in consumer protection cases, an insurance agent, their state's Department of Consumer Affairs, and the Internet in general (students can do a search for state name + lemon law).
- Have students work in teams to locate the answers and report their findings to the class.

Extra Practice

Interactive Practice  pages 80–81
Describe a car accident

Getting Started 5 minutes

1 BEFORE YOU LISTEN

PAIRS. Nora Peters and Frank Liu were...
- Have students look at the picture. Say each car part and have the class repeat.
- Pair students and have them answer the question.
- Bring the class back together and call on volunteers to explain the function and importance of each car part.

Presentation 5 minutes

2 LISTEN

A Listen. Why did the...
- Ask the class if anyone has been involved in a fender bender. Say: A fender bender is a minor car accident. Refer students to the illustration on page 138. Point out the fender. Have the student describe the accident and what happened afterwards. If students cannot provide an example, tell of an incident from your own experience.
- Remind students to listen for the answer to the question. They do not need to understand every word.
- Play CD 2, Track 12.
- Have students choose their answer and compare with a partner.
- Play Track 12 again, if necessary.
- Call on a student to say the answer. Ask the class: Is that correct?

Controlled Practice 10 minutes

B Listen to Nora and Frank's...
- Have students read the questions and predict the answers before listening.
- Play Track 12 again.
- Call on students to answer the questions. Replay the recording if necessary.

Teaching Tip
In exercises that ask students to listen for multiple pieces of information, you can simplify the task for pre-level students by asking them to listen specifically for just one.

C Listen to the conversation again...
- Play Track 12 again.
- Call on students to say the answers. Write them on the board.

Communicative Practice 10 minutes

D GROUPS. Discuss. What do you think Nora...
- Form groups. Have each group choose a timekeeper, a note-taker, and a reporter.
- Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- Have each group's reporter share the group's answers to the questions.

Expansion: Speaking Practice for 2D
- Write the following questions on the board. In an accident, what should you do if . . . 1. someone is injured? 2. the other driver refuses to show you his or her driver's license? 3. the other driver starts shouting at you? 4. the other driver is drunk? 5. you discover that your vehicle registration or insurance information is not in your car? 6. you do not have a cell phone with a camera?
- Form groups. Have students discuss the questions.
- Have students share their ideas with the class.
Lesson 7
Describe a car accident

Presentation 10 minutes

3 CONVERSATION

Pronunciation Watch
- On the board, write: I'd like to go to the bank this afternoon. / At 5 p.m., I'd already finished work.
Point to I'd in the two sentences. Ask: What does the 'd mean in the first sentence? (would) What does the 'd mean in the second sentence? (had)
- Say the two sentences. Ask: Does I'd sound the same or different in the two sentences? (the same)
- Read the Pronunciation Watch note. Point out that pronouns with 'd are not normally stressed. Therefore, it's hard to hear the 'd.

A Listen to the sentences. Notice...
- Play CD 2, Track 13. Have students listen.
- Play Track 13 again. Have students listen and repeat.

Controlled Practice 10 minutes

B Listen to the sentences. Circle...
- On the board, write: 1. She/She'd; 2. He/He'd; 3. He/He'd; 4. We/We'd; 5. They/They'd.
- Play Track 14. Stop after item 1 and elicit the answer from students.
- Play the rest of Track 14. Have students complete the exercise.
- Check answers.

Extra Practice

A Nora is talking to an officer. Listen and read...
- Play Track 15. Have students listen and read along silently.
- Check comprehension. Ask: What does Nora need to fill out? Which documents does the officer ask to see? Where did the accident happen? Had anything unusual happened before the accident?

Communicative Practice 10 minutes

C ROLE PLAY. PAIRS. Role-play this situation.

Teaching Tip
While pairs are performing role plays, use the scoring rubric for speaking on page T-iii 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.

- Read the role descriptions.
- With the class, make a list of questions the police officer might ask. Write them on the board.
- Model the activity with an above-level student. Have the student play the role of the police officer.
- Form cross-ability pairs. Tell them to practice at least twice.
- Give a time limit. Walk around and provide help as needed.
- Have volunteers role play their conversation.

MULTILEVEL INSTRUCTION for 4C
Cross-ability Have the higher-level student play the role of Student A (the driver). Have the lower-level student play the role of Student B (the police officer) and use the questions on the board.
Lesson 8
Describe a car accident

Getting Started 10 minutes

- On the board, write: Judy entered the cafeteria. Sam left. Write 1 above entered and 2 above left. Ask: How can we make one sentence that shows this order of events? Elicit one or more of the following sentences: When Judy entered the cafeteria, Sam left; Sam left after (when) Judy entered the cafeteria; As soon as Judy entered the cafeteria, Sam left. Write these sentences on the board.
- Erase 1 and 2 and write them again, reversing the order. Again ask: How we can make one sentence showing this order of events? Students may respond with Sam left before Judy entered the cafeteria. If so, write this sentence on the board. Then say: Here's another way of saying the same thing. On the board write: By the time Judy entered the cafeteria, Sam had left.
- Underline had left and say: This is the past perfect tense. It consists of had (not) + past participle. Write the formula on the board.

Presentation 15 minutes

Past perfect statements, questions, and answers
- Read the Grammar Watch note.
- Copy the grammar chart onto the board. Read each sentence and have students tell you which event happened (or didn’t happen) first. Write 1 above the past perfect verb.
- Circle the adverbs when and before. Explain that the past perfect is often used in sentences with an adverb clause and a main clause.
- Point to the first example. Explain that just emphasizes that the first event occurred shortly before the second one.
- Focus on the question with already. Explain that the past perfect is often used to emphasize that one event was finished (or not) before another event happened.
- In the questions, remind students of the word order: had + subject + past participle, for example, Had Nora looked . . . ?

Controlled Practice 15 minutes

1 PRACTICE

There was an accident on Center Avenue...
- Read item 1 with the class.
- Have students complete the exercise alone or in pairs. Walk around and provide help as needed.
- Have students compare answers with a partner.
- Check answers. For each item, have students say which word they marked with 1 and which word they marked with 2.

Expansion: Grammar Practice for 1
- On a slip of paper, have each student write down an activity he or she did yesterday, for example, talked to my mother, got gas, or walked my son to school.
- Collect the slips and put them into a box or hat.
- On the board, write: I had just _______ when ________.
- Have students take turns picking a slip out of the box and forming a sentence using the formula on the board. For example, if the slip says talked to my mother, the student could say I had just talked to my mother when my father called.
- Model one or two examples.
- Remind students to use the past participle, not the past, with had just. However, the verb in the main clause should be in the past.
Describe a car accident

**STEP 2. Ask and answer questions...**
- As each student is telling about his or her accident, members of the group should ask questions with who, what, when, where, why, and how to elicit more details about what happened.

**Expansion: Speaking Practice for Show What You Know**
- On the Internet you can find photographs of car accidents. (Do a search for car crashes.) Find some photos that are not violent. Make copies of several accidents for the class.
- Group students and give each group a photo. Have them invent stories describing what happened just before, during, and after the accident.
- Have a representative from each group show the photo and repeat the story for the class.

**Progress Check**
*Can you . . . describe a car accident?*
Say: We have practiced describing a car accident. Now, look at the question at the bottom of the page. Can you describe a car accident? Write a checkmark in the box.

**Communicative Practice**

**Show what you know!**

**GROUPS.** Discuss. Talk about a car accident...

**STEP 1. Describe what happened. Remember...**
- Tell students to take out a piece of paper and list the events just before, during, and after their accident. Tell them to include five or six events. If students have not had an accident, tell them to imagine one.
- Demonstrate by telling about an accident you have had. For example, *I had just stopped at a red light when a truck ran into me. The truck pushed my car into the intersection. Unfortunately, there was a pedestrian in the crosswalk right in front of my car . . .*
- Form groups. Have students use their notes to tell about their accidents.
Write about a good or bad purchase

Getting Started  5 minutes

1 BEFORE YOU WRITE

GROUPS. Discuss.
• Read the questions and give an example for question 2. For example, say: My last major purchase was a new refrigerator.
• Group students. Have them choose a note-taker to write down their responses.

Presentation  15 minutes

CLASS. Share your lists.
• Have a representative from each group read the group’s list of major purchases.

Read the writing model. Why was...
• Read the model out loud while students follow along silently. Tell them not to worry about unfamiliar vocabulary but rather to focus on finding the sentences that answer the question.
• Call on volunteers to answer the question.

PAIRS. Answer the questions.
• Have students read the paragraph again, silently this time, and answer the questions.
• Have them compare answers with a partner.
• Go over the questions with the class. Note that the definition of buyer’s remorse is given in the second sentence of the paragraph.

Writing Tip: Using Time Words
• Read the Writing Tip.
• Ask the class: What are some common time signals? (First, Next, Finally, etc.) Write them on the board.
• Point out that time signals are usually followed by a comma.

Find four time words or phrases...
• Have students circle the time expressions, then list them in their books.
• Go over the answers.

Expansion: Speaking Practice for E
• Pair students. Instruct them to talk about a recent process or sequence of events, such as cooking something or their previous evening’s routine. Tell them to use at least four time expressions.
Lesson 9

Write about a good or bad purchase

Controlled Practice 20 minutes

2 THINKING ON PAPER

A BRAINSTORM. Think about your recent...

- Remind students that when they brainstorm, they should try to think of a lot of ideas. Later they will choose the one they want to write about.
- Pair students and have them share their charts with each other.

B Choose one purchase to describe. Plan...

- Demonstrate the activity. Select a purchase you made and list on the board the steps you followed. Then explain.
- Have students complete the steps. While they are working, walk around and provide help as needed.
- Pair or group students and have them share their notes with one another.

MULTILEVEL INSTRUCTION for 2B

Pre-level Have students write four steps or fewer.

Above-level Have students write four steps or more. Tell them they can use the time expressions in their book or substitute others.

Communicative Practice 20 minutes

3 WRITE

Write a paragraph about your good purchase...

- Say: Now use your notes from Exercise 2B to write your paragraph. It's OK to change or add ideas while you are writing.
- Review paragraph format. Remind students to give their paragraph a title, indent the first line, begin each sentence with a capital letter, and double-space the lines.
- Encourage students to use the past perfect tense.
- Have students write in class.

4 CHECK YOUR WRITING

- Read the questions in the checklist.
- Have students read their paragraphs and check off the questions in the checklist. Alternately, have them revise their paragraphs according to the items in the checklist.
- Optional: Pair students. Have them read each other's papers and check them for the items in Exercise 4.

Teaching Tip

When doing peer editing, give the editors a specific list of criteria to check for. You can organize the criteria in increasing order of complexity to match your students' ability. At the most basic level, have students check one another's papers for formatting features: presence or absence of a title, margins, double-spacing, and indenting. At the next level, students can check basic punctuation such as capital letters and periods. The next level can include grammar points that have been taught and that students are expected to know. The highest level of peer editing can address content issues such as the clarity of supporting details, the organization of information, and the use of connectors.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate each student's vocabulary, grammar, mechanics, and how well he or she has completed the task. You may want to review the completed rubric with the students.

Extra Practice

Interactive Practice page 84
Show what you know!

1 REVIEW

Turn to page 251 for the Grammar Review.

2 ACT IT OUT

STEP 1. Review the conversation...

- Play CD 2, Track 15. If necessary, direct students to the script on page 139.

STEP 2. ROLE PLAY. GROUPS. Role-play this...

**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.

- Have students look at the illustration. Ask: Where is this? Who are the people? What happened?
- Read the role descriptions. Work with the students to flesh out the details of the role play. For example, ask: How does Student A feel? What will he or she say? How about Student B? Who will probably speak first?
- Model the role play with two above-level students. Play the role of Student A or B. The police officer should speak first. For example, the officer can say: What's the problem here?
- Remind students to try to use the unit grammar in their role play.
- Tell students to practice out loud at least twice.
- Have volunteers role-play for the class.

3 READ AND REACT

STEP 1. GROUPS. Read about Maria's problem.

- Read the paragraph while students follow along silently.

STEP 2. GROUPS. What is Maria's problem?...

- Form groups of three or four. Have each group choose a timekeeper, a note taker, and a reporter.
- Give a time limit for discussion.
- Walk around and provide help as needed.
- Have the reporter from each group share the group's ideas. Write all the ideas on the board.
- Have the class vote on the best solution.

Expansion: Speaking Practice for STEP 2

- Ask students if they have had a similar experience and how they dealt with it.

4 CONNECT

Turn to page 260 for the Planning for Learning Activity and page 269 for the Team Project. See page T-xi for classroom management tips for these activities.

Progress Check

Which goals can you check off? Go back to page 125.

Ask students to turn to page 125 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.

Go to the CD-ROM for more practice.

If students need more practice with the vocabulary, grammar, and competencies in Unit 7, encourage them to review the activities on the CD-ROM.

UNIT 7  T-144
How Are You Feeling?

Unit Overview

Goals
- See the list of goals on the facing page.

Grammar
- Present perfect continuous
- Such . . . that and so . . . that
- Should, ought to, had better, and must

Pronunciation
- Words that begin with groups of consonants (consonant clusters)
- Stress in words ending in -ical, -ity, -tion, -ize, and -ate

Reading
- Discuss preventive health practices
- Reading Skill: Scanning a list for details

Writing
- Describe a personal experience with healthcare

Life Skills
- Interpret and complete a health insurance form

Preview
- Have students look at the picture. Read the unit title. Ask: What do you think this unit will be about?
- Ask the preview questions. You can also ask: What is the doctor holding? What is around the doctor’s neck? What is the patient wearing? Does he look sick?

Unit Goals
- Point to the Unit Goals. Have students read them silently.
- Tell students they will be studying these goals in Unit 8.
- Say each goal and explain unfamiliar vocabulary as needed, for example, personnel: the people who work at a place; symptoms: signs of an illness as experienced by a patient; risk: the danger that an injury or loss will occur.
- Tell students to circle one or more goals that are very important to them. Call on several volunteers to say the goals they circled.
- Write a checkmark (✓) on the board. Say: We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.
Lesson 1
Communicate with medical personnel

Getting Started 10 minutes

1 BEFORE YOU LISTEN

A CLASS. What are some reasons...
- Read each question and call on students to answer. List students' answers on the board in separate columns.
- For the first question, try to elicit the word prevention or other terms that pertain to avoiding illness before it happens, for example, well-baby visit. Also try to elicit treatment.

B PAIRS. Read the medical history form...
- Define symptoms. As an example, ask: What are the symptoms of a cold? (runny nose, sneezing, cough, temperature, and headache)
- Pair students and have them go over the conditions and symptoms. Tell them they may use a bilingual dictionary to look up items if necessary.
- Go over the conditions and symptoms. Elicit definitions or translations.

Presentation 10 minutes

2 LISTEN

A Irma Garcia is a patient...
- Have students look at the photo. Ask: What symptoms might Mrs. Garcia be having? What do you think her problem is?
- Remind students to listen specifically for the answer to the question. It is not necessary to understand every word.
- Play CD 2, Track 16.
- Have students compare answers with a classmate.
- Call on a volunteer to answer the question.

B Think about Mrs. Garcia's symptoms. Predict...
- Make sure students understand that diagnosis means the identification of a medical condition after tests and a doctor's evaluation of symptoms.
- Ask: What do you think Mrs. Garcia's problem could be? List students' predictions on the board.

Controlled Practice 10 minutes

C Read the statements. Then listen...
- Have students read the statements silently and predict whether they are true or false.
- Play CD 2, Track 17.
- Have students complete the exercise and compare answers with a partner.
- Check answers. Call on students to read each statement and say whether it is true or false. If it is false, ask the student to correct it. Write the answers on the board.
- Refer back to students' guesses in Exercise B. Ask: What was the doctor's diagnosis? Was your prediction correct?

Expansion: Speaking Practice
- Talk about allergies. Ask such questions as: Who has an allergy? What are you allergic to? What are your symptoms? and If you have an allergic reaction, how do you treat it?
Lesson 1
Communicate with medical personnel

Presentation 10 minutes

3 CONVERSATION

Pronunciation Watch

• On the board, write: *stop, plant, predict, blood,* and *stroke.* Say each word.
• Point to each letter and say *consonant* or *vowel.* After you do the first couple of words, have students join in and label each sound with you.
• Circle the consonant clusters (*st, pl, pr,* and *bl*).
• Read the Pronunciation Watch note.
• Optional: Tell the class that groups of consonants are called *consonant clusters.*
• Say each word again and have students repeat.

A Listen to the words. Notice...

• Play CD 2, Track 18. Have students listen.
• Play Track 18 again. Have students listen and repeat.
• Call on students to say each word. Correct as needed.

Teaching Tip

Speakers of such languages as Spanish and Farsi have difficulty pronouncing initial clusters with *s,* for example, *sleep* and *stop.* They tend to insert a schwa before the cluster. To correct this error, have students take a deep breath and make a hissing sound. Then have them say the rest of the word, for example, *ssssstop.* Next, have them say the word with the cluster in phrases such as *Don’t stop,* and *Go to sleep.*

B Irma Garcia is talking with the...

• Play CD 2, Track 19. Have students listen and read silently.
• Optional: Have above-level students listen with their books closed.
• Check comprehension. Ask: Is Mrs. Garcia’s prescription ready? How much medicine is Mrs. Garcia supposed to take every day? What are the possible side effects? What should she do if she has a problem?

Controlled Practice 10 minutes

4 PRACTICE

A PAIRS. Practice the conversation.

• Form cross-ability pairs and have students take turns reading each role.
• Have students switch partners and practice again.
• Go over errors in the pronunciation of consonant clusters. Say the incorrect form and have students repeat with correct pronunciation.

B MAKE IT PERSONAL. Keep track of your...

• Explain *keep track of* (to know and update).

STEP 1. Fill out a medical history form...

• Repeat the definition of any condition or symptom.
• Have students fill out the medical history form only if they feel comfortable doing so. Keep in mind that medical information is confidential. Students who do not feel comfortable doing this activity should be allowed to pass.

Culture Connection

In some states, people with pre-existing medical conditions such as diabetes or cancer can be denied medical insurance. For this reason, many people with such conditions may be reluctant to talk about their health or to put anything on paper.

Communicative Practice 10 minutes

STEP 2. GROUPS. Discuss why it’s important...

• Form groups. Give a time limit for discussion. While students are talking, walk around and provide help as needed.
• Call on volunteers to share their answers.

Extra Practice

Interactive Practice
Getting Started 10 minutes

- Think of an imaginary person with a mysterious medical condition. Describe the symptoms for the class and say how long they have been going on. Let students ask you questions and then “diagnose” the condition. You could say, for example: My cousin Vince has a strange medical condition. Since Christmas, he’s been sneezing and coughing all the time. He’s also been having trouble sleeping. He has a lot of congestion at night. He never had these problems before. What do you think his problem is?
- Once students have made their diagnoses, review the symptoms. On the board, write: He’s been sneezing and coughing since Christmas. He’s also been having trouble sleeping.
- Underline the present perfect continuous verbs. On the board, write: has/have + been + present participle. Say: This verb form is called the present perfect continuous.

Presentation 15 minutes

Present perfect continuous

- Copy the grammar chart onto the board. Read the sentences and underline the present perfect continuous verbs. Circle for and since.
- Read the first Grammar Watch note. Point to each example and ask if the action is still happening or is happening now. For example, point to the first example and ask: Is the speaker still sneezing a lot? (yes)
- Read the second note. Point to the second and third examples. Illustrate them with diagrams like the following:

<table>
<thead>
<tr>
<th>now</th>
<th>now</th>
</tr>
</thead>
<tbody>
<tr>
<td>for 2 weeks</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>since my</td>
</tr>
<tr>
<td></td>
<td>daughter</td>
</tr>
<tr>
<td></td>
<td>came home</td>
</tr>
</tbody>
</table>

Reinforce the fact that for refers to the duration of the action. Since refers to the beginning point of the action.

- Read the questions and short answers. Point out the word order in the questions: Has/have + subject + been + present participle. Also point out that the short answers use has, hasn’t, have, or haven’t.

Language Note

- The present perfect continuous can only be used with action verbs. With non-action (stative) verbs, English uses the present perfect. Contrast Joe has been dating Beth for two years with Joe has known Beth for two years.
- With some action verbs, both the present perfect and the present perfect continuous are used interchangeably. Contrast I’ve lived in this house for ten years with I’ve been living in this house for ten years. However, with most verbs, the present perfect continuous is used more frequently to talk about an activity that began in the past, continues until now, and will continue into the future.

Controlled Practice 15 minutes

1 PRACTICE

A Read these waiting room conversations...

- Choose six students to read the lines of dialogue.
- Have students underline the present perfect continuous as they listen.
- Call on students to say the parts of the sentences that they underlined.

B Dr. Kim is talking to a new patient...

- Do the first item with the class.
- Have students work alone or in pairs.
- Have a pair of volunteers read the conversation with the answers they circled. Write the answers on the board. Elicit corrections as needed.

Expansion: Speaking Practice for 1B

- Have students look at the list of symptoms on page 149.
- Pair students and have them role-play a conversation between a patient and a nurse. The nurse is taking the patient’s medical history.
- Model the role play with an above-level student. For example: Nurse: Are you experiencing any symptoms? Patient: Yes, I’m tired all the time, and I have chest pains. Nurse: How long have you been . . .
- Have volunteers perform their role play.
Describe symptoms

2 PRACTICE

Mrs. Garcia and Dr. Kim are talking about...
- Read the example. Review the grammar if needed.
- Have students do the exercise alone or in pairs. Walk around and provide help as needed.
- Have students read the lines with the answers. Write the answers on the board.

Communicative Practice  20 minutes

Show what you know!

STEP 1. Many students suffer from stress...
- Introduce stress. Ask: What is stress? (a feeling of pressure, tension, anxiety, or nervousness) Is stress a problem for you?
- Read the list of symptoms. Have students repeat. Define vocabulary as needed.
- Have students check their symptoms and fill in any other symptoms they are experiencing.
- Ask the class about any other symptoms they listed. Write them on the board.

STEP 2. GROUPS. Talk about any symptoms...
- Form groups. Have each group select a timekeeper, a note taker, and a reporter. The note taker should write down the group's responses to Step 1.
- Give a time limit. Walk around as students are talking and provide help as needed.
- To wrap up, have reporters share their group's answers to Step 1.

Community Building

Demonstrate some relaxation or guided imagery techniques that you know, or obtain a CD or DVD of techniques from the library. With the class, discuss the relationship between stress and relaxation. (Relaxation techniques lower the level of the stress hormone cortisol in the brain, they make us feel more alert, and they enhance our mood.) Then try the techniques.

Progress Check

Can you . . . describe symptoms?
Say: We have practiced describing symptoms. Now, look at the question at the bottom of the page. Can you describe symptoms? Write a checkmark in the box.

Extra Practice

Interactive Practice  pages 86–87
Interpret and complete a health insurance form

Getting Started 10 minutes

1 INTERPRET A HEALTH INSURANCE ENROLLMENT FORM

CLASS. Discuss. Many companies...

- Read the questions and call on students to answer.

Possible answers:

1. Health insurance is a form of insurance that provides payment of benefits for covered sickness or injury.
2. Health insurance protects you and your dependents from the risk of uncertain or expensive medical bills. Without health insurance, you may not be able to afford expensive medical services. Health insurance pays for services that you use often.

Expansion: Speaking Practice for 1

- Ask the class: How many of you have health insurance through your work?
- Select students who have insurance and ask: Who is covered—just you, or members of your family as well? Do you have to pay a monthly premium? How much is it?
- Note: The topic of health insurance can be sensitive. If you suspect this topic may upset some students, skip this activity.

Presentation 15 minutes

2 READ

Read part of a health insurance enrollment form....

- With the class, survey the enrollment form. Read each section heading and ask: What is this section about?
- Explain that open enrollment period means the time when employees are allowed to enroll in the insurance plan or change their insurance coverage.
- Have students read the form. Give a time limit, but extend the time if necessary. Remind them that they do not need to understand every word.
- Remind them to underline the words listed in the directions.

Culture Connection

According to the National Coalition on Health Care, nearly 46 million Americans, or 18 percent of the population under age 65, did not have health insurance in 2007. The majority of the uninsured—80 percent—were native or naturalized American citizens. While the majority of Americans who have insurance receive it through their jobs, the percentage of people (workers and their families) with employment-based health insurance has dropped from 70 percent in 1987 to 62 percent in 2007.
Controlled Practice 15 minutes

3 WORD WORK

Match the words you underlined...

- Remind students to look at the words in context before selecting their definitions. For example, they should see that dependent is a noun in this case, not an adjective. More specifically, it's a noun that refers to a person.
- Have students do the exercise.
- Go over the answers.

Expansion: Vocabulary Practice for 3

- Have students write each word from Exercise 3 in an original sentence. Call on students to read their sentences for the class.

4 CHECK YOUR UNDERSTANDING

A Look at the enrollment form again....

- Have students do the exercise alone or in pairs.
- Go over the answers.

Expansion: Writing Practice for 4A

- Have students fill out the insurance plan enrollment form with their own information.
- Pair students and have them talk about the information they wrote in each section, for example, for Section 1, My name is _______. My address is _______. My employment starting date is (was) _______.
- Note: Tell students not to write their real Social Security numbers on the form!

Communicative Practice 20 minutes

B PAIRS. Discuss.

- Pair students and give a time limit for discussion.
- Explain that waive means to give up a right or benefit that someone doesn't need or want.
- Call on volunteers to share their answers.

Progress Check

Can you . . . interpret and complete a health insurance form?

Say: We have practiced interpreting and completing a health insurance form. Now, look at the question at the bottom of the page. Can you interpret and complete a health insurance form? Write a checkmark in the box.

