

# 9

## Partners in Education

### Classroom Materials/Extra Practice



CD 2  
Tracks 27–38



Interactive Practice  
Unit 9



Workbook  
Unit 9

### Unit Overview

#### Goals

- See the list of goals on the facing page.

#### Grammar

- Adverb clauses of reason
- Infinitives and adverb clauses of purpose
- Adjective clauses: Relative pronoun as subject and object of the clause
- Past modals: Expressing degrees of certainty about the past
- Expressing advice or opinions about the past

#### Pronunciation

- Pronunciation of past modals

#### Reading

- Talk about after-school programs
- Reading Skill: Distinguishing fact from opinion

#### Writing

- Write a letter to the editor

#### Life Skills

- Interpret and respond to a report card
- Discuss school safety

### Preview

- Say the unit title and have students look at the photo. Ask: *What does partners mean? Who are the partners in this picture? Which other people could be partners in education?*
- Read the preview question. You can also ask: *Do you have children? What grades are they in? Have you ever gone to their school? How often do you talk to their teachers? What are some ways that parents can get involved in their children's school?*

### Unit Goals

- Point to the Unit Goals. Have students read them silently.
- Tell students they will be studying these goals in Unit 9.
- Say each goal and explain unfamiliar vocabulary as needed, for example, *personnel: the people who work somewhere; correspond with: communicate with by phone, mail, or e-mail; editor: the person who manages part or all of a newspaper.*
- Tell students to circle one or more goals that are very important to them. Call on several volunteers to say the goals they circled.
- Write a checkmark (✓) on the board. Say: *We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.*

## Getting Started

10 minutes

## 1 BEFORE YOU LISTEN

**A GROUPS.** In many places in the U.S.,...

- Write the three levels of school in a list on the board. Have students say which grades comprise each level in your area.
- Write the grades next to the levels. For example, in many places elementary school consists of kindergarten to fifth grade. Next to *elementary school* write K–5.

**Expansion: Speaking Practice for 1A**

- Add the ages of students at each level to the information on the board. For example, elementary-school students are typically five to ten or eleven years old.


**B GROUPS.** The word *grade* has two meanings....

- Call on students to answer the question.
- Ask the class: *How many of you have children in school? What grades are they in?* Go around the room and have students answer.
- Ask: *What grade did you get on the last test?* Call on volunteers to answer.

## Presentation

10 minutes

## 2 LISTEN

**A**  Mrs. Adamski is talking to Mr. Bowman...

- Have students look at the photo. Say: *The woman is Mrs. Adamski. The man is Mr. Bowman. Where are they?* (at school)
- Remind students to listen specifically for the answer to the statement. It is not necessary to understand every word.
- Play CD 2, Track 27.
- Call on a volunteer to answer.

**B PAIRS.** Now listen to the whole conversation....

- Explain *yes and no*. Say: *The answer yes and no means that the previous speaker said or asked something that was partly right and partly wrong. For example, if a class asks a teacher, Did you read our paragraphs? and the teacher answers Yes and no, she might mean that she read some but not all of the paragraphs.*
- Play the first half of the conversation again. Have students listen specifically for Mrs. Adamski's question at the end. Ask the class: *What did Mrs. Adamski ask?* (She asks, *College? Monika is only thirteen years old. College is a long way off.*)
- Have students guess what Mr. Bowman meant when he said *yes and no*. Write their guesses on the board.
- Put students in pairs. Read the directions.
- Play the rest of the conversation. Ask a volunteer to answer the question. Play the end of the conversation again if necessary.

## Controlled Practice

10 minutes

**C**  Read the statements. Then listen...

- Have students read the statements silently and predict whether they are true or false.
- Play CD 2, Track 28.
- Have students do the exercise.
- Check answers. Call on students to read each statement and say whether it is true or false. If it is false, ask the student to correct it.

**D PAIRS.** Was your prediction correct? What...

- Ask: *What did Mr. Bowman mean when he said yes and no?*
- Have students raise their hands if their prediction was correct.


## Presentation

15 minutes

## 3 CONVERSATION

**A**  Listen to the sentences. Notice...

- On the board, write a sentence with both stressed and unstressed words. For example, *I have a meeting after school with my daughter's teacher.*
- Say: *I'm going to read the sentences. Tell me which words are stressed.* (If necessary, remind students that stressed words are louder, higher, and spoken more clearly than unstressed words.) Read the sentences, stressing the words *meeting, school, daughter's, and teacher.*
- Point to each word and have students tell you if it is stressed or not. Repeat the sentences as needed.
- Read the sentences again and have students repeat.
- Explain the pronunciation rule as follows: *Important words, such as nouns, verbs, adjectives, and adverbs, are normally stressed. Pronouns, prepositions, and articles are normally short and weak (not stressed). These words often have a very short, quiet vowel sound.*
- Play CD 2, Track 29. Have students listen.
- Play Track 29 again. Have students listen and repeat.
- Call on students to say the sentences.

**B**  Mrs. Adamski is at a middle-school...

- Play CD 2, Track 30. Have students listen and follow silently.
- Check comprehension. Ask: *Who is Mr. Manning? What do Mrs. Adamski and Mr. Manning talk about? Why? What does Mr. Manning suggest? Does Mrs. Adamski like the suggestion?*

**C** CLASS. Discuss. What is a...

- Read the first question and have students share ideas. If necessary, ask specific questions such as *What do teachers do at a parent-teacher conference? What do parents do?* (Teachers talk to parents about their child's progress or work at school. Parents listen and ask specific questions about their child's work and behavior at school.) Write students' ideas on the board.
- Discuss the difference between the two events.

## Controlled Practice

5 minutes

## 4 PRACTICE

**A** PAIRS. Practice the conversation.

- Form cross-ability pairs and have students take turns reading each role.
- Take notes on students' pronunciation of stressed and unstressed words.
- Using your notes, correct pronunciation errors.

