Pre-Unit Getting Started

Lesson 1 Classroom language

Classroom Materials/ Extra Practice

CD 1
Tracks 2–10

T
Vocabulary Cards
Pre-Unit

Unit Goals

- Understand basic classroom language
- Say and write the alphabet
- Say and write numbers 1–10

Teaching Tip

There is a Transparencies and Vocabulary Cards package available for the *Future* Intro Student Book.

Getting Started 5 minutes

Books closed.

- Write your first and last name on the board. Point out how you would like to be addressed in class. For example, should students use Mr., Mrs., Miss and your last name? Should they use your first name? Then point to your name. Say: *My name is [first name] [last name]. I'm the teacher. Please call me _____.*
- Write the name and level of the class and say: *This is [class name and level]. Welcome!*
- Point to the words on the board and say them. Have the class repeat chorally.
- State the lesson objective: *We're learning words for our classroom.*

Presentation 10 minutes

A **Look at the teacher and student...**

- Hold up your book. Point to the three pictures and say: *Talking in a classroom. People are having a conversation in the classroom.*
- Play CD 1, Track 2. Point to each speech bubble. Students listen.
- Continue playing Track 2. Point to each speech bubble. Students repeat.

Books open.

- Check comprehension. Point to the pictures in your book. Ask: *Is this the teacher? Is this a student?*
- Play Track 2 again. Students listen and point to the pictures in their books.
- Continue playing Track 2. Students point as they listen and repeat.

Controlled Practice 15 minutes

B PAIRS. **Practice the conversation...**

- Model the conversation. Say the lines of the teacher. Have the class say the lines of the student.
- Ask a volunteer to model the conversation with you. Write the student's name on the board. Say the lines for the teacher. The student says the lines for the student and uses his or her own name.
- Model the conversation again with three or four more students.
- Tell pairs to practice the conversation two times and then switch roles. Encourage students to use their real names.

Expansion: Speaking Practice for B

- Ask pairs to role-play their conversations for the class.

Lesson 1 Classroom language

Teaching Tip

To provide more support for the class, make a transparency for the actions in Exercise C.

Presentation 10 minutes

Books closed.

C **Look at the actions...**

- Hold up your book. Ask: *What do you see?* Help students with any words they try to say.
- Point to the group of pictures and say: *We do these actions in the classroom.*
- Play CD 1, Track 3. Point to each picture. Students listen.
- Continue playing Track 3. Point to each picture and ask students to repeat.

Books open.

- Play Track 3 again. Students listen and point to the pictures in their books.
- Continue playing Track 3. Students point as they listen and repeat.

Expansion: Vocabulary for Exercise C

- Form pairs. Use the Vocabulary Cards for page 3. Student A points to a picture. Student B says the word. Then students switch roles.

Controlled Practice 20 minutes

D **PAIRS. Point to a picture...**

- Model the activity. Point to the pictures in random order. Have the class say the action for each picture.
- Student A points to an action. Student B says the action. Then students switch roles.

MULTILEVEL INSTRUCTION for D

Pre-level Both students point to each picture and say the action.

Above-level Both students cover the words under the pictures. Students take turns pointing to a picture and saying the action.

Expansion: Vocabulary Practice for D

- The teacher demonstrates the actions and the students do the actions. The class also says each action chorally.

E **Your teacher will say each sentence...**

- Say each sentence out loud. Students listen and point to each picture in their books.
- Say each sentence again. Students point as they listen and repeat.
- Say the sentences in random order. Have students point to the correct pictures.

Expansion: Vocabulary Practice for E

- Say the sentences in random order. Have students role-play the actions. For example, say: *Work alone.* Students should read in their books alone. Say: *Work in pairs.* Students should each turn to a classmate and talk. Say: *Work in groups.* Three or four students should turn to each other and talk.

Lesson 2 Say and write the alphabet

Getting Started 5 minutes

Books closed.

- Print a capital *A* and a lowercase *a* on the board. Point to the capital *A*. Say: *A*. Point to the lowercase *a*. Say: *A*. Then point to and say each letter. Have the class repeat.
- Point to each letter and explain: *This is a capital A and this is a lowercase A. We say A for both letters.*
- Do the same with the letters *B* and *C*.
- State the lesson objective: *We're learning to say and write the alphabet.*

Presentation 20 minutes

A **Look at the alphabet...**

- Write the alphabet on the board or hold up your book. Point to the letters and say: *The alphabet.*
- Play CD 1, Track 4. Point to each letter in the alphabet. Students listen.
- Continue playing Track 4. Point to each letter and have students repeat.

Books open.

- Play Track 4 again. Students listen and read the letters in their books silently.
- Continue playing Track 4. Students point to the letters as they listen and repeat.

B **PAIRS. Point to a letter...**

- Form cross-ability pairs. Student A points to letters in the alphabet. Student B says the letters. Then students switch roles.

Teaching Tip

Go to pages 236–237 and make copies of the writing practice, or have students write in their books.

Lesson 2 Say and write the alphabet

Controlled Practice 15 minutes

C Circle the capital letters.

- Model the activity. Write a few capital and lowercase letters on the board. For example, write: *s M j c T*. Tell students: *We need to circle only the capital letters.* Point to each letter and ask: *Is this a capital letter or a lowercase letter?* Circle the capital letters.
- If you feel students need more practice, model this activity two or three times before students write in their books.
- To review, write the letters from this exercise on the board. Ask a volunteer to come up and circle the correct letters. Make any necessary corrections.

D Listen. Write the capital letters.

- Point to the capital letters in Exercise C. Tell students to write capital letters for this exercise.
- Model item 1 on the board. Say *S* and write a capital *S*.
- Play CD 1, Track 5. Circulate and help students write on the correct lines.
- Play the audio two or three times.
- Have students compare answers with a classmate.
- Then write the answers on the board for students to check their work.

Controlled Practice 15 minutes

E Circle the lowercase letters.

- Model the activity. Write a few capital and lowercase letters on the board. For example, write: *e H r L C i*. Tell students: *We need to circle only the lowercase letters.* Point to each letter and ask: *Is this a capital letter or a lowercase letter?* Circle the lowercase letters.
- If you feel students need more practice, model this activity two or three times before students write in their books.
- To review this exercise, write the letters on the board. Ask a volunteer to come up and circle the correct letters. Make any necessary corrections.

F Listen. Write the lowercase letters.

- Point to the lowercase letters in Exercise E. Tell students to write lowercase letters for this exercise.
- Model item 1 on the board. Say *c* and write a lowercase *c*.
- Play CD 1, Track 6. Circulate and help students write on the correct lines.
- Play the audio two or three times.
- Have students compare answers with a classmate.
- Then write the answers on the board for students to check their work.

Communicative Practice 5 minutes

G Write your name.

- Model writing your name on the board. Print the letters. Point out the capital letter used to start your name.
- Form pairs. Students take turns. Have students spell their names out loud and then say their names.

MULTILEVEL INSTRUCTION for G

Pre-level Students write their first name only.

Above-level Students write their first and last name.

Lesson 3 Say and write numbers

Teaching Tip

This lesson focuses on numbers 0–10. If you write a two-digit number, like *23*, then point to and say each number separately: *two* *three*.

Getting Started 5 minutes

Books closed.

- Write your room number on the board. Point to and say each digit. Ask the class to repeat each digit.
- State the lesson objective: *We're learning to say and write numbers.*

Presentation 10 minutes

A **Look at the numbers...**

- Write the numbers 0–10 on the board. Point to the numbers and say: *Numbers.*
- Play CD 1, Track 7. Point to each number. Students listen.
- Continue playing Track 7. Point to each number and have students repeat.

Books open.

- Play Track 7 again. Students listen and read the numbers silently in their books.
- Continue playing Track 7. Students point to the numbers as they listen and repeat.

B **PAIRS. Point to a number...**

- Form cross-ability pairs. Student A points to a number in Exercise A. Student B says the number. Then students switch roles.

Culture Connection

People around the world use their fingers to count to ten. Different cultures, however, begin their counting on different fingers. Ask students to show you how they begin counting on their fingers. Show them how you do it.

Controlled Practice 15 minutes

C **Listen for the number...**

- Model the activity. Write two numbers on the board: *3* *6*. Say: *Three*. Model circling 3.
- Play CD 1, Track 8. Tell students to circle the numbers they hear.
- Form pairs. Have students compare their answers.
- Play Track 8 again and have students check their answers. Write the correct answers on the board.

D **Listen. Write the number.**

- Play CD 1, Track 9. Tell students to write the numbers they hear. Circulate and make sure students are writing on the correct lines.
- Play Track 9 again and have students check their answers.
- Then write the correct answers on the board and have students correct their work.
- Play the audio again for students to confirm the correct answers.

Expansion: Speaking Practice for D

- Form pairs. Students take turns reading the numbers in Exercise D out loud. Encourage students to help each other.

Lesson 3 Say and write numbers

Presentation 10 minutes

Teaching Tip

There is a set of YES and NO cards on page 249. Make a copy for each student or have students remove the cards from their Student Books. Use these cards during comprehension checks. Have students hold up the YES or NO card as they answer *yes* or *no* out loud.

E **Listen and read...**

- Have students look at the student identification card and index card. Elicit information. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Is this an identification card for work? Is this an ID card for school? Is Alba a teacher? Is her ID number 7281?*
- Play CD 1, Track 10. Students listen and read. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 10. Ask students to listen and repeat.

Controlled Practice 10 minutes

F **Read the student ID and schedule...**

- Have the class read the information silently.
- Check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: *Is the student's name Hong? Is his student ID number 64131? Is his class in Room 1A?*
- Then have students complete the information about Hong.
- To review this exercise, have volunteers write complete sentences on the board. Make any necessary corrections.

Communicative Practice 10 minutes

G **Complete the sentences...**

- Model the exercise. Call on a volunteer and use his or her information.
- Tell students to use their own information to complete their sentences.
- Then ask a volunteer to say his or her information.
- Walk around and help as needed. Make sure students are writing their information on the correct lines.
- To review this exercise, ask volunteers to write their sentences on the board. Have them say their information out loud. Make any necessary corrections.

Expansion: Reading Practice for G

- Form cross-ability pairs. Students take turns reading the sentences in Exercise G out loud.

1 Nice to meet you.

Lesson 1 Countries

Classroom Materials/ Extra Practice

CD 1
Tracks 11–38

Transparencies
1.1–1.10

MCA
Unit 1

Workbook
Unit 1

Interactive Practice
Unit 1

Unit Goals

- Say names of countries
- Ask for someone's name
- Read the alphabet
- Spell first and last names
- Say and write numbers 0–9
- Ask for a telephone number
- Introduce self
- Use *I am*, *He is*/*She is*, *You are*, *We are*, *They are*
- Fill out a form
- Talk and write about greetings in different cultures

Getting Started 5 minutes

Books closed.