Expansion: Speaking Practice for 4C

- Have a debate about the pros and cons of government-provided health insurance. Divide students into two teams, pro and con. Have teams list all the reasons why the government (as opposed to employers) should or should not be responsible for people's health insurance.
- Have each team choose a spokesperson to present the team's arguments.
- Have the class listen to both sides of the issue and vote on the "winner" of the debate.
Lesson 4  Report a medical emergency

Getting Started  10 minutes

Have students look at the photo. Ask: 
What kind of vehicle is this? (an ambulance) 
What do you call a person who works in this vehicle? (a paramedic) 
What kind of knowledge does this person need in order to do the job? (how to treat shock, stop bleeding, immobilize a broken bone, start an IV, give injections, etc.)

BEFORE YOU LISTEN

Some medical conditions are serious...

• Define emergency as a condition that, if untreated, could lead to serious injury or death.
• Read through the list. Have students repeat the items. Provide definitions as needed.
• Have students do the exercise.

Culture Connection
In some cultures, a stomachache is regarded as a serious medical condition. Some Japanese workers, for example, will stay home from work if they have a stomachache. In contrast, few Americans regard this condition as serious, and most employers would frown upon a worker missing work for this reason.

GROUPS. Compare answers. Discuss....

• Say each item in Exercise 1A and have students raise their hands if they think it is an emergency.
• Elicit additional conditions that would not require a 911 call.

Presentation  5 minutes

LISTEN

Listen to the 911 call. What kind...  
• Define heatstroke as a very serious medical condition in which the body stops working normally because of exposure to high temperatures.
• Play CD 2, Track 20.
• Call on a volunteer to answer the question. Ask the class if they agree. Ask: What information helped you to choose the correct answer? (chest pains)

Controlled Practice  5 minutes

Read the questions. Then listen...

• Have students read the questions and predict the answers.
• Play Track 20 again.
• Have students do the exercise alone or in pairs.
• Check answers. If students have difficulty answering a question, play the corresponding part of the recording again.

Communicative Practice  5 minutes

GROUPS. Discuss. In your opinion,...

• Ask: Who thinks the operator handled the call well? Why? Call on volunteers to reply.
• Ask if anyone has an opposite opinion. Have that person explain his or her answer.

Culture Connection
When someone makes a 911 call, it is customary for the operator to stay on the line with the caller until the ambulance arrives.
Lesson 4  Report a medical emergency

Presentation  5 minutes

3 CONVERSATION

A man has just called 911. Listen and read.
• Play CD 2, Track 21. Have students listen and read along silently.
• Optional: Have above-level students listen with their books closed.
• Check comprehension. Ask: What is the woman's problem? When did it start? What was her first symptom? What does the operator tell the man to do at the end? Why?

Communicative Practice  25 minutes

8 GROUPS. Discuss.
• Read the first question and discuss it with the class.
• Form groups and have them discuss the second question. Give a time limit. Walk around while students are talking and provide help as needed.
• Have several students describe their experiences calling 911. Ask: Why did you call? What did the operator tell you to do? Do you think calling 911 was the right thing to do in that situation?

Controlled Practice  5 minutes

4 PRACTICE

A PAIRS. Practice the conversation.
• Form cross-ability pairs and have students take turns reading each role.
• Instruct students that the 911 operator should remain calm, while the caller should act upset.
• Walk around and listen as students are practicing.
• Ask volunteers to perform the conversation for the class.

MULTILEVEL INSTRUCTION for 4A

Cross-ability Have pre-level students read the role of the caller. Have above-level students read the role of the operator.

MULTILEVEL INSTRUCTION for 4C

Pre-level Have students role-play using the information on the board.
Above-level Have students choose an emergency not listed in the book, for example, a child has been bitten by a dog, someone fell off a ladder and hit his head, a woman has gone into labor, or someone is in shock after eating peanuts.

Extra Practice

Interactive Practice

T-153 UNIT 8
Getting Started 10 minutes

- On the board, make two lists with the headings Reasons and Results. Under Reasons, write: *It was cold.* Under Results, write: *The water in our pipes froze.*
- Ask the class: *How can we combine these two short sentences into one longer sentence?* (Because it was cold, the water in our pipes froze. It was cold; therefore, the water in our pipes froze.) Try to elicit *It was so cold that the water in our pipes froze.* If no one offers this sentence, write: *It was ______ cold ______ the water in our pipes froze.* If students are unable to fill in the blanks, provide the answers.
- Under Reasons, write: *It was a cold day.* Again ask: *How can we combine the two short sentences into one longer one?* (It was such a cold day that the water in our pipes froze.)
- Underline *so . . . that* and *such . . . that.* Say: *In this lesson, you’ll learn how to use so and such + that to talk about reasons and results.*

Presentation 10 minutes

**Such . . . that and so . . . that**
- Copy the grammar chart onto the board.
- Read each sentence and ask students: *What comes after such?* (adjective + noun) *What comes after so?* (adjective or adverb)
- Read the Grammar Watch notes as a follow-up.

Controlled Practice 20 minutes

1 PRACTICE

**A Read this information from a medical website....**
- Read the website’s question, answer, and example.
- Ask the class: *What is the reason?* (chest is tight) *What is the result?* (can’t breathe)
- Have students do the exercise.
- Pair students and have them compare answers. For each, have them identify the reason and the result.
- Call on volunteers to give you the reasons and the results.

**B Six months ago, Charles Owalabi’s...**
- Read the example.
- Have students complete the exercise on their own.
- Have students compare answers with a classmate.
- Go over the answers with the class.

**Answers:**
1. I was so worried that I might get diabetes that I went on a strict diet.
2. It’s such a relief that my blood tests are normal now.
3. I’m eating such healthy foods these days that I feel like a new person.
4. In fact, I’ve lost so much weight that people don’t recognize me.
5. Diabetes can lead to so many other health problems that it can be dangerous.
Describe ways to reduce your health risks

Communicative Practice 20 minutes

**Expansion: Speaking Practice for 2B**
- Pair students and have them talk about the last time they or a family member were sick. Instruct them to use *so . . . that* and *such (a) . . . that* to describe their illness. For example: *The last time I had a cold, I was so tired that I couldn't get out of bed. I sneezed so hard that my glasses flew off my face.*

**Show what you know!**

**STEP 1. GROUPS. Discuss.**
- Read the questions with the class and elicit one sample response to each.
- Group students and have them select a timekeeper, a note taker, and a reporter.
- Give a time limit. While students are writing, walk around and provide help as needed.

**STEP 2. CLASS. Share your ideas.**
- Have students share their answers to question 1 orally.
- For question 2, have representatives from each group come to the board and write two of the excuses that the group came up with.
- Have class members read the sentences on the board and correct errors as needed.

**Progress Check**

**Can you . . . describe ways to reduce your health risks?**
Say: *We have practiced describing ways to reduce your health risks. Now, look at the question at the bottom of the page. Can you describe ways to reduce your health risks? Write a checkmark in the box.*
Lesson 6  Read about preventive health practices

Getting Started  5 minutes

- Read the lesson title and define preventive health practices as actions people can take to avoid getting sick.
- Ask students what they and their family members do to avoid getting sick, for example, get enough sleep, exercise, go to the dentist, get vaccinated, and have regular checkups.

Presentation  20 minutes

1 BEFORE YOU READ

CLASS. Look at the graph. Discuss. What...
- Help students to read the graph. Ask: What is the title of the graph? What years does it cover? What do the colors mean? What are the numbers on the left?
- Help students to interpret the information. Ask: What trend, or change over time, does the graph show? (The percentage of overweight people in all age groups grew between the periods of 1976–80 and 2003–04.)

B Study the definitions.
- Say the terms and have students repeat them.
- Have students read the definitions.

Expansion: Vocabulary Practice for 1B
- Tell students to close their books.
- Read the definitions to the students and call for volunteers to give you the words.

C Skim the first paragraph of the article. Predict...
- Remind students that the main idea of an article is often found in the last sentence of the first paragraph.
- Have students read the first paragraph.
- Call on students to state their predictions. Write them on the board.

Expansion: Reading Practice for 1C
- Have students survey the article more fully. First, read the title. Ask the class: What is it? (life span or life expectancy)
- Have students look at the subheads. Ask them to predict what second section (statistics about the leading causes of death) and third section (what people can do to reduce their chances of early death) are about.

READ

Read and listen. Was your prediction correct?
- Have students read the complete article silently.
- Ask: What was the article about? Which prediction on the board was correct?
- Play CD 2, Track 22. Have students listen to the article as they read along.
- Tell students that reading while listening improves their fluency because it doesn’t allow them to stop and reread passages.

Language Note
The long and short of it is an expression meaning the sum or the gist of something. If you have told the long and the short of it, you have told it all. The title of the reading is a play on words.
Lesson 6  Read about preventive health practices

Controlled Practice  20 minutes

3 CHECK YOUR UNDERSTANDING

Reading Skill: Scanning a List for Details
- Read the Reading Skill. Remind students that scanning means reading quickly for specific information. Say: When people scan, their eyes move quickly over the page until they find the information they want. Then they stop reading.

A Read the Reading Skill. Then read the...
- Do item 1 with the class. Instruct students to find the information as quickly as possible, then answer the question. (F)
- Give a time limit.
- Have students compare answers with a partner.
- Go over the answers. Have students correct the false statements.

Teaching Tip
Give a time limit for scanning activities. This will encourage students to read more quickly.

B Complete the sentences. Circle the correct...
- Have students scan the article and underline the answers to the questions.
- Go over the questions and answers.

C Look again at the graph on page 156. Circle...
- Explain the difference between percentage and percent. Say: Percentage is a noun, as in the percentage of X. Percent is an adjective; it is used with a number, as in 15 percent.
- Form cross-ability pairs and have students do the exercise together.
- Check answers.

MULTILEVEL INSTRUCTION for 3C
Cross-ability Have above-level students help pre-level students read the sentences with statistics.

4 WORD WORK

GROUPS. Genetics is the study of genes. What...
- Ask students if they know what genes are. Define gene as the microscopic material inside cells that determines our characteristics.
- Form groups to list inherited characteristics. Have each group choose a timekeeper, a note taker, and a reporter.
- Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- Have the reporter from each group share the group's list of characteristics. Write them on the board.

Communicative Practice  15 minutes

Show what you know!

GROUPS. Discuss.
- Read the questions.
- Form groups.
- Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- To wrap up, have volunteers share their answers to the questions.

Community Building
- Organize (or have students organize) a healthy activity that your students can do together, such as a hike, a bike ride, or a run on the beach.
- Have a guest come to your class to talk about ways to cook more healthfully, for example, replacing lard and butter with vegetable oil, reducing meat consumption, and cutting down on salt and sugar.

Extra Practice

Interactive Practice  pages 92–93
Lesson 7  Identify health-care services

Getting Started  10 minutes
Read the lesson title. Ask the class: What do you expect to learn in this lesson?

1 BEFORE YOU LISTEN

A GROUPS. What kinds of immunizations...
• Say the words immunizations and vaccinations. Have students repeat. Illustrate the meaning of the words by pantomiming giving yourself an injection.
• Write and say the names of common immunizations such as influenza, mumps, measles, chicken pox, rubella, polio, diphtheria, tetanus, hepatitis, whooping cough (pertussis), and tuberculosis. Explain or translate terms as needed.
• Form groups and have students discuss the questions.

B PAIRS. Look at the picture of a health...
• Have students look at the picture. Read the text on the sign in the picture. Ask: What kind of event is this?
• Read the first question. Call on students to answer.
• Pair students and have them discuss question 2.
• To wrap up, ask if any of the students have ever attended a health fair.

Presentation  5 minutes

2 LISTEN

A A radio news anchor is reading...
• Review the definition of public service announcement: a noncommercial radio or television advertisement that provides information for the benefit of the public.
• Play CD 2, Track 23.
• Pair students and have them answer the question.
• Play the recording again if necessary.
• Have students answer the question. Ask: What words or information helped you choose the correct answer?

Controlled Practice  15 minutes

B Read the questions. Listen to the PSA...
• Have students read the questions and predict the answers.
• Play Track 23 again. Have students take notes on the answers to the questions.
• Call on students to answer the questions.

Answers: 1. students entering school for the first time and for students in pre-school programs, kindergarten, grade 5, and grade 9. 2. no later than September 15. 3. free medical checkups 4. 10:00 a.m.; noon until 6:00 p.m.

Culture Connection
Depending on the state they live in, children are required to have some or all of the following immunizations before they can start school: mumps, measles, chicken pox, rubella, polio, diphtheria, tetanus, hepatitis, whooping cough (pertussis), and tuberculosis. Adults need periodic booster shots of some immunizations, such as tetanus and tuberculosis. Annual influenza vaccinations are recommended for both children and adults. Travelers to some countries need additional immunizations against certain diseases, such as yellow fever and malaria.

C GROUPS. Answer the questions.
• For question 1, do an Internet search for [state name] required immunizations.
• For question 3, try searching for [name of school district] immunizations.
• Form groups. Try to have a parent of school-age children in each group.
• Have students share their answers to question 3.

Expansion: Reading Practice for 2C
• Have students find the addresses, web addresses, and phone numbers of all the resources they listed in Exercise 2C. Type up the list and distribute it.
Lesson 7  Identify health-care services

Presentation  10 minutes

3 CONVERSATION

Pronunciation Watch
- On the board, write the suffixes -ical, -ity, -tion, -ize and -ate. Write two examples for each.
- Ask students to pronounce the words. Underline the syllable they stress.
- Say: Let's see if you're right. Read the Pronunciation Watch note. Then point to each word on the board and ask: Was your pronunciation correct?

A • Listen to each word. Notice the stress....
- Play CD 2, Track 24. Have students listen.
- Play Track 24 again. Have students listen and repeat.

B • Put a dot (+) over the stressed syllable....
- Do item 1 together. Write the word on the board. Ask students how to pronounce it. Place a dot over the syllable they stress.
- Form cross-ability pairs. Have them do the exercise.
- Play CD 2, Track 25. Have students listen and check their answers.

C • A mother has called the nurse....
- Play CD 2, Track 26. Have students listen and read silently.
- Check comprehension. Ask: Why is the mother calling? What grade will the daughter be in next year? What is the mother going to do?

Controlled Practice  5 minutes

4 PRACTICE

A • PAIRS. Practice the conversation.
- Form pairs and have students take turns reading each role.
- Take notes on pronunciation errors.
- Practice the items in your notes with the class as follows: T: I heard ______. It should be ______. Have the class repeat the correct form.
- Ask volunteers to perform the conversation.

Communicative Practice  15 minutes

B • ROLE PLAY. PAIRS. Role-play this situation.

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.

- Before class, research places that offer free dental exams for schoolchildren. Then find out if your state is one of those that require schoolchildren to have a dental exam. If it is not, explain that some states have this requirement and that more and more states are following this trend.
- With the class, discuss places that offer free dental exams for schoolchildren. List them on the board.
- Read the role descriptions.
- Model the role play with an above-level student. Play the role of the nurse. Begin the conversation by greeting the parent and asking how you can help. The parent should show you the letter he or she received and explain why he or she thinks it is unfair.
- Form cross-ability pairs. Have students practice their role play at least twice.
- Have volunteers perform their role play.

Culture Connection
As of September 2007, only seven states and the District of Columbia required dental checkups for children in some grades. However, this trend appears to be growing.

MULTILEVEL INSTRUCTION for 4B
Cross-ability Have the lower-level student play the role of Student A (the parent). The higher-level student should play the role of Student B (the nurse).

Extra Practice
Lesson 8

Discuss ways to stay healthy

Getting Started 10 minutes

- On the board, draw the following continuum:
  Advisable ___________________________ Necessary
- Say: This lesson is about ways to stay healthy. One way to stay healthy is to get a flu shot. Point to the word Advisable and say: For some people, getting a flu shot is advisable; that means it's a good idea. Elicit other examples. (college students, parents, teenagers, the elderly) Write the examples on the board. Then say: These people should get a flu shot.
- Point to the word Necessary and say: For other people, getting a flu shot is necessary; it's required for their work. Who are those people? (health-care workers, soldiers, and day-care workers) Write these groups on the right side of the board. Then say: These people must get a flu shot. It's required.
- To conclude, say: In this lesson, we'll learn how to use the modals should, shouldn't, had better, and must to talk about things that are advisable or necessary for good health. Write the five modals on the board.

Presentation 15 minutes

Should, ought to, had better, and must

- Copy the grammar chart onto the board. Read the first three sentences. Ask: What do should, should not, and ought to mean? (a suggestion or advice) Note: Ought to is pronounced awdda.
- Read the first Grammar Watch note. Emphasize that should and ought to are similar in meaning, but should is used more often. Note: In North America, ought to is used only in the affirmative.
- Read the two sentences with 'd better and 'd better not. Read the second Grammar Watch note. Explain strong advice. Say: We use had better when we think the advice or suggestion is urgent or there will be serious consequences if the advice is not followed.
- Read the sentence with must and the third Grammar Watch note. Explain that in conversation people rarely use must; normally they use have to. Must is used for official or legal requirements, for example, Children must be immunized before they can attend school. Read the fourth Grammar Watch note. Read the second and fifth sentences.
- Read the last sentence and the last note. Explain that only should is used to ask for advice or a recommendation.

Controlled Practice 20 minutes

1 PRACTICE

A Two co-workers are talking about...

- Have students look at the illustration. Ask: What's this? (an announcement on a bulletin board)
- Read the directions and the example. Note: Students should not pay attention to the I over should until Exercise B.
- Have students complete the exercise.
- Go over the text line by line and have students say which words they underlined.

B Look at the examples you underlined...

- Have students look at the example. Ask: What does should indicate in this sentence? (an opinion)
- Have students complete the exercise alone.
- Go back over the underlined items and have students say what number they assigned to each. Be sure to ask what each numbered word means.
- Pair students and have them practice reading the conversation. Then have them switch roles.
- Call on volunteers to read the conversation.

Expansion: Speaking Practice for 1B

- Write the following questions on the board, and have students discuss in pairs: 1. Do you get a flu shot every year? 2. Why or why not? 3. If you get a flu shot, who pays for it? 4. How much does it cost? 5. Do you think the cost is reasonable?
Discuss ways to stay healthy

Communicative Practice  15 minutes

Show what you know!

STEP 1. GROUPS. Discuss advice, suggestions,...
- Group students and instruct them to write five sentences, using each modal from the lesson (should, ought to, had better, had better not, and must) once.
- Give a time limit. While students are working, walk around and provide help as needed.
- For each modal, select two students to write their sentences on the board.
- Call on students to read the sentences on the board and correct errors as needed.

STEP 2. CLASS. Which three ideas...
- Have the class look at the sentences on the board. Tell students to choose the idea they think is most helpful. Point to each sentence and have students vote. Circle the three items that get the most votes.

Progress Check
Can you . . . discuss ways to stay healthy?
Say: We have practiced discussing ways to stay healthy. Now, look at the question at the bottom of the page. Can you discuss ways to stay healthy? Write a checkmark in the box.

Extra Practice

MULTILEVEL INSTRUCTION for 2B
Cross-ability Have above-level students help pre-level ones find and correct the errors in the reading passage.
Describe a personal experience with health care

Getting Started 10 minutes

Tell students that in this lesson, they will write a narrative, or story, about their personal experience with health care. They will learn to use sensory details in their writing to make their narrative come alive and be interesting. Elicit the meaning of sensory details (details that appeal to the senses of sight, hearing, touch, smell, and taste).

1 BEFORE YOU WRITE

A GROUPS. People sometimes have...

• Ask: What kinds of health issues would you go to the doctor for? Write students’ answers on the board.
• Point to each item on the board and identify any items the class thinks doesn’t require a doctor or hospital visit. Erase any health issue that the class agrees shouldn’t be on the list.
• Read the question. Tell students to make their own list.

Presentation 10 minutes

B PAIRS. Describe one of your...

• Ask students if they themselves have gone to the doctor for any of the health issues listed on the board. Note: If students are hesitant to share, shift the discussion to a personal experience of your own that you can share. Describe the experience, giving details on how you felt at the time, what you saw, what you heard, etc.
• Encourage one or two above-level students to relate their own experience visiting a doctor, going to a hospital, or waiting in an emergency room. Ask questions to elicit details that relate to the senses.

Controlled Practice 20 minutes

C Read the writing model...

• Give students time to read the writing model.
• Have them underline the words and phrases that enable them to picture in their minds the writer’s feelings while in the waiting room and his descriptions of the examining room as well as of the doctor.
• Have students compare their answers.
• Call on students to read out loud the language they underlined. Ask them to say what sense—sight, sound, touch, smell, taste—each word or phrase appeals to.

D PAIRS. Answer the questions.

• Have students scan the reading to answer the questions.

Possible answers:

1. Circle very worried, sat nervously, ached with pain, cold, and shivered.
2. Underline put me at ease, reassuring, and made my fear and pain all go away.
3. Answers could include: ached with pain (touch); barely put any weight on it, limped, cold, (touch); shivered (sight and feeling); bright white and metal (sight); warmly (sight); soft voice (hearing); firm but gentle manner (touch), press gently (touch).
• Have students compare their answers.
• Go over the answers with the class.

Writing Tip: Using Sensory Details

• Read the tip.
• Write these column heads on the board: see, hear, feel, smell, taste.
• Elicit at least three examples of adjectives for each column. For concrete examples, remind them to look around the classroom and notice every sound, sight, and smell around them.

Expansion: Writing practice for D

• Put students into pairs. Have them write 3–5 sentences describing how they feel right now and what they see, hear, and smell around the classroom. Encourage them to use the adjectives on the board.
• Call on students to share their sentences.
Lesson 9
Describe a personal experience with health care

2 THINKING ON PAPER

BRAINSTORM. Think about your...

- Copy the chart on the board.
- As an example, ask the class to imagine that they were in an emergency room of a hospital. Have them close their eyes as you ask these questions: What do you see? Look at the people’s faces. How do you think they’re feeling? What other things do you see? What do you hear? What do you smell? Write the questions on the board. Write students’ answers in the appropriate row in the chart.
- Tell students to skip “Taste” if it’s not appropriate.
- Now have students complete the chart. Remind them to ask themselves questions to help them imagine or remember the situation.

Communicative Practice 20 minutes

3 WRITE

In a personal narrative...

- Tell students to read the writing model again. Then have them read the instructions in Exercise 3.
- Give students a few minutes to think of a healthcare experience to write about.
- Have students write in class. Encourage them to use some of the sensory details they wrote in Exercise 2.

MULTILEVEL INSTRUCTIONS for 3

Pre-level Have the pre-level students write individual sentences about the topic instead of paragraphs. Remind students to use the questions on the board to help them with ideas.

Above-level Have the above-level students write two or more paragraphs.

4 CHECK YOUR WRITING

- Read the questions in the checklist.
- Have students read their paragraphs and check off the questions in the checklist. Alternately, have them revise their paragraphs according to the items in the checklist.
- Collect papers. Make corrections as needed in paragraph format, grammar, and the items in the checklist.

Expansion: Writing Practice for 4

- Have students rewrite their paragraphs.
- Pair students and have them read their paragraphs to each other.
- Have volunteers read their paragraphs to the class.

Teaching Tip
You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate each student’s vocabulary, grammar, mechanics, and how well he or she has completed the task. You may want to review the completed rubric with the students.

Extra Practice

Interactive Practice page 96
Show what you know!

1 REVIEW

Turn to page 252 for the Grammar Review.

2 ACT IT OUT

STEP 1. Review the conversation...
- Play CD 2, Track 26. If necessary, direct students to the script on page 159.

STEP 2. ROLE PLAY. PAIRS. Role-play this situation.

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 each student completes the task. You may want to review the completed rubric with the students.

- Have students look at the illustration. Ask: Who are the people? Where are they? What are they doing? How do they look?
- Read the role descriptions. Then have students read them silently.
- Make an outline of the role play with the class. Ask questions to elicit ideas from the students. For example, ask: Who probably speaks first? What does he or she say? What do the speakers talk about first? What does Student A ask about? How does Student B answer? How does the conversation end?
- Model the role play with an above-level student. Play the role of Student B.
- Remind students to try to use the unit grammar in their role play.
- Tell students to practice at least twice.
- Have volunteers role-play for the class.

3 READ AND REACT

STEP 1. GROUPS. Read about the problem.
- Read the paragraph out loud while students follow along silently.
- Form small groups and have them discuss the question. Give a time limit.
- Call on volunteers to answer the question.

STEP 2. Keep a record of all the food you eat...
- Suggest that students keep a record either by time of day, by meal, or by food category such as meat, fruit, drinks, etc.

STEP 3. Discuss. What are one or two changes...
- Form groups. Have students show their food diaries to their classmates.
- Tell classmates to give suggestions using should(n’t) or had better (not).

4 CONNECT

Turn to page 260 for the Community-Building Activity and page 270 for the Team Project. See page T-xi for classroom management tips for these activities.

Progress Check
Which goals can you check off? Go back to page 145.
Ask students to turn to page 145 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.

CD-ROM Practice

Go to the CD-ROM for more practice.

If students need more practice with the vocabulary, grammar, and competencies in Unit 8, encourage them to review the activities on the CD-ROM.
Partners in Education

Unit Overview

Goals
- See the list of goals on the facing page.

Grammar
- Adverb clauses of reason
- Infinitives and adverb clauses of purpose
- Adjective clauses: Relative pronoun as subject and object of the clause
- Past modals: Expressing degrees of certainty about the past
- Expressing advice or opinions about the past

Pronunciation
- Pronunciation of past modals

Reading
- Talk about after-school programs
- Reading Skill: Distinguishing fact from opinion

Writing
- Write a letter to the editor

Life Skills
- Interpret and respond to a report card
- Discuss school safety

Preview
- Say the unit title and have students look at the photo. Ask: What does partners mean? Who are the partners in this picture? Which other people could be partners in education?
- Read the preview question. You can also ask: Do you have children? What grades are they in? Have you ever gone to their school? How often do you talk to their teachers? What are some ways that parents can get involved in their children's school?