**MULTILEVEL INSTRUCTION**

**Cross-ability** Have the lower-level student read the part of Mrs. (or Mr.) Adamski. Have the above-level student play the role of Mr. (or Mrs.) Manning.

## Communicative Practice

10 minutes

**B** MAKE IT PERSONAL. GROUPS. Discuss...

- Read the directions.
- Group students so that each group has one or more parents of children enrolled in school.
- To conclude, have a few students share their experiences with the class.

**Expansion: Speaking Practice for MAKE IT PERSONAL**

- Have students role-play a parent-teacher conference. The roles can be as follows:

**Student A:** You are meeting with your child's science teacher. Your child enjoys doing the science experiments, but he or she didn't do well on the last science test. The teacher makes a suggestion. Ask for more information.

**Student B:** You are a science teacher. You are meeting the parent of one of your students. The student enjoys your class but did not do very well on the last test. Make a suggestion to the parent.

## Extra Practice



Interactive Practice

## Getting Started

10 minutes

- Define *Parent-Teacher Night* (also called *Back-to-School Night* or *Open House* in some places). Say: *Parent-Teacher Night is an evening when parents can go to their children's school, see their children's classrooms, and meet their children's teachers.*
- Ask: *How many of you have attended Parent-Teacher Night at your child's school?* Have students raise their hands. Select several students and ask: *Why do you go?* Use students' answers to compose sentences with *because*. Write them on the board. For example: *I go to Parent-Teacher Night because I want to meet my child's teacher.*
- Explain: *In English, the word since has the same meaning as because.* Model a sentence with *since* instead of *because*. Then have students read the sentences, substituting *since* for *because*.
- Underline each clause of the sentences on the board and circle the words *because* and *since*. Point to the main clause and say: *This part of the sentence is called the main clause or independent clause because we can put a period after it.* Then point to the dependent clause and say: *This part of the sentence is called an adverb clause. It has a subordinating conjunction followed by a subject and a verb.* Say: *In this lesson we'll learn how to make sentences that talk about reasons and results.*

## Presentation

10 minutes

## Adverb clauses of reason

- Copy the grammar chart onto the board. Read the sentences. Point out that *because* and *since* come at the beginning of the clause that gives the reason or cause. The main clause gives a result, or effect.
- Tell students that one way to determine which clause is the reason clause is to see which clause answers the question *Why?*
- Read the Grammar Watch note. Rewrite one of the example sentences on the board with the clause at the beginning of the sentence.

## Expansion: Writing Practice for Grammar

- Have students rewrite the sentences that were created in Getting Started, reversing the order of the clauses, adjusting punctuation, and inserting a comma.
- While students are writing, walk around and provide help as needed.

## Controlled Practice

10 minutes

## 1 PRACTICE

## A Read the statements from parents about...

- Read item 1. To reinforce meaning, ask: *What is the reason?* (The speaker likes the personal contact with her child's teachers.) *What is the result?* (The speaker goes to Parent-Teacher Night.)
- Have students do the exercise alone or in pairs. While they are working, walk around and check answers. Provide help as needed.

## B Read the statements from teachers about...

- Using the example, model these steps in completing the exercise: First, have students identify the reason clause (the one that answers the question *Why?*). Then, have them write the sentence, inserting *because* or *since* before the reason. Finally, have them check the punctuation, inserting a comma if the reason clause is first.
- Have students do the exercise. While they are writing, walk around and provide help as needed.
- Call students to the board to write the sentences.
- Call on other students to read the sentences on the board and make corrections as needed.

## Expansion: Speaking Practice for 1B

- Have students discuss their reasons for making certain decisions regarding their or their children's schooling. Write these questions on the board:
  1. *Where do your children go to school?*
  2. *Why did you choose to send them there?*
  3. *Have you ever made an appointment to speak to your children's teacher or the principal of your children's school?*
  4. *Why?*
  5. (For students who do not have children) *Why are you attending this school or this class?*
- Form groups. Tell students to take turns asking and answering the questions.
- Instruct students to use *because* and *since* in their answers.
- Give a time limit for discussion. While students are talking, walk around and provide help as needed.

## Presentation

10 minutes

## Infinitives and adverb clauses of purpose

- On the board, write: *I came to class early to talk with my teacher privately.* Read the sentence. Ask: *What is the main clause?* (I came to class early) Underline it twice. Then ask: *What is the adverb clause?* (to talk with my teacher privately) Underline it once.
- Say: *This sentence is like the sentences you saw on page 168 because it has a main clause and an adverb clause. However, the meaning of this sentence is different. Instead of a reason and a result, this sentence talks about a purpose and a result. A purpose is like a goal.*
- Explain: *We can use to to signal a purpose.*
- Ask: *Does anybody know another way to say this sentence?* (I came to class early so that I could talk with my teacher privately.) Point out that *so that* can also be used to talk about a purpose.
- Read the Grammar Watch notes.

## Language Note

It is important to distinguish between infinitives of purpose and infinitives that are objects of verbs or adjective phrases (such as *It's important to . . .*). Infinitives of purpose can be expanded to *in order*; for example, *I need a large pot (in order) to cook this chicken.* Sentences with infinitives of purpose can also be rephrased with *so that*, for example, *I need a large pot so that I can cook this chicken.*

## Controlled Practice

10 minutes

## 2 PRACTICE

- A** Read part of the introduction...
- After reading the directions, remind students that they should only underline the infinitives of purpose. They should not underline infinitives that are objects of verbs or adjective phrases. Have students look at the first sentence. It contains an infinitive of purpose, whereas the infinitive in the second sentence does not.
  - Have students do the exercise.
  - Check answers with the whole class.

**B** Use *to* or *so that* to complete each school rule.

- Read item 1.
- Have students do the exercise and compare answers with a classmate.
- Go over answers.

