Community Life

Classroom Materials/Extra Practice

CD 1 Tracks 27-37 Interactive Practice Unit 3



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.

Getting Started

5 minutes

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



🖪 🥟 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 m

10 minutes

B *P* 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.

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.

Communicative Practice 10 minutes

G 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.

Lesson 1 Talk about cultural festivals and traditions

Presentation

3

10 minutes

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 Contract 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 Ø 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

Interactive Practice

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

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.

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.

MULTILEVEL INSTRUCTION for STEP 1

Pre-level Have students write just one or two sentences.

Above-level Have students write more than three sentences.

STEP 2. GROUPS. Discuss.

- Form cross-ability groups. Have each group select a timekeeper, a note taker, and a reporter.
- For item 1, tell students to share their sentences from Step 1. For item 2, the note taker should write down each student's answer.
- Give a time limit.
- Walk around as students are talking and provide help as needed.
- To wrap up, reporters should say how many people in their group were happy and unhappy and describe their classmates' reasons.
- Create a chart on the board with the headings *Happy* and *Unhappy*. As reporters are speaking, write their reasons in the proper column.

Expansion: Speaking Practice for STEP 2

- Tell students to remain in groups.
- Have them look at the reasons in the *Unhappy* column on the board.
- Have them discuss solutions to the problems and say what advice they would give to a person with this problem.
- Have a representative from each group choose one problem and share the group's solution.

Progress Check

Can you . . . describe feelings about . . .

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



Lesson 3 Give and follow directions

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?

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

\Lambda 🥏 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 *P* 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. Saurez 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.

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 Ø 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.



Lesson 4 Describe community issues

Getting Started

5 minutes

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

🚺 🥟 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

🛚 🥟 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.

O 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.

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

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.

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

B 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* <u>the other day... We talked about... We</u> 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.

G 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.



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

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.

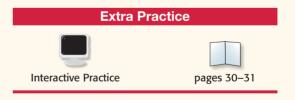
Expansion: Writing Practice for Show what you know!

- 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.



Lesson 6 Read about community involvement

Getting Started

10 minutes

Presentation

15 minutes

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.

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.

Lesson 6 Read about community involvement

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.

- Do the first item with the class. Read the first paragraph out loud. Ask: *What does* environment *mean in this paragraph? How do you know?* (Clues are the words *recycling* and *pollution.*)
- Have students complete the remaining items and compare answers with a partner.
- Call on students to say the answers.

Communicative Practice 15 minutes



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.



Lesson 7 Discuss ways to improve a community

Getting Started

5 minutes

Presentation

10 minutes

BEFORE YOU LISTEN

A 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.

2 LISTEN

🚺 🥏 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

B 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.

O 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

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 *ta.*)
- 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.

A *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.

B *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

A 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

B 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?*

G 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.

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.

Extra Practice

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*.

Expansion: Grammar Practice

- Write several scrambled sentences on the board, for example: expects / on time / The teacher / us / our homework / to complete, and Parents / the truth / their children / encourage / always / to tell, and to speak / I / the teacher / more slowly / asked.
- Pair students and have them unscramble the sentences. Have them raise their hands when they are ready.
- Call on different students to say the unscrambled sentences.

Controlled Practice

25 minutes

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

2 PRACTICE

A Captain Liu is telling an officer...

- Write *street smart* on the board. Explain: A *street-smart person takes steps to avoid being the victim of a crime.*
- Read the first three sentences, which include the example.
- Have students complete the exercise alone or in pairs. Walk around and provide help as needed.
- Call on individuals to read the sentences. Write the answers on the board.
- Point out new verbs that are followed by object + infinitive (*advise, warn*)

B Complete the sentences about...

- Read item 1. Ask: What are some other ways we could complete the sentence?
- Have students complete the exercise alone or in pairs. Walk around and provide help as needed.
- Write the numbers *2*, *3*, and *4* on the board. Call on several students to write their answers on the board.
- Make corrections as needed.

Communicative Practice 20 minutes



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.



Lesson 9 Express feelings about your neighborhood

Getting Started

5 minutes

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.

Answer: 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?*

Answer: 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.

C 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.

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."

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

Communicative Practice 20 minutes

2 THINKING ON PAPER

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*.

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

Review & Expand

REVIEW

Turn to page 247 for the Grammar 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. 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 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.

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.

3 **READ AND REACT**

STEP 1. GROUPS. Read about Lydia's problem.

 Read the paragraph while students follow along silently.

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.

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?



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.