Unit Goals
- Point to the Unit Goals. Have students read them silently.
- Tell students they will be studying these goals in Unit 9.
- Say each goal and explain unfamiliar vocabulary as needed, for example, personnel: the people who work somewhere; correspond with: communicate with by phone, mail, or e-mail; editor: the person who manages part or all of a newspaper.
- Tell students to circle one or more goals that are very important to them. Call on several volunteers to say the goals they circled.
- Write a checkmark (✓) on the board. Say: We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.
Lesson 1
Discuss a student’s progress

Getting Started 10 minutes

1 BEFORE YOU LISTEN

A GROUPS. In many places in the U.S.,...
- Write the three levels of school in a list on the board. Have students say which grades comprise each level in your area.
- Write the grades next to the levels. For example, in many places elementary school consists of kindergarten to fifth grade. Next to elementary school write K–5.

Expansion: Speaking Practice for 1A
- Add the ages of students at each level to the information on the board. For example, elementary-school students are typically five to ten or eleven years old.

B GROUPS. The word grade has two meanings....
- Call on students to answer the question.
- Ask the class: How many of you have children in school? What grades are they in? Go around the room and have students answer.
- Ask: What grade did you get on the last test? Call on volunteers to answer.

Presentation 10 minutes

2 LISTEN

A Mrs. Adamski is talking to Mr. Bowman...
- Have students look at the photo. Say: The woman is Mrs. Adamski. The man is Mr. Bowman. Where are they? (at school)
- Remind students to listen specifically for the answer to the statement. It is not necessary to understand every word.
- Play CD 2, Track 27.
- Call on a volunteer to answer.

B PAIRS. Now listen to the whole conversation....
- Explain yes and no. Say: The answer yes and no means that the previous speaker said or asked something that was partly right and partly wrong. For example, if a class asks a teacher, Did you read our paragraphs? and the teacher answers Yes and no, she might mean that she read some but not all of the paragraphs.
- Play the first half of the conversation again. Have students listen specifically for Mrs. Adamski’s question at the end. Ask the class: What did Mrs. Adamski ask? (She asks, College? Monika is only thirteen years old. College is a long way off.)
- Have students guess what Mr. Bowman meant when he said yes and no. Write their guesses on the board.
- Put students in pairs. Read the directions.
- Play the rest of the conversation. Ask a volunteer to answer the question. Play the end of the conversation again if necessary.

Controlled Practice 10 minutes

C Read the statements. Then listen....
- Have students read the statements silently and predict whether they are true or false.
- Play CD 2, Track 28.
- Have students do the exercise.
- Check answers. Call on students to read each statement and say whether it is true or false. If it is false, ask the student to correct it.

D PAIRS. Was your prediction correct? What...
- Ask: What did Mr. Bowman mean when he said yes and no?
- Have students raise their hands if their prediction was correct.
Lesson 1  Discuss a student’s progress

Presentation  15 minutes

3 CONVERSATION

A  Listen to the sentences. Notice...
- On the board, write a sentence with both stressed and unstressed words. For example, *I have a meeting after school with my daughter’s teacher.*
- Say: *I’m going to read the sentences. Tell me which words are stressed.* (If necessary, remind students that stressed words are louder, higher, and spoken more clearly than unstressed words.) Read the sentences, stressing the words *meeting, school, daughter’s,* and *teacher.*
- Point to each word and have students tell you if it is stressed or not. Repeat the sentences as needed.
- Read the sentences again and have students repeat.
- Explain the pronunciation rule as follows: *Important words, such as nouns, verbs, adjectives, and adverbs, are normally stressed. Pronouns, prepositions, and articles are normally short and weak (not stressed). These words often have a very short, quiet vowel sound.*
- Play CD 2, Track 29. Have students listen.
- Play Track 29 again. Have students listen and repeat.
- Call on students to say the sentences.

Mrs. Adamski is at a middle-school...
- Play CD 2, Track 30. Have students listen and follow silently.
- Check comprehension. Ask: *Who is Mr. Manning? What do Mrs. Adamski and Mr. Manning talk about? Why? What does Mr. Manning suggest? Does Mrs. Adamski like the suggestion?*

CLASS. Discuss. What is a...
- Read the first question and have students share ideas. If necessary, ask specific questions such as *What do teachers do at a parent-teacher conference? What do parents do?* (Teachers talk to parents about their child’s progress or work at school. Parents listen and ask specific questions about their child’s work and behavior at school.) Write students’ ideas on the board.
- Discuss the difference between the two events.

Controlled Practice  5 minutes

4 PRACTICE

A PAIRS. Practice the conversation.
- Form cross-ability pairs and have students take turns reading each role.
- Take notes on students’ pronunciation of stressed and unstressed words.
- Using your notes, correct pronunciation errors.

MULTILEVEL INSTRUCTION

Cross-ability Have the lower-level student read the part of Mrs. (or Mr.) Adamski. Have the above-level student play the role of Mr. (or Mrs.) Manning.

Communicative Practice  10 minutes

B MAKE IT PERSONAL. GROUPS. Discuss...
- Read the directions.
- Group students so that each group has one or more parents of children enrolled in school.
- To conclude, have a few students share their experiences with the class.

Expansion: Speaking Practice for MAKE IT PERSONAL
- Have students role-play a parent-teacher conference. The roles can be as follows:

  **Student A:** You are meeting with your child’s science teacher. Your child enjoys doing the science experiments, but he or she didn’t do well on the last science test. The teacher makes a suggestion. Ask for more information.

  **Student B:** You are a science teacher. You are meeting the parent of one of your students. The student enjoys your class but did not do very well on the last test. Make a suggestion to the parent.

Extra Practice
Lesson 2  Talk about parents’ involvement in school

Getting Started  10 minutes

- Define Parent-Teacher Night (also called Back-to-School Night or Open House in some places). Say: Parent-Teacher Night is an evening when parents can go to their children’s school, see their children’s classrooms, and meet their children’s teachers.

- Ask: How many of you have attended Parent-Teacher Night at your child’s school? Have students raise their hands. Select several students and ask: Why do you go? Use students’ answers to compose sentences with because. Write them on the board. For example: I go to Parent-Teacher Night because I want to meet my child’s teacher.

- Explain: In English, the word since has the same meaning as because. Model a sentence with since instead of because. Then have students read the sentences, substituting since for because.

- Underline each clause of the sentences on the board and circle the words because and since. Point to the main clause and say: This part of the sentence is called the main clause or independent clause because we can put a period after it. Then point to the dependent clause and say: This part of the sentence is called an adverb clause. It has a subordinating conjunction followed by a subject and a verb. Say: In this lesson we’ll learn how to make sentences that talk about reasons and results.

Presentation  10 minutes

Adverb clauses of reason

- Copy the grammar chart onto the board. Read the sentences. Point out that because and since come at the beginning of the clause that gives the reason or cause. The main clause gives a result, or effect.

- Tell students that one way to determine which clause is the reason clause is to see which clause answers the question Why?

- Read the Grammar Watch note. Rewrite one of the example sentences on the board with the clause at the beginning of the sentence.

Expansion: Writing Practice for Grammar

- Have students rewrite the sentences that were created in Getting Started, reversing the order of the clauses, adjusting punctuation, and inserting a comma.

- While students are writing, walk around and provide help as needed.

Controlled Practice  10 minutes

1  PRACTICE

A  Read the statements from parents about...

- Read item 1. To reinforce meaning, ask: What is the reason? (The speaker likes the personal contact with her child’s teachers.) What is the result? (The speaker goes to Parent-Teacher Night.)

- Have students do the exercise alone or in pairs. While they are working, walk around and check answers. Provide help as needed.

B  Read the statements from teachers about...

- Using the example, model these steps in completing the exercise: First, have students identify the reason clause (the one that answers the question Why?). Then, have them write the sentence, inserting because or since before the reason. Finally, have them check the punctuation, inserting a comma if the reason clause is first.

- Have students do the exercise. While they are writing, walk around and provide help as needed.

- Call students to the board to write the sentences.

- Call on other students to read the sentences on the board and make corrections as needed.

Expansion: Speaking Practice for 1B

- Have students discuss their reasons for making certain decisions regarding their or their children’s schooling. Write these questions on the board: 1. Where do your children go to school? 2. Why did you choose to send them there? 3. Have you ever made an appointment to speak to your children’s teacher or the principal of your children’s school? 4. Why? 5. (For students who do not have children) Why are you attending this school or this class?

- Form groups. Tell students to take turns asking and answering the questions.

- Instruct students to use because and since in their answers.

- Give a time limit for discussion. While students are talking, walk around and provide help as needed.
Lesson 2  
Talk about parents’ involvement in school

Presentation  

10 minutes

Infinitives and adverb clauses of purpose
- On the board, write: I came to class early to talk with my teacher privately. Read the sentence. Ask: What is the main clause? (I came to class early) Underline it twice. Then ask: What is the adverb clause? (to talk with my teacher privately) Underline it once.
- Say: This sentence is like the sentences you saw on page 168 because it has a main clause and an adverb clause. However, the meaning of this sentence is different. Instead of a reason and a result, this sentence talks about a purpose and a result. A purpose is like a goal.
- Explain: We can use to to signal a purpose.
- Ask: Does anybody know another way to say this sentence? (I came to class early so that I could talk with my teacher privately) Point out that so that can also be used to talk about a purpose.
- Read the Grammar Watch notes.

Language Note
It is important to distinguish between infinitives of purpose and infinitives that are objects of verbs or adjective phrases (such as It’s important to . . .). Infinitives of purpose can be expanded to in order; for example, I need a large pot (in order) to cook this chicken. Sentences with infinitives of purpose can also be rephrased with so that, for example, I need a large pot so that I can cook this chicken.

Controlled Practice  

10 minutes

2 PRACTICE

Read part of the introduction...
- After reading the directions, remind students that they should only underline the infinitives of purpose. They should not underline infinitives that are objects of verbs or adjective phrases. Have students look at the first sentence. It contains an infinitive of purpose, whereas the infinitive in the second sentence does not.
- Have students do the exercise.
- Check answers with the whole class.

B Use to or so that to complete each school rule.
- Read item 1.
- Have students do the exercise and compare answers with a classmate.
- Go over answers.

Expansion: Speaking Practice for 2B
- Have students say certain school rules and requirements. List them on the board.
- Put students in pairs or groups. Have them discuss the purpose of the rules and requirements. Remind them to use to or so that.
- Have students share their ideas and write sentences with to or so that on the board.
- Call on students to read the sentences on the board. Correct errors as needed.

Communicative Practice  

10 minutes

Show what you know!

GROUPS. Discuss. Do you think it is important...?
- Form groups. Try to make sure that each group has one or more members who have children in school.
- Have each group choose a timekeeper, a note taker, and a reporter. The note taker should record students’ answers to the second question.
- Give a time limit for discussion.
- Call on reporters to share their group’s answer to the second question.

Progress Check
Can you . . . talk about parents’ involvement in school?
Say: We have practiced talking about parents’ involvement in school. Now, look at the question at the bottom of the page. Can you talk about parents’ involvement in school? Write a checkmark in the box.

Extra Practice

Interactive Practice  

pages 98–99
Interpret and respond to a report card

Getting Started  5 minutes
If necessary, define report card as a document that schools send out several (usually two to four) times a year to inform parents of their children's progress in academic skills and behavior.

Presentation  10 minutes

1 READ A CHILD’S REPORT CARD

A CLASS. Discuss.
• Read each question and call on students to answer. If students don't know the answers, share information from your own experience.

Answers:
1. Two to four times a year (or quarterly).
2. Letter grade, numerical grade, and either pass or fail next to each subject as well as attendance. The report card also includes comments from teachers.
3. See Culture Connection.

Controlled Practice  15 minutes

2 PRACTICE
A Read the statements. Write T (true) or...
• Have students remain with their partners from Exercise 1B and do the exercise together.
• Check answers. Call on students to read each statement, say whether it is true or false, and correct the false statements.

B PAIRS. Answer the questions.
• Have students switch partners and answer the questions.
• Go over the answers with the whole class.

MULTILEVEL INSTRUCTION for 2A
Cross-ability Have the high-level student help the lower-level student with vocabulary.

Expansion: Speaking Practice for 2C
• Discuss with the whole class. Say: Imagine that Manuel is your child. Do you think it is a problem that Manuel doesn't participate in groups? Are you worried about his academic skills? Why or why not?
Lesson 3

Interpret and respond to a report card

Communicative Practice  30 minutes

Groups. Discuss. What should a parent do...?

- With the class, define a low grade as generally a grade lower than a C or a score lower than 70 percent. Define a failing grade as a grade of F or a score lower than 60 percent.
- Form groups. Have each group select a note taker and a reporter. The group should think of various actions a parent could take, for example, meet with the child's teacher, get a tutor, talk to the child. The note taker should write them down.
- Have the reporter from each group report on the group's ideas.
- Ask volunteers what they would do if they were in this situation.

4 Read

A Read the note that Manuel's mother sent...

- Form cross-ability pairs. Have students read the note and discuss the question together.
- Discuss the question with the whole class.

B Now read Ms. Brown's note to Ms. Medina...

- Form different pairs. Again, have students read the note and discuss the question together.
- Discuss the question with the whole class.

C Read both notes again. Then answer the questions.

- Have students do the exercise alone.
- Have them compare answers with a classmate.
- Go over the answers with the class.

Answers:

1. She should call Ms. Brown to arrange the day and time for the meeting.
2. In the evening, so Ms. Medina doesn't have to miss work.
3. They're going to discuss ways to help Manuel read more.

5 Write

Write a note to your child's teacher about...

- Tell students their note should have two parts: a description of the problem, and a request for a meeting.
- If possible, have them write their notes in class. While students are writing, walk around and provide help as needed.
- Pair students and have them read their note to their partner.
- Collect the notes. Correct spelling and punctuation.
- Have students write a clean draft of their notes.

Expansion: Writing Practice for 5

- Collect students' notes. Mix them and hand them out randomly to the class.
- Have each student write a response to the note they received, using Ms. Brown's note as a model.

Progress Check

Can you . . . interpret and respond to a report card?

Say: We have practiced interpreting and responding to a report card. Now, look at the question at the bottom of the page. Can you interpret and respond to a report card? Write a checkmark in the box.
Lesson 4  Talk to school personnel

Getting Started  10 minutes

1  BEFORE YOU LISTEN

A  Discuss. If you were enrolling a child...
   • Define enrolling as signing up or registering a child for school.
   • Elicit questions that students would ask and write them on the board.

B  GROUPS. Discuss. In some school districts,...
   • Form groups. Try to make sure there are parents of schoolchildren in each group.
   • Give a time limit for discussion.
   • Call on students to share their answers with the whole class.

Culture Connection
In most cities, schools are funded by property taxes, that is, taxes that are paid by homeowners. Children normally attend school in the district where they live.

Presentation  5 minutes

2  LISTEN

A  Mr. Lopez is talking to the secretary...
   • Have students look at the photo. Ask: Who do you think the speakers are? Where are they? What do you think they are doing?
   • Remind students to listen specifically for the answer to the question. It is not necessary to understand every word.
   • Play CD 2, Track 31.
   • Call on a volunteer to answer the question.

Controlled Practice  20 minutes

B  Listen to the first part of the...
   • Play CD 2, Track 31.
   • Have students do the exercise.
   • Call on students to answer the questions.

C  Read the questions. Listen...
   • Have students read the questions and predict the answers.
   • Play CD 2, Track 32. Have students answer the questions.
   • Check answers. If students are unable to answer a question, play that section of the recording again.
Talk to school personnel

**Lesson 4**

### Communicative Practice  
**25 minutes**

#### ROLE PLAY. PAIRS. Role-play this situation.
- Read the role descriptions and define vocabulary as needed, for example, *guidance counselor*: the person at a school who helps students and parents make decisions about students' education and their future.
- Using the conversation in Exercise 3 as a model, role-play the call with an above-level student. Play the role of the school secretary.
- Pair students of similar ability. Have them choose a situation and practice their role play at least twice.
- Call on pairs of students to perform their role play for the class.

### 3 CONVERSATION

Mr. Lopez continues to speak...
- Play CD 2, Track 33. Have students listen and read along silently.
- *Optional:* Have above-level students listen with their books closed.
- Check comprehension. Ask: What is Mr. Lopez's first question? What does he need to do? What else does he want to do? What day is good for him?

### 4 PRACTICE

**PAIRS. Practice the conversation.**
- Form cross-ability pairs and have students take turns reading each role.
- Walk around and listen as students are practicing.
- Ask volunteers to perform the conversation for the class.

**MULTILEVEL INSTRUCTION for 4A**

**Pre-level** Have students practice with the same partner.

**Above-level** Have students continue the conversation with three or four more exchanges, using their own ideas.

**MULTILEVEL INSTRUCTION for 4B**

**Pre-level** Have students write a script for a conversation that follows the model of the conversation in Exercise 3. Have them practice reading the script several times. Then have them role-play without using their script.

**Above-level** Have Student A (the parent) choose the reason for the call without informing Student B (the secretary). This will make the role play more authentic.

### MAKE IT PERSONAL. GROUPS. Schools...
- Form groups. Have each group select a timekeeper, a note taker, and a reporter. The note taker should write down the group's answer to question 3.
- Give a time limit. While students are talking, walk around and provide help as needed.
- Have each group's reporter share the group's answer to question 3.

### Extra Practice

**Interactive Practice**
Getting Started  5 minutes

- On the board, write the following incomplete sentences: 1. My children go to a school that . . . , 2. I prefer teachers who . . . , and 3. I love gifts, which I receive from . . .
- Ask: What is special about your or your children’s school? What kind of teachers do you prefer? What kind of gifts do teachers love? Use the answers students give to complete the sentences with adjective clauses.
- Underline the adjective clause in each sentence. Double-underline the relative pronouns. Circle the noun that they modify.
- Explain: The underlined parts of the sentence are called adjective clauses. Who, that, and which are called relative pronouns. Adjective clauses give information about the nouns before them. In this lesson we’ll learn about adjective clauses.

Presentation  10 minutes

Adjective clauses: Relative pronoun as subject of the clause

- Copy the sentences from the grammar chart onto the board. Write each sentence with just one relative pronoun. Read the sentences aloud.
- Point to each sentence and ask: What is the adjective clause in this sentence? Which noun does it modify?
- Read the Grammar Watch notes. Point to the first sentence in the grammar chart and circle students. Say: Students are people. In this sentence, both who and that are correct.
- Point to the second example sentence. Say: An electric bill is a thing, so we use that or which in the adjective clause.
- Circle the relative pronouns in the examples. Say: These words are the subjects of the clauses. Point to the first example and ask: Who needs financial assistance? (students)
- Point out that in sentences with adjective clauses, the verb in the adjective clause must agree with the noun that the clause modifies: We have a free lunch program for students who need financial assistance. I brought an electric bill that has my name and address on it.
- Point out that an adjective clause can also come in the middle of a sentence: Parents who work during the day can ask for meetings in the evening.

Language Notes

- Adjective clauses that give defining information about the noun they modify are called restrictive clauses. Restrictive clauses are not set off with commas, for example, Our school district is looking for teachers who can teach advanced science courses. In contrast, clauses that do not give defining information about the noun they modify are called nonrestrictive clauses. They are set off with commas, for example, Mr. Costa, who teaches advanced science courses, is a popular teacher.
- In North American English, restrictive clauses that describe things or ideas can begin with either that or which. However, nonrestrictive clauses can only start with which.
- That is far more common than which in restrictive clauses.

Controlled Practice  10 minutes

1 PRACTICE

A Read the paragraph. Underline the...

- Read the example. Suggest that students underline the adjective clauses first, then circle the noun they modify.
- Have students do the exercise.
- Call on students to read the clauses they underlined and to say which words they circled.

B Complete the sentences with who or which.

- Have students restate the rules for using who, that, and which.
- Read item 1. Have students complete the exercise.
- Check answers. Have students say which additional relative pronoun would be correct in each item.

Expansion: Speaking Practice

- Have students play a definitions game. Instruct them to think of a person, place, or animal and write a description of it, using an adjective clause.
- Have each student read his or her description. The class should call out the person, place, or animal being described.
Lesson 5  Talk about improving schools

Presentation  10 minutes

Adjective clauses: Relative pronoun as object of the clause

- Copy the sentences from the grammar chart onto the board. Underline the adjective clauses. Double underline the relative pronouns.
- Remind students that in subject clauses, who or that is the subject of the clause. It is followed by a verb. Repeat one of the examples from the grammar chart.
- Point to the object-pattern examples and explain that, in contrast, in object clauses, the relative pronoun is followed by a subject and a verb.
- For most classes, this description of the difference between subject clauses and object clauses will suffice. If your students request a more detailed explanation, proceed as follows:
  1. Write the first example as two simple sentences: 1. I need a phone number. 2. I can call it.
  2. Say: Sentences with adjective clauses have two clauses. Let's suppose that they start out as two simple sentences. Notice the object in the second sentence. (Circle it.) To make a sentence with an adjective clause, we combine the two simple sentences into one sentence. In the second sentence, we replace the object it with that or which, and we put the relative pronoun after phone number.
  3. Repeat the process with the second example.
- Read the Grammar Watch note. Have the students look at the examples again and say each sentence in three ways.

Controlled Practice  10 minutes

2 PRACTICE

A Read the letter to parents in West...

- Read the example with the class. Make sure students understand what to circle, underline, and double underline.
- Read the items and clarify vocabulary.
- Have students do the exercise individually or in pairs.
- Call students up to the board and have them mark the items. Make corrections as needed.

B Read the sentences. Cross out the relative...

- Read item 1 with the class. Ask: Can we cut the relative pronoun in this sentence? (no) Why not? (It is the subject of the clause. A verb comes after it.)
- Have students do the exercise alone or in pairs.
- Go over the answers. Have the class say all possible ways of forming each sentence.

Expansion: Speaking Practice

- Play the definitions game again, but this time have students use adjective clauses with object relative pronouns. Tell them to use object clauses in their definitions. For example, It's a tool (that) people use to cut hair. It's an instrument (that) you hang on the wall, and it tells the time.
- Have students read their definitions, and have the class guess what the item is.

Communicative Practice  15 minutes

Show what you know!

GROUPS. Discuss.

- Form groups. Have them choose a timekeeper, a note taker and a reporter. The note taker should write down the group's ideas.
- Give a time limit for the discussion.
- Have the reporters share their group's ideas. Write them on the board.
- As a follow-up, point to each idea and have students raise their hands if they have helped or are helping their child's school in this way.

Progress Check

Can you . . . talk about improving schools?
Say: We have practiced talking about improving schools. Now, look at the question at the bottom of the page. Can you talk about improving schools? Write a checkmark in the box.

Extra Practice

Interactive Practice  pages 102–103
Lesson 6  Read about after-school programs

Getting Started  5 minutes

Read the lesson title. Tell the class that in this lesson, they will read a magazine article that expresses the writer’s opinion about after-school programs.

1 BEFORE YOU READ

A CLASS. What did you do after school...
• Go around the room and call on students to answer the questions.

B GROUPS. After-school programs need...
• On the board write the sentences from the reading containing the target words: Because they have to make cuts in the annual budget, local school board officials are discussing whether or not to continue funding for after-school programs, and There’s no good reason to reduce or eliminate programs that benefit our children. Read the sentences out loud.
• Encourage students to guess the meanings of the words. Write their guesses on the board.
• Have them look up the meanings of the words and compare them with their guesses.

Presentation  25 minutes

2 READ

A Look at the highlighted quote. What...?
• Hold up your book and show students the highlighted quote. Read it aloud.
• Have students guess what the author’s opinion about after-school programs is. Write their predictions on the board.

B Read and listen. Was your prediction...
Note: Do not pre-teach the boldfaced vocabulary. The items are practiced in Exercise 4.
• Ask: What is a commentary? (an article in which someone comments, or states his or her opinion about a question or issue)
• Read the title. Ask: What do some people want to do? (cut after-school programs) What does the author want? (not to cut them)
• Have students read silently, without using dictionaries. Give a time limit, but allow more time to read if necessary.
• When time is up, point to students’ predictions on the board and ask: Was your prediction correct?
• Call on volunteers to state the author’s opinion.
• As a final step, play CD 2, Track 34 as students read and listen.
Lesson 6  Read about after-school programs

3 CHECK YOUR UNDERSTANDING

Reading Skill: Distinguishing Fact from Opinion
• Read the Reading Skill.
• Bring in a newspaper and show students the editorial page. Explain that the editorial page has letters and commentaries on events in the news.
• Discuss the difference between a fact and an opinion, and give examples of language associated with each. A fact is something that can be proven to be true. Facts can be supported by observation, by science, or by numbers. An opinion is someone’s belief. Opinions can be identified, for example, by verbs such as believe, think, suppose, and imagine; by adjectival phrases such as It's important, essential, and crucial; and by words that have positive or negative connotations, for example, an articulate politician versus a slick politician.

Controlled Practice  15 minutes

A Read the statements. Write F (fact)...
• Explain that in this case, F means fact, not false.
• Read item 1 with the class.
• Have students do the exercise.
• Check answers. Ask students how they know whether the statement is a fact or an opinion.

B Complete the sentences.
• Have students complete the sentences.
• Check answers.

C GROUPS. Discuss. The title of the reading...
• Explain that the word cost can refer to money, but it can also mean harmful effects.
• Have students go through the reading and underline the benefits of after-school programs.
• Put students in groups. Instruct them to discuss what harmful things would happen if the benefits they underlined were taken away.

Expansion: Writing Practice
• Have students rewrite each of the author’s main points (the benefits of after-school programs, according to the author) in their own words.

4 WORD WORK

Find the boldfaced words in the article and...
• Do the first item with the class. Have a student read the sentence in which funding appears. Tell students to read the next sentence and select the word that has the same meaning. (paying)
• Have students complete the remaining items and compare answers with a partner.
• Call on students to say the answers.

MULTILEVEL INSTRUCTION
Cross-ability Have above-level students work with pre-level students to define the terms.

Communicative Practice  15 minutes

Show what you know!