- Elicit names of countries students already know. Show Transparency 1.1 or a wall map of the world. Point to the United States. Say: *We are here in the United States.*
- Ask various students: *Where are you from?* Have each student point to the map and say the country. Say the country and have the class repeat.
- State the lesson objective: *We're learning the names of countries.*

Presentation 10 minutes

A **Look at the map...**

- Show Transparency 1.1 or use a world map. Point to the countries and say *Countries*.
- Play CD1, Track 11. Point to each country. Students listen.
- Continue playing Track 11. Point to each country and have students repeat.

Books open.

- Play Track 11 again. Students listen and point again.
- Continue playing Track 11. Students point as they listen and repeat.

B **Listen and read...**

- Play CD 1, Track 12. Students read silently.
- Pause the CD. Check comprehension. Ask: *Are you from Russia? Are you from El Salvador? Are you from Vietnam?* etc. Tell students to hold up their YES or NO cards to answer. (See page 249)
- Continue playing Track 12. Ask students to listen and repeat as they read.

Controlled Practice 5 minutes

C PAIRS. **Point to your country...**

- Form cross-ability pairs. Students show each other their countries on the map.

Expansion: Writing Practice for C

- Dictation. Say and spell words from the box. Students write the words on a piece of paper. Then students check their spelling.

Language Note

Write a city and country on the board. Circle the first letters. Say: *Begin the name of a city and a country with a capital letter.*

Lesson 1 Countries

Presentation 10 minutes

Teaching Tip

Write on the board: *I don't know*. Say the sentence and have students repeat. Say: *When we don't know the answer, we say* I don't know. You may want to ask questions students may not know the answers to, for example, *Is this student from Peru? What's my favorite color?* etc. The class answers: *I don't know.*

D **Listen. Listen and repeat.**

- Show Transparency 1.2 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Set the context. Elicit information about the picture without correcting students' answers. Tell students to hold up their YES or NO cards or say *I don't know.* Ask: *What do you think? Are they in class? Are they students? Is she from China? Is he from Mexico?*
- Play CD 1, Track 13. Students listen. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 13. Ask students to listen and repeat.
- Now show the dialog on Transparency 1.2 or have students read in their books. Play Track 13 again. Students listen and read silently.
- Continue playing Track 13. Ask students to listen and repeat.

Controlled Practice 10 minutes

E **PAIRS. Practice the conversation.**

- Model the conversation in Exercise D. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

MULTILEVEL INSTRUCTION for E

Pre-level Students role-play the conversation for the class with books open.

Above-level Students role-play the conversation for the class with books closed.

F **PAIRS. Make a new conversation...**

- Model a new conversation with a volunteer. Say the lines for Speaker A. Use your own name. Speaker B uses his or her name and country. Role-play the conversation with two more students.
- Walk around and help as necessary. Then ask volunteers to role-play their new conversation.

Communicative Practice 20 minutes

Show what you know!

CLASS. Walk around the room...

- Write two column headings on the board: *Name* *Country*
- Model the activity. Ask a student: *What's your name?* Write the student's first name in column 1. Ask: *Where are you from?* Write the country in column 2. Ask two more students and write their information on the board.
- Circulate and assess students' ability to ask for and write down someone's name and country. If students need more practice, review pages 8 and 9.

CLASS. Take turns. Talk about...

- Point to the information on the board. Say: *[Name] is from [country].* Students repeat.
- Go around the room. Have each student say where his or her classmate is from: *[Name] is from [country].*

Critical Thinking Skill: Listing

- Ask the class to think of the countries they know. Have volunteers come up to the board and write a country name they remember. Check for correct spelling and capitalization.
- Review the list. Say: *Who is from _____?* Ask students to raise their hands if they are from that country. Add any countries students forgot!

Extra Practice

Interactive Practice

Pages 2–3

Lesson 2 Spell first and last names

Getting Started 5 minutes

Books closed.

- Print your first and last name on the board. Point to your first name. Say: *My first name is [your first name].* Then spell it. Point to your last name. Say: *My last name is [your last name].* Then spell it.
- Circle the first letter of each name. Tell the class that names start with capital letters.
- State the lesson objective: *We're learning to spell first and last names.*

Presentation 10 minutes

Teaching Tip

The audio has been recorded in a natural speaking style and pace. Students may need to hear a recording more than one time. Play the audio as many times as necessary to help students understand, confirm information, recheck answers, or practice pronunciation.

A **Look at the alphabet...**

- Show an alphabet chart or write the letters on the board. Point to the group of letters. Say: *This is the alphabet.*
- Play CD 1, Track 14. Point to each letter in the alphabet. Students listen.
- Continue playing Track 14. Point to each letter and have students repeat.

Books open.

- Play Track 14 again. Students listen and read the letters silently.
- Continue playing Track 14. Students point to the letters as they listen and repeat.

Expansion: Alphabet Practice for A

- Form pairs. Student A points to a letter in the alphabet. Student B says the letter. Then students switch roles.

Teaching Tip

Go to pages 236–237. Make copies of the writing practice pages for capital letters. Have the class practice writing the alphabet using capital letters.

Controlled Practice 10 minutes

B **Listen. Write the capital letters.**

- Ask the class to look at the letters in Exercise A. Point out that there are capital letters and lowercase (small) letters.
- Tell students to use capital letters for this exercise. Model item 1 on the board. Say *C* and write a capital C.
- Play CD 1, Track 15. Walk around and make sure students are writing capital letters on the lines. Play Track 15 two or three times.
- Form pairs. Have students compare their answers.

C **PAIRS. Say a letter...**

- Model the activity. Ask the class to say five letters. Write the capital letters on the board.
- Ask for a volunteer to write on the board. Select students to call out letters.

Teaching Tip

Go to pages 238–239. Make copies of the writing practice pages for lowercase letters. Have the class practice writing the alphabet using lowercase letters.

D **Listen. Write the words.**

- Model the activity. Draw five short blanks on the board. Say: *Hello*. Then spell it out loud and write the letters in the blanks.
- Tell the class to use lowercase letters for this exercise. Play CD 1, Track 16 two or three times.
- Review the answers with the class. Then play Track 16 again and check the answers.
- Read each word out loud and have students repeat.

Expansion: Writing Practice for D

- Form cross-ability groups. Dictation. One student thinks of a word and writes it.
- Then the student spells the word. His/her classmates write the word and then say it. The student says if it is correct.
- Students take turns dictating words to the group.

Lesson 2 Spell first and last names

Presentation 10 minutes

E **Listen. Listen and repeat.**

- Show Transparency 1.3 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards or say *I don't know.* Ask: *What do you think? Are they in class? Is the man asking for information?*
- Play CD 1, Track 17. Students listen. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 17. Have students listen and repeat.
- Now show the dialog on Transparency 1.3 or have students read in their books. Play Track 17 again. Students listen and read silently.
- Continue playing Track 17. Students listen and repeat as they read.

Controlled Practice 10 minutes

F **PAIRS. Practice the conversation.**

- Model the conversation in Exercise E. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

G **PAIRS. Make a new conversation...**

- Model a new conversation with a volunteer. Say the lines for Speaker A. Have the student answer with his or her own name. Role-play two more conversations with volunteers.
- Remind students to use their own names and to reverse roles, so that both students can ask and answer the questions.

Expansion: Speaking Practice for G

- Ask volunteers to role-play one of their new conversations for the class.

Communicative Practice 15 minutes

Show what you know!

GROUPS OF 4. Take turns. Ask...

- Write two column headings on the board:
  First name *Last name*
  Read the directions out loud.
- Model the activity. Ask various students: *What's your name?* Make sure students say full names. Say: *Spell your first name.* Write the name in column 1. Say: *Spell your last name.* Write the name in column 2.
- Form cross-ability groups. Each student takes a turn asking one person for his or her first and last names. All students listen and write.
- Circulate and assess students' ability to spell first and last names. If students need more practice, review pages 10 and 11.

CLASS. Take turns. Introduce...

- Say the sentence in the bubble and ask the class to repeat. Say: *The man is introducing the woman.* Model with a student.
- Have each group introduce their teammates to the class: *This is* _____.

Critical Thinking Skill: Organizing

- Give each student an index card or a small piece of paper. Ask students to write their last name on the card.
- Form groups of 5. Tell students to line up in alphabetical order. Encourage them to check the alphabet chart in Exercise A.
- Have each group line up in front of the class. Each student holds up the index card and spells his or her last name.

Extra Practice

Interactive Practice Pages 2–3 Page 4

Lesson 3 Say and write numbers

Getting Started 5 minutes

Books closed.

- Ask various students: *Do you have a student ID card? Can you show me?* Point to the student ID number on their cards.
- Have students look at their student ID cards and point to the numbers. Tell students to hold up their YES or NO cards to answer your questions. Ask: *Do you have a 7 in your ID number? Do you have a 5 in your ID number?* Ask about a few more numbers to assess which numbers students know.
- State the lesson objective: *We're learning to say and write numbers.*

Presentation 5 minutes

A **Listen and point...**

- Write numbers 0–9 on the board or hold up your book. Point and say: *Numbers.*
- Play CD 1, Track 18. Point to each number on the board. Students listen.
- Continue playing Track 18. Point to each number again. Students listen and repeat.

Books open.

- Play Track 18 again. Students listen and point to the numbers in their books.
- Continue playing Track 18. Students point to the numbers as they listen and repeat.

Controlled Practice 5 minutes

B **Listen. Write the numbers.**

- Play CD 1, Track 19. Play the audio two or three times.
- Review the exercise with the class. Have the class say the numbers while volunteers write them on the board.

Presentation 5 minutes

C **Listen. Listen and repeat.**

- Have students cover the dialog in their books.
- Play CD 1, Track 20. Ask comprehension questions: *Is the man asking about a phone number? Is the number 83241?*
- Continue playing Track 20. Ask students to listen and repeat.
- Tell students the third line uses rising intonation because the speaker is checking to make sure the number is correct.
- Have students read in their books. Play Track 20 again. Have students listen. Continue playing Track 20. Have students listen and repeat.

Controlled Practice 10 minutes

D **PAIRS. Practice the conversation.**

- Model the conversation in Exercise C. Say the lines for Speaker A. The class says the lines of Speaker B chorally. Make sure students use rising intonation for the third line.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play for the class.

Expansion: Speaking Practice for D

- Students take out their student ID cards and use their own numbers in the conversations.

E **Listen for the student ID...**

- Write on the board: *a* *b*. Say and demonstrate: *Circle a. Circle b.*
- Play CD 1, Track 21. Then play Track 21 again and have students check their answers.
- Have students compare answers with a partner. Then play Track 21 again to review the answers.

Lesson 3 Say and write numbers

Presentation 10 minutes

F Listen. Listen and repeat.

- Show Transparency 1.4 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Is this a cell phone? Is the area code 213? Is the phone number 555-7169?*
- Play CD 1, Track 22. Students listen. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 22. Ask students to listen and repeat.
- Tell students the fifth line uses rising intonation because the speaker is checking to make sure the number is correct.
- Now show the dialog on Transparency 1.4 or have students read in their books. Play Track 22 again. Students listen and read silently.
- Continue playing Track 22. Students listen and repeat as they read.

Controlled Practice 10 minutes

G PAIRS. Practice the conversation.