## Expansion: Speaking Practice for 2B

- Have students say certain school rules and requirements. List them on the board.
- Put students in pairs or groups. Have them discuss the purpose of the rules and requirements. Remind them to use *to* or *so that*.
- Have students share their ideas and write sentences with *to* or *so that* on the board.
- Call on students to read the sentences on the board. Correct errors as needed.

## Communicative Practice

10 minutes

## Show what you know!

**GROUPS.** Discuss. Do you think it is important...?

- Form groups. Try to make sure that each group has one or more members who have children in school.
- Have each group choose a timekeeper, a note taker, and a reporter. The note taker should record students' answers to the second question.
- Give a time limit for discussion.
- Call on reporters to share their group's answer to the second question.

## Progress Check

## Can you . . . talk about parents' involvement in school?

Say: *We have practiced talking about parents' involvement in school. Now, look at the question at the bottom of the page. Can you talk about parents' involvement in school? Write a checkmark in the box.*

## Extra Practice



Interactive Practice



pages 98–99

## Getting Started

5 minutes

If necessary, define *report card* as a document that schools send out several (usually two to four) times a year to inform parents of their children's progress in academic skills and behavior.

## Presentation

10 minutes

## 1 READ A CHILD'S REPORT CARD

## A CLASS. Discuss.

- Read each question and call on students to answer. If students don't know the answers, share information from your own experience.

## Answers:

1. Two to four times a year (or quarterly).
2. Letter grade, numerical grade, and either *pass* or *fail* next to each subject as well as attendance. The report card also includes comments from teachers.
3. See Culture Connection.

## Culture Connection

Numerous grading systems are used in the U.S. Examples are letter grades (A, B, C, D, and F), percentage scores, *Pass / Not Pass*, and comments (*Excellent / Good / Fair / Needs Improvement* or *Excellent / Satisfactory / Unsatisfactory*). Different systems may be used at different grade levels; for example, some school districts may use a comment system for elementary schools and letter grades for high school.

## B PAIRS. Read part of Manuel Medina's...

- Read the title with the whole class. Ask: *What does Reporting Period 1 mean?* (the first report card of the year, which is sent out in late November)
- Have students look at the Assessment Key at the bottom. Explain: *The key explains the meaning of the grades in the report card.*
- Form cross-ability pairs. Have them read the rest of the report card together.

## Controlled Practice

15 minutes

## 2 PRACTICE

## A Read the statements. Write T (true) or...

- Have students remain with their partners from Exercise 1B and do the exercise together.
- Check answers. Call on students to read each statement, say whether it is true or false, and correct the false statements.

## MULTILEVEL INSTRUCTION for 2A

**Cross-ability** Have the high-level student help the lower-level student with vocabulary.

## B PAIRS. Answer the questions.

- Have students switch partners and answer the questions.
- Go over the answers with the whole class.

## Expansion: Speaking Practice for 2C

- Discuss with the whole class. Say: *Imagine that Manuel is your child. Do you think it is a problem that Manuel doesn't participate in groups? Are you worried about his academic skills? Why or why not?*

## Communicative Practice 30 minutes

### 3 PRACTICE

#### GROUPS. Discuss. What should a parent do...?

- With the class, define a *low grade* as generally a grade lower than a C or a score lower than 70 percent. Define a *failing grade* as a grade of F or a score lower than 60 percent.
- Form groups. Have each group select a note taker and a reporter. The group should think of various actions a parent could take, for example, meet with the child's teacher, get a tutor, talk to the child. The note taker should write them down.
- Have the reporter from each group report on the group's ideas.
- Ask volunteers what they would do if they were in this situation.

### 4 READ

#### A Read the note that Manuel's mother sent...

- Form cross-ability pairs. Have students read the note and discuss the question together.
- Discuss the question with the whole class.

#### MULTILEVEL INSTRUCTION for 4A

**Cross-ability** Have the lower-level student read Ms. Medina's note out loud. Have the higher-level student help with pronunciation and vocabulary.

#### B Now read Ms. Brown's note to Ms. Medina...

- Form different pairs. Again, have students read the note and discuss the question together.
- Discuss the question with the whole class.

#### C Read both notes again. Then answer the questions.

- Have students do the exercise alone.
- Have them compare answers with a classmate.
- Go over the answers with the class.

#### Answers:

1. She should call Ms. Brown to arrange the day and time for the meeting.
2. In the evening, so Ms. Medina doesn't have to miss work.
3. They're going to discuss ways to help Manuel read more.

### 5 WRITE

#### Write a note to your child's teacher about...

- Tell students their note should have two parts: a description of the problem, and a request for a meeting.
- If possible, have them write their notes in class. While students are writing, walk around and provide help as needed.
- Pair students and have them read their note to their partner.
- Collect the notes. Correct spelling and punctuation.
- Have students write a clean draft of their notes.

#### Expansion: Writing Practice for 5

- Collect students' notes. Mix them and hand them out randomly to the class.
- Have each student write a response to the note they received, using Ms. Brown's note as a model.

#### Progress Check

#### Can you . . . interpret and respond to a report card?

Say: *We have practiced interpreting and responding to a report card. Now, look at the question at the bottom of the page. Can you interpret and respond to a report card? Write a checkmark in the box.*

#### Extra Practice



Interactive Practice



pages 100–101

## Getting Started

10 minutes

## 1 BEFORE YOU LISTEN

**A** Discuss. If you were enrolling a child...

- Define *enrolling* as *signing up or registering a child for school*.
- Elicit questions that students would ask and write them on the board.

**B** GROUPS. Discuss. In some school districts,...

- Form groups. Try to make sure there are parents of schoolchildren in each group.
- Give a time limit for discussion.
- Call on students to share their answers with the whole class.

**Culture Connection**

In most cities, schools are funded by property taxes, that is, taxes that are paid by homeowners. Children normally attend school in the district where they live.