GROUPS. Discuss an after-school program...
• With the class, make a list of types of after-school programs. For example, there are programs at schools, in community centers, and at parks. Most cities also have after-school sports.
• Form groups. Try to include in every group a person with children.
• Give a time limit for discussion.
• To wrap up, have volunteers share their knowledge with the whole class.

Community Building
If possible, go with your students to visit an after-school program on your school campus or at a nearby park or community center. Alternately, have students research an after-school program in your area.

Extra Practice

Interactive Practice  pages 104–105
Discuss school safety

Getting Started 10 minutes

Read the lesson title. Ask the class: Does your children’s school have a safety plan? What do you know about it?

1 BEFOR YOU LISTEN

CLASS. What makes a school safe? What can...

• Read the first question and have students share ideas. If necessary, ask such specific questions as: What makes a school safe physically? (fences, fire alarms, etc.) What role does communication play in making a school safe? (For example, in the event of a disaster, the school should have a plan in place for contacting parents.)
• Read the second question. If necessary, ask students to think about specific areas of safety such as playground safety, accident prevention, disaster prevention, antiterrorism, drug prevention. You may want to list these topics on the board.

Presentation 10 minutes

2 LISTEN

A The West Apollo Elementary School...

• Have students look at the illustration. Ask them to point out the school principal. Inform students that the other people in the picture—the parents, teachers, and community leaders—are an advisory committee, a group whose job is to work with the principal to make the school safer. Note: An advisory committee advises someone—in this case the principal—but does not have the authority to actually make changes.
• Play CD 2, Track 35.
• Have students answer the question. If they can't, tell them to listen for the word assist, which means help. Play the recording again.

Controlled Practice 5 minutes

B Read the questions. Listen...

• Play Track 35 again. Have students listen for the answers to the questions.
• Check answers. Play the recording again if necessary.
Lesson 7  
Discuss school safety

Presentation  
10 minutes

3 CONVERSATION

Pronunciation Watch

- On the board, write: 1. We should have left earlier. 2. We shouldn't have stayed out late. 3. We could have taken the bus. 4. I couldn't have met you last night. and 5. It must have rained.
- Tell students they will learn the grammar of past modals in Lesson 8. For now, quickly explain the implied meanings of the sentences: 1. We didn't leave early. 2. We stayed out late. 3. We didn't take the bus. 4. It was not possible for me to meet you last night. and 5. I guess that it rained (probably because the streets are wet.)
- Read the Pronunciation Watch note. Explain that the first word of the modal is stressed.
- Read the sentences on the board. Tell students to focus on the pronunciation of the past modals.

Listen to the sentences. Notice...

- Play CD 2, Track 36. Have students listen.
- Play Track 36 again. Have students listen and repeat.

Controlled Practice  
10 minutes

Listen to the sentences. Circle...

- Play CD 2, Track 37. Have students listen and fill in the missing words.
- Check answers.
- Play the recording again as needed.

Expansion: Speaking Practice

- Have students say the sentences aloud to a partner after they fill them in.

Two parents on the safety advisory...

- Play CD 2, Track 38. Have students listen and read along silently.
- Check comprehension. Ask: Why was Parent A disappointed? What does the playground need, according to the parents? What happened on the playground last week? What did the teachers do?

PAIRS. Practice the conversation.

- Form cross-ability pairs. Have them practice the conversation twice.
- Correct mispronunciations of past modals.
- Ask volunteers to perform their conversation.

MULTILEVEL INSTRUCTION for 4A

Cross-ability Have the lower-level student read the part of Parent B. Have the higher-level student read the role of Parent A and take care to pronounce past modals correctly.

Communicative Practice  
15 minutes

MAKE IT PERSONAL. GROUPS. Imagine you...

- Form groups. Tell students to discuss why the items on the checklist are important. Have them add other items.
- Go over the items with the whole class. Call on students to say why they are important.
- Ask students which items they checked and added to the checklist. (These items will differ according to the location of your school. For example, schools in California must all have safety procedures in case of earthquakes.)

Community Building

Invite a guest speaker to talk to your class about a safety issue that concerns the students in your class. In high-crime areas, for example, the speaker might talk about ways to keep safe while traveling to and from school.

T-179  
UNIT 9
Getting Started 5 minutes

- Draw a continuum on the board. Label it Degrees of Certainty. From left to right or top to bottom, write 50%, 95%, and 100%. Next to (or under) 50%, write may (not) have, might (not) have, could have; next to (or under) 95%, write must (not) have; and next to (or under) 100%, write cannot have, could not have.
- Write one or two examples on the board. For example, 1. You must have heard about the plan. 2. Your children might have talked to you. Underline the past modals and say: These are past modals. In this lesson, we’ll learn how to use them to talk about degrees of certainty about the past. For example, in the first sentence, the speaker is almost sure you heard about the plan. In the second sentence, the speaker thinks it is possible, but not certain, that your children talked to you.
- Help students notice the form of past modals: modal (+ optional not) + have + past participle. Write the formula on the board.

Presentation 15 minutes

Past Modals: Expressing degrees of certainty about the past

- Copy the affirmative forms of the sentences from the grammar chart onto the board.
- Read the first, second, and fourth sentences aloud. Say the negative form of each sentence as well. Point to 50% on the illustration on the board and read the first Grammar Watch note. Reiterate that may have, might have, and could have are similar in meaning. However, could not have does not mean 50 percent certainty. (It means 100 percent).
- Read the third example (They must (not) have . . .) Point to 95% on the illustration on the board and read the second and third notes. Explain that 95% means almost certain.
- Write on the board: They could not have noticed the problems. Point to 100% and read the last note. Reiterate that 100% means you are certain something did not happen because it is impossible.

Teaching Tip
Could have and couldn’t have are potentially confusing because the affirmative form has the meaning of 50 percent certainty, while the negative form has the meaning of 100 percent.

Controlled Practice 10 minutes

1 PRACTICE

A Read the conversation between a student...
- Read the example.
- Have students do the exercise.
- Check answers. Have students read the clauses they underlined.

B Complete the sentences. Use may have,...
- Clarify the directions: Students should use each modal once.
- Remind students to use may have or may not have if the speaker is uncertain, must have if the speaker is almost certain, and couldn’t have if the speaker is certain.
- Have students do the exercise in pairs.
- Call on pairs to read the items. Write the answers on the board. Correct as needed.

Expansion: Grammar Practice

- Write the following conversations between two family members on the board. 1. A: Where's my library book? It's not here. B: Hmm. I'm not sure. Mom returned it to the library. 2. A: Why doesn't Annie answer her phone? I've been trying to call her all day. B: She remembered to take her cell phone with her. 3. A: Where's the car? B: It's not here? Your brother took it. 4. A: We're out of milk. B: Mom gone to the store yet. 5. A: I just called Dad's office. He's not there. B: Well, it's only four o'clock. He left yet.
- Have students fill in the blanks with all possible modals. Discuss the meanings of the different possibilities. (Best answers: 1. may/might/could have 2. must not have 3. must have 4. must not have 5. couldn’t/can’t have)
- Pair students and have them practice each conversation twice, switching roles.
Lesson 8  Discuss school safety

**Presentation**  5 minutes

**Expressing advice or opinions about the past**
- Copy the grammar chart onto the board.
- Read the first sentence. Ask: Did the teacher stop the fight? (no) Read the first Grammar Watch note. Say: Advisable in the past means something was a good idea, but it didn't happen. Should have shows that the speaker is sorry the action did not happen.
- Read the second sentence and the second note. Say: Not advisable in the past means the action was not a good idea, but it happened, and the speaker is sorry it happened.

**Controlled Practice**  10 minutes

**Show what you know!**

**STEP 1.** Read about Tuan's problem.
- Have students write a sentence using each of the past modals *must have, may have,* and *might have*.

**STEP 2.** PAIRS. Discuss Tuan's problem. Use...
- Pair students.
- Have a person from each pair write one possible cause on the board.
- Have the class read the sentences on the board. Tell students to write down as many sentences as they can telling what Tuan's parents should have done.
- Have a student from each pair write one sentence on the board expressing an opinion about what Tuan's parents should have done.

**STEP 3.** GROUPS. Share your ideas.

**Communicative Practice**  15 minutes

**Presenting**

**Expressing advice or opinions about the past**
- Copy the grammar chart onto the board.
- Read the first sentence. Ask: Did the teacher stop the fight? (no) Read the first Grammar Watch note. Say: Advisable in the past means something was a good idea, but it didn't happen. Should have shows that the speaker is sorry the action did not happen.
- Read the second sentence and the second note. Say: Not advisable in the past means the action was not a good idea, but it happened, and the speaker is sorry it happened.

**Controlled Practice**  10 minutes

**Some children behaved in unsafe ways...**
- Read item 1. Ask: How does the speaker feel about the children's action? (The speaker disapproves or thinks it was a bad idea.)
- Have students complete the exercise.
- Call students to the board to write the answers.
- Have other students read the sentences on the board and say if they are correct.

**Expansion: Grammar Practice**
- On the board write the following conversation between two parents or use an overhead transparency. Have students fill in the blanks with past modals. A: The lighting in this parking lot is so much better. They ______ installed new lighting. B: Looks like it. I think they ______ made some other changes, too. A: Really? Like what? B: Well, I heard they have two teachers monitoring the playground at all times. I think some parents ______ complained that there wasn't enough supervision. A: That's a good change. They ______ done it a long time ago, actually. B: I know. But it's good that they're fixing things now. (Answers: must have, may / might have, must have / might have / may have, should have)
- Have students fill in the blanks in all possible ways. Discuss their choices.
- Have students practice reading the conversation in pairs. Call on volunteers to perform the conversation for the class.

**Culture Connection**

Injuries caused by carrying heavy backpacks are a growing problem among American schoolchildren. Problems include pain in the shoulders, neck, and back; fatigue; incorrect posture; improper development of back muscles; and even fractures of the spine. Experts recommend that children should carry no more than 15 percent of their body weight in their backpacks, but studies have shown that many children carry as much as 25 pounds (possibly 40 to 50 percent of their body weight) of books and supplies to and from school.

**Progress Check**

Can you . . . discuss school safety?
Say: We have practiced discussing school safety. Look at the question at the bottom of the page. Can you discuss school safety? Write a checkmark in the box.
Getting Started 10 minutes

• If necessary, define a letter to the editor as a letter that a newspaper reader can send to the newspaper in which he or she expresses an opinion about issues in the news.
• Explain that all letters are read, though only a few get published in the paper.
• Bring in a copy of a newspaper and show students the letters to the editor page.

PAIRS. Answer the questions about the letter.

• Read question 1. As a clue, tell students to look for a word that means advantage (benefit).
Answer: Students benefit from the work their teachers do during in-service.
• Read question 2. Ask students to predict where they will find the answer (following the word However)
Answer: Some parents do not have money to pay for babysitters on those days.
• Pair students and have them answer questions 1 and 2. Then have them discuss question 3.
Answers will vary.
• Discuss question 3 with the whole class. You can also ask students if they agree with the writer’s suggested solutions.

Writing Tip: Keeping Similar Information Together

• Read the Writing Tip.
• Ask: How did the letter writer organize the information?
• Elicit answers and write them on the board in the form of an outline. For example: I. Statement of the problem; II. Why it is a problem (the disadvantages); III. Solutions; IV. The writer’s plan of action / recommendation.
• Note: In the writing model, both the problem and solutions are discussed in the second paragraph. You may want to suggest that students write four short paragraphs, discussing the disadvantages in the second, and the solutions in the third.
• Have students copy the outline into their notebooks. Tell them they will need it when they do Exercise 3.

Expansion: Writing Practice for 1C

• Reiterate the information in the Writing Tip. Then point out that often, the different sections of a piece of writing are separated by transitions.
• Have students go through the letter and circle the transitions However, One possible solution, and A second possible solution.

Presentation 20 minutes

• Many newspapers encourage their readers...

BEFORE YOU WRITE

GROUPS. Parents sometimes disagree...

• To help focus students’ thinking, provide examples of recent decisions that your local school board has made. Ask students if they approve or disapprove of these decisions.
• Form groups. Have them choose a timekeeper, a note taker, and a reporter and discuss answers to the question.
• Give a time limit. While students are talking, walk around and provide help as needed.
• To wrap up, have the reporter from each group share the group’s ideas.

Presentation 20 minutes

• Many newspapers encourage their readers...

BEFORE YOU WRITE

GROUPS. Parents sometimes disagree...

• To help focus students’ thinking, provide examples of recent decisions that your local school board has made. Ask students if they approve or disapprove of these decisions.
• Form groups. Have them choose a timekeeper, a note taker, and a reporter and discuss answers to the question.
• Give a time limit. While students are talking, walk around and provide help as needed.
• To wrap up, have the reporter from each group share the group’s ideas.
Lesson 9

Write a letter to the editor

Controlled Practice 10 minutes

2 THINKING ON PAPER

A BRAINSTORM. Think about a decision...

• Copy the brainstorming chart onto the board.
• Choose a decision that was recently made in your school or district. Use this decision as a model. (If you are unfamiliar with a real example, choose a hypothetical one. Examples could be a decision to require students to wear uniforms, to ban cell phones from campus, to close the cafeteria, to remove junk food from vending machines).
• With students, brainstorm and take notes on the positive and negative results. Write ideas in the chart, not full sentences.

B Choose the negative result that is the...

• Follow through with the example you introduced in Exercise 2A. For example, if the problem is the decision to ban cell phones, the biggest negative result might be that students and parents are unable to reach one another.
• Copy the graphic organizer onto the board. Write the model problem in the center. With the class, brainstorm as many solutions as possible. (It can be more or fewer than four.) For example, students might be allowed to carry cell phones, but if the phone rings during class a teacher can confiscate it. Another solution might be to require students to leave phones in lockers. A third might be that students must deposit phones in a basket on the teacher’s desk at the beginning of each class.
• Form pairs or groups. Have students discuss the pros and cons of each suggested solution. Have them choose the two best solutions.
• Call on volunteers to say which two solutions they chose. Have them explain their reasons.
• Have students select their own problem and brainstorm their own solutions, using the graphic organizer.
• Have them share their ideas with a partner or partners.

Communicative Practice 20 minutes

3 WRITE

Write your own letter to the editor...

• Have students take out the outline you did of the model letter in the Writing Tip after Exercise 1C.
• Say: Use the outline to write your letter. It’s OK to change or add ideas while you are writing.
• Read the checklist items in Exercise 4. Tell students to use them as a guide while they are writing.
• Encourage students to use the unit grammar: adverb clauses of reason and purpose; infinitives of purpose; adjective clauses; and past modals.
• Have students write in class.

MULTILEVEL INSTRUCTION for 3

Pre-level Give students the option of providing just one solution to the problem they chose. They can shorten or omit the advantages or disadvantages.
Above-level Have students write four paragraphs. They should include the advantages and disadvantages of the decision as well as two or more solutions.

4 CHECK YOUR WRITING

• Have students read their paragraphs and check the boxes in the checklist. Alternately, have them revise their paragraphs according to the items in the checklist.
• Collect papers. Make corrections as needed in paragraph format, grammar, and the items in the writing checklist.

Expansion: Writing Practice for 4

• Have students rewrite their paragraphs.
• Pair students and have them read their paragraphs to each other.
• Have volunteers read their paragraphs to the class.

Extra Practice

Interactive Practice page 108
Show what you know!

1 REVIEW

Turn to page 253 for the Grammar Review.

2 ACT IT OUT

STEP 1. Review the conversation...
- Play CD 2, Track 30. If necessary direct students to the script on page 167.

STEP 2. ROLE PLAY. PAIRS. Role-play...

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.

- Have students look at the illustration. Ask: Who are the people? Where are they? What are they talking about?
- Read the role descriptions.
- With the class, brainstorm about some solutions to the problem. List them on the board.
- Model the role play with an above-level student. Play the role of the teacher. You can begin like this: Thank you for coming to see me, [name]. I wanted to talk to you about [child's] grades. Include one or more of the solutions suggested by the students.
- Remind students to try to use the unit grammar in their role play.
- Tell students to practice out loud at least twice.
- Have volunteers perform their role-play.

3 READ AND REACT

STEP 1. Consider the problem.
- Read the problem out loud while students read silently.
- To check comprehension, ask: What is going to happen next Friday evening? What is the problem?

STEP 2. GROUPS. Discuss. What are the...
- Form groups of three or four. Have each group choose a timekeeper, a note taker, and a reporter. The note taker should write down the reasons and actions that the group proposes.
- Give a time limit for discussion. Walk around and provide help as needed.
- Have the reporter from each group share the group's ideas. List the solutions on the board.
- Have students vote on the best solution.

Expansion: Speaking Practice for STEP 2
- Ask students if they have had a similar experience and how they dealt (or are dealing) with it.

4 CONNECT

Turn to page 261 for the Self-Efficacy Activity and page 271 for the Team Project. See page T-xi for classroom management tips for these activities.

Progress Check
Which goals can you check off? Go back to page 165.
Ask students to turn to page 165 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.

Go to the CD-ROM for more practice.
If students need more practice with the vocabulary, grammar, and competencies in Unit 9, encourage them to review the activities on the CD-ROM.
Safety First

Unit Overview

Goals
- See the list of goals on the facing page.

Grammar
- Make / have / let / get + Verb
- Reflexive pronouns
- Could you / I . . . ? / Why don't you / I . . . ? / Would you mind . . . ?

Pronunciation
- Auxiliary verbs
- The letter o

Reading
- Talk about workplace safety
- Reading Skill: Looking for words that signal time order

Writing
- Write about ways to improve workplace safety

Life Skills
- Interpret and complete an accident report

Preview
- Say the unit title and have students look at the picture. Ask: What do you think this unit will be about?
- Ask the preview questions. You can also ask: What is happening in the photo? What safety measures do you see? Do you think this is a safe workplace?

Unit Goals
- Point to the Unit Goals. Have students read them silently.
- Tell students they will be studying these goals in Unit 10.
- Say each goal and explain unfamiliar vocabulary as needed for example, progress report: an oral or written report from an employee to a manager or a worker to a customer detailing the progress of a project so far; accident report: a report concerning the details of an accident occurring at work or on a job site; promotion: the elevation of a worker from a lower-level position to a higher-level one.
- Tell students to circle one or more goals that are very important to them. Call on several volunteers to say the goals they circled.
- Write a checkmark (✓) on the board. Say: We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.
Lesson 1  Give a progress report

Getting Started  5 minutes

1  BEFORE YOU LISTEN

A GROUPS. Which things are most important...
- Form groups. Have them choose a timekeeper, a note taker, and a reporter to write down the group's ideas.
- Give a time limit. While students are talking, walk around and provide help as needed.
- Have the reporter from each group share the group's ideas. Write the responses on the board.

B When people or companies need...
- Have students look at the photo and answer the question. Ask students to say what they see in the picture that supports their guess.

Culture Connection
A contractor's job is to manage a building project. Besides hiring the workers, the contractor is also responsible for obtaining permits and meeting all the legal requirements of the project. Contractors must be licensed and they must have insurance. Subcontractors are independent workers who are hired by the contractor to work on a specific project. They can have specific skills, such as carpentry or plumbing. Subcontractors are also required to be licensed and insured.

Presentation  10 minutes

2  LISTEN

A Sam is a contractor. He is talking to...
- Have students look at the photo. Ask: Which man is the contractor, and which one is the subcontractor? Where are they?
- Remind students to listen specifically for the answer to the question in the Student Book. It is not necessary to understand every word.
- Play CD 2, Track 39.
- Have students compare answers with a classmate.
- Call on a volunteer to answer the question.

Controlled Practice  10 minutes

B Read the statements. Then listen...
- Read item 1 with the class.
- Have students read the questions and predict the answers.
- Play Track 39 again. Have students answer the questions.
- Call on students to read the questions and answers. If an answer is false, have students correct it.
- If students have difficulty answering a question, play the corresponding part of the recording again.

C GROUPS. Sam is upset because Oleg...
- Briefly review the structure and meaning of the past modal could have + past participle. Say: Could have is used to talk about possibility in the past.
- Form groups. Have them choose a timekeeper, a note taker, and a reporter to write down the group's ideas.
- Give a time limit. While students are talking, walk around and provide help as needed.
- To wrap up, have the reporter from each group share the group's ideas. Have them use could have + past participle.

Expansion: Speaking Practice for 2C
- Discuss the following questions with the class: Have you ever done any building or remodeling on your home? If so, who did the work for you? Was the work completed on time? If not, what caused the delay?
Lesson 1  Give a progress report

Presentation  10 minutes

3 CONVERSATION

A Sam is doing work...

- Define terms as needed, for example, supplier: the company or business that sells a particular product, such as sinks; back order: an order or part of an order of goods waiting to be filled because it is not currently available.
- Play CD 2, Track 40. Students listen and read silently.
- Optional: You may want to have above-level students listen with their books closed.
- Check comprehension. Ask: What is the name of the building manager? What is the name of Sam’s subcontractor? What is the problem? Why can’t Sam use a different supplier?

Communicative Practice  15 minutes

C ROLE-PLAY. PAIRS. Role-play this situation....

- Read the role descriptions.
- Discuss the situation with the class. Have them decide when the remodel was supposed to be finished; how many bathrooms the subcontractor has finished; how far behind he is; and when he now expects to finish the job.
- Model the role play with an above-level student. Play the role of Student A. Have Student B begin the conversation. For example: B: Hello, [name]? This is [name]. Listen, I’m calling because I need a progress report on the bathroom remodeling. My tenants are getting upset . . .
- Have students write out their dialogues if necessary. Walk around and provide help as needed.
- Tell students to practice out loud at least twice.
- Have volunteers perform their role-play for the class.

Controlled Practice  10 minutes

B PAIRS. Practice the conversation.

- Form cross-ability pairs and have students take turns reading each role.
- Have students switch partners and practice again.
- Walk around and listen as students are practicing. Provide help as needed.
- Ask volunteers to perform the conversation for the class.

D MAKE IT PERSONAL. GROUPS. Talk about...

- Ask the class: What are some ways that employers pressure employees to work faster? List students’ ideas on the board.
- Form groups. Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- Call on volunteers to share their answers.

Extra Practice

Interactive Practice

MULTILEVEL INSTRUCTION for 3B

Cross-ability Have the lower-level student read the part of Jan.
Lesson 2  Talk about work requirements

Getting Started  10 minutes

• Ask for a student volunteer to help you demonstrate the grammar.
• Hand the student a mop or a broom and tell the student to clean the floor (or a similar task). In a voice that makes it clear you are pretending, say: You have to clean this floor before you go out. Pause and then say: The parent made the teenager clean the floor. Write make on the board.
• Have the student pretend to cut your hair. Say: I didn’t cut my own hair. I had [name] do it. Write have on the board.
• Finally, ask the student to perform a classroom task such as erasing the board. Say: Could you please erase the board for me? I don’t have time. After the student does it, say: I got [name] to erase the board. Write get on the board.
• Point to the four verbs on the board. Tell the class: We’ll learn about these verbs in this lesson.

Presentation  20 minutes

Make / have / let / get + Verb

• Copy the sentences from the grammar chart onto the board. Divide each sentence into two parts: the first noun + verb, and the second noun + verb. Point and explain: The subject of the sentence is the doer of the first verb. The object of the sentence is the doer of the second verb. In all the sentences, the subject causes (makes, has, lets, gets) the object to do something.
• Have students look at all the examples. Ask: What do you notice about get? (It’s followed by object + infinitive, whereas make, have, and let are followed by object + base form.)
• Read the first sentence and the first Grammar Watch note. Explain that with make, the subject requires, forces, or compels the object to perform an action. The object has no choice.
• Read the second sentence and the second Grammar Watch note. Say: We often use have to talk about services or tasks that other people do for us. Provide other examples.

Language Note

The four verbs make, have, let, and get are often called causative verbs. In all sentences with these verbs, the subject causes (by means of force, permission, or persuasion) the object to perform some kind of action.

Expansion: Grammar Practice

• Repeat the mini-role plays from Getting Started. As you perform each action, say each sentence with a verb. Emphasize the verbs as shown.
• Have students respond with make, have, let, or get, as follows: 1. T: I required [name] to sweep the floor. Ss: You made [name] sweep the floor. 2. T: I paid [name] to cut my hair. Ss: You had [name] cut your hair. 3. T: I allowed [name] to borrow my book. Ss: You let [name] borrow your book. 4. T: I persuaded [name] to erase the board. Ss: You got [name] to erase the board.

Controlled Practice  15 minutes

• Read the third sentence and the third Grammar Watch note. Say: Let means allow or permit.
• Read the fourth example and the fourth Grammar Watch note. Say: Get means persuade.

Controlled Practice  15 minutes

1  PRACTICE

A  Read the first sentence. Then underline...
• Read the first sentence out loud. Ask: Who drove the forklift?
• Have students do the exercise.
• Check answers.

B  Complete the instructions for supermarket...
• Have students look at the photo. Ask: What is the woman doing?
• Read the first sentence.
• Have students complete the exercise.
• Check answers. Have students paraphrase sentences to show comprehension. For example, get your bagger to . . . means persuade the bagger to . . .
Lesson 2 Talk about work requirements

Communicative Practice 15 minutes

Show what you know!

STEP 1. GROUPS. What things has an...
- Read the list of items. Instruct students to place a checkmark next to the items that their employer (present or past) asked or allowed them to do.
- Form groups. Instruct students to explain, describe, or elaborate on each item that they checked.

MULTILEVEL INSTRUCTION for STEP 1
Pre-level Have students speak only about the items on the list.
Above-level Have students add items to those on the list, including something that their employer got them to do, for example, work overtime or work on a weekend.

STEP 2. PAIRS. Do any of these issues pose...
- Pair students and have them discuss the issue they chose.
- While students are talking, walk around and provide help as needed.
- Have volunteers tell the class about their problems. Have the class discuss solutions, for example, quit the job, speak to the boss, write a letter to the company president, and try to repair the problem.

Progress Check
Can you . . . talk about work requirements?
Say: We have practiced talking about work requirements. Now, look at the question at the bottom of the page. Can you talk about work requirements? Write a checkmark in the box.