- Model the conversation in Exercise F. Say the lines for Speaker A. The class says the lines of Speaker B chorally. Make sure students use rising intonation for the fifth line.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

H Listen for the...

- Write on the board: *a b*. Say and demonstrate: *Circle a. Circle b.*
- Play CD 1, Track 23. Then play Track 23 again and have students circle their answers.
- Have students compare answers with a partner. Then play Track 23 again to review the answers.

I Listen. Write the...

- Play CD 1, Track 24. Make sure students write one number on each blank.
- Play Track 24 again and have students check their answers.
- Have students compare answers with a partner. Then play Track 24 again to review the answers.

Communicative Practice 10 minutes

Community Building

Talk with students about the importance of guarding their personal information, for example, birthdays/birthdates, telephone numbers. Tell students that during class they can use true or made-up information.

Show what you know!

Write your area code and...

- You may want to write a made-up number on the board for students to use.
- Circulate and assess students' ability to say and write complete telephone numbers. If students need more practice, review pages 12 and 13.

PAIRS. Ask: *What's your...*

- Read the speech bubbles and ask the class to repeat. Then model the activity with a student.

Critical Thinking Skill: Sequencing

- Form cross-ability groups. Hand out one set of index cards or small pieces of paper with the numbers 0–9 to each group.
- Tell groups to line up in order of their numbers.
- To finish this activity, have each group line up in order at the front of the class. Ask the class to check for accuracy!

Extra Practice

Interactive Practice

Pages 4–5

Page 5

Lesson 4 Introduce yourself • *I am, you are*

Getting Started 5 minutes

Books closed.

- Pretend you are a new student in the class. Go out of the room and then enter again. Say: *Hi, my name is _____. I'm a new student in this school.*
- Ask the class: *What do you say to a new student?*
- Elicit responses without correcting students' answers. Write students' answers on the board. If students need help answering, ask: *Do you say* hello*? Do you say* What is your name*? Do you say* What is your area code*? Do you say* Welcome*?*
- Say the lesson objective: *We're learning what to say when we meet new people.*

Presentation 10 minutes

Books open.

A **Listen. Listen and repeat.**

- Show Transparency 1.5 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Set the context. Elicit information about the picture without correcting students' answers. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Are they at school? Are they shaking hands? Are they writing their telephone numbers?*
- Play CD 1, Track 25. Have students listen. Point to the speakers in the picture. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 25. Ask the class to listen and repeat.
- Now show the dialog on Transparency 1.5 or have students read in their books. Play Track 25 again. Students listen and read silently.
- Continue playing Track 25. Have students listen and repeat.

B **Listen again. Circle *Yes* or *No*.**

- Play CD 1, Track 26. Instruct students to listen and read. Then they circle *Yes* or *No*.
- To correct this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

Controlled Practice 10 minutes

Culture Connection

In the United States, when people meet each other for the first time, they smile and say *Hello, nice to meet you.* Sometimes they shake hands. Model with a student. Smile and say *Hello, nice to meet you.* You can also practice shaking hands with the student.

C **PAIRS. Practice the conversation.**

- Model the conversation. Say the lines for Speaker B. Ask a female volunteer to say the lines for Speaker A (Rosa). You may want to shake hands.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

D **PAIRS. Make a new conversation...**

- Model a new conversation with a volunteer. The student says the lines for Speaker A, using his or her own name. Say the lines for Speaker B. Use your own name. Stand up and shake hands with the student.
- Circulate and help as necessary. Then ask volunteers to role-play their new conversation.

E **CLASS. Walk around the room...**

- Tell students to walk around and introduce themselves to three classmates. Remind students to shake hands when they meet classmates.

Lesson 4 Introduce yourself • *I am, you are*

Presentation 10 minutes

Culture Connection

In some cultures, it is impolite to use a finger to point at a person. Instead of pointing to indicate a student, you can use your open hand, with palm facing up, to indicate which student you are choosing.

F Read the sentences.

- Use Transparency 1.5 or have students look at the chart in their books.
- Say each sentence in the chart and have students read silently. Say each sentence again and have students repeat chorally.
- Write on the board: *I You*. Point to *I* and then point to yourself. Say: *I am a teacher.* Point to *You* and then indicate a student. Say: *You are a student.* Do this with two more students.
- Write on the board: *I am You are*. Show how contractions are formed by erasing the *a* and writing an apostrophe (’). Say: *I’m. I’m a teacher. You’re. You’re a student.*
- Point to the conversation on Transparency 1.5 or have students look at Exercise A on page 14. Say: *Circle* I’m *in the conversation.*
- Review the answers by asking a volunteer to circle and underline the words on Transparency 1.5.

Expansion: Grammar Practice for F

- Write on the board: *I’m You’re*. Have students write the full forms (*I am, You are*). You may want to teach the terms *full form* and *contraction*.

Controlled Practice 10 minutes

G Write *am* or *are*.

- Do item 1 with the class. Write on the board: *I _____ a new student.* Ask students for the answer.
- Correct the exercise by asking students to read the sentences.

H Rewrite the sentences...

- Review how contractions are formed. Write on the board: *I am a new student.* Erase the *a* in *am* and write an apostrophe (’).
- Circle the capital letter and period in the sentence on the board. Remind students to start a sentence with a capital letter and end it with a period.

I Listen and check your answers...

- Play CD 1, Track 27. Tell students to circle any mistakes in their answers in Exercise H.
- Pause the CD. Ask students to correct their mistakes. Start Track 27 again and have students check their answers again.
- Continue playing Track 27. Have the class listen and repeat. Say each sentence and emphasize the correct pronunciation of *I’m* and *You’re*.

Communicative Practice 15 minutes

Show what you know!

CLASS. Walk around the room...

- Write on the board: *You’re right! No, I’m _____.*
- Model the activity. Indicate a student and say: *You’re [student’s name].* Point to the board. Ask the student to answer. Indicate another student. Say: *You’re [incorrect name].* The student answers: *No, I’m _____.*
- Circulate and assess students’ ability to use *You’re* and *I’m*.

Critical Thinking Skill: Summarizing

- Write on the board: *You are meeting someone new. What do you say? What do you do?*
- Set the context. Tell students they will meet many people here in the United States. Ask the class to help make a list on the board of how they can greet people. The list for what they say may include: *Hi. Hello. What’s your name? My name is _____. How are you? Nice to meet you. Nice to meet you, too.* The list for what they do may include: *stand up, shake hands, smile, say hello.*

Extra Practice

Interactive Practice

Pages 6–7

Page 6

Lesson 5 Introduce someone • *He is, she is*

Getting Started 5 minutes

Books closed.

- Write *He* and *She* on the board. Circle *He*. Indicate a male student. Say: *He is a student.* Underline *She*. Indicate a female student. Say: *She is a student.* Say the sentences again and have students repeat.
- Indicate a male student. Ask: *He or she?* Indicate a female student. Ask: *He or she?* Do this two or three times with other students.
- State the lesson objective: *We're learning to use the words* he *and* she.

Presentation 10 minutes

Books open.

A Read the sentences.

- Show Transparency 1.6 or hold up your book and point to each picture. Say each sentence and have the class repeat.
- Write on the board: *he she*
- Check comprehension. Say sentences: *She is a teacher. He is a student. He is a man. She is a woman.* For each sentence ask: *What did I say—he or she?* Point to *he* and *she* on the board.

B Listen and read the story.

- Play CD 1, Track 28. Students listen and read silently.
- Provide more practice with *he* and *she*. Show Transparency 1.6. Have students come up and circle *he* and *she*. Then underline the names (Jin Su, Lora). Point to the names and have students say *he* or *she*.

Expansion: Listening Practice for B

- Have students cover the story. Play Track 28 again. Ask students to listen for *he* and *she*. Tell them to raise a hand when they hear *he* or *she*.

Controlled Practice 10 minutes

C Read the story again...

- Have students read the story again silently.
- Do item 1 with the class. Read the sentence. Write on the board: *Yes No*. Model making a circle around *Yes*.
- Review the exercise with the class. Have a student read a sentence out loud. Tell students to hold up their YES or NO cards to answer.

Expansion: Reading Practice for C

- Form cross-ability pairs. Students take turns reading the story out loud. Tell students to pay attention to *he* and *she*.

D Write *he* or *she*.

- Do item 1 with the class. Point to the picture. Ask: *Is the person a man or a woman? What do we write?* Write *she* on the board.
- To correct this exercise, call on various students to say each answer.

Expansion: Speaking Practice for D

- Invite 3 men and 3 women to the front of the class.
- Indicate a student and model a sentence: *He is a student.* or *She is a student.*
- Indicate one student at a time and have the class say the correct sentence chorally.

Lesson 5 Introduce someone • *He is, she is*

Presentation 10 minutes

E Read the sentences.

- Show Transparency 1.6 or have students look at their books. Say the first line: *Jin Su is from Korea. Lora is from the United States.* Say each sentence again. Students repeat chorally.
- Say the second line: *He is from Korea. She is from the United States.* Ask: *Which person is* He*? Which person is* She*?* Say the second line again. Students repeat chorally.
- Say the third line: *He's from Korea. She's from the United States.* Show on the board how contractions are formed. Write *He is*. Erase the *i* in *is*, and put an apostrophe in its place. Demonstrate the contraction for *She is*. Read the third line again. Students repeat chorally.

Controlled Practice 10 minutes

F Write three sentences...

- Write item 1 on the board: *Carla / my friend*. Then write the first example sentence on the board: *Carla is my friend.* Circle *is* in the sentence to show where to insert *is*. Read the sentence for students to repeat.
- Write the second example sentence on the board: *She is my friend.* Circle *She* in the sentence to show *She* is for Carla, a woman. Read the sentence for students to repeat.
- Write the third example sentence on the board: *She's my friend.* Circle *She's* to show that the two words have been shortened to one word. Read the sentence for students to repeat.
- To correct the exercise, call on various students to write sentences on the board.

Expansion: Grammar Practice for F

- Write on the board: *Maria / my classmate.*
- Ask students to write 3 sentences like the sentences in Exercise F.
- Walk around and provide help as necessary.

Communicative Practice 15 minutes

Show what you know!

GROUPS. Take turns. Ask...

- Ask groups to sit in a circle. Instruct students in the group to introduce themselves. Each student says his or her name and what country he or she is from: *I'm [name]. I'm from [country].*
- A student indicates a person and says: *Who's that? Where is he/she from?* A volunteer in the group answers. Students take turns indicating a person and asking the questions.
- Circulate and assess students' ability to use *he* and *she* correctly. If students need more practice, review pages 16 and 17.
- To finish this activity, ask each group to choose one student to say each classmate's name and country. Write an example on the board: *She's Mariam. She's from Somalia.* etc.

Critical Thinking Skill: Explaining

- Set the context. Say: *We're going to introduce a classmate. We're going to say four things about our classmate.* Choose a student and model for the class. Say: *This is Maria. She is in my class. She is from El Salvador. She speaks Spanish.*
- Form cross-ability pairs. Tell students to introduce themselves and find out four things. Walk around and help students as they talk.
- Ask students in pairs to introduce their classmate. You can write the four pieces of information on the board so the class can read the information.