## Presentation

5 minutes


## 2 LISTEN

**A**  Mr. Lopez is talking to the secretary...


- Have students look at the photo. Ask: *Who do you think the speakers are? Where are they? What do you think they are doing?*
- Remind students to listen specifically for the answer to the question. It is not necessary to understand every word.
- Play CD 2, Track 31.
- Call on a volunteer to answer the question.

## Controlled Practice

20 minutes

**B**  Listen to the first part of the...

- Play CD 2, Track 31.
- Have students do the exercise.
- Call on students to answer the questions.

**C**  Read the questions. Listen...

- Have students read the questions and predict the answers.
- Play CD 2, Track 32. Have students answer the questions.
- Check answers. If students are unable to answer a question, play that section of the recording again.



## 3 CONVERSATION



Mr. Lopez continues to speak...

- Play CD 2, Track 33. Have students listen and read along silently.
- *Optional:* Have above-level students listen with their books closed.
- Check comprehension. Ask: *What is Mr. Lopez's first question? What does he need to do? What else does he want to do? What day is good for him?*

## 4 PRACTICE

**A PAIRS.** Practice the conversation.

- Form cross-ability pairs and have students take turns reading each role.
- Walk around and listen as students are practicing.
- Ask volunteers to perform the conversation for the class.

**MULTILEVEL INSTRUCTION for 4A**

**Pre-level** Have students practice with the same partner.

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

## Communicative Practice 25 minutes

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

- Read the role descriptions and define vocabulary as needed, for example, *guidance counselor: the person at a school who helps students and parents make decisions about students' education and their future.*
- Using the conversation in Exercise 3 as a model, role-play the call with an above-level student. Play the role of the school secretary.
- Pair students of similar ability. Have them choose a situation and practice their role play at least twice.
- Call on pairs of students to perform their role play for the class.

**MULTILEVEL INSTRUCTION for 4B**

**Pre-level** Have students write a script for a conversation that follows the model of the conversation in Exercise 3. Have them practice reading the script several times. Then have them role-play without using their script.

**Above-level** Have Student A (the parent) choose the reason for the call without informing Student B (the secretary). This will make the role play more authentic.

**C MAKE IT PERSONAL. GROUPS.** Schools...

- Form groups. Have each group select a timekeeper, a note taker, and a reporter. The note taker should write down the group's answer to question 3.
- Give a time limit. While students are talking, walk around and provide help as needed.
- Have each group's reporter share the group's answer to question 3.

## Extra Practice



Interactive Practice

## Getting Started

5 minutes

- On the board, write the following incomplete sentences: 1. *My children go to a school that . . .*, 2. *I prefer teachers who . . .*, and 3. *I love gifts, which I receive from . . .*
- Ask: *What is special about your or your children's school? What kind of teachers do you prefer? What kind of gifts do teachers love?* Use the answers students give to complete the sentences with adjective clauses.
- Underline the adjective clause in each sentence. Double-underline the relative pronouns. Circle the noun that they modify.
- Explain: *The underlined parts of the sentence are called adjective clauses. Who, that, and which are called relative pronouns. Adjective clauses give information about the nouns before them. In this lesson we'll learn about adjective clauses.*

## Language Notes

- Adjective clauses that give defining information about the noun they modify are called *restrictive clauses*. Restrictive clauses are not set off with commas, for example, *Our school district is looking for teachers who can teach advanced science courses*. In contrast, clauses that do not give defining information about the noun they modify are called *nonrestrictive clauses*. They are set off with commas, for example, *Mr. Costa, who teaches advanced science courses, is a popular teacher*.
- In North American English, restrictive clauses that describe things or ideas can begin with either *that* or *which*. However, nonrestrictive clauses can only start with *which*.
- *That* is far more common than *which* in restrictive clauses.

## Presentation

10 minutes

## Adjective clauses: Relative pronoun as subject of the clause

- Copy the sentences from the grammar chart onto the board. Write each sentence with just one relative pronoun. Read the sentences aloud.
- Point to each sentence and ask: What is the adjective clause in this sentence? Which noun does it modify?
- Read the Grammar Watch notes. Point to the first sentence in the grammar chart and circle *students*. Say: *Students are people. In this sentence, both who and that are correct.*
- Point to the second example sentence. Say: *An electric bill is a thing, so we use that or which in the adjective clause.*
- Circle the relative pronouns in the examples. Say: *These words are the subjects of the clauses.* Point to the first example and ask: *Who needs financial assistance?* (students)
- Point out that in sentences with adjective clauses, the verb in the adjective clause must agree with the noun that the clause modifies: *We have a free lunch program for students who need financial assistance. I brought an electric bill that has my name and address on it.*
- Point out that an adjective clause can also come in the middle of a sentence: *Parents who work during the day can ask for meetings in the evening.*

## Controlled Practice

10 minutes

## 1 PRACTICE

## A Read the paragraph. Underline the...

- Read the example. Suggest that students underline the adjective clauses first, then circle the noun they modify.
- Have students do the exercise.
- Call on students to read the clauses they underlined and to say which words they circled.

B Complete the sentences with *who* or *which*.

- Have students restate the rules for using *who*, *that*, and *which*.
- Read item 1. Have students complete the exercise.
- Check answers. Have students say which additional relative pronoun would be correct in each item.

## Expansion: Speaking Practice

- Have students play a definitions game. Instruct them to think of a person, place, or animal and write a description of it, using an adjective clause.
- Have each student read his or her description. The class should call out the person, place, or animal being described.