Extra Practice
Interactive Practice pages 110–111
Lesson 3
Discuss workplace safety

Getting Started

1 BEFORE YOU READ

CLASS. Look at the pictures. Where...

• Hold up your book, point to each picture, and ask: What is this? (emergency exit, sprinkler system, and fire extinguisher)
• Have students say where these items are located in your classroom or school.
• Have volunteers answer the questions.

Presentation

2 READ

Read and listen. What did the...

• Note: Do not pre-teach the boldfaced vocabulary. The items are practiced in Exercise 4.
• Have students look at the photo. Ask: What do you see? When do you think the photo was taken? Why do you think it was taken?
• Have students read silently without using dictionaries.
• Give a time limit, but allow more time to read if necessary.
• When time is up, call on volunteers to answer the question. Have them read the sentence in which the answer is found. Hint: The article does not use the word realize. Students should look for other words (learn, aware) to find the answer.
• As a final step, play CD 2, Track 41 as students read and listen.

Expansion: Reading Practice

• In Unit 9, students learned the concept of unity—that a paragraph should have one main idea. Pair students. Assign each pair one paragraph from the reading. Instruct them to find the main idea of the paragraph.
• Call on students to say the main idea of each paragraph in their own words. Take notes on the main ideas in the form of an outline on the board.

Teaching Tip
Having students outline the main ideas of a reading text helps them to see the global organization of the text.
Discuss workplace safety

Lesson 3

Controlled Practice 20 minutes

Read the Reading Skill. Then read...

• Tell students to look at the words they highlighted as they do the exercise.
• Check answers.

PAIRS. Discuss.

• Pair students and have them answer as many questions as possible.
• Share answers with the whole class. Have students share what they know about worker unions and OSHA.

Culture Connection

OSHA, the Occupational Safety and Health Administration, is part of the U.S. Department of Labor. It was created in 1970 for the purpose of preventing workplace injuries. The agency oversees a wide range of regulations pertaining to, for example, the use of protective equipment (such as hard hats), permissible levels of hazardous materials, the use of guards on moving machine parts, air quality in work spaces, procedures for handling contagious materials (such as viruses), and more.

Show what you know!

STEP 1. Are working conditions safe...

• Ask the class to name a job that is still dangerous today, for example, coal miner.
• Have students think of other dangerous jobs and write them down.

STEP 2. GROUPS. Share your lists. What can...

• Form groups.
• Have students take turns talking about the items on their list. Instruct them to explain why the jobs they listed are dangerous and then to figure out what can be done to minimize the danger.

Expansion: Reading Practice for Show what you know!

• Have students do an Internet search for most dangerous jobs. For example, according to MSN Money, the most dangerous job in America—measured in terms of number of fatalities—is a timber cutter.
• Have them print out the lists they find. In class, have them compare the Internet lists with their own lists.
• Go over the items on one of the Internet lists and find out if any students have performed any of those jobs.

Controlled Practice 20 minutes

MULTILEVEL INSTRUCTION for 4

Cross-ability Have pre-level students find the words and read the sentences in which they appear. Then have above-level students help them guess what the words mean and do the exercise.

Check your understanding

Reading Skill: Looking for Words that Signal Time Order

• Read the Reading Skill.
• Have students skim the article again and highlight the dates and time expressions that show time order.

Show what you know!

STEP 1. Are working conditions safe...

• Ask the class to name a job that is still dangerous today, for example, coal miner.
• Have students think of other dangerous jobs and write them down.

STEP 2. GROUPS. Share your lists. What can...

• Form groups.
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• Go over the items on one of the Internet lists and find out if any students have performed any of those jobs.

Extra Practice

Interactive Practice pages 112–113
Lesson 4  Talk about preventing accidents at work

Getting Started  5 minutes  Controlled Practice  15 minutes

1  BEFORE YOU LISTEN

CLASS. What is this machine? What...
- Students may not know the term printing press. Write it on the board. Have students answer the questions. You can also ask: Where can you find a machine like this? What is it used for? How does it work? What is the man wearing on his ears? Why do you think he’s wearing them?

Presentation  5 minutes

2  LISTEN

A 🎧 Asad works on a printing...
- Have students look at the photos. Ask: Who is the man? Where is he? What problem might he be having?
- Tell students to read the question. Then have them look at the photo again. Tell them to predict the answer.
- Remind students to listen specifically for the answer to the question. It is not necessary to understand every word.
- Play CD 2, Track 42.
- Call on a volunteer to answer the question. Ask students: Was your prediction about the conversation correct?

B 🎧 Read the statements. Then listen...
- Do item 1 with the class.
- Have students read the remaining statements silently and predict whether they are true or false. Define terms as needed, for example, jewelry: accessories such as necklace, bracelet, etc.; manual: a book of instructions.
- Play Track 42 again.
- Have students complete the exercise alone or in pairs.
- Call on students to read each statement and say whether it is true or false. If it is false, ask the student to correct it. Write the answers on the board.
- If students have difficulty answering a question, play the corresponding part of the recording again.

C 🎧 Listen again. How does Asad...
- Instruct students to listen for three steps in the safety check.
- Play Track 42 again.
- Check the answers to the first question.

Answer: Asad makes sure the guards are all on the machine. He makes sure not to be wearing long sleeves or jewelry. He keeps his hands a safe distance from the rollers.
- With the class, discuss the second question.
Lesson 4  Talk about preventing accidents at work

Presentation  10 minutes

3 CONVERSATION

Pronunciation Watch

- On the board, write the following phrases. 1. stand up, 2. ask Allan, 3. pick apples, and 4. give advice
- Say each phrase. Say to students that final consonants join clearly to words beginning with vowels. Draw a linking curve from the d to the u in the first example, and repeat the phrase stand up. Draw a linking curve from the k to the a in the second phrase. Draw a linking curve from the k to the a in the third phrase, as you repeat it. Cross out the e in give, then draw a linking curve from the v to the a in the fourth phrase as you repeat it.
- Read the Pronunciation Watch note.
- Read the sentences again and have students repeat.

A Listen to the sentences. Then listen...

- Play CD 2, Track 43. Have students listen.
- Play Track 43 again. Have students listen and repeat.

Controlled Practice  15 minutes

B Read the sentences. Draw a line...

- Do item 1 with the class.
- Play CD 2, Track 44. Have students do the remaining items.
- Play Track 44 again. Check answers.

C Asad and Claudia are continuing...

- Play CD 2, Track 45. Have students read and listen silently.
- Optional: Have above-level students listen with their books closed.
- Check comprehension. Ask: What happened to Luis? What is Claudia going to do?

Extra Practice

Communicative Practice  10 minutes

B MAKE IT PERSONAL. GROUPS. Discuss.

- Answer the questions yourself. Tell students about your experience.
- Form groups. Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- Call on volunteers to share their answers with the whole class.
Getting Started 5 minutes

- Tell a story about the first time you did something by yourself in a foreign country for example, go to the post office, use a pay phone, or ride a bus. Start by saying I want to tell you about the first time I ______ by myself. Tell what you did and how you felt.
- Call on volunteers to tell similar stories about their experiences in the U.S. After each anecdote, write on the board: [name] [verb] by herself/himself.
- Say: Myself, himself, and herself are called reflexive pronouns. In this lesson we’ll learn how we use these pronouns.

Presentation 20 minutes

Reflexive pronouns

- Copy the grammar chart onto the board. Read the sentences. Have students repeat.
- Read the first and second Grammar Watch notes. In the examples, circle each subject and each reflexive pronoun. Point out that they refer to the same person, for example, I and myself.
- Do a quick drill. Erase the reflexive pronouns. Read the subject pronouns and have students respond with the reflexive pronoun.
- Read the third note, which deals with the meaning of reflexive pronouns. To reinforce, ask questions and have students respond with a reflexive. Then have the class restate the response. For example: A: [name,] did [name] help you with your homework? B: No, I did it by myself. Ss: She did it by herself. A: [name,] did someone drive you to class? B: No, I drove myself. Ss: She drove herself (to class.)
- Write the following on the board: Johanna drove Kurt to class. Ask: Can we use a reflexive in this sentence? (no) Why? (because the subject and object are different people)

Expansion: Grammar Practice

- Select verbs from the list on page 284 and write them on slips of paper. Give one slip to each student. Tell students to create a sentence using the verb and a reflexive pronoun, for example, I told myself to do a safety check before operating the equipment.
- Have students stand up and mingle. As they meet a classmate, they should say the sentence they created and listen to their classmates’ sentence. Then they should switch slips of paper, and each student should create a new sentence using the new verb. Remind students to use subjects other than I in some of their sentences.
- Have students mingle and switch papers as many times as time permits.
- At the end, collect all the slips. Call out each verb and have a volunteer say a sentence with it.

Controlled Practice 15 minutes

1 PRACTICE

Read what a nurse’s aide wrote about her first day...

- Read the passage. Define words as needed, for example, bandage: a covering for a wound; latex: material used for making gloves.
- Read the example with the class.
- Have students do the exercise.
- Check answers. Have students say which words they circled and underlined.
Lesson 5  
Talk about preventing accidents at work

2  PRACTICE

A Complete the conversations. Circle...
- Remind students that we can only use the reflexive when the subject and object are the same person.
- Read item 1 with the class.
- Have students complete the exercise and compare answers with a partner.
- Check answers.
- Have students read the items in pairs. Call on volunteers to read them for the class.

B Complete the sentences with the correct...
- Read item 1 with the class.
- Have students do the exercise and compare answers with a partner.
- Check answers.

Communicative Practice  20 minutes

Show what you know!

STEP 1. Answer the questions.
- Model answering each question with information about yourself.
- Have students take notes on their answers. While students are working, walk around and provide help as needed.

STEP 2. GROUPS. Ask one another the...
- Form small multilevel groups.
- Instruct students to ask and answer the questions in a circular fashion. For example, Student A reads the first question and Student B answers; Student B reads the second question and Student C answers; etc.
- If possible, students should explain their answers, not answer just yes or no.
- While students are talking, walk around and provide help as needed.

MULTILEVEL INSTRUCTION for STEP 2
Pre-level  Have students ask and answer the questions in the book. Tell them they may give short answers if they are unable to explain.
Above-level  When the group has finished answering all the questions in the book, have students ask two or three additional questions using reflexives.

Progress Check
Can you . . . talk about preventing accidents at work?
Say: We have practiced talking about preventing accidents at work. Now, look at the question at the bottom of the page. Can you talk about preventing accidents at work? Write a checkmark in the box.

Extra Practice

Interactive Practice  pages 114–115

T-195  UNIT 10
Lesson 6 Interpret and complete an accident report

Getting Started 10 minutes

- Explain that in case of an accident at most workplaces, workers will be required to fill out an accident report form for insurance purposes.
- If you have ever had to fill out such a form, tell the class about your experience.
- Ask the class if anyone has ever had to fill out such a form. Have them tell the class about their experience.

Presentation 15 minutes

1 READ AN ACCIDENT REPORT

When people have an accident at work...

- Have students read the accident report.
- Call on a student to answer the question.
- Ask additional comprehension questions. For example, Which part of his body did Charles injure? How many days of work did he miss? Did he use safety equipment?

MULTILEVEL INSTRUCTION for 1

Cross-ability Have the above-level student help the pre-level student with vocabulary as they read the form together.

Expansion: Speaking Practice for 1

- According to the accident report, Charles fell 35 feet backwards, yet he only sprained his back and missed three days of work. Discuss: 1. What kind of injury would you expect in the case of a person falling 35 feet? 2. Why wasn't Charles injured any worse? 3. Have you ever witnessed a similar accident?
Lesson 6  Interpret and complete an accident report

Controlled Practice  15 minutes

A  Read the report again. Then answer...
- Have students answer the questions in complete sentences.

B  PAIRS. Compare your answers.
- Have students compare answers with a partner. If partners have different answers, they should look back at the report together and determine which answer is correct.

Guideline: Writing Practice for 2A
- Write the numbers 1 through 8 on the board. Call up students to write their answers on the board.
- Have other students read the sentences and state if they are correct.
- Correct errors as needed.

Communicative Practice  20 minutes

C  GROUPS. Discuss.
- Form groups. If possible, make sure at least one person in each group is employed.
- Have groups choose a timekeeper.
- Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- To wrap up, call on students who work to explain the procedures that are followed at their job in case of an injury.

Guideline: Communication Practice

D  MAKE IT PERSONAL. Imagine that you...
- With the class, brainstorm some accidents that could happen at work. List them on the board.
- Have students choose one of the accidents on the board or use their own idea and fill in the report form.

Guideline: Speaking Practice for D
- Put students in groups. Have them share their accident reports and answer their classmates’ questions. Encourage students to use their imagination when talking about their accidents.
- Call on volunteers to tell the class about their “accidents.”

Progress Check

Can you . . . interpret and complete an accident report?
Say: We have practiced interpreting and completing an accident report. Now, look at the question at the bottom of the page. Can you interpret and complete an accident report? Write a checkmark in the box.

Extra Practice

Interactive Practice  pages 116–117
Lesson 7  Recognize requirements for promotions

Getting Started 10 minutes

1 BEFORE YOU LISTEN

GROUPS. What are reasons that a manager...

- Write the words raise and promotion on the board. Ask students to define them and share their experiences. For example, you can ask: Who got a raise or promotion recently?
- Form groups. Have them select a timekeeper, a note taker, and a reporter to write down the group's reasons.
- Give a time limit. While students are talking, walk around and provide help as needed.
- Have the reporter from each group share the group's list.

Presentation 5 minutes

2 LISTEN

A 🎧 Lisa works at Parcel Movers,...

- Make sure students understand package delivery service. (FedEx, UPS, etc.)
- Play CD 2, Track 46. Have students listen for the answers to the questions.
- Call on students to answer the questions. Play the recording again if necessary.

Controlled Practice 5 minutes

- Read the sentences. Then listen...

- Have students read the questions and predict the answers before listening.
- Define a sorter as a person who divides items (like packages) into similar categories. For example, packages might be sorted according to ZIP code.
- Play Track 46 again.
- Have students do the exercise.
- Call on students to give the answers.

Communicative Practice 10 minutes

GROUPS. Think about the reasons Lisa...

- With the class, review the reasons why Lisa was promoted. (She's efficient, accurate, helpful, safe, and conscientious.) Play CD 2, Track 46 again if necessary.
- Form groups. Give a time limit for discussion. While students are talking, walk around the room and provide help as needed.
- Have volunteers answer the questions.

Expansion: Speaking Practice for 2C

- Have students tell about a person at their work who was recently promoted. Ask students why they think that person was chosen. If necessary, prompt students by asking questions that use the same vocabulary as the conversation. For example, Is [the person who was promoted] efficient/conscientious/helpful? Does he or she follow safety procedures? Do other workers respect this person?
Lesson 7 Recognize requirements for promotions

Presentation 10 minutes

3 CONVERSATION

Pronunciation Watch
- Write the following sentence on the board. Underline the letter o in each word: The job was done two weeks ago.
- Instruct students to listen to the sentence and answer the question: Are the o sounds pronounced the same or differently? (differently) Read the sentence slowly several times.
- Say the words job, done, and ago in isolation. Exaggerate the vowels. Have students repeat.
- Read the Pronunciation Watch note.

Language Note
The words no, ago, and promoted have a long, rounded ou sound. In the words job, not, and operate, the o is transcribed as /ɑ/. Finally, in the words other, done, and company, the o is pronounced /ə/.

A Listen to the words. Notice...
- Play CD 2, Track 47. Have students listen.
- Play Track 47 again. Have students listen and repeat.

Controlled Practice 10 minutes

B Listen to the words. Notice...
- Copy the chart from Exercise A onto the board.
- Read the word only. Ask the class: Does it sound like no, job, or other? [no] Write it in the first column on the chart.
- Play CD 2, Track 48. Have students do the exercise.
- Check answers. Say each word. Have students hold up one finger if it belongs in column 1, two fingers if it goes in column 2, and three fingers if it goes in column 3.

C Kay and Luis are talking about their...
- Explain difficult vocabulary as needed.
- Play CD 2, Track 49. Have students listen and read silently.
- Check comprehension. Ask: How long has Kay been working at the company? Is she a good employee? What is the problem? What does Luis suggest?

4 PRACTICE

A PAIRS. Practice the conversation.
- Form pairs and have students take turns reading each role.
- Have students switch partners and practice again.
- Take notes on errors in the pronunciation of words with o.
- Review the pronunciation errors in your notes. Have the class repeat the correct form.
- Ask volunteers to perform the conversation.

Expansion: Speaking Practice for 4A
- Have students role-play a conversation between Kay and her manager. To begin, Kay should knock on her manager’s door and ask if the manager has time to talk to her. Then she should repeat the things she told Luis: how long she’s been with the company and her good work habits. The manager should reply, either explaining why Kay hasn’t received a promotion or agreeing that Kay deserves one and will get it soon.
- Pair above-level students with lower-level students. The above-level student should play the part of the manager.

Communicative Practice 10 minutes

B PROBLEM-SOLVING. GROUPS. Kay...
- Form groups. Have them select a timekeeper, a note taker, and a reporter.
- Give a time limit for the discussion.
- Have reporters share their groups’ ideas.
Lesson 8  Make requests, suggestions, and offers at work

Getting Started  10 minutes

- On the board, write a two-column chart with the headings Questions and Answers. In the Questions column, list Could you ...? and Could I ...?
- Ask questions that will elicit both positive and negative responses. For example, ask a student Could I use your pencil?
- Next, ask questions that will most likely elicit negative responses. These can be humorous. For example: Could you buy me a flat-screen TV?
- Next, write the phrases Why don't you ... and Why don't I ... in the Questions column. Ask the class: Who has a problem? Call on a student to state a (nonserious) problem. Respond with Why don't you ... Ask another student to name a problem. Offer to help with Why don't I ...?
- Point to the chart and say: We’ll learn about these questions and responses in this lesson.

Presentation  20 minutes

**Could you/I...? / Why don't you/I...?**

- Read the first example in the Grammar chart. Say: Could I is a polite way of asking for permission. Give another example.
- Read the second example. Explain: Could you is a polite way of asking somebody to do something. Give another example.
- Read the affirmative and negative answers for the questions with Could you/I. Explain: These are polite ways of saying yes or no to requests.
- Read the sentence with Why don't you. Explain: We use Why don't you to give a suggestion or advice. Point to the responses and say: These are polite ways of agreeing or disagreeing with a suggestion.
- Read the sentence with Why don't I. Explain: This is a polite way of offering to help somebody. Point to the responses and say: These are polite ways of accepting or turning down an offer.
- Finally, read the sentence with Would you mind. Say: Would you mind is a way of asking for something. It's followed by a gerund. Point to the responses. Say: Not at all means you agree to help. I'm sorry means you can't help.
- Read all the Grammar Watch notes.

Language Note

Students are often confused by Would you mind because the response is counter intuitive; that is, a no answer means that the person agrees, and a yes answer means the person refuses!

**Expansion: Grammar Practice**

- Make a set of yes/no cards, one card for each student. Write yes on half of the cards and no on the other half. Shuffle the cards and place them on your desk.
- Divide the class into five groups. Each student in group 1 will write a request with Could I on a strip of paper. Each student in group 2 will write a request with Could you, each student in group 3 will write a suggestion with Why don't you, and so on.
- Collect all the strips and put them into a container.
- Call students up to the front of the room one by one. Each student will draw a strip out of the container and hand it to you. You will read the question on the strip. The student takes a yes/no card from the top of the deck and responds.
- For example, suppose a student draws a strip which says Could I borrow $100? and the student draws a card that says yes. An appropriate reply would be Sure you can, Yes, of course, or No problem.

Controlled Practice  10 minutes

**1 PRACTICE**

- **Match the requests or suggestions...**
  - Read the requests and suggestions. Have students match the request or suggestion with the correct response. Do item 1 as an example.
  - Have students complete the exercise. Make sure students understand they should ignore the boxes following the questions until they do Exercise 1B.
  - Check answers.
  - Pair students and have them take turns reading the questions and responding appropriately.

- **Look at Exercise 1A again. Is each question...**
  - Do item 1 with the class as an example.
  - Have students identify the meaning of each question.
  - Check answers.
Lesson 8  Make requests, suggestions, and offers at work

2 PRACTICE

Complete the questions with the correct...

- Read the expressions in the box.
- Do item 1 with the class as an example. Remind students that some items have more than one correct answer.
- Have students complete the exercise in pairs.
- Check answers.
- Form pairs and have them read the dialogues. Then have them switch roles and read again.
- Call on one pair to read each item out loud.

Communicative Practice  20 minutes

Show what you know!

ROLE PLAY. PAIRS. Role-play these situations.

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.

- Model one of two of the situations with an above-level student. For example: A: Excuse me, Bob. I forgot my glasses. Could I borrow yours? B: No problem or Sorry, I’m using them now.
- Form cross-ability pairs.
- Have students alternate making requests, suggestions, or offers and responding. Remind them to use the target grammar.
- After pairs have practiced all the items, have different pairs perform each situation for the class.

MULTILEVEL INSTRUCTION for ROLE PLAY

Cross-ability Have the higher-level student initiate the request or suggestion. Have the lower-level student respond.

Progress Check
Can you . . . make requests, suggestions, and offers at work?
Say: We have practiced making requests, suggestions, and offers at work. Now, look at the question at the bottom of the page. Can you make requests, suggestions, and offers at work? Write a checkmark in the box.

Extra Practice

Interactive Practice  pages 118–119
Lesson 9
Write about ways to improve workplace safety

Getting Started 10 minutes

1 BEFORE YOU WRITE

GROUPS. Sometimes workers have good...
• Read the question aloud. Elicit one suggestion from the whole class, for example, the workplace could have a suggestion box.
• Put students in groups. Have them choose a timekeeper, a note taker, and a reporter.
• Give a time limit. While students are talking, walk around and provide help as needed.
• Have the reporter from each group share the group’s ideas. Make a list on the board.

Presentation 15 minutes

READ THE WRITING MODEL. WHAT IS...
• Read the model out loud as students read silently.
• Tell students to read the paragraph again and underline the information that answers the questions.
• Call on students to answer the questions.

PAIRS. ANSWER THE QUESTIONS.
• Pair students and have them answer the questions.
• Go over the questions and answers with the whole class.

Answers:
1. Order clerks are sitting too long in front of computers.
2. They experience eye strain, headaches, backaches, and other health problems.
3. Workers should get up and stretch every thirty minutes, they should sit two feet from the computer monitor, and the company should provide online workshops to inform workers how to stay safe.

MULTILEVEL INSTRUCTION for 1C

Cross-ability For question 1, have above-level students help pre-level students to identify not only the problem for the workers (workers have health problems) but also the resulting problem for the company (workers make mistakes or take time off from work).

WRITING TIP: IDENTIFYING PROBLEM, CAUSE, AND SOLUTION
• Read the Writing Tip.
• Ask: In the writing model, are the three topics in the same paragraph, or is each one in a separate paragraph? (separate) How does the writer conclude the letter? (with the advantages of his suggestion)
Lesson 9 Write about ways to improve workplace safety

Read the writing model again. Underline...

- Review the steps in the Writing Tip if necessary.
- Pair students and have them follow the directions.
- Go over the answers with the class.

Expansion: Writing Practice for 1D

- Write the following questions on the board:  
  1. What do you think of Lorenzo's proposed solution?  
  2. Can you think of other solutions?
- Have students discuss the questions in pairs.

Controlled Practice 15 minutes

2 THINKING ON PAPER

A BRAINSTORM. Think about potential...

- With the class, define each word in the box. Have students define or demonstrate the terms. If possible, have them use the words in sentences. Allow students to translate or use a dictionary.
- Have each student write down one or more potential hazards in his or her workplace, home, or school.
- Have them compare notes with a partner.
- Alternately, have the class brainstorm together. Write students' ideas on the board.

B Choose one of the safety issues...

- Copy the graphic organizer on the board and do a model brainstorm with the class. For example, falls are a potential problem at your school because the entryway gets slippery after it rains.
- Elicit solutions from the students and write them on the graphic organizer. For example, the school could install nonslip carpeting in the entry area; an overhang could be installed outside the building so that students could remove their wet coats outside; and the entryway could be paved with nonslip stone or cement.
- Have students think of solutions to the hazard they picked in Exercise A and write possible solutions on the graphic organizer.

MULTILEVEL INSTRUCTION

Pre-level Have students think of one problem and one possible solution.

Above-level Have students think of one problem and several possible solutions. Have them write about the advantages and disadvantages of each solution and choose the best one.

Communicative Practice 20 minutes

3 WRITE

Write an e-mail to a supervisor about an idea...

- Read the directions. Remind students to write the problem, cause, and solution(s) in separate paragraphs. Also remind them to write a concluding sentence.
- Review letter format.
- Encourage the students to use polite expressions for making requests, suggestions, and offers.
- Have students write in class.

4 CHECK YOUR WRITING

- Have students read their paragraphs and check the questions in the checklist. Alternately, have them revise their paragraphs according to the items.

Teaching Tip

You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate each student's vocabulary, grammar, mechanics, and how well he or she has completed the task. You may want to review the completed rubric with the students.

Extra Practice

Interactive Practice page 120
Show what you know!

1 REVIEW

Turn to page 254 for the Grammar Review.

2 ACT IT OUT

STEP 1. Review the conversation.
- Replay the conversation from page 198 (CD 2, Track 46).

STEP 2. ROLE PLAY. PAIRS. Role-play this situation.

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.

- Read the role descriptions.
- Model the role play with an above-level student. Play the role of Student B. You can begin the conversation like this: Could you come into my office for a minute, [name]? There's something I want to discuss with you.
- Remind students to try to use the unit grammar in their role play.
- Tell students to practice at least twice.
- Have volunteers role-play for the class.

3 READ AND REACT

STEP 1. Read the problem.
- Read the paragraph while students follow along silently.
- Have students restate the two accidents.