Extra Practice

Interactive Practice

Pages 8–9

Pages 7–8

Lesson 6 You are, we are, they are

Getting Started 5 minutes

Books closed.

- Write on the board: *You We They*. Indicate the class and say: *You are students.* Indicate yourself and the class and say: *We are at school.* Indicate a group of students in the back of the class and say: *They are classmates.*
- State the lesson objective: *We are learning to talk about students in the class.*

Presentation 10 minutes

Books open.

A Read the sentences.

- Have students look at the pictures. Hold up your book and point to each picture. Ask: *Is there one person? How many people are in the picture?* Point to each picture and say: *There is more than one person.*
- Read each sentence. Students read silently. Say each sentence and have the class repeat. Ask volunteers to read each sentence out loud.

Expansion: Grammar Practice for Exercise A

- Demonstrate *you*, *we*, and *they* by forming groups. Stand away from a group and indicate them. Say: *They*. Now stand together with the group. Say: *We*. Form a group of three. Stand in front of them and look at them. Say: *You*.

B Listen. Listen and repeat.

- Show Transparency 1.7 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Set the context. Elicit information about the picture without correcting students' answers. Ask: *What do you think? Are they students? Are they in class? Where are they from?*
- Play CD 1, Track 29. Students listen. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 29. Ask students to listen and repeat.
- Now show the dialog on Transparency 1.7 or have students read in their books. Play Track 29 again. Students listen and read silently.
- Continue playing Track 29. Students listen and repeat.

Controlled Practice 5 minutes

C PAIRS. Practice the conversation.

- Model the conversation in Exercise B. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

MULTILEVEL INSTRUCTION for C

Pre-level Students role-play the conversation for the class with books open.

Above-level Students role-play the conversation for the class with books closed.

Lesson 6 You are, we are, they are

Presentation 25 minutes

D Read the sentences.

- Use Transparency 1.7 or have students look at the chart in their books.
- Say each sentence in the chart and have students read silently. Say each sentence again and have students repeat chorally.
- Write on the board: *You are We are They are.* Say: *These are full forms.* Show how contractions are formed by erasing the *a* in *are* each time and writing an apostrophe (’). Point to each word and say: *You’re. We’re. They’re. These are contractions.*
- Write on the board: *You’re We’re They’re.* Indicate a student and say: *You’re a student.* Indicate yourself and the class and say: *We’re in Room ___.* Indicate a group of students in the back of the room and say: *They’re from Mexico.*
- Point to the conversation on Transparency 1.7 or have students look at Exercise B on page 18 in their books. Say: *Circle the contractions in the conversation.*
- Review the answers by asking a volunteer to circle contractions in the dialog on Transparency 1.7, or write the conversation on the board and have students circle the contractions.

Expansion: Grammar Practice for D

- Write on the board: *You are They are We are.* Have students write the contractions (*You’re, They’re, We’re*). Review the terms *full form* and *contraction*.

E Write three sentences...

- Write item 1 on the board. Write the first example sentence: *Carlo and Ana are from Brazil.* Underline *Carlo* and *Ana*. Ask: *You? They? We?* Say: *They.*
- Write on the board: *They _____ from Brazil.* Ask students: *What do we need?* Write *are*. Say the sentence and have the class repeat.
- Write on the board: *They are.* Ask: *What is the contraction?* Write: *They’re*. Write the full sentence: *They’re from Brazil.* Say the sentence and have the class repeat.
- Review the exercise by having students write the sentences on the board. Make necessary corrections.

Expansion: Grammar Practice for E

- Have students write sentences similar to Exercise E.
- To review, have volunteers write their sentences on the board. Focus on the full forms and contractions.

Communicative Practice 15 minutes

Show what you know!

CLASS. Walk around the room...

- Model the activity. Indicate a student and ask: *What’s your name? Where are you from?* Write the student’s name and country on the board. Ask more students. Write the names and countries on the board. When you find two students from the same country, demonstrate filling in the blanks for the exercise:

  Country: _____
  Student 1: _____ *Student 2:* _____
- Students walk around and find two classmates from the same country, then write the information.

CLASS. Take turns. Introduce...

- Say the sentence in the speech bubble. Students repeat.
- Have volunteers introduce two classmates.

Critical Thinking Skill: Explaining

- Set the context. Say: *We’re introducing two classmates. We’re saying four things about the students.* Choose two students and model for the class. Say: *This is Maria and Yuri. They are in my class. They are from El Salvador and Russia. They speak Spanish and Russian.*
- Form cross-ability groups. Tell students to ask each other: *What’s your name? Where are you from? What language do you speak?* Walk around and help students ask questions.
- Ask students to introduce two classmates. Write the information on the board so the class can check.

Extra Practice

Interactive Practice

Pages 9–10

Lesson 7 Life Skills • Fill out a form

Getting Started 5 minutes

Books closed.

- Write on the board:

_____

First Name *Middle Name* *Last Name*

- Write your information in the blank. Point to each name and say: *My first name is the name I received when I was born. This is my middle name. My last name is my family name.*
- State the lesson objective: *We're learning how to fill out a form correctly.*

Presentation 15 minutes

Books open.

A **Listen and read. Listen...**

- Show Transparency 1.8 or have students look at their books. Cover the bottom form on the transparency. Elicit information about the top form without correcting students' answers. Tell students to hold up their YES or NO cards to answer. Ask: *Is this a school form? Do you write three names on the form? Do you write your teacher's name on the form? Do you write your student ID number on the form?*
- Play CD 1, Track 30. Point to the words on the transparency. Students listen. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 30. Ask students to listen and repeat.
- Play Track 30 again. Students listen and read silently.
- Continue playing Track 30. Students listen and point as they read.

Controlled Practice 10 minutes

B **Read the form again...**

- Form cross-ability pairs. Students take turns reading the form out loud.
- Write item 1 on the board. Model circling *Yes*.
- To review the exercise, have one student read each sentence out loud. Tell students to hold up their YES or NO cards to answer.

C **PAIRS. Compare your answers.**

- Form cross-ability pairs. Students take turns reading each sentence and answer out loud. If answers are different, tell students to read the form again and find the answer.

Expansion: Reading Practice for C

- Show Transparency 1.8 or have students look at their books.
- Tell students you will ask a question. They will look at the form and point to the answer.
- Ask: *1. What is Chi's last name? 2. Where is Chi from? 3. What is Chi's phone number? 4. What is Chi's student ID number? 5. What is the name of Chi's school?* Have volunteers come up and point to the answers on Transparency 1.8.

Lesson 7 Life Skills • Fill out a form

Presentation 15 minutes

D Complete the sentences...

- Write item 1 on the board. Model how to complete the sentence. Then read the sentence to the class. Erase your name and ask a volunteer to fill in the blank and read the sentence. Do item 2 with the class also.
- You may want to write a telephone number and student ID number on the board for students who do not want to use true information. Walk around and help as needed.

Expansion: Reading Practice for D

- Form cross-ability pairs. Students take turns reading their sentences out loud.

Teaching Tip

Talk about filling out forms. Say: *You need to print.* Print your name on the board. Show students the printed alphabet on page 10. Then print your name on the board. Say: *Sometimes there are lines, sometimes there are boxes on forms.* Write a line and boxes on the board. Fill in your name. Say: *You need to use a pen.* Hold up a pen.

Controlled Practice 15 minutes

E Fill out the form...

- Show Transparency 1.8 or have students look at their books. Cover the top form on the transparency. Point to each item. Ask the class to say the words out loud.
- Play CD 1, Track 30 again. Stop after each word and have students listen and self-correct their pronunciation. Continue playing Track 30 and have students repeat.
- Circulate and assess students' ability to fill out the form. Make sure students use their information from Exercise D and are printing.

F PAIRS. Read your classmate's form...

- Instruct pairs to look at each other's form. Ask: *Does every box have information? Is the information printed and easy to read?*
- Ask volunteers to come up and fill out the form on Transparency 1.8.

Extra Practice

Interactive Practice

Page 11

Lesson 8 Ivan's story

Getting Started 5 minutes

Books closed.

- Elicit ideas without correcting students' answers. Ask: *You see a classmate or friend. What do you do?* If students have trouble answering, ask a student to come up and role-play the situation with you. Write students' responses on the board.
- State the lesson objective: *There are different ways to say hello, to greet people. We're going to listen to Ivan talk about greetings.*

Presentation 15 minutes

A CLASS. **Look at each picture...**

- Show Transparency 1.9 or hold up your book. Point to each picture and ask: *What do you see?*
- Elicit information about each picture without correcting students' answers. If students have difficulty expressing an idea, make suggestions or repeat what they said correctly.
- Write words or phrases on the board about the pictures.

Books open.

B **Listen to the story.**

- Play CD 1, Track 31. Point to each picture on Transparency 1.9 or have students look at their books. Students listen.
- Point to each picture and check comprehension. Tell students to hold up their YES or NO cards to answer. Do not say the correct answer. Ask:
  1. *What is his name? Is he a teacher?*
  2. *Do the students say hello? Do they shake hands?*
  3. *Do students say hello and hug?*
  4. *Do students say hello and fill out a form?*
  5. *Do students kiss and say hello?*
  6. *Does Ivan know how to say hello to classmates?*
- Play Track 31 again. Ask students to listen and look at the pictures in their books.
- Check comprehension. Ask the questions above again. Say the answers and have the class to repeat.

Expansion: Vocabulary Practice for B

- Form cross-ability groups. Have students show each other greetings used in their country. If you feel it is appropriate, ask each group to demonstrate the various greetings for the class.

Lesson 8 Ivan's story

Presentation 10 minutes

C Listen again and read.

- Play CD 1, Track 32. Have students listen and read the story in their books.
- Ask students to circle any words they don't understand. Write the words on the board. Ask students to guess the meaning. Give more information and draw visuals on the board to help students understand.

Expansion: Reading Practice for C

- Form cross-ability pairs. Students take turns reading the story out loud.

Controlled Practice 15 minutes

D Read the story again...

- Students read the story again. Ask: *How do people say hello?* Tell students to underline the different ways people say hello.
- Ask students for answers. Model writing the answer for item 1 on the board.
- To review the exercise, ask volunteers to write their answers on the board. Make necessary corrections.

E GROUPS. Ask your classmates...

- Form cross-ability groups. Model the discussion by asking a few students: *How do people say hello in your country? Do people shake hands? Do people kiss?* etc.
- Write on the board the roles for each group:
  Student 1: Read the questions out loud.
  Student 2: Make sure each person answers.
  Student 3: Tell the class the group's answers.
- Circulate and assess students' ability to discuss how people say hello in their country. Encourage each student to participate in the discussion. If students need more practice, play CD 1, Track 32 again and have students listen and read the story in Exercise C.
- Have groups take turns presenting their answers to the class.

F Write about how people...

- Write the sentences on the board. Model completing the sentences with the class.
- Remind students to use the information they talked about in Exercise E. Ask one student for information and write it on the board.
- Walk around the room and help as necessary.

MULTILEVEL INSTRUCTION for F

Pre-level If students can't do the exercise, have them copy Ivan's story from Exercise C on a piece of paper.