## Presentation

10 minutes

## Adjective clauses: Relative pronoun as object of the clause

- Copy the sentences from the grammar chart onto the board. Underline the adjective clauses. Double-underline the relative pronouns.
- Remind students that in subject clauses, *who* or *that* is the subject of the clause. It is followed by a verb. Repeat one of the examples from the grammar chart.
- Point to the object-pattern examples and explain that, in contrast, in object clauses, the relative pronoun is followed by a subject and a verb.
- For most classes, this description of the difference between subject clauses and object clauses will suffice. If your students request a more detailed explanation, proceed as follows:
  1. Write the first example as two simple sentences: *1. I need a phone number. 2. I can call it.*
  2. Say: *Sentences with adjective clauses have two clauses. Let's suppose that they start out as two simple sentences. Notice the object in the second sentence. (Circle it.) To make a sentence with an adjective clause, we combine the two simple sentences into one sentence. In the second sentence, we replace the object it with that or which, and we put the relative pronoun after phone number.*
  3. Repeat the process with the second example.
- Read the Grammar Watch note. Have the students look at the examples again and say each sentence in three ways.

## Controlled Practice

10 minutes

## 2 PRACTICE

## A Read the letter to parents in West...

- Read the example with the class. Make sure students understand what to circle, underline, and double underline.
- Read the items and clarify vocabulary.
- Have students do the exercise individually or in pairs.
- Call students up to the board and have them mark the items. Make corrections as needed.

## B Read the sentences. Cross out the relative...

- Read item 1 with the class. Ask: *Can we cut the relative pronoun in this sentence? (no) Why not? (It is the subject of the clause. A verb comes after it.)*
- Have students do the exercise alone or in pairs.
- Go over the answers. Have the class say all possible ways of forming each sentence.

## Expansion: Speaking Practice

- Play the definitions game again, but this time have students use adjective clauses with object relative pronouns. Tell them to use object clauses in their definitions. For example, *It's a tool (that) people use to cut hair. It's an instrument (that) you hang on the wall, and it tells the time.*
- Have students read their definitions, and have the class guess what the item is.

## Communicative Practice

15 minutes

## Show what you know!

## GROUPS. Discuss.

- Form groups. Have them choose a timekeeper, a note taker and a reporter. The note taker should write down the group's ideas.
- Give a time limit for the discussion.
- Have the reporters share their group's ideas. Write them on the board.
- As a follow-up, point to each idea and have students raise their hands if they have helped or are helping their child's school in this way.

## Progress Check

## Can you . . . talk about improving schools?

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

## Extra Practice



Interactive Practice



pages 102–103

## Getting Started

5 minutes

Read the lesson title. Tell the class that in this lesson, they will read a magazine article that expresses the writer's opinion about after-school programs.

## 1 BEFORE YOU READ

## A CLASS. What did you do after school...

- Go around the room and call on students to answer the questions.

## B GROUPS. After-school programs need...

- On the board write the sentences from the reading containing the target words: *Because they have to make cuts in the annual budget, local school board officials are discussing whether or not to continue funding for after-school programs,* and *There's no good reason to reduce or eliminate programs that benefit our children.* Read the sentences out loud.
- Encourage students to guess the meanings of the words. Write their guesses on the board.
- Have them look up the meanings of the words and compare them with their guesses.

## Presentation

25 minutes

## 2 READ

## A Look at the highlighted quote. What...?

- Hold up your book and show students the highlighted quote. Read it aloud.
- Have students guess what the author's opinion about after-school programs is. Write their predictions on the board.

B  Read and listen. Was your prediction...

Note: Do not pre-teach the boldfaced vocabulary. The items are practiced in Exercise 4.

- Ask: *What is a commentary?* (an article in which someone comments, or states his or her opinion about a question or issue)
- Read the title. Ask: *What do some people want to do?* (cut after-school programs) *What does the author want?* (not to cut them)
- Have students read silently, without using dictionaries. Give a time limit, but allow more time to read if necessary.
- When time is up, point to students' predictions on the board and ask: *Was your prediction correct?*
- Call on volunteers to state the author's opinion.
- As a final step, play CD 2, Track 34 as students read and listen.

## 3

## CHECK YOUR UNDERSTANDING

**Reading Skill: Distinguishing Fact from Opinion**

- Read the Reading Skill.
- Bring in a newspaper and show students the editorial page. Explain that the editorial page has letters and commentaries on events in the news.
- Discuss the difference between a fact and an opinion, and give examples of language associated with each. A *fact* is something that can be proven to be true. Facts can be supported by observation, by science, or by numbers. An *opinion* is someone's belief. Opinions can be identified, for example, by verbs such as *believe*, *think*, *suppose*, and *imagine*; by adjectival phrases such as *It's important*, *essential*, and *crucial*; and by words that have positive or negative connotations, for example, an *articulate* politician versus a *slick* politician.

**Controlled Practice**

15 minutes

**A Read the statements. Write F (fact)...**

- Explain that in this case, *F* means *fact*, not *false*.
- Read item 1 with the class.
- Have students do the exercise.
- Check answers. Ask students how they know whether the statement is a fact or an opinion.

**B Complete the sentences.**

- Have students complete the sentences.
- Check answers.

**C GROUPS. Discuss. The title of the reading...**

- Explain that the word *cost* can refer to money, but it can also mean *harmful effects*.
- Have students go through the reading and underline the benefits of after-school programs.
- Put students in groups. Instruct them to discuss what harmful things would happen if the benefits they underlined were taken away.

**Expansion: Writing Practice**

- Have students rewrite each of the author's main points (the benefits of after-school programs, according to the author) in their own words.

## 4

## WORD WORK

**Find the boldfaced words in the article and...**

- Do the first item with the class. Have a student read the sentence in which *funding* appears. Tell students to read the next sentence and select the word that has the same meaning. (*paying*)
- Have students complete the remaining items and compare answers with a partner.
- Call on students to say the answers.