STEP 2. GROUPS. What is the problem? Discuss...
- Form groups of three or four. Have each group choose a timekeeper, a note taker, and a reporter.
- Give a time limit for discussion. Walk around and provide help as needed.
- Have the reporter from each group share the group's ideas. Write all the ideas on the board.

Expansion: Speaking Practice for STEP 2
- Ask students if they have had a safety problem at their workplace. Ask them how they dealt with it.

4 CONNECT

Turn to page 261 for the Self-Evaluation Activity and page 272 for the Team Project. See page T-xi for classroom management tips for these activities.

Progress Check
Which goals can you check off? Go back to page 185.
Ask students to turn to page 185 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.

Go to the CD-ROM for more practice.

If students need more practice with the vocabulary, grammar, and competencies in Unit 10, encourage them to review the activities on the CD-ROM.
Unit Overview

Goals
- See the list of goals on the facing page.

Grammar
- Past continuous for interrupted action
- Passives: Present passive and simple past passive
- Adverb clauses of condition and contrast

Pronunciation
- Weak pronunciation of is, are, was, and were

Reading
- Talk about DNA evidence
- Reading Skill: Understanding longer sentences

Writing
- Write about different legal systems

Life Skills
- Identify people in a courtroom

Preview
- Say the unit title and have students look at the art. Ask: What do you think this unit will be about?
- Read the preview questions and elicit students’ answers. As needed, provide background on the picture. Say: This is a photo of a trial, which is the legal process for determining if a person accused of a crime is guilty or innocent. The person who supervises at a trial is called a judge. In a criminal trial, the person accused of a crime is called a defendant. There are two sides in a trial and each side is represented by lawyers. A group of twelve citizens, called a jury, listens to the lawyers and ultimately decides if the defendant is guilty or innocent. The judge’s job is to make sure that all laws and procedures are followed.
- As you explain the terms above, write them on the board. Encourage students to copy them into their vocabulary notebooks.

Unit Goals
- Point to the Unit Goals. Have students read them silently.
- Tell students they will be studying these goals in Unit 11.
- Say each goal and explain unfamiliar vocabulary as needed, for example, misdemeanor: a crime that is not serious; courtroom: the place where trials are held; DNA: the genetic material that determines all our characteristics.
- Tell students to circle one or more goals that are very important to them. Call on several volunteers to say the goals they circled.
- Write a checkmark (√) on the board. Say: We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.
Lesson 1
Identify misdemeanors

Getting Started 5 minutes

- Choose three activities that are misdemeanors in your area and write them on the board. For example, 1. driving a car without front and back license plates; 2. drinking alcoholic beverages at the beach; and 3. failing to get a license for a dog.
- Ask students: Which of these activities are illegal? (all of them) Say: These activities are illegal, but they are not serious crimes. They are called misdemeanors.

Controlled Practice 5 minutes

- Read the statements. Listen to the...

- Have students read the statements silently and predict if they are true or false.
- Play Track 50 again.
- Have students do the exercise and compare answers with a partner.
- Check answers. Have students read the items and say if they are true or false. If an item is false, ask the student to correct it.
- Copy the sentences with the words ordinance and incidents on the board. Elicit definitions (ordinance: a city law; incidents: events—in this case, crimes).
- Pair students and have them read the conversation.

Presentation 10 minutes

1 BEFORE YOU LISTEN

A PAIRS. Look at the signs. They warn...
- Write the word misdemeanors on the board. Say it and have students repeat.
- Ask students to give additional examples of misdemeanors that they know about.
- Ask students to define loitering (standing around without any obvious purpose) and littering (throwing trash on the ground).
- Pair students and have them answer the question.
- Go over the answers with the whole class.

B GROUPS. Discuss. Are the actions in the...
- Form groups. Try to mix students from different countries.
- Call on volunteers to answer the question.

2 LISTEN

A David is telling his cousin Solange...
- Have students look at the photo. Ask: What is a curfew? Is there a curfew in the area where you live?
- Play CD 2, Track 50.
- Have students discuss what happened.
- Answer the question with the whole class.

Answer: The police called David. His daughter was out after 10 p.m. There’s a curfew for teenagers now in the city. After 10 p.m., no kids below the age of eighteen are allowed downtown.

Communicative Practice 10 minutes

C GROUPS. Discuss. Do you think that a...
- Put students in groups. Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- Review the discussion with the whole class. On the board, draw a two-column chart with the headings Pro and Con. Ask students to state the advantages and disadvantages of a 10 p.m. curfew. Take notes on the board.

Expansion: Speaking Practice for 2C
- In the recording, Caroline was arrested and taken to the police station for being out past curfew. Put students in groups and have them discuss the following questions: 1. Did the police act appropriately when they picked up Caroline? 2. Should there be a punishment for teenagers who are out past curfew? If so, what should it be? 3. Is it OK to impose a curfew in one part of a city but not in another part? Why or why not?

UNIT 11 T-206
Lesson 1  Identify misdemeanors

Presentation  5 minutes

3 CONVERSATION

David and Solange are talking...

• Define customs as the place at an airport or border where travelers’ bags are examined to find out if they are bringing in any illegal goods to the country.
• Play CD 2, Track 51. Have students listen and read along silently.
• Check comprehension. Ask: What did the customs officer find in Solange’s bags? What did the officer do with the items she found? Why?
• On the board, write the words contaminating and food supply. Elicit definitions.

Controlled Practice  5 minutes

4 PRACTICE

PAIRS. Practice the conversation.

• Form cross-ability pairs and have students practice reading the conversation.
• Ask volunteers to perform the conversation.

MULTILEVEL INSTRUCTION for 4A
Cross-ability Have the pre-level student read the role of David. The above-level student should help with vocabulary and pronunciation.

Communicative Practice  20 minutes

B ROLE PLAY. PAIRS. Role-play this situation.

• Read the role descriptions. Clarify that Student A was waiting for a person who did not live in the apartment building.
• Model the role play with an above-level student. Play the role of the building owner. Decide if you will call the police.
• Pair students. Give them time to practice.
• Have volunteers perform their role plays for the class.
• Select a few key errors. Say the incorrect forms. Have the class respond with the correct ones.

STEP 1. PAIRS. Discuss. Which of the...

• Read the list of misdemeanors. For improper disposal of trash, ask: Do you know a word that has this meaning? (litter or littering).
• Ask students to give examples of disturbing the peace, for example, playing loud music late at night and damaging someone’s property, for example, grafitti or knocking down a fence.
• Pair students. Give them a time limit for the discussion.
• Have students vote for the most serious misdemeanor. Ask why it is the most serious.
• With the whole class, discuss the need for misdemeanor laws.

STEP 2. GROUPS. Each of the actions above...

• Define felony: a serious crime that is punished more severely than a misdemeanor, often by spending time in prison; burglary: illegally entering someone’s home with the intention of stealing; murder: killing someone.
• Form groups. Give a time limit for the discussion.
• To wrap up, discuss question 1 with the whole class. Then have one student from each country answer question 2.

Expansion: Speaking Practice

• Students have a debate. Divide the class into two groups. Designate each group as pro or con.
• Say: You will discuss reasons why jaywalking should or should not be a misdemeanor, punishable by a fine.
• Give a time limit for discussion.
• Have each group select two speakers to present the group’s side of the argument. Each group should have a note taker. The speakers may use the group’s notes while speaking.
• The pro side speaks first, then the con side. Next, audience members can ask either side questions. To conclude, the other speaker from each team gives a short rebuttal.
• Audience members vote on who won the debate.

Extra Practice

Interactive Practice
Lesson 2  Talk about legal problems

Getting Started  10 minutes

- Do a short pantomime: Sit at your desk and pretend to correct papers. After a minute or so, have a student (with whom you made arrangements ahead of time) knock on the door. Call out ‘Come in!’
- On the board, write the following (the times are examples): 1. 7:30 began correcting papers. 2. 7:45 [name] knocked on door; stopped correcting papers.
- Say: At 7:30 I began correcting papers. What was I doing at 7:35? (You were correcting papers.) Then ask: What happened at 7:45? ([name] knocked on the door.)
- Write on the board: I was correcting papers when [name] knocked on the door. Point to the verb in the main clause, underline it, and say: This verb form is called the past continuous. Point to the verb in the dependent clause, underline it, and say: This verb is in the past. Circle when and draw an arrow to the verb knocked.
- Ask the class: Do you know another way to say the same sentence? As a hint, write While on the board and see if students can complete the sentence. If not, write While I was correcting papers, [name] knocked on the door. Again, underline the verbs. Circle While and draw an arrow to the past continuous verb.

Presentation  15 minutes

Past continuous for interrupted action

- Read the first Grammar Watch note. Use the sentences already on the board as examples. Point to correcting papers and say This action was interrupted. Point to knocked and say This is the interrupting action.
- Copy the sentences from the grammar chart onto the board. Have students identify the interrupting action and the action that interrupted.
- Read the second and third notes. Explain that while means during that time. It’s usually used with the action that started first, which has a longer duration.
- Read the fourth note. Explain that when means at that time. People usually use when with the interrupting (short) action.
- Read the final note. Rewrite the example without a comma, switching the order of the clauses.

Language Note

For the sake of simplicity, students are usually taught to use while with the past continuous and when with the simple past. In fact, however, speakers of English frequently use when with both verb forms. Thus a sentence like the following is acceptable in spoken English: My sister dropped by last night when we were eating dinner.

Expansion: Grammar Practice

- Have students write the examples from the grammar chart in all possible ways. For example, 1. I got a call on my cell while I was watching the news. 2. While I was watching the news, I got a call on my cell. 3. I was watching the news when I got a call on my cell. 4. When I got a call on my cell, I was watching the news.
- Walk around and check students’ sentences while they are writing. Check for correct punctuation and verb forms.

Controlled Practice  20 minutes

1  PRACTICE

Read the sentences. Then read the questions...

- Do item 1 with the class. If necessary, remind students to use the past continuous for the action that began first, the action that was interrupted.
- Pair students and have them complete the exercise.
- Check answers.
Lesson 2  
Talk about legal problems

Communicative Practice  
15 minutes

Show what you know!

GROUPS. Discuss. Talk about a legal problem...
- Provide a model by telling the class about a legal problem you know about. Be sure to make the problem a simple one and use simple past and past continuous.
- Put students in groups. Have them choose a timekeeper.
- Give a time limit. While students are talking, walk around and provide help as needed.
- Ask one or two volunteers to repeat their story for the whole class. Based on the stories, have the class form sentences with the simple past and past continuous.

Progress Check
Can you... talk about legal problems?
Say: We have practiced talking about legal problems. Now, look at the question at the bottom of the page. Can you talk about legal problems? Write a checkmark in the box.

Extra Practice
pages 122–123

Expansion: Speaking Practice for 2B
- Ask: In your area, what do you think will happen in the following situations? 1. A driver is stopped by the police for speeding. The person does not have a valid driver’s license. 2. A driver is stopped for speeding. The person has a valid driver’s license, but he or she forgot it at home.

Expansion: Vocabulary Practice for 2B
- Divide the class into two teams. On the board, write synonyms or definitions for some of the vocabulary in the exercise. Note: You can also say the synonyms instead of writing them. As soon as you write a synonym, students can call out the word or phrase it matches, and that team gets a point. Then write the next synonym.
- You can use the following synonyms and definitions: 1. a parking space (parking spot); 2. illegally park next to another parked car (double park); 3. leave (exit) a parking space (pull out); 4. doubt; think that someone is lying (suspicious); 5. planning to do something very soon (about to); and 6. happening (going on).
Lesson 3  Identify people in a courtroom

Getting Started  5 minutes

Read the lesson title. Ask students to name the courtroom participants that they are already familiar with. Write the terms on the board.

Presentation  20 minutes

1  IDENTIFY PEOPLE IN A COURTROOM

GROUPS. Look at this picture. Read the...

- Have students study the picture for one or two minutes, taking in the people in the picture and the various labels.
- Say each vocabulary item. Have students repeat. Then read or have a student read each definition. Answer students’ questions.
- Form groups and have students find the participants in the picture.

Culture Connection

- There are two common categories of law, criminal and civil. Criminal cases involve major crimes such as burglary, murder, rape, stealing, or driving under the influence of alcohol. If a person is convicted of these crimes, the punishment is usually imprisonment. Civil law addresses situations in which people have been harmed and a monetary compensation is requested. Examples of civil law cases include divorce and disputes involving property.
- In a criminal trial, the opposing attorneys are the defense attorney and the prosecuting attorney. The person accused of the crime is called the defendant. In civil cases, the accused person is also called the defendant, and the person who accuses the defendant is called the plaintiff. In civil cases there often is no jury; the decision is made by one or more judges.

Expansion: Vocabulary Practice for 1

- Write the vocabulary items and definitions on index cards. Mix the cards and hand them out to students. Instruct students to mingle in order to match the vocabulary cards with their definitions. When students find their partners, have them sit together.
- Have each pair of students say their vocabulary item and read the definition.

Community Building

Arrange a field trip to a local court. If possible, arrange for students to view a trial in progress. Have them draw a sketch of the layout of the courtroom and label the participants.

Controlled Practice  10 minutes

2  PRACTICE

PAIRS. Take turns. Read a definition. Have...

- Pair students. Have them complete the task while covering the answers in Exercise 1 with a piece of paper. Have them check each answer one at a time.
Identify people in a courtroom

**Lesson 3**

**Expansion: Speaking Practice for 3B**
- If possible, record the opening scenes of a television courtroom show. It can be a courtroom drama or a reality program.
- View the recording with your students and have them identify the various participants in the courtroom.

**Progress Check**
Can you . . . identify people in a courtroom?
Say: We have practiced identifying people in a courtroom. Now, look at the question at the bottom of the page. Can you identify people in a courtroom? Write a checkmark in the box.

**Communicative Practice** 25 minutes

**CLASS. Discuss.**
- Ask students about courtroom films or TV shows they have seen. Write the titles on the board.
- Have students say what they have learned from watching these programs.
- Be prepared to correct misconceptions or stereotypes that students may have. For example, students may get the impression from television that courtrooms are very dramatic, fast-paced places. In reality, most trials move very slowly and with little drama. A great deal of time is devoted to procedural matters that are quite uninteresting to spectators.

**A Dan Jones is on trial for robbing a...**
- Read item 1 with the class.
- Have students do the exercise. Have them compare answers with a partner.
- Call on students to read each quote and say who said it.

**B Practice**

- Read item 1 with the class.
- Have students do the exercise. Have them compare answers with a partner.
- Call on students to read each quote and say who said it.

**Extra Practice**
Interactive Practice  pages 124–125
Describe what happens in a courtroom

Getting Started 10 minutes

1 BEFORE YOU LISTEN

GROUPS. Have you ever seen a TV courtroom...

- Ask students to raise their hands if they have seen a TV courtroom show. Make sure there is at least one such person in each group.
- Form groups and have them answer the questions. Encourage students to think of specific ways in which the TV shows are similar to and different from real-life trials.

Community Building

- Watch a courtroom drama with the class. TV shows include *Law and Order* or *Judge Judy*. Classic films include *12 Angry Men*, *To Kill a Mockingbird*, *Kramer vs. Kramer*, and *The Verdict*.
- Find a synopsis online and read it with the class before viewing. Note: For many movies you can also find the script online by searching with these prompts: [name of film] and script.
- Explain that many courtroom procedures are very old, and they preserve the language used at the time they were established. Students should not worry about understanding every word of the courtroom scenes.
- Prepare a list of questions for students to discuss after viewing. In particular, ask students if they agree with the verdict.

Presentation 5 minutes

2 LISTEN

A Alex and Lisa are watching TV. Listen...

- Have students look at the photo. Ask: *What is happening?*
- Tell students to listen specifically for the answer to the question. It is not necessary to understand every word.
- Play CD 2, Track 52.
- Call on a volunteer to answer the question. Ask: *How do you know? What did you hear?*

Controlled Practice 5 minutes

B Read the sentences. Then listen...

- Define *case* as a legal action that is decided in a court of law.
- Have students read the questions and predict the answers.
- Play Track 52 again.
- Check answers.
- If students have difficulty answering a question, replay the segment of the listening passage that answers it.

Communicative Practice 15 minutes

C GROUPS. Discuss. If you had to go to court...

- If necessary, restate the situation without using the conditional. Say: *Imagine that you have to go to court. Do you want the case to be on TV?*
- Form groups. Give a time limit for discussion.
- Call on volunteers to answer the questions.

Expansion: Speaking Practice for 2C

- Have the class watch a segment of a reality courtroom TV show, then discuss the following questions: 1. *What is your opinion of the defendant and plaintiff in the show?* 2. *Why do you think people want to be on a show like this?*
Describe what happens in a courtroom

Presentation  5 minutes

CONVERSATION

Pronunciation Watch
- Write sentences with is, are, was, and were on the board. For example: The jury is discussing the case. Judges are elected by the people. The reality show was boring. The defendants were guilty.
- Say each sentence. Be sure not to stress is, are, was, and were. Tell students to listen for the stressed words, then repeat them for you.
- Read the Pronunciation Watch note.

A  Listen to the sentences. Notice...
- Play CD 2, Track 53. Have students listen.
- Play Track 53 again. Have students listen and repeat.
- Call on students to say the sentences.

Controlled Practice  10 minutes

B  Listen to the sentences. Circle...
- Do item 1 with the class. Stop the recording and check answers.
- Play CD 2, Track 54. Have students do the exercise.
- Check answers.

C  Gina and Nick are talking about a...
- Play CD 2, Track 55. Students listen and read silently.
- Check comprehension. Ask: When did the incident happen? Where was Nick? What was he doing? What did he see? Why did he have to go to court?

Practice  4 minutes

A  PAIRS. Practice the conversation.
- Form cross-ability pairs and have students read the conversation.
- Walk around and listen as students are practicing.
- Ask volunteers to perform the conversation.

MULTILEVEL INSTRUCTION

Cross-ability Have pre-level students read the part of Gina. Instruct above-level students to quickly read their lines, then look up and say them without reading.

Teaching Tip
The look-up-and-speak technique can help students improve their ability to remember strings of words. In the technique, learners first read a phrase or sentence silently; then they look up and repeat it from memory. While reciting, students may change words as long as they retain the meaning and use correct grammar. Over time, students can practice with longer and longer strings of speech.

Communicative Practice  10 minutes

B  MAKE IT PERSONAL. GROUPS. Have...
- If possible, tell about your own experience as a witness or having someone serve as a witness on your behalf. Encourage students to ask you questions about what happened.
- Have students raise their hands if they have ever been a witness. Distribute these students among different groups.
- Form groups and give a time limit for discussion.
- Call on volunteers to share their experience.

Expansion: Speaking Practice for 4B
- Have students do a role play in a courtroom. Assign two roles: a witness and the lawyer.
- The lawyer should ask questions such as Where were you on [date and time]? What were you doing there? What did you see?
- The witness should describe an accident like the one in Exercise 3C. Higher-level students can invent a different scenario. Students can also talk about the actual incident they described in Exercise 4B.

Extra Practice

Interactive Practice
Describe what happens in a courtroom

Lesson 5

Getting Started 10 minutes

• Introduce the passive using familiar situations. Use simple vocabulary so that students can focus on the grammar. For example, you can create a family chores chart like the following:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Benny</td>
<td>walk the dog</td>
</tr>
<tr>
<td>Mother</td>
<td>cook dinner</td>
</tr>
<tr>
<td>Cathy</td>
<td>wash the dinner dishes</td>
</tr>
</tbody>
</table>

• Put the chart on the board. Ask the class: Who walks the dog every day? Who cooks dinner? Who washes the dinner dishes? Write the answers in active voice. (Benny walks the dog; Mother cooks dinner; Cathy washes the dinner dishes.)

• Point to the sentences and explain: If we want to emphasize the person who does each chore, we write the sentences this way. The word order is subject-verb-object. We call this the active voice. Write subject + verb + object on the board.

• Continue the explanation as follows: What if we want to emphasize the object instead of the subject? Then we can say the first sentence like this: The dog is walked by Benny every day. Dinner is cooked by Mother. The dinner dishes are washed by Cathy. Write the sentences on the board.

• Point to the passive sentences and explain: This kind of construction is called the passive voice. In a passive construction, the object of an active sentence becomes the object of a passive sentence.

• Write the formula for the passive on the board: subject + be + past participle + (optional) by [someone or something].

Presentation 15 minutes

Passives: Present passive and simple past passive

• Copy the sentences from the grammar chart onto the board. It may be helpful to number them for ease of reference.

• Read the first Grammar Watch note and the example.

• Read the second note and the example. Then read the first sentence in the grammar chart. Ask the class: In the first sentence, do we know who watches this show? (no). Explain: We don’t know, and the speaker doesn’t think it’s important for us to know.

• Read the third note and example. Then read sentences 2, 3, and 4 from the grammar chart. Explain: These sentences have both a subject and an agent. The speaker decides whether to say the sentence in active or passive form, depending on what the speaker wants to emphasize.

• Point out that subjects and verbs must agree in number in passive sentences.

• Read the last note and example.

Expansion: Grammar Practice

• Erase the passive sentences about family chores on the board. Leave the active ones.

• Have students say the passive of each sentence, first with the agent and then without.

• Have students list at least three chores that are done by somebody in their household. Pair students and have them use the passive voice to tell their partner who does what. Tell them to include the agent in their sentences.

Controlled Practice 15 minutes

1 PRACTICE

• Read the sentences. Is the sentence active or passive?

• Read the Vocabulary Note at the right. Then read the example with the class.

• Have students do the exercise, working alone or in pairs.

• Check answers.

Expansion: Grammar Practice for 1

• Have students convert the sentences in Exercise 1 from active to passive and from passive to active, if possible. Remind students that a passive sentence can be changed to active only if it has an agent, in other words a by phrase.

• Explain that sentences with long objects, for example, The defendant entered a plea of not guilty, do not work well in the passive voice.
Describe what happens in a courtroom

Communicative Practice  20 minutes

Show what you know!

GROUPS. Discuss a court case you read or...

- Explain or remind students that civil cases are often decided by a judge alone.
- Explain that verdict means a jury or judge's decision at the end of a trial.
- Model answers to the questions. You may wish to talk about a famous trial, such as the murder trial of O.J. Simpson.
- Form groups. Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- To wrap up, have volunteers share their answers to the questions.

Progress Check

Can you . . . describe what happens in a courtroom?

Say: We have practiced talking about what happens in a courtroom. Now, look at the question at the bottom of the page. Can you describe what happens in a courtroom? Write a checkmark in the box.

Extra Practice

Interactive Practice  pages 126–127
Lesson 6  Talk about DNA evidence

Getting Started  10 minutes

1  BEFORE YOU READ

A  GROUPS. Discuss. What kinds of evidence...

• Remind students that the definition of evidence is the objects or information used to show a defendant’s guilt or innocence. Elicit an example, such as a photo or a gun with fingerprints on it.
• Form cross-ability groups. Have them choose a note-taker and a reporter.
• Have the reporter share the group’s list of kinds of evidence.

B  GROUPS. Read the definition for DNA...

• Keep students in the same groups as in Exercise A.
• Read the definition. Say deoxyribonucleic acid slowly and have students repeat, but point out that people seldom say the full name.
• Have students answer the questions to the best of their ability.
• Have students share their knowledge about DNA with the whole class. Provide additional explanation and clarification as needed. For example, you can explain that DNA determines every human characteristic, from physical characteristics such as eye color to mental abilities such as skill in mathematics.

Presentation  15 minutes

2  READ

Read and listen. Then review your answers...

• Have students read silently without using dictionaries.
• Give a time limit, but give students more time if necessary.
• Discuss the questions with the whole class.
• Play CD 2, Track 56 and have students listen to the passage and read.

Expansion: Grammar Practice for 2

• Have students reread the article and underline all occurrences of the passive voice.
• Remind students of the structure of the passive: be + past participle.
• Instruct them to scan the article and raise their hand when they find the first occurrence (was found in the first paragraph). Then have them continue working on their own.
• Call on students to share answers.
• Point out that the passive is used very often in scientific writing.

Community Building

For a more comprehensive explanation of more information on how DNA evidence works, have students search online using terms such as DNA evidence or how DNA evidence works. Have students try to find the answers to the following questions: 1. How is DNA evidence used in a courtroom? (to prove guilt or to clear an innocent person) 2. What are some ways that DNA evidence is used outside of a courtroom? (paternity testing, identification, studying evolution and inherited diseases). Have students combine their answers into a class information sheet.
Talk about DNA evidence

Controlled Practice 15 minutes

CHECK YOUR UNDERSTANDING

Reading Skill: Understanding Longer Sentences

- Read the Reading Skill. Say: It can be useful to try to write long complex sentences as several shorter sentences.
- Write the following long sentence on the board: Even though DNA was first discovered in 1896, it wasn't commonly used in police work until forensic scientists developed DNA testing in the 1980s.
- Break it down into shorter sentences as follows: DNA was first discovered in 1896. At that time, it wasn't used in police work. Then scientists developed DNA testing in the 1980s.

Read the Reading Skill. Then draw lines...

- Have students restate sentence 1 as two simple sentences.

Expansion: Reading Practice for 3A

- Have pre-level students find the words in the text and read out loud the sentences in which they appear. Have above-level students help with pronunciation. Next, have students discuss whatever clues are available to help guess. Have the pre-level student match the words with their definitions. Have the above-level student confirm the answers.

Read the sentences. Circle the correct word...

- Do item 1 with the class. Have students scan the text to find the answer.
- Have students do the exercise. Then have them compare answers with a partner.
- Check answers.

Find the boldfaced words in the article and...

- Remind students of the following tips for guessing from context: 1. Read each word in its sentence and determine the part of speech. 2. For verbs, determine if it is an action verb or not. For adjectives, determine if the meaning is positive or negative. For nouns, determine if the noun refers to a person or a thing. 3. Look at the sentences before and after the sentence in which the word appears to see if there is a synonym.
- Form cross-ability pairs and have students do the exercise.