Above-level Tell students to write more than three sentences about this topic. They can use Exercise C as a model.

Communicative Practice 15 minutes

G GROUPS. Take turns. Read...

- Form cross-ability groups. If students have trouble sharing their information, encourage classmates to help them.

Critical Thinking Skill: Problem Solving

- Write on the board: *In Ivan's country, people smile when they say hello. They don't shake hands or hug. Now Ivan is in the United States. Some of his classmates want to shake hands. Some want to hug him hello. What should Ivan do?*
- Form cross-ability groups. Have students talk about the situation and make suggestions. Walk around and help as necessary.
- Ask the groups for their ideas. Write them on the board. Talk about any suggestions that may not be appropriate.

Extra Practice

Interactive Practice

Page 12

REVIEW Show what you know!

1 THE SOUNDS OF *M* AND *N*

Language Note

The sounds *m* and *n* are nasal sounds. The *m* sound comes through your nose. Close your lips. Use your voice. Practice the sound with the word *map*. The *n* sound also comes through your nose. Put your tongue to the top of your mouth. Use your voice. Practice the sound with the word *name*. Students can use a small hand mirror to help see the movements of their mouths and tongues as they form the sounds.

A Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- Walk around and provide help as needed.

B Listen and repeat.

- Play CD 1, Track 33. Students listen and repeat to self-correct.
- Ask students to point to each word in Exercise A as they listen.
- Walk around and check students' pronunciation of *m*.
- Play the audio two or three times.

C Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- Walk around and provide help as needed.

D Listen and repeat.

- Play CD 1, Track 34. Students listen and repeat to self-correct.
- Ask students to point to each word in Exercise C as they listen.
- Walk around and check students' pronunciation of *n*.
- Play the audio two or three times.

E Listen. Write *m* or *n*...

- Explain that students will complete each word with an *m* or *n*.
- Do the first two items with the class. Write on the board: *1. __ice 2. fro__*. Say each word. Have a volunteer come up and write the correct letter.
- Play CD 1, Track 35. You may want to play the track two times.
- Have students check their answers with a partner.

F DICTATION. PAIRS. Student A...

- Form cross-ability pairs.
- Model the activity with a higher-level student. Ask the student to say a word from Exercise A. Write it on the board. Ask the class to check your spelling.
- Encourage students to check spelling after each word.

G DICTATION. SAME PAIRS. Student B...

- Tell students to switch roles. Student B says the words from Exercise C. Student A writes the words.
- If necessary, model the activity again with a word from Exercise C.

MULTILEVEL INSTRUCTION for F and G

Pre-level Students copy the words in Exercises A and C on a piece of paper. Have a classmate check the spelling.

Above-level Each student writes five more words with *m* and *n*. They can use any words they know. Form pairs. Have students share their words.

REVIEW Show what you know!

2 VOCABULARY

A Listen. Listen and repeat.

- Play CD 1, Track 36. Have students listen and read.
- Continue playing Track 36. Have students listen and repeat chorally.
- Check comprehension. Say each word in the word box. Ask volunteers to point to the object in the classroom, point to a map, write the numbers, or do the action.
- You can also show Transparencies 1.1, 1.8, and 1.9. Say the words from this list and have students come up and point to them.

Teaching Tip

Prepare students for Exercises B, C, and D. Write on the board: *circle*, *underline*, and *check* ✓ . Say each word and point to the symbol. Then write five words on the board. Ask a volunteer to come up to the board. Say: *Circle [word]. Underline [word]. Check [word].* Make corrections as necessary.

B Circle four countries...

- Walk around and help as necessary. Make sure students circle the words first and then write.
- Have students compare answers. Then have volunteers write their words on the board.

C Underline four ways to say hello...

- Walk around and help as necessary. Make sure students underline the words first and then write.
- Have students compare answers. Then have volunteers write their words on the board.

D Check (✓) four numbers...

- Walk around and help as necessary. Make sure students make checkmarks first and then write.
- Have students compare answers. Then have volunteers write their words on the board.

3 SPEAKING

A Maria is a new student in your class...

- Have students read the situation and answer choices in their books.
- Say: *Circle the answer that completes the dialog.*
- Have students compare answers with a classmate.
- Ask a volunteer to write the correct answer on the board.

B Your teacher asks...

- Have students read the situation and answer choices in their books.
- Say: *Circle the answer that completes the dialog.*
- Have students compare answers with a classmate.
- Ask a volunteer to write the correct answer on the board.

Expansion: Speaking Practice for B

- Write on the board:

  A: Where are you from?

  B: _____

- Ask the class for possible answers. Students can use true or made-up information. Write suggestions on the board and make necessary corrections.
- Form pairs. Students make new conversations with the answers on the board.

CD-ROM Practice

Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 1, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

Extra Practice

Interactive Practice	Pages 10–11	Page 13

EXPAND Show what you know!

1 INTRODUCE YOURSELF

A **Listen. Two people...**

- Set the context. Say: *Two students are talking to each other. They will introduce themselves.*
- Play CD 1, Track 37. Have students listen.

B **CLASS. Walk around the room...**

- If students need more support, have them turn to pages 9 and 14 or show Transparencies 1.2 and 1.5 to read the introductions again.
- As students walk around, provide help as needed.

2 SAY AND WRITE NAMES AND TELEPHONE NUMBERS

Teaching Tip

If students need more support, provide a review. Indicate various students and ask: *What is your first name? What is your last name?* Review parts of a telephone number. Write on the board: *508-555-7891*. Ask: *What is the area code? What is the phone number?*

A **Listen. A student...**

- Set the context. Say: *A student is saying her name and phone number.*
- Play CD 1, Track 38. Have students listen.
- Play Track 38 again. Ask students to listen again and write the information they hear on a separate piece of paper.
- Then write the correct information on the board and have students check their writing. Play Track 38 again so students can confirm the information.

B **PAIRS. Use true or made-up...**

- Say the words on the form and have students point and repeat. Then ask students to say the questions they need to do the activity. (*What is your first name? What is your last name? What is your area code? What is your phone number?*)
- Form cross-ability pairs. Students take turns asking their classmate for information. Make sure students start writing in the first box.
- Walk around the room and provide help as necessary.

C **SAME PAIRS. Read your classmate's...**

- Say: *Read your classmate's form. Is it complete?* Encourage students to help each other make any necessary corrections.
- To finish the activity, ask volunteers to come up and fill in their information in the top form on Transparency 1.10.

Show what you know!

Community Building

For activities such as Exercises 3 and 4, form cross-ability pairs and have students check each other's writing. Say: *Read your classmate's form. Is it complete?*

3 FILL OUT A FORM

Fill out the form...

- Show Transparency 1.10 or hold up your book. Review the words on the form. Say each word and have the class repeat.
- Then point to each item again and ask the corresponding question. For example, point to the line for first name. Ask various students: *What's your first name?* Model the question for each item.
- Walk around and help as needed.

4 WRITE ABOUT YOURSELF

Write about yourself...

- Review vocabulary needed for this activity. Ask: *What is your name? What is your telephone number? Where are you from? What is your student ID number?*
- Write model sentences on the board. Use your information. Encourage students to look at the model on the board as they write.
- Walk around the room and help as needed.
- To review, students can also write their answers in complete sentences on the board.

5 CONNECT

For your Team Project...

- Go to page T-xi for the general teaching notes for the projects.

2 Welcome to class!

Lesson 1 Classroom objects

Classroom Materials/ Extra Practice

CD 1
Tracks 39–63

Transparencies 2.1–2.11
Vocabulary Cards Unit 2

MCA
Unit 2

Workbook
Unit 2

Interactive Practice
Unit 2

Unit Goals

- Name classroom objects
- Follow classroom instructions
- Use imperatives
- Name places in a school
- Ask for places in a school
- Use *across from*, *next to*
- Fill out a form
- Talk about study skills
- Use simple present
- Read and talk about classrooms in different cultures
- Write about classrooms in your country

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Pick up or point to classroom objects. Ask: *What's this?* or *What's that?*
- Repeat students' answers out loud and have the class repeat chorally. If students don't know a word, say the word and have the class repeat.
- State the lesson objective: *We're learning words for things in the classroom.*

Presentation 15 minutes

A **Look at the classroom objects...**

- Show Transparency 2.1 or hold up your book. Point to the group of pictures and say: *Classroom objects.*
- Play CD 1, Track 39. Point to each picture. Students listen.
- Continue playing Track 39. Point to each picture and have students repeat.

Books open.

- Play Track 39 again. Students listen and point to the pictures in their books.
- Continue playing Track 39. Students point as they listen and repeat.

B **Listen and read...**

- Play CD 1, Track 40. Students listen and read.
- Pause the CD. Check comprehension. Ask: *Do you have a pen? Do you have a piece of paper?* etc. If students say *yes*, ask them to hold up the item. If students say *no*, have them hold up their NO card.
- Continue playing Track 40. Ask students to listen and repeat as they read.

Expansion: Vocabulary Practice for B

- Form pairs. Use the Vocabulary Cards for page 28. Student A points to a picture. Student B says the word. Then students switch roles.

Expansion: Writing Practice for B

- Dictation. Books closed. Say and spell three words from the box. Students write the words. Then students check their spelling. Repeat this activity.

Language Note

Hold up a pen. Say: ***a*** *pen*. Explain that ***a*** *pen* means ***one*** *pen*. Hold up an eraser. Say: ***an*** *eraser*. Explain that ***an*** *eraser* means ***one*** *eraser*. If the class is at a higher level, show them that *an* comes before words that begin with vowel sounds and *a* comes before words that begin with consonant sounds.

Lesson 1 Classroom objects

Presentation 15 minutes

Teaching Tip

When using transparencies for conversations, point to each speaker as the class listens. YES and NO cards are on page 249.

C **Listen. Listen and repeat.**

- Show Transparency 2.2 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Set the context. Elicit information about the picture without correcting students' answers. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Are they students? Are they in class? Are they talking about a book?*
- Play CD 1, Track 41. Have students listen. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 41. Ask students to listen and repeat.
- Now show the dialog on Transparency 2.2 or have students read in their books. Play Track 41 again. Students listen and read silently.
- Continue playing Track 41. Have students listen and repeat.

Controlled Practice 15 minutes

D **PAIRS. Practice the conversation.**

- Model the conversation in Exercise C. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally. Have students hold up a pen.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation.

E **PAIRS. Make new conversations...**

- Show Transparency 2.1 or hold up your book showing page 28. Point to two objects. Say each word and have students repeat.
- Model a new conversation with these two objects. Say the lines for Speaker A. The class says the lines of Speaker B chorally. Point to the objects on page 28 during the new conversation.
- Ask volunteers to role-play one of their new conversations.

MULTILEVEL INSTRUCTION FOR E

Pre-level Students write their new conversations. They can copy the conversation in the book.

Above-level Students make more conversations using classroom objects they see in the room.

F **Look at the classroom objects...**

- Walk around and help as needed. Encourage students to write other classroom objects they have.
- Write new words on the board.

Communicative Practice 10 minutes

Show what you know!

