1

Catching Up

Classroom Materials/Extra Practice



CD 1 Tracks 3–15



Interactive Practice Unit 1



Workbook Unit 1

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.

Talk about yourself and your family

Getting Started

5 minutes



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.

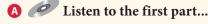
Possible answers: a customer's order; an item on the menu

Presentation

10 minutes







- 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 may 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



G 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
- 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?

Talk about yourself and your family

Presentation

10 minutes



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.

G 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?

PRACTICE

A PAIRS. Practice the conversation.

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

- Have students switch partners and practice again.
- Ask volunteers to perform the conversation.

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.

Extra Practice



Interactive Practice

Lesson 2 Describe routines

Getting Started

5 minutes

- 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

15 minutes

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

20 minutes



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

2 PRACTICE

A Complete the conversation. Use...

- Read the first sentence. Ask: Why is the present continuous correct and not the simple present? Do the second item with the whole class.
- Have students work alone or in pairs. Walk around and provide help as needed.
- Have two above-level students read the conversation out loud. Write their answers on the board. Then point to each answer and ask: *Is this correct?* Elicit corrections from students and write them on the board.

Expansion: Speaking Practice for 2A

 Pair students and have them practice reading the conversation.

B Read the conversations. Find...

- Write the first sentence, with the error, on the board. Model crossing out the word *Are* and replacing it with *Do*. Ask: *Why is* Do *correct?*
- Form cross-ability pairs and have them complete the exercise. Provide help as needed.
- Copy the items onto the board. Call students to the board to make corrections. Then read each corrected line and ask the class: *Is this correct?* Make corrections as needed.

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.

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.

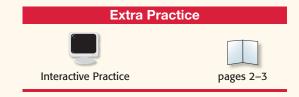
Expansion: Speaking Practice for STEP 2

- 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.

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.



Read a success story

Getting Started

10 minutes



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.

Culture Connection

"The American dream" is the traditional belief that every American has an equal chance to succeed through hard work and perseverance. For many immigrants, the dream means the opportunity to achieve more success than they could in their native countries.

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.

B Read the Reading Skill. Then skim...

- Have the class look at the photo. Ask: Who is this person? What is she holding?
- Read the directions. Explain: *The main idea is the* topic of the article. It's what the article is about. You can use the title and headings to predict the main
- Read the title and the headings. Have students underline them. Then write them on the board.
- Point to the title "Ready, Set, Go!" Ask: Why are these words used? How are they related to the topic of the American dream? What do you think the article will be about? Write students' predictions on the board.

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

- Read the first heading. Ask: What else do you think the article is about? Add ideas to the list on the
- Read the second heading. Ask: What will this part of the reading be about? Write students' ideas on the board.
- Read the third heading. Ask: What do you think this part of the article is about? Write students' ideas on the board.
- Summarize. Say: Now that you've read the title and the headings, do you think this will be an interesting article? Do you want to read it?

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.

READ



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.

Lesson 3 Read a success story

Controlled Practice

15 minutes



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.

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.

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.)

4

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.

- Do item 1 with the class. Have students reread the second paragraph. Ask: What kind of difficulties did Devorah's family have at first? (financial) Why did Devorah take a job as a babysitter? (to earn more money) What does financial mean? (money)
- Have students do the other items alone or in pairs.
- Have volunteers say the answers and explain how they guessed the meaning. Correct as needed.

Communicative Practice 20 minutes

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.

Possible answers: energetic, focused, lucky, organized.

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.

Extra Practice Interactive Practice pages 4–5

Lesson 4 Discuss goals

Getting Started

5 minutes

Controlled Practice

10 minutes



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



LISTEN



- 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.

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.

Teaching Tip

If students are unable to answer a listening comprehension question, replay the specific part of the recording that answers the question. Stop the recording and ask them to repeat what they heard. Then have them answer the question again.

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.

© 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.

Presentation

10 minutes

Controlled Practice

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.)

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

Lesson 5 Discuss goals

Getting Started

5 minutes

Controlled Practice

10 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.

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>I</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)

Controlled Practice

15 minutes

Communicative Practice 20 minutes



PRACTICE

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 will 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.

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.

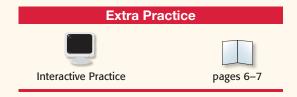
STEP 3. GROUPS. Take turns sharing your ideas...

- 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.



Lesson 6 Interpret and complete a school application

Getting Started

5 minutes

Presentation

15 minutes



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.*

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.

© 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

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

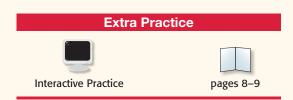
© GROUPS. Complete your applications....

- 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.



Discuss ways to succeed

Getting Started

5 minutes



BEFORE YOU LISTEN

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 abovelevel 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



A 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.

Answer: The focus is on entrepreneurs in California.

Teaching Tip

To help students listen for the focus, remind them that they don't need to understand every word. They should listen for the main idea only.

Controlled Practice 10 minutes

B 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: 1. a frozen soup company. 2. a household in which grandparents, parents, and children live together. 3. Russia. 4. because her parents went to work early in the morning 5. make soup. 6. a bachelor's and a master's in biology 7. to be a nutritionist. 8. 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.

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 *didja*.
- 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*.

6 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?

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 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

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. • Say a verb in the present form. Ask for the simple past form of the verb. Only the student at the front of each team may speak. The first student to say the correct form wins a point for his or her team. Students who were at the front of their team's line move to the back.

Controlled Practice

10 minutes

1

PRACTICE

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:

Regular Verbs		Irregular Verbs	
Simple past	Base	Simple past	Base
arrived	arrive	had	have
worked	work	got	get
started	start	didn't have	have
didn't finish	finish	took	take
saved	save	fell	fall
		found	find
		bought	buy

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.

Discuss people's past experiences

Presentation

10 minutes

Communicative Practice 15 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).

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.

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.*

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

Getting Started

5 minutes

Controlled Practice

15 minutes



BEFORE YOU WRITE

A 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

B 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.

© 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.

D 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. Got a job as a busperson (the worker who clears tables in a restaurant). 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.

MULTILEVEL INSTRUCTION for 2B

Pre-level Tell students to answer each question with one sentence. For example, they can choose just one thing their role model did in the past.

Above-level Tell students to write two to three sentences for questions 2, 3, and 4. Encourage them to write about all the items in their timeline.

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



Show what you know!



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.

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. **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.

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.

T-24