MULTILEVEL INSTRUCTION for 4

Cross-ability Have pre-level students find the words in the text and read out loud the sentences in which they appear. Have above-level students help with pronunciation. Next, have students discuss whatever clues are available to help guess. Have the pre-level student match the words with their definitions. Have the above-level student confirm the answers.

Expansion: Vocabulary Practice for 4

- Form pairs. Have them quiz each other on the words in Exercise 4. Instruct Student 1 to read a definition; have Student 2 respond with the word. Then tell them to switch roles.

Communicative Practice 20 minutes

Show what you know!

GROUPS. Discuss. Do you think that DNA...

- Form groups and have them choose a note-taker and a reporter.
- Have the reporter from each group share the group's opinion.

Extra Practice

Interactive Practice pages 128–129
Lesson 7
Discuss traffic laws

Getting Started 5 minutes
• Read the lesson title.
• Ask the class: Have you ever gotten a traffic ticket? What was it for? How much did you have to pay? Have one or two volunteers share their experience.

Controlled Practice 5 minutes
• Read the statements. Then listen...
  • Have students read the questions before listening. Encourage them to predict the answers.
  • Play Track 57 again. Have students listen and answer the questions.
  • Have students compare answers with a partner.
  • Check answers. Call on students to read each question and answer. Check to make sure that students understand points and traffic school.

Communicative Practice 15 minutes
C GROUPS. Discuss. Should people...
  • On the board, draw a two-column chart with the headings Yes and No.
  • Form groups. Instruct students to think of reasons for and against requiring people to go to traffic school. Tell them to choose a note taker to take notes in the chart. They should also choose a reporter.
  • Have reporters share the group’s ideas. List them in the chart on the board.

Expansion: Speaking Practice for 2C
• Find out if anyone in the class has ever gone to traffic school. Ask: Where and when did you go? How was the experience? Do you think it helped you to be a better driver?

Presentaion 5 minutes

LISTEN
A Listen to a talk show about cars. What...
  • Play CD 2, Track 57. Have students listen for the answer to the question.
  • Have students compare answers with a classmate.
  • Call on students to share their answers.
Lesson 7  Discuss traffic laws

Presentation  10 minutes

3 CONVERSATION

Pronunciation Watch
- Write this sentence on the board: Go back to the stop sign and take a picture of it.
- Say the sentence. Tell students to notice the stressed words. Underline them (back, stop sign, take, and picture).
- Say: You've learned that content words, or words which carry meaning, like nouns, verbs, and adjectives, are usually stressed.
- Read the Pronunciation Watch note.

A Listen to the sentences. Notice the weak...
- Play CD 2, Track 58. Have students listen.
- Play Track 58 again. Have students listen and repeat.

B Ana got a ticket. Listen and read.
- Play CD 2, Track 59. Have students listen and read along silently.
- Check comprehension. Ask: Why did Ana get a ticket? What was her mistake? What could she have done to avoid getting the ticket?

Controlled Practice  5 minutes

4 PRACTICE

A PAIRS. Practice the conversation.
- Form pairs and have students take turns reading each role.
- Have students switch partners and practice again.
- Go over the pronunciation errors.
- Ask volunteers to perform the conversation.

Communicative Practice  15 minutes

B ROLE PLAY. PAIRS. Role-play this situation.
- Model the role play with an above-level student. Play the role of Student A. Tell Student B that you got a ticket. Student B should ask where you were at the time. When you say you were near a school, Student B should explain the law to you.
  • Form similar-ability pairs.
  • Have volunteers role-play their conversation.

Culture Connection
In 2008, approximately 300 U.S. cities were using cameras at intersections to catch drivers running red lights.

MULTILEVEL INSTRUCTION

Pre-level Have students write a script of their role play and practice reading it several times. Then tell them to practice without the script.

Above-level Have Student A express concern that his or her auto insurance rates will go up because he or she got a ticket. Have Student B advise Student A to go to traffic school.

Community Building
- Have students share their knowledge about the location of cameras at intersections in their city or town.
- Provide a model, for example, There's a camera at the intersection of Olympic and Beverly.
- If practical, bring in city maps and have students mark the location of the cameras.

MAKE IT PERSONAL. GROUPS. Discuss.
- Read the questions. If necessary, rephrase question 2 to avoid the unreal conditional. You can say: Imagine that all these traffic laws don't exist. What will happen?
- Form groups. Have them select a timekeeper, a note taker, and a reporter. The note taker should keep track of laws that the group feels should be changed.
- Give a time limit.
- Have reporters summarize their groups' discussion.

Extra Practice
Getting Started 10 minutes

- Remind students that they have already learned how to form sentences with adverb clauses of time (before, after, since, etc.), reason (because, since), and purpose (so, so that). Elicit examples of sentences with each subordinator. Write several sentences on the board and review their structure (dependent clause + independent clause with comma, or vice versa with no comma).
- Write the subordinators as long as, even if, and even though on the board. Say: These phrases also introduce adverb clauses. Each one has a special meaning. We'll learn how to use them in this lesson.
- On the board write an example sentence using each subordinator. Ask students if they can explain each sentence in different words. For example:
  1. You can borrow my car as long as you don't stay out too late. (You can borrow my car only if you don't stay out too late.); 2. Even if you're only going to the market, you have to wear a seatbelt. (It doesn't matter if the market is very close, you have to wear a seatbelt in the car.); 3. Even though there's not much traffic, you have to obey the speed limit. (There's not much traffic, but you still have to obey the speed limit.)

Presentation 15 minutes

Adverb clauses of condition and contrast

- Copy the sentences from the grammar chart onto the board.
- Read the first Grammar Watch note. Explain that as long as means if, but it has the added meaning of only if or only under the special condition in the adverb clause. Read the first example sentence and rephrase: You can go to traffic school only if the traffic violation isn't serious. If it is serious, you can't go to traffic school.
- Read the second Grammar Watch note and the second example. Explain that even if has the subtle meaning that it doesn't matter what the speaker thinks about the information in the clause (for example, whether the speaker likes or dislikes the information or agrees or disagrees with it); the result will not change. Say: Thus, in the example, it doesn't matter whether you are mad at the other driver. It is still true that you shouldn't honk your horn.
- Read the third note and the third example. To clarify, ask: Normally, if you park somewhere and you don't get a ticket, do you expect to get a ticket if you park there again? (no) Explain: So in this sentence, if we read that the speaker got a ticket, that is surprising information. Even though is a signal to the listener that the speaker is going to say something surprising or unexpected.
- Read the fourth note. Have three students rewrite the example sentences on the board switching the positions of the adverb clause and the main clause. Remind them not to use the comma.

Controlled Practice 15 minutes

1 PRACTICE

Read the first statement. Write T (true) or F (false)...

- Do item 1 with the class.
- Have students complete the exercise and compare answers with a partner.
- Check answers.
- Have students restate the meaning of each sentence. For item 1, for example, they can say: It doesn't matter if the road is empty, you still aren't allowed to turn left at a red light.

Expansion: Writing Practice for 1
- Have students rewrite the four sentences in the exercise with the main clause first.
- Pair students and have them switch papers. Instruct them to check each other's sentences for correct capitalization and the use of the comma.
Lesson 8
Discuss traffic laws

Expansion: Speaking Practice for Show what you know!

- Have a series of debates on the questions. Divide the class into six teams, one pro group and one con group for each of the three questions.
- Give groups time to plan their arguments in support of the position they were assigned.
- Have each team select two speakers. Explain the structure of team debate: 1. The first pro speaker presents the pro position. 2. The first con speaker presents the con position. 3. Members of the audience can ask questions of either side. 4. The second speaker for the pro side sums up the pro position. 5. The second speaker for the con side sums up the con position. 6. The audience votes on the winning team. Instruct students not to vote for the position they agree with but rather for the side that presented more convincing arguments.

Progress Check
Can you . . . discuss traffic laws?
Say: We have practiced discussing traffic laws. Now, look at the question at the bottom of the page. Can you discuss traffic laws? Write a checkmark in the box.
Write about different legal systems

Getting Started 10 minutes

1 BEFORE YOU WRITE

A GROUPS. Read the rights of people who...

• Define right in the context of this exercise: a freedom that people in a society have, such as the right to vote or the right to own a gun.
• Discuss the first item. Explain that a person arrested in the U.S. cannot be forced to speak.
• Form groups.
• Discuss the answers with the class. Ask students about legal rights in different countries.

Culture Connection
In 1966, the U.S. Supreme Court ruled in Miranda vs. Arizona that a person arrested on suspicion of committing a crime has certain rights. The ruling states, "The person in custody must, prior to interrogation, be clearly informed that he or she has the right to remain silent, and that anything the person says may be used against that person in court; the person must be clearly informed that he or she has the right to consult with an attorney and to have that attorney present during questioning, and that, if he or she is indigent, an attorney will be provided at no cost to represent him or her."

Presentation 15 minutes

B Read the writing model. What is the...

• Have students read the paragraph silently.

Writing Tip: Comparing and Contrasting

• Read the Writing Tip.
• Write a two-column chart on the board with the headings Compare and Contrast. Under each heading, elicit the words and phrases from the paragraph that express similarities and differences, respectively. For example, these terms signal differences: different from, in contrast, another important difference, and but. The word both signals similarity.

PAIRS. Answer the questions.

• Form pairs.
• Check answers.

Possible answers:

1. The rights of the accused in the U.S. with the rights of the accused in the writer's home country.
2. In the U.S., the accused has the right to a speedy and fair trial. In the writer's home country, the accused often has to wait for years in jail while awaiting trial, and the trial may not be fair.
3. In both countries, competent lawyers are very expensive. But in the U.S., if a person can't afford a lawyer, the court will provide one. In the writer's home country, the court doesn't provide a lawyer.

Expansion: Writing Practice for 1C

• Have students outline the writing model.
I. Differences in the rights of the accused
   A. U.S.
      ______________________________________
      ______________________________________
   B. Writer's home country
      ______________________________________
      ______________________________________
II. Legal representation ______________________
    A. U.S.
       ______________________________________
       ______________________________________
    B. Writer's home country
       ______________________________________
       ______________________________________

• Have students complete the outline.

• Discuss the outline with the class. First, point out that the outline does not have complete sentences; it contains main ideas only. Second, explain that the organization used in the model is called point by point organization. There are two points contrasted: the rights of the accused and legal representation. The points as well as the discussion of the two countries are separated by connectors.

• Have students circle the connecting words and phrases. Highlight the major transition between the two points. (Another important difference)
Lesson 9 Write about different legal systems

Controlled Practice 15 minutes

2 THINKING ON PAPER

A BRAINSTORM. Think about your legal...
• If necessary, go over each item and review the rights that people have in the U.S.
• Have students discuss the rights with other people from their country of origin.

B Use your answers to the questions...
• Copy the chart onto the board. Model filling in one or two lines of the chart with information about the U.S. and another country you know about.
• Have students fill in their information. Encourage them to work together with other students from their native country.
• While students are working, walk around and provide help as needed.
• Have students share their charts with a partner from a different country of origin.
• Have two or three volunteers write their charts on the board. With the class, discuss how to organize a paragraph based on the information in the charts.

C Select two rights from your chart...
• Have students choose the topics they want to write about.

Communicative Practice 20 minutes

3 WRITE

Write a paragraph that explains similarities...
• Have the students outline their paragraph. If they did the Expansion activity outline from page T-222, they can use it as a model.
• Have students read the checklist items in Exercise 4 before writing. Tell them: Keep these points in mind while you write.
• Have students write in class. While they are writing, walk around and provide help as needed.

MULTILEVEL INSTRUCTION for 3

Pre-level Have students write about one difference between the legal rights of the accused in their country and the rights of the accused in the U.S. Have them use the introduction and organization from the model paragraph.

Above-level Have students write about several similarities and differences. Tell them to write the similarities and differences in two blocks, as in the model.

CHECK YOUR WRITING

• Have students read their paragraph and check the items in the checklist.
• If students are unable to check something off because they left it out, or if they want to rewrite part of their paragraph, encourage them to do so.

Expansion: Writing Practice
• Have students rewrite their paragraphs in class.
• Pair students and have them read their paragraphs to each other.

Teaching Tip
You may want to collect student papers and provide feedback. Use the scoring rubric for writing on page T-xiv to evaluate each student’s vocabulary, grammar, mechanics, and how well he or she has completed the task. You may want to review the completed rubric with the students.

Extra Practice

Interactive Practice page 132
STEP 1. CLASS.

STEP 2. ROLE PLAY. PAIRS.

STEP 1. REVIEW

Turn to page 255 for the Grammar Review.

STEP 2 ACT IT OUT

STEP 1. Review the conversations...

- Play CD 2, Tracks 51 and 59. If necessary, direct students to the script on page 207 and for Track 59 on page 219. Tell them they will use this conversation as a model for the role play in STEP 2.

STEP 2 ROLE PLAY. PAIRS. Role-play this...

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.

- Have students look at the illustration. Ask: What is happening in this picture? Is the man doing anything wrong?
- Read the role descriptions. If necessary, explain that dump means to get rid of something you don't want, and that the Sanitation Department is the city department that is responsible for collecting garbage.
- Model the role play with an above-level student. Play the role of Student B. You can begin the conversation like this: Student B: How was the move? What's the matter? You look upset. Student A: Well, the move went OK, but there was a problem. Student B: What happened?
- Tell students to practice at least twice.
- Have volunteers perform their role play for the class.

STEP 3 READ AND REACT

STEP 1. GROUPS. Read about Polly's problem.

- Read the text out loud while students read silently. To check comprehension, ask: What is Polly's problem? (Her car had been towed away.)

STEP 2. What is the problem? Discuss a solution....

- Form groups and have students choose a timekeeper, a note taker, and a reporter. The note taker should write down the group's solutions.
- Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- Have the reporter from each group share the group's solutions. Write them on the board.
- Have students look at the list of solutions and vote on the one they think is the best.

STEP 4 CONNECT

Show what you know!

Progress Check
Which goals can you check off? Go back to page 205.

Ask students to turn to page 205 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.

- Go to the CD-ROM for more practice.

If students need more practice with the vocabulary, grammar, and competencies in Unit 11, encourage them to review the activities on the CD-ROM.

UNIT 11 T-224
Saving and Spending

Unit Overview

Goals
- See the list of goals on the facing page.

Grammar
- Articles: a, an, the, no article (Ø)
- Future real conditionals
- Present unreal conditionals

Pronunciation
- Stress in compound words
- Would you

Reading
- Talk about starting a business
- Reading Skill: Summarizing

Writing
- Write about giving money to a charity

Life Skills
- Interpret and complete an income tax form

Preview
- Say the unit title. Ask: What do you think this unit will be about?
- Hold up your book or have students look at their books. Set the context by asking the preview questions. You can also ask: Do banks look like this in your home country?

Unit Goals
- Point to the Unit Goals. Have students read them silently.
- Tell students they will be studying these goals in Unit 12.
- Say each goal and explain unfamiliar vocabulary as needed, for example, budget: a plan for spending money during a particular period of time; income tax: a portion of one’s income that is paid to the government each year.
- Tell students to circle one or more goals that are very important to them. Call on several volunteers to say the goals they circled.
- Write a checkmark (√) on the board. Say: We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.
Lesson 1  Describe bank services

Getting Started  10 minutes

BEFORE YOU LISTEN

A CLASS. Discuss. How often do you go to...
• Read the two questions. With the class, brainstorm services that are offered by banks and write them on the board. *(checking account, savings account, loans, ATM, overdraft protection, etc.)*
• Have students turn to a classmate and take turns answering in pairs.
• Go around the room and have students say which bank services are important to them. Define services not already listed on the board.

B GROUPS. Look at the online advertisement...
• Read the definitions of *interest rate* and *FDIC*.
• Ask the class: *Who has a checking account?*
• Form cross-ability groups. Try to put at least one student who has a checking account in each group.
• Have students read the advertisement line by line and discuss what each item means.
• Tell students to place a mark next to items that no one in the group can explain.
• With the whole class, explain the items that students marked.

MULTILEVEL INSTRUCTION for 1B
Cross-ability Have above-level students help pre-level students with pronunciation and vocabulary.

Presented by  5 minutes

LISTEN

A John Foster, a customer service officer...
• Have students look at the photo. Ask: *Who are the speakers? Where are they?*
• Remind students to listen specifically for the answer to the question.
• Play CD 2, Track 60.
• Call on a volunteer to answer the question.

Controlled Practice  5 minutes

Read the statements. Then listen...
• Write the following terms on the board: *interest rate, minimum balance, maintenance fee, overdraft, and overdraft protection.* Have students speak with a neighbor and review the meaning of each term.
• Have students read the questions and predict the answers.
• Play Track 60 again.
• Call on students to read the questions and answers.
• If students have difficulty answering a question, play the corresponding part of the recording again.

Expansion: Speaking Practice for 2B
• Pair students and have them practice reading the Audio Script for Exercise 2B.
• Answer students’ questions about the meaning of terms or bank procedures.

Communicative Practice  10 minutes

GROUPS. Would you open an account at...
• With the class, review the types of checking accounts offered at Apollo Bank and list them on the board (*MyMoney account, and interest-free checking*). Review the requirements and benefits of each account.
• Form groups. If students need to confirm or reinforce information about Apollo Bank, have them look at the Audio Script for Exercise 2B.
• Give a time limit for discussion. While students are talking, walk around the room and provide help as needed.
• To wrap up, go around the room and have students say the kind of checking account that would work best for them.
Lesson 1 Describe bank services

Presentation 5 minutes

Pronunciation Watch
• On the board, write: password, online, overdraft, and website. Ask: What do you notice about the words? (They are each made up of two words.)
• Say: In each word, one syllable has the strongest stress. Listen. Say each word.
• Instruct students to listen again and clap on the most heavily stressed syllable.
• Ask: What do you notice about the stress? (In each phrase, the first syllable is stressed most heavily.)
• Explain that each word has a unique meaning that is different from the meaning of the two words that make up the compound word. Two words that combine to make a unique word are called compound words. Compound means composed of two or more.
• Read the Pronunciation Watch note.

A Listen to the compound words. Notice...
• Play CD 2, Track 61. Have students listen.
• Play Track 61 again. Have students listen and repeat.
• Call on students to say each word. Correct as needed.

Controlled Practice 10 minutes

B Underline the compound noun...
• Have students underline the compounds and predict the stress. (All are stressed on the first word or syllable.)
• Play CD 2, Track 62. Have students listen and check their answers.
• Call on students to read each sentence. Correct errors in stress.

C John and Ling are finishing their...
• Play CD 2, Track 63. Have students listen and read.
• Check comprehension. Ask: Which online services are offered? Is online banking safe? What is Ling going to do?

Practice

A PAIRS. Practice the conversation.
• Form pairs. Have students practice at least twice.
• Take notes on students’ pronunciation of compound words. Correct errors on the spot.
• Ask volunteers to perform the conversation.

Communicative Practice 15 minutes

B ROLE PLAY. PAIRS. Role-play this situation...
• Read the role descriptions.
• Elicit from students the differences between checking and savings accounts.
• Form same-level pairs and have students plan their role play.
• Write the following conversation opener on the board: B: Hello. Can I help you? A: Yes, I’d like to open a savings account. B: Well, we have two options. Our SaveMore account is . . .
• Have volunteers perform their conversation.

Multilevel Instruction for 4B

Pre-level Have students write a script of a conversation about a specific savings account. Student A should ask about the interest rate, minimum balance, and maintenance fee. In the end, Student A should decide whether or not to open the account.

Above-level Instead of writing a script, have students make a chart with information about two kinds of checking accounts. Then have them practice using only their notes.

Extra Practice

Interactive Practice
Lesson 2  Describe bank services

Getting Started  5 minutes

- On the board, write a, an, and the. Tell the class: *These words are called articles. A and an are indefinite articles. The is a definite article. In this lesson, we'll learn when to use each kind of article. We'll also learn when to use no article.*

- Before class, collect a set of objects found in a bank or related to money. You'll need an array of items that allows you to demonstrate the various articles, for example, a checkbook, an ATM card, money, cash, a deposit slip, and a loan application.

- In class, elicit the articles and names of objects. Hold up an item and ask: *What's this?* Have the class respond with *It's a/an/[no article] _______.* List all items and articles on the board.

- To demonstrate the, name an article, then refer to it a second time. For example, ask a student: *Do you have an ATM card?* If the student says yes, follow up with *Where did you get the card?* Write both questions on the board. Underline the articles.

Presentation  15 minutes

**Articles: a, an, the, no article (0)**

- Read the first two Grammar Watch notes and the first two examples under *Indefinite Articles.* Explain the concept of specific: A noun is considered specific if the listener and speaker both know which noun is meant. In the first two examples, checking account and assistant are not considered specific because the speaker is not referring to one particular account or assistant.

- Note: Point out that ø means no article.

- Read the example with the plural count noun. Explain, first, that a or an is never used with plural nouns. *(A means one.)* Give additional examples.

- Explain noncount nouns. Say: A noun is noncount if you cannot put an indefinite article in front of it. For example, you cannot say a water, a sand, a gasoline, etc. Money, cash, and interest are noncount nouns. Explain further: You cannot use a or an with noncount nouns, but it is possible to use the if the noun is specific according to the criteria explained above. For example, Teenager: *I'm broke. I need money.* Parent: *What happened to the money that I gave you last week?*

- Do not use an article with general statements. For example, *I trust banks means I trust banks in general.*

- Read the third note and the examples under *Definite Articles.* Explain that in each of these examples, the boldfaced noun is specific because it's modified by an adjective clause. Thus, both the speaker and the listener know which noun is meant.

- Read the fourth note. Explain that English speakers introduce a noun with a or an. After that, the noun is considered known, so if they mention it again, the article switches to the.

- Read the fifth grammar note and the example. Explain that possessives make a noun specific, so there's no need to use the.

Language Note

One way to think of specific nouns is that they are unique; that is, the speaker and listener both have enough information about the noun that they know which idea or thing is meant. Unique nouns—requiring the article the—include the following: 1. nouns modified by possessives, ordinal numbers, superlatives, adjectives, phrases, or adjective clauses; 2. nouns mentioned for the second time; 3. nouns of which there is only one in the world, for example, the moon, and the Dead Sea; 4. nouns which are known to the speaker and listener by virtue of prior knowledge, for example, I'm going to the store.

Controlled Practice  20 minutes

**1 PRACTICE**

Read the brochure about debit cards and...

- Read the first sentence with the class.

- Explain such cases as from a credit card company or bank. Explain that a pertains to both credit card company and bank.

- Have students do the exercise in pairs.

Expansion: Grammar Practice

- Bring in an advertisement, brochure, or other type of reading passage. Have students circle the nouns and explain why they use a, the, or no article.

- Remind students that the rules in the Grammar Watch do not explain all uses of articles in English. Encourage students to explain as many as they can. Skip the others.

UNIT 12  T-228
Describe bank services

Lesson 2

Communicative Practice 20 minutes

Show what you know!

GROUPS. Discuss the bank services below....

• Form groups. Go over the list of services. Have students define or explain each one. Provide help as needed.

• When discussing business loans and mortgages, students may need the word collateral. Define it as property or goods used as security against a loan; if the loan is not repaid, the borrower loses the property. Walk around and provide help as needed.

• Give a time limit for discussion.

• Review the discussion with the whole class.

• Optional: Draw a continuum on the board. On the left, write easy. On the right, write hard. Have students organize the items from easiest to most difficult to obtain. (savings account → checking account and debit card → mortgage and business loan)

Expansion: Speaking Practice for Show what you know!

• Pair students. Have them discuss which of the services they have. Instruct them to say how easy or hard it was to obtain each item.

• Next, divide students into groups according to which services they have or have had. Have them discuss all of the steps involved in getting the service, explaining which steps were easy or difficult.

• Have each group choose one student to tell the whole class about the steps in the process.

Progress Check

Can you . . . describe bank services?

Say: We have practiced describing bank services. Now, look at the question at the bottom of the page. Can you describe bank services? Write a checkmark in the box.

Extra Practice

Interactive Practice pages 134–135
Lesson 3  Talk about starting a new business

Getting Started  5 minutes

1  BEFORE YOU READ

CLASS. Discuss. If you were starting...

- Read the questions. Go around the room and ask each student to answer (but limit the time allotted to each speaker). If your class is very large, call on selected pre-level, on-level, and above-level students to answer.

MULTILEVEL INSTRUCTION for 1

Pre-level  Have students answer just the first question in Exercise 1. Let them use the future, for example, I will start a donut shop.

Above-level  Have students answer all the questions. Encourage them to use the conditional, for example, I would start a heating and air-conditioning service.

Presentation  15 minutes

2  READ

Read and listen. What was Jose's...

- Note: Do not pre-teach the boldfaced vocabulary. The items are practiced in Exercise 4.
- Read the title with the class. Ask: Have you ever heard this phrase before? What does it mean? (a dream that becomes a reality) Ask students to give an example of the appropriate use of the phrase. Then ask: What do you think the dream might be?
- Have students read silently without using dictionaries. Give a time limit, but allow more time to read if necessary.
- Ask: Which paragraph answers the first question? (2) Which paragraph(s) answer the second question? (3 through 5)
- Call on students to answer the questions.
- Play CD 2, Track 64. Have students listen and read.
Lesson 3  
Talk about starting a new business

Controlled Practice  
20 minutes

3  CHECK YOUR UNDERSTANDING

Reading Skill: Summarizing
- Read the Reading Skill. Add the following information: A summary is much shorter than the original article. Some summaries are only one sentence long. In addition, summaries are stated or written in the speaker's or writer's own words.
- Explain that one way to summarize an article is to include the main idea (often the last sentence of the first paragraph) and the principal supporting details, that is, the main idea of each subsequent paragraph.

A  Read the Reading Skill. Then check...
- Remind students that a good summary will include the main ideas from all the paragraphs.
- Working alone or in pairs, have students state the main idea of each paragraph.
- Have them do the exercise.
- Check answers.

Expansion: Speaking Practice for 3A
- Ask: Which summary did you choose? Why didn't you choose the other one? (It does not include the main ideas from all the paragraphs.)