GROUPS. Take turns. Tell your...

- Say the sentence in the speech bubble and have the class repeat. Ask volunteers for more examples.
- Circulate and assess students' ability to name classroom objects. If students need more practice, review pages 28 and 29.

Critical Thinking Skill: Summarizing

- Tell each group to make one list of the objects that all group members have in common.
- Write on the board: *Every student in our group has* _____. Ask a volunteer from each group to write the group's list on the board.

Extra Practice

Interactive Practice

Pages 12–13

Pages 14–15

Lesson 2 Follow classroom instructions

Getting Started 5 minutes

Culture Connection

In some cultures, it is impolite to use a finger to point at a person. Instead of pointing to indicate a student, you can use your open hand, with palm facing up, to indicate which student you are choosing.

Teaching Tip

Total Physical Response (TPR) is a language-learning activity where commands and actions are first modeled and then performed. TPR activities address the learning style of kinesthetic learners; students are involved physically as they learn and practice language. Exercises A, B, and C are TPR activities.

Books closed.

- Do the actions in Exercise A. Use objects. Do not say the actions you are doing.
- Elicit what students know without correcting students' answers.
- Do the actions again and ask: *What am I doing?* Students may answer in a variety of ways depending on their level. Answers could be: *book, open book, open a book, opening a book.*
- State the lesson objective: *We're learning the actions we do in the classroom.*

Presentation 15 minutes

A Your teacher will say and do...

- Show Transparency 2.3 or hold up your book. Ask students to look at the pictures. Point to the group of pictures. Say: *classroom instructions.*
- Say: *Listen and look at the pictures.* Point to each picture. Say each action.
- Say: *Listen and look at me.* Say each action again and do it for the class.

B Your teacher will say and do...

- Say: *Listen to me and do the actions with me.* Students can use objects (a book, a dictionary, etc.) as needed. Encourage students to stand up and move around.
- Remind students that they are *not* talking during this exercise.

C Your teacher will say...

- Say: *Listen to me. Repeat the words. Do the action.*
- If necessary, model one or two times with an above-level student.

Expansion: Listening Practice for C

- Say the actions in random order for students to perform. Encourage students to help each other do the correct action.
- You may want to show Transparency 2.3 to confirm which action students should perform.

Books open.

D Listen and read...

- Play CD 1, Track 42. Students listen and read.
- Continue playing Track 42. Have students listen and repeat.

Expansion: Writing Practice for D

- Dictation. Say the actions in the box. Students write the sentences. Then have students check their spelling.

Lesson 2 Follow classroom instructions

Presentation 15 minutes

E **Listen. Listen and repeat.**

- Show Transparency 2.4 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Set the context. Elicit information about the picture without correcting students' answers. Ask: *What do you think? What is the teacher saying? Do the students take out their dictionaries?*
- Play CD 1, Track 43. Have students listen. Pause the CD. Ask the comprehension questions above again. Continue playing Track 43. Students listen and repeat.
- Now show the dialog on Transparency 2.4 or have students read in their books. Play Track 43 again. Students listen and read silently.
- Continue playing Track 43. Students listen and repeat.

F **Read the sentences.**

- Show Transparency 2.4 or have students look at the chart in their books. Cover the dialog on the transparency or have students cover the dialog in their books.
- Say each sentence in the chart and have students read silently. Say each sentence again and have students repeat chorally.
- Explain: *Imperatives are commands. These words tell a person to do an action.* Write on the board: *don't = do not.* Point out that negative commands start with *don't*.
- Point to the conversation on Transparency 2.4 or have students look at Exercise E in their books. Say: *Circle the affirmative imperatives. Underline the negative imperative.*
- Review the answers by asking a volunteer to circle and underline the words on Transparency 2.4 or write the answers on the board: *get ready, use, don't use.*

Expansion: Grammar Practice for F

- Write on the board: 1. _____ *the light.*
  2. _____*your book.*
  3. _____*your pencil.*
- Ask students to write one affirmative command for each item. Model an example on the board: *Turn on the light.*

Controlled Practice 10 minutes

G **Write negative sentences.**

- Write item 1 on the board: *Open your book.* Ask the class to make the sentence negative.
- Walk around. Make sure students begin with *Don't*.

H **Listen and check your answer...**

- Play CD 1, Track 44. Tell students to circle any mistakes in their answers in Exercise G.
- Pause the CD. Ask students to correct the mistakes. Start Track 44 again and have students check their answers again.
- Then continue playing Track 44. Have the class listen and repeat.

Communicative Practice 15 minutes

Show what you know!

GROUPS. Look at the actions...

- Have students read the commands on page 30 (Exercise D) and page 31 (Exercise G).
- Circulate and assess students' ability to follow classroom instructions. If students need more practice, review pages 30 and 31.
- To complete the activity, ask volunteers to give instructions for the class to follow.

Critical Thinking Skill: Sequencing

- Write on the board: *Take out your dictionary.*
- Say: *What does the teacher say to students in class?* Point to the example on the board. Tell students to use commands (see pages 30 and 31). Write students' answers on the board.
- Form groups. Say: *Imagine we are getting ready for a test. Write three instructions. Put them in order.*
- Have groups share their list of instructions.

Extra Practice

Interactive Practice

Pages 14–15

Pages 16–17

Lesson 3 Places in a school

Getting Started 5 minutes

Teaching Tip

If your class is not in a school setting, you may want to copy the floor plan of the school from page 35 on the board. Students can use the floor plan to answer questions.

Books closed.

- Write on the board: *My name is _____. I'm a new student.* Ask the class: *Who is a new student?* Ask for a volunteer to be a "new" student and to write his or her name in the blank on the board.
- Say: *New students usually have questions.* Have the volunteer repeat: *Can you help me? Where can I register for English class? Where can I buy my English book? Where can I buy a cup of coffee?*
- Elicit the places in the school students already know by encouraging students to answer.
- State the lesson objective: *We're learning places in a school.*

Presentation 15 minutes

Community Building

Show the class how to politely correct a mistake. Write a model on the board: *No, that's not the library. That's the bookstore.* Say the example and have the class repeat.

Teaching Tip

See the Teacher's Notes in the *Future Intro Transparencies and Reproducible Vocabulary Cards* package for suggestions on how to use the Vocabulary Cards.

A Look at the places in a school...

- Show Transparency 2.5 or hold up your book. Point to the group of pictures and say: *Places in a school.*
- Play CD 1, Track 45. Point to each picture. Students listen.
- Continue playing Track 45. Point to each picture and have students repeat.

Books open.

- Play Track 45 again. Students listen and point to the pictures in their books.
- Continue playing Track 45. Students point to the pictures as they listen and repeat.

B Listen and read...

- Play CD 1, Track 46. Students read silently.
- Pause the CD. Check comprehension. Ask: *Does our school have a computer lab? Does our school have a cafeteria?* etc. Tell students to hold up their YES or NO cards to answer.
- Continue playing Track 46. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

- Dictation. Books closed. Say and spell three words from the box. Students write the words on a piece of paper. Then students check their spelling.
- Repeat this activity two more times.

Expansion: Vocabulary Practice for B

- Form pairs. Use the Vocabulary Cards for page 32. Student A points to a picture. Student B says the word. Then students switch roles.

Controlled Practice 5 minutes

C Look at the words...

- Tell students to look at the words in Exercise B as they write.
- Students might ask about words not in the box. Write them on the board and have the class repeat.

D PAIRS. Tell your classmate...

- Form cross-ability pairs. Students share their lists.

Lesson 3 Places in a school

Presentation 10 minutes

E **Listen. Listen and repeat.**

- Show Transparency 2.6 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Set the context. Elicit information about the picture without correcting students' answers. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Is the man in the classroom? Is the woman at school?*
- Play CD 1, Track 47. Point to the people on Transparency 2.6. Students listen. Pause the CD. Ask the comprehension questions above again.
- Continue playing Track 47. Ask students to listen and repeat.
- Now show the dialog on Transparency 2.6 or have students read in their books. Play Track 47 again. Students listen and read silently.
- Continue playing Track 47. Students listen and repeat.

Controlled Practice 10 minutes

F **PAIRS. Practice the conversation.**

- Model the conversation in Exercise E. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play for the class.

G **Look at the pictures...**

- Review item 1 with the class. Ask: *What place do you see in the picture?*
- Tell students to look at the pictures and then write.

H **Listen and check your answers...**

- Play CD 1, Track 48. Tell students to circle any mistakes in their answers in Exercise G.
- Pause the CD. Ask students to correct their mistakes. Start Track 48 again and have students check their answers again.
- Then continue playing Track 48. Have the class listen and repeat.

Communicative Practice 15 minutes

Show what you know!

PAIRS. Ask and answer...

- Read the sentences in the speech bubbles. Have the class repeat.
- Students ask and answer the questions in Exercise G. Tell students to role-play both Speakers A and B. Remind students to use true information.
- Circulate and assess students' ability to say places in a school. Also, listen for the correct use of *it*, *he*, and *she* in the answers.
- If students need more practice, review pages 32 and 33.
- To finish the activity, ask volunteers to role-play one of their conversations for the class.

Critical Thinking Skill: Analyzing

- Write on the board: *What places in the school are helpful for you? What other places do we need in our school?*
- Form small groups. Ask students to talk about the questions. Tell one student in each group to write the group's answers. *Helpful places are _____. We need _____.*
- Ask the class for their answers. Write them on the board.

Extra Practice

Interactive Practice

Pages 18–19

Lesson 4 Ask for places in school

Getting Started 5 minutes

Books closed.

- Demonstrate the meaning of *next to*. Stand next to various objects and students. Say: *I'm next to the door. I'm next to [a student's name]. I'm next to the desk.*
- Check comprehension. Stand next to an object or student. Ask: *Am I next to the door? Am I next to the desk? Am I next to [student's name]?* etc. Tell students to hold up their YES or NO cards to answer.
- State the lesson objective: *We're learning to talk about where things are.*

Presentation 10 minutes

Books open.

A **Listen. Listen and repeat.**

- Show the first map on Transparency 2.7 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Set the context. Elicit information about the picture without correcting students' answers. Tell students to hold up their YES or NO cards to answer. Ask: *Is there a testing room? Is there a library? Is the bookstore next to the testing room?*
- Play CD 1, Track 49. Students listen. Point to the rooms on Transparency 2.7 as the speakers talk. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 49. Ask the class to listen and repeat.
- Now show the first dialog on Transparency 2.7 or have students read in their books. Play Track 49 again. Students listen and read silently.
- Continue playing Track 49. Have students listen and repeat.

Controlled Practice 10 minutes

B **PAIRS. Practice the conversation.**

- Model the conversation in Exercise A. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

C **PAIRS. Look at the maps...**

- Model Conversation 1 with the class. You are Speaker A. Ask about the women's room. Have students respond chorally as Speaker B. There are two correct answers!
- Model Conversation 1 again. Ask the class about the men's room.
- Direct pairs to make new conversations and switch roles for each conversation.

Expansion: Speaking Practice for C

- Form new pairs. Have students draw a new map and make a new conversation.
- Ask volunteer pairs to role-play one of their new conversations for the class.