**MULTILEVEL INSTRUCTION**

**Cross-ability** Have above-level students work with pre-level students to define the terms.

**Communicative Practice**

15 minutes

**Show what you know!****GROUPS. Discuss an after-school program...**

- With the class, make a list of types of after-school programs. For example, there are programs at schools, in community centers, and at parks. Most cities also have after-school sports.
- Form groups. Try to include in every group a person with children.
- Give a time limit for discussion.
- To wrap up, have volunteers share their knowledge with the whole class.

**Community Building**

If possible, go with your students to visit an after-school program on your school campus or at a nearby park or community center. Alternately, have students research an after-school program in your area.

**Extra Practice**

Interactive Practice



pages 104–105

## Getting Started

10 minutes

Read the lesson title. Ask the class: *Does your children's school have a safety plan? What do you know about it?*

## 1 BEFORE YOU LISTEN

**CLASS.** What makes a school safe? What can...

- Read the first question and have students share ideas. If necessary, ask such specific questions as: *What makes a school safe physically?* (fences, fire alarms, etc.) *What role does communication play in making a school safe?* (For example, in the event of a disaster, the school should have a plan in place for contacting parents.)
- Read the second question. If necessary, ask students to think about specific areas of safety such as playground safety, accident prevention, disaster prevention, antiterrorism, drug prevention. You may want to list these topics on the board.

## Presentation

10 minutes


## 2 LISTEN

A  The West Apollo Elementary School...

- Have students look at the illustration. Ask them to point out the school principal. Inform students that the other people in the picture—the parents, teachers, and community leaders—are an *advisory committee*, a group whose job is to work with the principal to make the school safer. Note: An advisory committee advises someone—in this case the principal—but does not have the authority to actually make changes.
- Play CD 2, Track 35.
- Have students answer the question. If they can't, tell them to listen for the word *assist*, which means *help*. Play the recording again.

## Controlled Practice

5 minutes

B  Read the questions. Listen...

- Play Track 35 again. Have students listen for the answers to the questions.
- Check answers. Play the recording again if necessary.


## Presentation

10 minutes

## 3 CONVERSATION

## Pronunciation Watch

- On the board, write: 1. *We should have left earlier.* 2. *We shouldn't have stayed out late.* 3. *We could have taken the bus.* 4. *I couldn't have met you last night.* and 5. *It must have rained.*
- Tell students they will learn the grammar of past modals in Lesson 8. For now, quickly explain the implied meanings of the sentences: 1. *We didn't leave early.* 2. *We stayed out late.* 3. *We didn't take the bus.* 4. *It was not possible for me to meet you last night.* and 5. *I guess that it rained (probably because the streets are wet.)*
- Read the Pronunciation Watch note. Explain that the first word of the modal is stressed.
- Read the sentences on the board. Tell students to focus on the pronunciation of the past modals.

A  Listen to the sentences. Notice...

- Play CD 2, Track 36. Have students listen.
- Play Track 36 again. Have students listen and repeat.

## Controlled Practice

10 minutes

B  Listen to the sentences. Circle...

- Play CD 2, Track 37. Have students listen and fill in the missing words.
- Check answers.
- Play the recording again as needed.

## Expansion: Speaking Practice

- Have students say the sentences aloud to a partner after they fill them in.
- C Two parents on the safety advisory...**
- Play CD 2, Track 38. Have students listen and read along silently.
  - Check comprehension. Ask: *Why was Parent A disappointed? What does the playground need, according to the parents? What happened on the playground last week? What did the teachers do?*

## 4 PRACTICE

## A PAIRS. Practice the conversation.

- Form cross-ability pairs. Have them practice the conversation twice.
- Correct mispronunciations of past modals.
- Ask volunteers to perform their conversation.

## MULTILEVEL INSTRUCTION for 4A

**Cross-ability** Have the lower-level student read the part of Parent B. Have the higher-level student read the role of Parent A and take care to pronounce past modals correctly.

## Communicative Practice

15 minutes

## B MAKE IT PERSONAL. GROUPS. Imagine you...

- Form groups. Tell students to discuss why the items on the checklist are important. Have them add other items.
- Go over the items with the whole class. Call on students to say why they are important.
- Ask students which items they checked and added to the checklist. (These items will differ according to the location of your school. For example, schools in California must all have safety procedures in case of earthquakes.)

## Community Building

Invite a guest speaker to talk to your class about a safety issue that concerns the students in your class. In high-crime areas, for example, the speaker might talk about ways to keep safe while traveling to and from school.

## Extra Practice



Interactive Practice

## Getting Started

5 minutes

- Draw a continuum on the board. Label it *Degrees of Certainty*. From left to right or top to bottom, write 50%, 95%, and 100%. Next to (or under) 50%, write *may (not) have*, *might (not) have*, *could have*; next to (or under) 95%, write *must (not) have*; and next to (or under) 100%, write *cannot have*, *could not have*.
- Write one or two examples on the board. For example, 1. *You must have heard about the plan.* 2. *Your children might have talked to you.* Underline the past modals and say: *These are past modals. In this lesson, we'll learn how to use them to talk about degrees of certainty about the past. For example, in the first sentence, the speaker is almost sure you heard about the plan. In the second sentence, the speaker thinks it is possible, but not certain, that your children talked to you.*
- Help students notice the form of past modals: modal (+ optional *not*) + *have* + past participle. Write the formula on the board.

## Presentation

15 minutes

## Past Modals: Expressing degrees of certainty about the past

- Copy the affirmative forms of the sentences from the grammar chart onto the board.
- Read the first, second, and fourth sentences aloud. Say the negative form of each sentence as well. Point to 50% on the illustration on the board and read the first Grammar Watch note. Reiterate that *may have*, *might have*, and *could have* are similar in meaning. However, *could not have* does not mean 50 percent certainty. (It means 100 percent).
- Read the third example (*They must (not) have . . .*) Point to 95% on the illustration on the board and read the second and third notes. Explain that 95% means *almost certain*.
- Write on the board: *They could not have noticed the problems.* Point to 100% and read the last note. Reiterate that 100% means *you are certain something did not happen because it is impossible*.