B  Read the article again. Complete the...
- Have students read the article again and answer the questions.
- Have them compare answers with a partner.
- Check answers with the class. If necessary, have students read the section of the article that includes the answer to an item.

4  WORD WORK

Find the boldfaced words in the article...
- Do item 1 with the class. Remind students of the steps in the process of guessing; for example, students should read the word in its context and figure out the part of speech.
- Have students complete the remaining items and compare answers with a partner.
- Call on students to say the answers.

Communicative Practice  
20 minutes

Show what you know!

GROUPS. Discuss. Do you think José started...
- Form groups. Try to put at least one student who owns his or her own business in each group.
- Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- To wrap up, repeat the third question. Call on students who raise their hands.

Community Building
- Invite one or more small-business owners to come to the class and speak about starting a new business. Have students prepare a list of questions ahead of time.
- Inform students about the U.S. Small Business Administration (http://www.sba.gov/), which provides many services and tools to people wanting to start their own small businesses.

Extra Practice

Interactive Practice  
pages 136–137
Lesson 4  Prepare a monthly budget

Getting Started  5 minutes

Ask: What is a budget (a weekly or monthly plan for how someone will spend available money). Then ask: Does your family have a budget? If so, who manages it?

1 BEFORE YOU LISTEN

PAIRS. Are you good at managing...
- Write good at + present participle on the board. Define: When you’re good at doing something, you are skilled or you have a talent. Give examples, for example, good at writing, and good at playing soccer.
- Pair students and have them answer the questions.
- To conclude, ask the class: Who is good at managing money? Select a student who raises his or her hand and ask: What do you do to manage your money?

GROUPS. Look at the budget worksheet. It...
- Have students look at the illustration. Ask: How much money do Angela and Ricardo make each month?
- Have students read the list of expenses. Based on the examples, ask them to define fixed expenses (expenses that are the same every month) and variable expenses (expenses that change from month to month).
- Form cross-ability groups. Give a time limit for discussing the questions.
- While students are talking, walk around and provide help as needed.
- Go over the answers.

PAIRS. Think about your own expenses...
- Note: Students may be reluctant to discuss their personal finances. Tell those students to use their imaginations and pretend they are someone else, such as a pop star or the mayor of the city.
- Have students work alone to make their lists. Instruct them to include at least four fixed and four variable expenses.
- Form pairs and have them share their lists. Give a time limit for discussion.

Presentation  10 minutes

2 LISTEN

Patricia Wong, a financial expert,...
- Remind students to listen specifically for the answer to the question. It is not necessary to understand every word.
- Play CD 2, Track 65.
- Call on a volunteer to answer the question.

Culture Connection
Fees and interest rates for credit cards can vary tremendously. Some cards do not charge a monthly fee; others do. However, all credit cards charge a very high interest rate on a cardholder’s unpaid balance. The interest owed can accumulate dangerously in a very short time. Students should be warned to read the terms of their credit cards very carefully and, if possible, to pay off their cards each month.

Controlled Practice  20 minutes

Read the statements. Then listen...
- Have students read the items and predict whether they are true or false.
- Play Track 65 again.
- Have students do the exercise.
- Check answers. If students have difficulty answering a question, play the corresponding part of the recording again.

Expansion: Speaking Practice for 2B
- Pair students and have them read the audioscript for Exercise 2A.
- Write the following questions on the board: Why does Rafael have high interest on one of his credit cards? What advice does Patricia give him for reducing his credit card debt? What other suggestions would you give Rafael? Have students discuss the questions in pairs.
- Ask the whole class: Have you ever had a problem with credit card debt? What did you do about it? Call on volunteers to answer.

UNIT 12  T-232
Lesson 4  Prepare a monthly budget

3 CONVERSATION

Pablo and his friend Luis are talking...

- Play CD 2, Track 66. Have students listen and read.
- Check comprehension. Ask: Why doesn't Pablo want to go out? How does Pablo manage his money? What does Luis suggest?

4 PRACTICE

A PAIRS. Practice the conversation.

- Form pairs and have students take turns reading each role.
- Have students switch partners and practice again.
- Walk around and listen as students are practicing.
- Ask volunteers to perform the conversation for the class.

Communicative Practice  25 minutes

B ROLE PLAY. PAIRS. Role-play this situation.

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.

- Read the role descriptions.
- Form cross-ability pairs.
- Model a role play with an above-level student. Play the role of Student B. Student A should start the conversation. For example, I really need a new car, but I can never save any money. What can I do?
- Call on pairs of students to perform their role play for the class.

C GROUPS. Look at the budget...

- Form groups. Have them select a timekeeper, a note taker, and a reporter. The note taker should write down the suggestions from the group.
- Give a time limit. While students are talking, walk around and provide help as needed.
- Have each group’s reporter share the group’s suggestions.

D MAKE IT PERSONAL. Look at the budget...

STEP 1. Create your own budget. Look at the...

- Have students copy the categories into their notebooks. Instruct them to write down their income first, then their fixed expenses, and finally their variable expenses.
- Tell students they can use imaginary information if they prefer.
- Pair students and have them describe their budgets to a partner.
- Have one or two volunteers write their budgets on the board. Have the class look at the budgets and recommend ways to cut expenses.

STEP 2. GROUPS. Discuss. Have you ever...

- Form groups.
- Give a time limit for discussion. While students are talking, walk around and provide help as needed.
- Discuss the last question with the whole class. Make a list on the board of things that are difficult to save money on. Elicit suggestions for saving money on those things.

Extra Practice

Interactive Practice
Lesson 5  Prepare a monthly budget

Getting Started  10 minutes

• Write several if clauses on the board. Make them relevant to the topic of money or events in the news. For example, If I stop buying coffee at Starbucks every morning . . . ; If the United States doesn't reduce its dependence on oil . . . ; If I have any extra money next month . . .
• Read each if clause. Go around the room and elicit different main clauses with will. Write some of them on the board.
• Explain: It's possible that the situations in these sentences will happen in the future. That's why the form is called the future real conditional.

Presentation  10 minutes

Future real conditionals
• Copy the examples onto the board and read them. Underline the verbs.
• Read the Grammar Watch notes. Emphasize the fact that the verb in the if clause is in the simple present.
• Review the contracted forms I'll, you'll, he'll, etc. Say each form and have the class repeat.
• Say the uncontracted forms. Have the class respond with the contracted ones. Then do the reverse.

Controlled Practice  20 minutes

1  PRACTICE

A  Match the if clauses with the correct result clauses.
• Read item 1 with the class. Ask: What does figure out mean? (determine) Write the phrase on the board.
• Have students do the exercise. Then have them compare answers with a partner.
• Check answers.
• Write the following idioms on the board and elicit meanings: turn down: reduce; keep track of: be aware; keep yourself informed about something.

B  Complete the conversations. Circle the...
• Do item 1 with the class. Remind students to use the present tense in the if clause and the future tense in the result.
• Have students complete the exercise and compare answers with a partner.
• Check answers.

Expansion: Grammar Practice for 1B
• Have each student write an if clause on a slip of paper. Remind students to use the present tense. Write one or two models on the board, for example, If I get a raise . . . ; If my wife loses her job . . .
• Collect the slips and put them in a box or hat.
• Call students to the front one by one. Have each one pull out a slip, read the if clause, and complete the sentence with a logical result clause.
• If your class is very large, do the activity as a mixer. Have students stand up and circulate. When they meet a classmate, they should read and complete each other's slips. They should then swap slips and move on to talk with other classmates.
Prepare a monthly budget

STEP 2. GROUPS. Discuss ways you can spend less...
- Form groups and have students share the sentences they wrote in Step 1.
- Instruct students to comment on one another’s ideas. For example, they can say That’s a good idea. I’m going to try that.

Expansion: Writing Practice for STEP 2
- Have students write sentences with if clauses about how their group members can reduce spending. For example, If Alex takes the subway to work, he’ll save $20 a week. Remind students to add an -s ending to singular verbs.
- Collect the sentences and correct them. Before you return them, make a handout with errors from students’ sentences. Write the sentences with errors on an overhead transparency or a handout.
- Have students work in pairs or groups to correct the errors.
- Return students’ sentences.

Communicative Practice 20 minutes

Show what you know!

Look at the budget you created on Page 276.

STEP 1. Think of how you can cut back...
- Have students write at least one sentence with if.

MULTILEVEL INSTRUCTION for STEP 1
Pre-level Have students write one sentence.
Above-level Have students write several sentences.
Lesson 6  Interpret and complete an income tax form

Getting Started  5 minutes

• Ask: What is a tax? (money paid to the government) What are some different kinds of taxes? (gas, alcohol, sales, income, and property)
• Read the lesson title. Say: In this lesson we’ll read and talk about income taxes. An income tax is a tax on money that you earn from your job.

Presentation  15 minutes

1 LEARN ABOUT TAX FORMS

Read about how income tax is handled...
• If possible, bring real W-2 and 1040 forms to class.
• Read the information out loud while students read silently.
• Check comprehension. Ask: What document do workers receive from their employers at the end of the year? (a wage and tax statement) What is this document called? (W-2) What is the name of the form that workers must fill out when they pay their income tax? (Income tax return or 1040 forms)
• Show students the W-2 and 1040 forms.

Expansion: Speaking Practice for 1
• Ask: How many of you paid income taxes last year? Which form did you fill out—the 1040 or 1040EZ?

Culture Connection
Income-tax forms can be obtained online at www.irs.gov. They are also available at Internal Revenue Service offices and at post offices.

Controlled Practice  20 minutes

2 PRACTICE

Read the W-2 form below. How much money...
• Tell students that they don't need to understand every word on the form. They should scan to find the answer to the question. Have them raise their hand when they have found it.
• Check the answer. Ask: What are tips? (gifts of money given to people who perform a service such as cutting hair or serving food) What is other compensation? (income that one receives from a source other than one's salary, such as rental income) If students do not know, provide the answers.

Culture Connection
There are three levels of taxes in the U.S.: federal, state, and local. Almost all workers must pay federal income taxes. Nearly all states have an income tax as well. (The exceptions are Alaska, Nevada, South Dakota, Washington, Texas, Wyoming, and Florida.) Cities do not usually have income taxes. Instead, they tax property (for example, to pay for schools) or impose a sales tax on top of the tax that the state may already impose.
Communicative Practice 20 minutes

PAIRS. Turn to Page 277 and complete...

- Have students fill in an imaginary salary in line 1.
- Have them write 0 in lines 2, 3, and 8a.
- For line 7, tell people to choose a number that is roughly 25 percent of the number they wrote in line 1. This will be their imaginary tax payment.
- For line 10, they can choose the same number as line 7, a smaller number (in which case they will owe taxes) or a larger number (in which case they will get a tax refund).
- Pair students. Have them check each other’s math.
- Have students share whether they will need to pay more tax or whether they will get a refund.

**Community Building**

- Have students write questions they have about filling out their W-2 forms and paying taxes.
- If possible, have an accountant come to class and answer students’ questions.

**Progress Check**

Can you . . . interpret and complete an income tax form?

Say: We have practiced interpreting and completing an income tax form. Now, look at the question at the bottom of the page. Can you interpret and complete an income tax form? Write a checkmark in the box.

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**Culture Connection**

After taxpayers submit their 1040 forms (on or before April 15), the government recalculates their taxes. Sometimes it turns out that people haven’t paid enough taxes, and they are required to send the government more money. Other times it happens that people have paid too much tax; in that event, they receive a tax refund.
Lesson 7  Talk about dreams for the future

Getting Started  10 minutes

Read the lesson title. Ask students: What are your dreams for the future?

1 BEFORE YOU LISTEN

CLASS. Discuss. Have you ever heard stories...

• Define came into (received) money. Ask students: How do people usually come into money? They inherit it (receive it when someone dies and leaves it to them); win it (as in winning the lottery) or perhaps receive it as a gift.
• Read the questions. Tell students to think of books they’ve read, movies they’ve seen, or stories they’ve heard.
• Call on students who raise their hands to answer.

Presentation  5 minutes

2 LISTEN

Chantal and Eduardo are friends...

• Have students look at the photo. Ask: How old are the people? What might they be talking about?
• Remind students to listen for the answer to the question. They do not need to understand every word.
• Play CD 2, Track 67.
• Write on the board: Chantal would . . . Have students discuss the answer with a classmate.
• Check the answer with the whole class. Ask students what they heard that helped them find the answer.

Controlled Practice  10 minutes

Read the questions. Listen...

• Have students read the questions and predict the answers.
• Play Track 67 again.
• Call on students to answer the questions. If necessary, play the recording again.

Expansion: Speaking Practice for 2B

• Pair students and have them practice reading the conversation from the Audio Script on Page 294.
• Have volunteers read the conversation for the class.
• Ask the class: Which dream do you prefer, Chantal’s or Eduardo’s? Why?
Lesson 7  Talk about dreams for the future

Presentation  10 minutes

3 CONVERSATION

Pronunciation Watch
- Speaking at normal speed and with natural pronunciation, ask: Where would you like to go on your next vacation? Call on students to answer (I would like to go to . . .)
- Say: I'm going to repeat the question twice, once with slow pronunciation and once with fast, natural pronunciation.
- Repeat the question, then ask: What was the question? Write it on the board. Underline would you.
- Read the Pronunciation Watch note. Explain: When the two words are joined, the d and y combine to form a j sound. You is pronounced ya. Would you is therefore pronounced wood-ja.

Listen to the pronunciation of would...
- Play CD 2, Track 68. Have students listen.
- Play Track 68 again. Have students listen and repeat.

Controlled Practice  10 minutes

Listen to the sentences. Circle the words...
- Do a quick minimal-pair drill. On the board, write 1—will you; 2—would you. If you say will you, students should hold up one finger. If you say would you, they should hold up two.
- Play CD 2, Track 69.
- Check answers. Play the recording again if needed.

Omar and Linh are talking about what...
- Play CD 2, Track 70. Have students listen and read.
- Optional: You may want to have above-level students listen with their books closed.
- Check comprehension. Ask: What would Linh do if she had a lot of money? What would Omar do?

4 PRACTICE

PAIRS. Practice the conversation.
- Form pairs and have students take turns reading each role.
- Have students switch partners and practice again.
- Walk around and listen as students are practicing.
- Ask volunteers to perform their conversation.

Communicative Practice  15 minutes

MAKE IT PERSONAL. GROUPS. Discuss...
- On the board, write If I had a lot of money, I would _______.
- Model the answer with your own information.
- Form groups. Have each student complete the sentence.
- Have volunteers share their answer with the class.

MULTILEVEL INSTRUCTION for MAKE IT PERSONAL.
- Pre-level Restate the question using the simple future. Allow them to answer using the real conditional, for example, If I get a lot of money, I will _______.
- Above-level Have students use the unreal conditional.

Expansion: Speaking Practice for 4B
- Form pairs. Have them role-play the conversation in Exercise 3C, substituting their own dreams for the ones in the text.
- Have them practice several times.
- Have each pair of students perform their role play for another pair or for the whole class.

Extra Practice
Lesson 8  Talk about dreams for the future

Getting Started  10 minutes

• To begin, ask the class: Who has a lot of money? Nobody? OK, I want you to use your imagination and answer this question: If you had a lot of money, what would you do? Say the sentence slowly, emphasizing had and would.
• On the board, write If I had a lot of money . . . Call on two above-level students to complete the sentence. Write their responses (I would . . . ) on the board.
• Read the sentences. Point out the if clause and the result clause. Then point to the verbs in each phrase. Ask: What's the form of the verb? (if clause: past; result clause: would + base form) What's the time? (present) Are we talking about a real or imaginary situation? (imaginary)
• Say: In English we change the form of the verb to show that we are talking about something imaginary.

Presentation  10 minutes

Present unreal conditionals

• Copy the sentences from the grammar chart onto the board. Underline the verbs.
• Read the first Grammar Watch note. Then point to the if clause in each example and ask if it's true. For example, for the first example, ask: Does the person in the if clause (you) have a lot of money? (no) In the third example, is the house less expensive? (no)
• Read the second and third notes. Point again to the third example. Perhaps point out that If that house were sounds funny, but it is correct.
• Read the last note. Say: Would expresses willingness or desire. Might means maybe; it's used to talk about possibility. Could means have the ability or possibility to do something.
• Point out the contraction of the pronoun and would.

Language Note
Sometimes in conversation people will use was instead of were in if clauses with singular subjects, for example, If that house was less expensive, I'd buy it. In North America the use of was is so common that it probably does not need to be corrected in speaking. In writing, however, it is incorrect.

Controlled Practice  20 minutes

1  PRACTICE

A Read the paragraph. Circle the if clauses...
• Read the paragraph out loud while students read silently.
• Ask: What's the first if clause? Have students circle it. Ask: What's the first result clause? Have students underline it.
• Have students complete the exercise alone or in pairs. Walk around and provide help as needed.
• Check answers.

Expansion: Speaking Practice for 1A
• Copy the following clauses based on Exercise 1A on the board: If I had more money, If I worked less, If I had more time, I might take college classes if, I could get a better job if.
• Put students in small groups. Instruct them to take turns completing each sentence. While students are talking, walk around and check verb forms. Make sure they are using the conditional.
• Call on volunteers to complete each clause with their ideas.

B Complete the sentences. Circle the correct...
• Do item 1 with the class. Then say: Raise your hand if this sentence is true for you. Ask follow-up questions such as What kind of business would you start?
• Have students complete the exercise.
• Check the grammar. Have students read the sentences. Correct errors as needed.
• Pair students and have them share and discuss the statements they checked. Encourage them to ask follow-up questions, such as What kind of business would you start? Where would you get the money? Who would your customers be? Where would you have your office? What kind of equipment would you need to buy? What kind of license would you need to get? How much would you charge?
Lesson 8

Talk about dreams for the future

2 PRACTICE

Under what conditions, if any, would you...

- Explain that the items in the exercise express results. They belong in the result clause with would, could, or might.
- Read item 1. Elicit several other if clauses that fit the sentences, for example, If I lost my job, If I needed to buy a new car, If I had another baby.
- Have students do the exercise in pairs. First, they should discuss the items, then write.
- Choose students to write their sentences on the board.
- Have other students read the sentences and correct errors as needed.

Communicative Practice 20 minutes

Show what you know!

STEP 1. Write sentences about different things...

- Have students work on their own. While they are writing, walk around and provide help as needed. Check students' sentences for correct use of the unreal conditional.
- If students are having difficulty, have them follow the model sentences in their book or on the board. Show them how to substitute different subjects and verbs but keep the same verb forms.

MULTILEVEL INSTRUCTION for STEP 1

Pre-level Have students write about the topics in the box, using the sentences from the lesson as models.

Above-level Have them write about what they would do if they had more money, time, or power. Encourage them to write original sentences.

STEP 2. GROUPS. Compare your answers.

- Form groups of similar ability. Instruct students to say their sentences to their group members. As you walk around, focus on the lower-level students and help them say their sentences correctly.
- As a second step, have students check and restate one another's sentences. Have students sit in a group and pass their papers to the person on their right. That person reads the sentences and checks the conditional forms and the comma. If they find an error, they should point it out to the writer.
- Next, students should restate one or more of the sentences, time permitting. For example, If David had a lot of time, he'd volunteer more at his church.
- Circulate and listen as students are talking. Check to make sure they are using the past in if clauses and pronouncing would or the 'd contraction in the result clause.

STEP 3. CLASS. Present your ideas to the class...

- If possible, go around the room and have each student say one of his or her sentences. Take notes on students' ideas.
- Using your notes, conclude by telling the class which ideas seem to be most popular. Ask the class to suggest ways to make those dreams come true.

Progress Check

Can you . . . talk about dreams for the future?
Say: We have practiced talking about dreams for the future. Now, look at the question at the bottom of the page. Can you talk about dreams for the future? Write a checkmark in the box.

Extra Practice

Interactive Practice pages 142–143
Write about giving money to a charity

Getting Started 10 minutes

- Discuss the word *charity* with the class. You could say, for example, *Charities are organizations that collect money and provide services to help people in need.* Give examples: The American Red Cross, United Way, local soup kitchens.
- Ask students to name charities they know about.
- On the board, write *charity = noun; charitable = adjective.*
- Ask: Do you think Americans are charitable people?

PAIRS. Answer the questions.

- Form pairs.
- While students are talking, walk around and provide help as needed.
- Go over the answers with the whole class. For question 2, have students read the sentences containing facts and examples.

**Answers:**

1. Which organization would I choose? It would be Doctor’s Without Borders.
2. This organization believes every person in the world has a right to medical care. It provides all kinds of medical care, from surgery and nutrition programs to mental health care and doctor training. It helps victims of war, sickness, hunger, and natural disasters.
3. The writer feels this organization needs help more than any other organization in the world.

**Writing Tip: Asking and Answering Questions**

- Read the Writing Tip. Explain that it’s common for writers to start paragraphs with questions, but it’s important not to overdo this device. If one is writing a multiparagraph piece, for example, it would not be good writing to start each paragraph with a question.

**D Reread the paragraph. Underline the writer’s...**

- Have students work alone. Then have them compare answers with a classmate.

**Expansion: Writing Practice for 1D**

- Have students focus on the organization of the paragraph. Point out that the questions in Exercise C provide an outline of the paragraph content.
- Say: You are going to write a paragraph about a charity. What information will you include?

Community Building

Go to the Doctors Without Borders website at [http://www.doctorswithoutborders.org/](http://www.doctorswithoutborders.org/). Under Field News, click on Slideshows or Videos. If possible, view these with your students.
Lesson 9
Write about giving money to a charity

Controlled Practice 15 minutes

2 THINKING ON PAPER

A BRAINSTORM. Look at the list of...

- Write the categories in the students’ book on the board. Elicit names and examples of each category and list those as well. (You might wish to add the category of animal welfare organizations such as the Humane Society.)
- Have each student say which charity he or she would like to write about. Find out if students have enough information about their charities or if they need to obtain more facts. In the case of large charities, direct students to the charity’s website. For smaller, local charities, students might need to visit the charity and obtain a brochure on site.

B Complete the question-and-answer chart.

- Copy the graphic organizer on the board. Choose a charity with which you are familiar and demonstrate, using the organizer, to plan a paragraph about your charity.
- Base your question and answer on the model paragraph on page 242.
- Try to include at least five facts and examples. As needed, add more boxes for supporting details to your organizer.
- Try to select a mix of facts and examples for your supporting details.
- Have students plan their own paragraphs.

MULTILEVEL INSTRUCTION for 2B

Pre-level Plan the paragraph with the students. Select a well-known charity and bring in information about it. Read the information with them and have them underline details and examples they can use in their paragraphs. Have them fill in their organizers and show them to you before they begin writing.

Above-level Suggest that, at the end of their paragraphs, students include their personal experience with the charity they chose to write about. Do they perhaps volunteer there from time to time? Were they or members of their family ever the recipients of aid from the organization?

C Circle the most convincing facts, examples,...

- Explain to students that if they include many facts and examples in their graphic organizer, they need to select the most convincing ones to include in their paragraph.
- Demonstrate with your organizer from Exercise 2B. Pare the list of details down to three.
- Students who included only three facts or examples in their organizer can skip this step.

Communicative Practice 20 minutes

3 WRITE

Write a paragraph about a charity that you...

- Review paragraph format. Remind students to give their paragraph a title, indent the first line, begin each sentence with a capital letter, and double-space the lines.
- Have students read the questions in Exercise 4.
- Have students write in class.

4 CHECK YOUR WRITING

- Have students read their paragraphs and check the questions in the checklist. Have them revise according to the items in the checklist.

Expansion: Writing Practice for 3

- Have students rewrite their paragraphs.
- Pair students and have them read their paragraphs to each other.
- Have volunteers read their paragraphs to the class.

Community Building

Have the class select a charity and work together to contribute to it in some way. For example, they can volunteer to work at a local food bank or shelter or hold a carwash.

Extra Practice

Interactive Practice

page 144
Show what you know!

1 REVIEW

Turn to page 256 for the Grammar Review.

2 ACT IT OUT

STEP 1. Review the conversations...
- Play CD 2, Tracks 65 and 66. If necessary, direct students to the script for Track 65 on page 294 and for Track 66 on page 233.

STEP 2. ROLE PLAY. PAIRS. Role-play this...

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.

- Have students look at the illustration. Ask: What is the woman thinking? What is her dream?
- Read the role descriptions.
- With the class, review possible sources of money for a person wanting to start a new business.
- Model the role play with an above-level student. Play the role of Student B. The conversation could start like this: Student A: If I had a lot of money, do you know what I would do? Student B: What? Student A: Start my own grocery store. Student B: Really? What's stopping you? Student B: I don't have enough money. . . .
- Have volunteers perform their role-play.

3 READ AND REACT

STEP 1. GROUPS. Read the problem.
- Form groups. Have students study the budget together. Instruct students to figure out the couple's monthly income and their total expenses.

STEP 2. Discuss a solution. How can...
- Have groups select a note taker to write down the group's ideas for saving money. Have them write down the expenses to be cut and the amount that can be saved. Also ask groups to consider ways that Oksana and Ivan might increase their income.
- Have each group create a new budget for Oksana and Ivan.
- Have a representative from each group tell the class about their group's proposed new budget.

4 CONNECT

Turn to page 262 for the Self-Efficacy Activity and page 274 for the Team Project. See page T-xi for classroom management tips for these activities.

Progress Check
Which goals can you check off? Go back to Page 225.
Ask students to turn to Page 225 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.

Go to the CD-ROM for more practice.

If students need more practice with the vocabulary, grammar, and competencies in Unit 12, encourage them to review the activities on the CD-ROM.

MULTILEVEL INSTRUCTION for 2

Pre-level Have students write out their dialogue. They can start with the suggested dialogue in Exercise 2, then continue with one or two suggestions for finding the money that Student A needs.

Above-level Have students practice without notes. Have Student B suggest at least three sources of money for starting a new business. Have Student A choose the idea he or she likes best and agree to try that one first.