Lesson 4 Ask for places in school

Presentation 10 minutes

D **Listen. Listen and repeat.**

- Show the second map on Transparency 2.7 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Set the context. Elicit information about the picture without correcting students' answers. Tell students to hold up their YES or NO cards to answer. Ask: *Is there a cafeteria? Is there an office? Is the library across from the office?*
- Play CD 1, Track 50. Have students listen. Point to the rooms on Transparency 2.7 as the speakers talk. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 50. Ask the class to listen and repeat.
- Now show the dialog on Transparency 2.7 or have students read in their books. Play Track 50 again. Students listen and read silently.
- Continue playing Track 50. Students listen and repeat.

Controlled Practice 10 minutes

E **PAIRS. Practice the conversation.**

- Model the conversation in Exercise D. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation.

F **PAIRS. Look at the map...**

- Make a new conversation with the class. You are Speaker A. Ask about the cafeteria. Have students respond chorally as Speaker B.
- Make another new conversation. Ask about the women's room.
- Direct pairs to make four new conversations and to switch roles for each conversation.

Expansion: Speaking Practice for F

- Ask volunteer pairs to role-play one of their new conversations.

Communicative Practice 15 minutes

Show what you know!

GROUPS. Take turns...

- Write on the board: *across from* *next to*.
- Say the sentences in the speech bubbles and have the class repeat. Model the activity. Ask: *What room is next to our classroom? What room is across from our classroom?* Write the answers on the board.
- Choose another place in your school and say where it is using *next to* and *across from*.
- Circulate and assess students' ability to use *next to* and *across from* in both speaking and writing. If students need more practice, review pages 34 and 35.
- To review, have each group write sentences on the board about one place.

Critical Thinking Skill: Comparing

- Set the context. Tell students to look at the school map in Exercise F. Ask: *What rooms do both this school (in the book) and our school have?*
- Form small groups. Tell students to discuss this question. Tell one student to write the group's answers.
- Ask the class for answers. Write them on the board. Review the answers.

Extra Practice

Interactive Practice

Pages 16–17

Page 20

Lesson 5 Life Skills • Fill out a form

Getting Started 5 minutes

Culture Connection

In many cultures, students address their teachers as *Teacher* and do not use a title or name. Tell students that in the United States some teachers prefer to be called by their first name (*Ruth*) and others prefer a title and last name (*Mr. Thomas*). Tell students that the teacher will usually tell them what form to use.

Language Note

Write on the board: *Mr. Thomas.* Tell students to capitalize the first letter of a title and a name. When students write on the board, check for correct capitalization.

Books closed.

- Write on the board: _____ _____ *First Name* *Last Name*
- Write your name in the blanks. Say: *This is my full name. My full name is my first and last name. My last name is also called my family name.*
- Ask various students to say their full name. Make sure they say their names in the order they would use in the United States. Have volunteers write their full name on the board. Check the order.
- State the lesson objective: *We're learning about names and filling out forms.*

Presentation 15 minutes

Books open.

A **Listen and point...**

- Play CD 1, Track 51. Students listen and point. Continue playing Track 51. Ask the class to listen and repeat.
- Write on the board:
  - ☐ *Mr.*
  - ☐ *Mrs.* _____ _____
  - ☐ *Miss* *Last Name* *First Name*
  - ☐ *Ms.*
- Say: *My name is* [title] [first name] [last name]. Then check the corresponding title on the board and write your first and last names.
- Demonstrate *Mr.*, *Mrs.*, and *Miss* by pointing to a wedding ring and to someone's finger that has no ring. To help students understand *Ms.*, you can say: *In the United States,* Ms. *is the feminine (female) form of* Mr.
- Ask various students to say their full name. Have them come to the board and check their title and write their full name.

Expansion: Listening Practice for A

- Check listening comprehension. Write on the board: *1. Mr. 2. Mrs. 3. Miss 4. Ms.*
- Say each word in random order. Emphasize the pronunciation because the words sound similar.
- Students say the number for the word they hear.

B **Listen and read...**

- Show Transparency 2.8 or have students look at their books.
- Play CD 1, Track 52. Have students listen and read.
- Pause the CD and check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: *Is this a form for work? Is this a form for school? Is this form for a student to fill out?*
- Continue playing Track 52. Have students listen and point to the words.

Controlled Practice 10 minutes

C **Read the form again...**

- Show Transparency 2.8 or have students look at the form in their books.
- Read item 1 with the class. Model circling *Yes.*
- Ask students to read a sentence and say the answer.

Expansion: Reading Practice for C

- Show Transparency 2.8 or have students look at their books.
- Write on the board: *1. Is Alexa married? 2. Where is Alexa from? 3. Is Alexa a woman? 4. What class is Alexa in? 5. Who is Alexa's teacher?*
- Form pairs. Tell students they are practicing reading for details/specific information. Have students take turns pointing to the form to identify the information.
- To review this exercise, ask the questions and have volunteers come up and point to the transparency.

Lesson 5 Life Skills • Fill out a form

Presentation 10 minutes

Community Building

Students feel connected to the class and the class material when they are asking for real information about their classmates and giving real information about themselves. However, sometimes a student may not want to share personal information. Tell the class it is OK to use made-up information.

D Read the questions...

- Say each question. Have students repeat chorally.
- Answer each question with your information. Model writing short answers on the board. For example, for item 1, write your first name, not a complete sentence.
- Walk around and help as necessary.

Expansion: Speaking Practice for D

- Form pairs. Students take turns asking and answering the questions.

Controlled Practice 10 minutes

E Fill out the form...

- Show Transparency 2.8 or hold up your book. Point to the bottom form and say: *This is a form. You need to write in the spaces. You need to check boxes.*
- Model filling out the form by writing your information on the transparency or on the board. Emphasize printing letters, writing in the spaces, and making a checkmark in a box.
- Walk around and help students fill out their forms as necessary.
- If you are using Transparency 2.8, have volunteers come up and write their information on the transparency. Each time, review the information with the class and make corrections.

Communicative Practice 10 minutes

F PAIRS. Read your classmate's form...

- Form cross-ability pairs. Students check each other's forms for accuracy.

Expansion: Writing Practice for F

- Create another simple form on a transparency or on the board. Change the order of information on the form.
- Have students come up and fill out the form.
- Have the class help check each form for accuracy.

Extra Practice

Interactive Practice

Page 21

Lesson 6 Talk about study skills • Simple present

Getting Started 5 minutes

Books closed.

- Write on the board: *How do you study English?*
- Elicit vocabulary words students may already know. Students may say: *read, read a book, read books and write words,* etc.
- State the lesson objective: *We're talking about how we study English.*

Presentation 10 minutes

Books open.

A **Listen. Listen and repeat.**

- Show Transparency 2.9 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture without correcting students' answers. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Are they students? Are they in class? Are they talking about studying English?*
- Play CD 1, Track 53. Point to the speakers. Students listen. Pause the CD to check comprehension. Ask the questions above again.
- Continue playing Track 53. Ask the class to listen and repeat.
- Now show the dialog on Transparency 2.9 or have students read in their books. Play Track 53 again. Students listen and read silently.
- Continue playing Track 53. Have students listen and repeat.

Controlled Practice 15 minutes

B **Listen again. How does...**

- Ask students to read the sentences. Tell them to listen again for the answer. Play CD 1, Track 54, repeating the audio as necessary.
- To review the answers, say each sentence and tell students to hold up their YES and NO cards to answer.
- Play Track 54 again for students to confirm the information.

C **PAIRS. Practice the conversation.**

- Model the conversation in Exercise B. Say the lines for Speaker A. The class says the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

D **Listen and point...**

- Show Transparency 2.9 or have students look at their books.
- Play CD 1, Track 55. Point to each picture. Students listen.
- Continue playing Track 55. Point to each picture. Students listen and repeat.
- Check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: *Does the student study English? Does the student go to class? Does he read the newspaper? Does he practice with classmates? Does he write signs?*

Expansion: Vocabulary Practice for D

- Form cross-ability pairs. Have students cover the words. Student A points to a picture. Student B says the study skill. Then students switch roles.

E **PAIRS. Look at the pictures...**

- Walk around and help students say how they study.
- Call on volunteers to tell the class how they study. Write their responses on the board.

Teaching Tip

Students feel engaged in a learning environment that includes the type of practice they prefer. Write a list on the board: *listening practice*, *writing practice*, *reading practice*, *talking in groups*, *taking a test*. Say each study skill and have students repeat. Then ask about the types of practice that students like or don't like. For example, ask: *Do you like listening practice? Do you practice listening to English at home?* etc. Tell students to hold up their YES or NO cards to answer.

Lesson 6 Talk about study skills • Simple present

Presentation 10 minutes

F Read the sentences.

- Use Transparency 2.9 or have students look at the chart in their books. Cover the conversation on the transparency.
- Say each sentence in the chart. Students read silently. Say each sentence again and have students repeat chorally.
- Explain: *We are practicing the simple present tense. Use the simple present for actions we do every day or regularly.*
- Point to the conversation on Transparency 2.9 or have students look at Exercise A in their books. Say: *Look at Speaker B's sentence. Circle the simple present.*
- Review the answers by asking a volunteer to circle the words on Transparency 2.9 or write the words on the board: *talk*, *write*.

Expansion: Grammar Practice for F

- Write on the board: *I* _____ *a dictionary. I* _____ *to class. I* _____ *questions. I* _____ *signs. I* _____ *in my notebook. I* _____ *with my classmates.*
- Ask students to write a verb from Exercise G in simple present form for each sentence. Model an example on the board: *I use a dictionary. Read* is also correct.

Controlled Practice 10 minutes

G Read the story...

- Say each word in the box. Have students repeat.
- Model item 1. Write the example sentence on the board and fill in the word. Tell students to make an X on each word in the box after they use it. Demonstrate on the board by writing the word *study*. Then write an X over it.
- Review the answers. Ask volunteers to read a sentence out loud. Write the story with the correct verbs on the board.

Expansion: Reading Practice for G

- Form cross-ability pairs. Students take turns reading Rosa's story out loud. Tell students to pay attention to the verbs.

H Read the story again...

- Ask students to read the sentences first and then read the story again.
- To review the answers, say each sentence and tell students to hold up their YES or NO cards to answer.

Communicative Practice 10 minutes

Show what you know!

GROUPS. Ask your classmates...

- Write each study skill on the board. Have students repeat.
- Remind students that they are checking the information about the group.
- Circulate and assess students' ability to talk about study skills. If students need more practice, review pages 38 and 39.

CLASS. Take turns. Talk about...

- Read the example in the speech bubble. Have the class repeat.
- Ask a volunteer from each group to share their information with the class.
- Make sure students use *we* to talk about their group.

Critical Thinking Skill: Deconstructing

- Ask each group to count how many students do each skill. Tell them to write the number of students next to each skill.
- Ask a volunteer from each group to write their group's information on the board. You can add up the numbers for each skill to create an overview of study skills used by this class!