## Teaching Tip

*Could have* and *couldn't have* are potentially confusing because the affirmative form has the meaning of 50 percent certainty, while the negative form has the meaning of 100 percent.

## Controlled Practice

10 minutes

## 1 PRACTICE

## A Read the conversation between a student...

- Read the example.
- Have students do the exercise.
- Check answers. Have students read the clauses they underlined.

B Complete the sentences. Use *may have*,...

- Clarify the directions: Students should use each modal once.
- Remind students to use *may have* or *may not have* if the speaker is uncertain, *must have* if the speaker is almost certain, and *couldn't have* if the speaker is certain.
- Have students do the exercise in pairs.
- Call on pairs to read the items. Write the answers on the board. Correct as needed.

## Expansion: Grammar Practice

- Write the following conversations between two family members on the board. 1. A: *Where's my library book? It's not here.* B: *Hmm. I'm not sure. Mom \_\_\_\_\_ returned it to the library.* 2. A: *Why doesn't Annie answer her phone? I've been trying to call her all day.* B: *She \_\_\_\_\_ remembered to take her cell phone with her.* 3. A: *Where's the car? B: It's not here? Your brother \_\_\_\_\_ taken it.* 4. A: *We're out of milk.* B: *Mom \_\_\_\_\_ gone to the store yet.* 5. A: *I just called Dad's office. He's not there.* B: *Well, it's only four o'clock. He \_\_\_\_\_ left yet.*
- Have students fill in the blanks with all possible modals. Discuss the meanings of the different possibilities. (Best answers: 1. *may/might/could have* 2. *must not have* 3. *must have* 4. *must not have* 5. *couldn't/can't have*)
- Pair students and have them practice each conversation twice, switching roles.



## Presentation

5 minutes

## Expressing advice or opinions about the past

- Copy the grammar chart onto the board.
- Read the first sentence. Ask: *Did the teacher stop the fight?* (no) Read the first Grammar Watch note. Say: Advisable in the past *means something was a good idea, but it didn't happen*. Should have shows that the speaker is sorry the action did not happen.
- Read the second sentence and the second note. Say: Not advisable in the past *means the action was not a good idea, but it happened, and the speaker is sorry it happened*.

## Controlled Practice

10 minutes

## 2 PRACTICE

## Some children behaved in unsafe ways...

- Read item 1. Ask: *How does the speaker feel about the children's action?* (The speaker disapproves or thinks it was a bad idea.)
- Have students complete the exercise.
- Call students to the board to write the answers.
- Have other students read the sentences on the board and say if they are correct.

## Expansion: Grammar Practice

- On the board write the following conversation between two parents or use an overhead transparency. Have students fill in the blanks with past modals. A: *The lighting in this parking lot is so much better. They \_\_\_\_\_ installed new lighting.* B: *Looks like it. I think they \_\_\_\_\_ made some other changes, too.* A: *Really? Like what?* B: *Well, I heard they have two teachers monitoring the playground at all times. I think some parents \_\_\_\_\_ complained that there wasn't enough supervision.* A: *That's a good change. They \_\_\_\_\_ done it a long time ago, actually.* B: *I know. But it's good that they're fixing things now.* (Answers: *must have, may / might have, must have / might have / may have, should have*)
- Have students fill in the blanks in all possible ways. Discuss their choices.
- Have students practice reading the conversation in pairs. Call on volunteers to perform the conversation for the class.

## Communicative Practice

15 minutes

## Show what you know!

## STEP 1. Read about Tuan's problem.

- Have students write a sentence using each of the past modals *must have, may have, and might have*.

## STEP 2. PAIRS. Discuss Tuan's problem. Use...

- Pair students.
- Have a person from each pair write one possible cause on the board.
- Have the class read the sentences on the board. Tell students to write down as many sentences as they can telling what Tuan's parents should have done.
- Have a student from each pair write one sentence on the board expressing an opinion about what Tuan's parents should have done.

## STEP 3. GROUPS. Share your ideas.

## Culture Connection

Injuries caused by carrying heavy backpacks are a growing problem among American schoolchildren. Problems include pain in the shoulders, neck, and back; fatigue; incorrect posture; improper development of back muscles; and even fractures of the spine. Experts recommend that children should carry no more than 15 percent of their body weight in their backpacks, but studies have shown that many children carry as much as 25 pounds (possibly 40 to 50 percent of their body weight) of books and supplies to and from school.

## Progress Check

## Can you . . . discuss school safety?

Say: *We have practiced discussing school safety. Look at the question at the bottom of the page. Can you discuss school safety? Write a checkmark in the box.*

## Extra Practice



Interactive Practice



pages 106–107

## Getting Started

10 minutes

- If necessary, define a *letter to the editor* as a letter that a newspaper reader can send to the newspaper in which he or she expresses an opinion about issues in the news.
- Explain that all letters are read, though only a few get published in the paper.
- Bring in a copy of a newspaper and show students the letters to the editor page.

## 1

## BEFORE YOU WRITE

**A GROUPS.** Parents sometimes disagree...

- To help focus students' thinking, provide examples of recent decisions that your local school board has made. Ask students if they approve or disapprove of these decisions.
- Form groups. Have them choose a timekeeper, a note taker, and a reporter and discuss answers to the question.
- Give a time limit. While students are talking, walk around and provide help as needed.
- To wrap up, have the reporter from each group share the group's ideas.

## Presentation

20 minutes

**B** Many newspapers encourage their readers...

- Read the letter out loud as students read silently.
- Point out the salutation *Letter to the Editor*.
- Tell students to look for the adjectives that describe the writer's feelings. (*surprised, upset, concerned*)
- Have students read the letter again silently.
- Call on students to say which words they underlined. Ask: *Do these words show the writer's positive or negative feelings?* (negative)

**C PAIRS.** Answer the questions about the letter.

- Read question 1. As a clue, tell students to look for a word that means *advantage* (*benefit*).

**Answer:** Students benefit from the work their teachers do during in-service.

- Read question 2. Ask students to predict where they will find the answer (*following the word However*)

**Answer:** Some parents do not have money to pay for babysitters on those days.

- Pair students and have them answer questions 1 and 2. Then have them discuss question 3.

**Answers will vary.**

- Discuss question 3 with the whole class. You can also ask students if they agree with the writer's suggested solutions.

**Writing Tip: Keeping Similar Information Together**

- Read the Writing Tip.
- Ask: *How did the letter writer organize the information?*
- Elicit answers and write them on the board in the form of an outline. For example: *I. Statement of the problem; II. Why it is a problem (the disadvantages); III. Solutions; IV. The writer's plan of action / recommendation.*
- Note: In the writing model, both the problem and solutions are discussed in the second paragraph. You may want to suggest that students write four short paragraphs, discussing the disadvantages in the second, and the solutions in the third.
- Have students copy the outline into their notebooks. Tell them they will need it when they do Exercise 3.

**Expansion: Writing Practice for 1C**

- Reiterate the information in the Writing Tip. Then point out that often, the different sections of a piece of writing are separated by transitions.
- Have students go through the letter and circle the transitions *However, One possible solution, and A second possible solution.*

## Controlled Practice

10 minutes

## Communicative Practice

20 minutes

2

## THINKING ON PAPER

**A BRAINSTORM.** Think about a decision...

- Copy the brainstorming chart onto the board.
- Choose a decision that was recently made in your school or district. Use this decision as a model. (If you are unfamiliar with a real example, choose a hypothetical one. Examples could be a decision to require students to wear uniforms, to ban cell phones from campus, to close the cafeteria, to remove junk food from vending machines).
- With students, brainstorm and take notes on the positive and negative results. Write ideas in the chart, not full sentences.

**B Choose the negative result that is the...**

- Follow through with the example you introduced in Exercise 2A. For example, if the problem is the decision to ban cell phones, the biggest negative result might be that students and parents are unable to reach one another.
- Copy the graphic organizer onto the board. Write the model problem in the center. With the class, brainstorm as many solutions as possible. (It can be more or fewer than four.) For example, students might be allowed to carry cell phones, but if the phone rings during class a teacher can confiscate it. Another solution might be to require students to leave phones in lockers. A third might be that students must deposit phones in a basket on the teacher's desk at the beginning of each class.
- Form pairs or groups. Have students discuss the pros and cons of each suggested solution. Have them choose the two best solutions.
- Call on volunteers to say which two solutions they chose. Have them explain their reasons.
- Have students select their own problem and brainstorm their own solutions, using the graphic organizer.
- Have them share their ideas with a partner or partners.

3

## WRITE

## Write your own letter to the editor...

- Have students take out the outline you did of the model letter in the Writing Tip after Exercise 1C.
- Say: *Use the outline to write your letter. It's OK to change or add ideas while you are writing.*
- Read the checklist items in Exercise 4. Tell students to use them as a guide while they are writing.
- Encourage students to use the unit grammar: adverb clauses of reason and purpose; infinitives of purpose; adjective clauses; and past modals.
- Have students write in class.

**MULTILEVEL INSTRUCTION for 3**

**Pre-level** Give students the option of providing just one solution to the problem they chose. They can shorten or omit the advantages or disadvantages.

**Above-level** Have students write four paragraphs. They should include the advantages and disadvantages of the decision as well as two or more solutions.

4

## CHECK YOUR WRITING

- Have students read their paragraphs and check the boxes in the checklist. Alternately, have them revise their paragraphs according to the items in the checklist.
- Collect papers. Make corrections as needed in paragraph format, grammar, and the items in the writing checklist.

**Expansion: Writing Practice for 4**

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

## Extra Practice



Interactive Practice



page 108

**1 REVIEW**

Turn to page 253 for the Grammar Review.

**2 ACT IT OUT**

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

- Play CD 2, Track 30. If necessary direct students to the script on page 167.

**STEP 2. ROLE PLAY. PAIRS. Role-play...**

**Teaching Tip**

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

- Have students look at the illustration. Ask: *Who are the people? Where are they? What are they talking about?*
- Read the role descriptions.
- With the class, brainstorm about some solutions to the problem. List them on the board.
- Model the role play with an above-level student. Play the role of the teacher. You can begin like this: *Thank you for coming to see me, [name]. I wanted to talk to you about [child's] grades. Include one or more of the solutions suggested by the students.*
- Remind students to try to use the unit grammar in their role play.
- Tell students to practice out loud at least twice.
- Have volunteers perform their role-play.

**3 READ AND REACT**

**STEP 1. Consider the problem.**

- Read the problem out loud while students read silently.
- To check comprehension, ask: *What is going to happen next Friday evening? What is the problem?*

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

- Form groups of three or four. Have each group choose a timekeeper, a note taker, and a reporter. The note taker should write down the reasons and actions that the group proposes.
- Give a time limit for discussion. Walk around and provide help as needed.
- Have the reporter from each group share the group's ideas. List the solutions on the board.
- Have students vote on the best solution.

**Expansion: Speaking Practice for STEP 2**

- Ask students if they have had a similar experience and how they dealt (or are dealing) with it.

**4 CONNECT**

Turn to page 261 for the Self-Efficacy Activity and page 271 for the Team Project. See page T-xi for classroom management tips for these activities.

**Progress Check**

**Which goals can you check off? Go back to page 165.**

Ask students to turn to page 165 and check off any remaining goals they have reached. Call on students to say which goals they will practice outside of class.



**Go to the CD-ROM for more practice.**

If students need more practice with the vocabulary, grammar, and competencies in Unit 9, encourage them to review the activities on the CD-ROM.