Extra Practice

Interactive Practice

Pages 18–19

Pages 22–23

Lesson 7 Lan's story

Getting Started 5 minutes

Books closed.

- Ask the class: *What do we do in our class every day? Do we read books? Do we write in our books? Do we listen to the CD? Do we talk to our classmates? Do I ask you questions? Do you ask me questions?*
- Write students' responses on the board using *we*, for example, *We read books.*
- State the lesson objective. Say: *We're listening to Lan, a young woman. She's going to talk about students and teachers in the classroom.*

Presentation 15 minutes

A CLASS. Look at each picture...

- Show Transparency 2.10 or hold up your book. Point to each picture and ask: *What do you see?*
- Elicit information without correcting students' answers. If students have difficulty expressing an idea, try to say it for them.
- Write the words or phrases on the board about the pictures.

Books open.

B Listen to the story.

- Play CD 1, Track 56. Point to each picture on Transparency 2.10 or have students look at their books. Students listen.
- Check comprehension. Show Transparency 2.10 or hold up your book. Ask:
  1. *What is her name?*
  2. *What do students do in Lan's country? Do they talk in class?*
  3. *In Lan's country, do students listen to the teacher?*
  4. *In the United States, do students talk to their classmates?*
  5. *What other things do students do in class?*
  6. *What does Lan's teacher do in class?*
- Play Track 56 again. Ask students to listen and look at the pictures in their books.
- Check comprehension. Ask the questions above again. Say the answers and have the class repeat.

Expansion: Vocabulary Practice for B

- Review vocabulary generated in Exercises A and B. Point to Transparency 2.10 and have students say the words. Repeat the words and have students write them.
- Ask students if they have any questions about vocabulary or about the story.

Lesson 7 Lan's story

Presentation 10 minutes

C **Listen again and read.**

- Play CD 1, Track 57. Have students listen and read the story in their books.
- Ask students to identify any words they don't understand. Write the words on the board and encourage students to guess the meaning.

Expansion: Reading Practice for C

- Form cross-ability pairs. Students take turns reading the story out loud.

Controlled Practice 15 minutes

D **Read the story again...**

- Write item 1 on the board and demonstrate circling *No* as the answer.
- To review answers, ask volunteers to read a sentence and say their answer.

E **GROUPS. Read the questions...**

- Model the discussion. Ask a few students:
  Where are you from?
  Do students talk in class in your country?
  Do they talk in groups? Do they talk in pairs?
  Do students ask a lot of questions in class?
  Do they ask the teacher? Do they ask their classmates?
- Write on the board the roles for the group:
  Student 1: Read each question out loud.
  Student 2: Make sure each student talks.
  Student 3: Tell the class the group's answers.
- Form groups of three. Review the roles. If there are more than three students in a group, they can share roles.
- Walk around and encourage each student to participate in the discussion. To finish the activity, ask each group to share its information.

F **Write about students.**

- Model writing the sentences. Ask a volunteer to say his or her information. Write the sentences on the board.
- Walk around the room and help as necessary.

MULTILEVEL INSTRUCTION for F

Pre-level Students copy Lan's story in Exercise C on a piece of paper.

Above-level Students write their own stories on a piece of paper. Exercise C is the model.

Communicative Practice 15 minutes

G **GROUPS. Take turns. Read...**

- Form cross-ability groups. Encourage above-level students to help as they share their information.

Critical Thinking Skill: Problem Solving

- Set the context. Say: *Lan did not talk in class in her country. Now she's in the United States. She wants to talk in class, but she is very nervous. What can you tell her to do?*
- Form cross-ability groups. One student writes the group's suggestions.
- To finish the activity, ask groups to share their ideas. Write the ideas that are common to all groups on the board.

Extra Practice

Interactive Practice

Page 24

REVIEW Show what you know!

1 THE SOUNDS OF *P* AND *B*

Language Note

The sounds of *p* and *b* are made with the same mouth position. To make the *p* sound, close your mouth tightly. Then push the air out of your mouth quickly. Do not use your voice. Practice the sound with the word *pen*. To make the *b* sound, close your mouth tightly. Use your voice to push the sound out of your mouth quickly. Practice the sound with the word *book*.

A Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- If you demonstrated the information in the Language Note, tell students to put their hand on their throat to make sure there is no vibration when pronouncing the *p* in the words.
- Walk around and provide help as needed.

B Listen and repeat.

- Play CD 1, Track 58. Students listen and repeat to self-correct.
- Ask students to point to each word in Exercise A as they listen.
- Walk around and check students' pronunciation of *p*.
- Play the audio two or three times.

C Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- If you demonstrated the information in the Language Note, tell students to put their hand on their throat to make sure there is vibration when pronouncing the *b* in the words.
- Walk around and provide help as needed.

D Listen and repeat.

- Play CD 1, Track 59. Students listen and repeat to self-correct.
- Ask students to point to each word in Exercise C as they listen.
- Walk around and check students' pronunciation of *b*.
- Play the audio two or three times.

E Listen. Write *p* or *b*...

- Explain that students will complete each word with *b* or *p*.
- Do the first two items with the class. Write *1. num__er 2. __ractice* on the board. Say each word. Have a volunteer come up and write the correct letter.
- Play CD 1, Track 60. You may want to play the track two times.
- Have students check their answers with a partner.

F DICTATION. PAIRS. Student A...

- Form cross-ability pairs.
- Model the activity with a higher-level student. Ask the student to say a word from Exercise A. Write it on the board. Ask the class to check your spelling.
- Encourage students to check spelling after each word.

G DICTATION. SAME PAIRS. Student B...

- Tell students to switch roles. Student B says the words from Exercise C. Student A writes the words.
- If necessary, model the activity again with a word from Exercise C.

MULTILEVEL INSTRUCTION for F and G

Pre-level Students copy the words in Exercises A and C on a piece of paper. Have a classmate check the spelling.

Above-level Each student writes five more words with *p* and *b*. They can use any words they know. Form pairs. Have students share their words.

REVIEW Show what you know!

2 VOCABULARY

A Listen. Listen and repeat.

- Play CD 1, Track 61. Have students listen and read.
- Continue playing Track 61. Have students listen and repeat chorally.
- Check comprehension. Say each word in the box. Ask volunteers to point to the corresponding object in the classroom or do the action.
- You can also show Transparencies 2.1, 2.3, and 2.5. Have students come up and point to the items or actions.

Teaching Tip

Prepare students for Exercises B, C, and D. Write on the board: *circle*, *underline*, and *check* ✓ . Say each word and point to the symbol. Then write five words on the board. Ask a volunteer to come up to the board. Say: *Circle [word]. Underline [word]. Check [word].* Make corrections as necessary.

B Circle four things...

- Walk around and help as necessary. Make sure students circle the words first and then write.
- Have students compare answers. Then have volunteers write their words on the board.

C Underline four places...

- Walk around and help as necessary. Make sure students underline the words first and then write.
- Have students compare answers. Then have volunteers write their words on the board.

D Check (✓) four classroom...

- Walk around and help as necessary. Make sure students make checkmarks first and then write.
- Have students compare answers. Then have volunteers write their words on the board.

3 SPEAKING

A You have a test...

- Have students read the situation and answer choices in their books.
- Say: *Circle the answer that completes the dialog.*
- Have students compare answers with a classmate.
- Ask a volunteer to write the answer on the board.

B A new student asks...

- Have students read the situation and answer choices in their books.
- Say: *Circle the answer that completes the dialog.*
- Have students compare answers with a classmate.
- Ask a volunteer to write the correct answer on the board.

Expansion: Speaking Practice for B

- Write on the board:

  A: Excuse me, where is the _____?

  B: _____
- Fill in the blanks with various places in the school.
- Form pairs. Students make a new conversation for each place listed on the board.

CD-ROM Practice

Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 2, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

Extra Practice

Interactive Practice	Pages 20–21	Page 25

EXPAND Show what you know!

1 FOLLOW CLASSROOM INSTRUCTIONS

Teaching Tip

To review, say the commands on page 30. Have volunteers demonstrate the actions.

A **Listen. A teacher...**

- Set the context. Say: *A teacher is talking to his class. Students will take a test.*
- Play CD 1, Track 62. Have students listen.

B **GROUPS. Take turns. Give...**

- If students need more support, have them turn to page 30 to read the commands again.
- Tell students each person should say a command and demonstrate an action.
- Walk around the room and provide help as needed.

2 ASK ABOUT PLACES IN A SCHOOL

Teaching Tip

Prepare the class for Exercises 2A and 2B by reviewing *next to* and *across from*. Walk around and say where students are: *Maria is across from José and Tran. She is next to the teacher.* Then ask questions: *Where is _____?* Repeat the answer and use hand motions to demonstrate location.

A **Listen. Emma is helping...**

- Write on the board: *The _____ is _____ the _____.*
- Set the context. Say: *A student is helping a new student.*
- Play CD 1, Track 63. Have students listen and complete the sentence.
- Play Track 63 two or three times. Ask a volunteer to answer and write it on the board.
  Ask the class to say if the sentence is correct.

B **ROLE PLAY. PAIRS.**

- Form cross-ability pairs. Have students study the map before they begin. Then say the places. Students repeat.
- Model a role play with an above-level student.
- Walk around and help as necessary. Have students point to the rooms they are talking about.
- Ask various pairs to perform one of their conversations for the class.

EXPAND Show what you know!

Community Building

For activities such as Exercises 3 and 4, form cross-ability pairs and have students check each other's writing. Say: *Read your classmate's information. Is it complete?*

3 FILL OUT A FORM

Fill out the form...

- Show Transparency 2.11 or hold up your book. Review the words on the form. Say each word and have the class repeat.
- Point to each item and ask the corresponding question. For example, point to the line for first name and ask: *What's your first name?* Ask two or three students about each item.
- Walk around and help as needed.

4 WRITE ABOUT YOURSELF

Write about yourself...

- Review vocabulary needed for this activity. Ask: *What is your name? What class are you in? What is your teacher's name? Where are you from?*
- Write a model on the board. Use your information. Encourage students to look at the model on the board as they write.
- Walk around the room and help as needed.
- To review this exercise, students can also write their answers in complete sentences on the board.

5 CONNECT

For your Team Project...

- Go to page T-xi for the general teaching notes for the projects.

3 On Time

Lesson 1 Say the time

Classroom Materials/ Extra Practice

CD 2
Tracks 2–23

Transparencies 3.1–3.6
Vocabulary Cards Unit 3

MCA
Unit 3

Workbook
Unit 3

Interactive Practice
Unit 3

Unit Goals

- Say the time
- Talk about the class schedule
- Use *from/to*, *at* with time
- Say daily activities
- Use *third person singular*
- Say days of the week
- Use *from/to*, *on* with days
- Read and write numbers up to 100
- Talk and write about time in different cultures

Getting Started 5 minutes

Books closed.

- Point to the classroom clock or draw a clock with the time on the board. Ask: *What time is it?* Elicit student answers without making corrections. Say the time and have the class repeat.
- State the lesson objective: *We're learning numbers and we're learning to say the time.*

Presentation 15 minutes

A **Look at the numbers...**

- Show Transparency 3.1 or hold up your book. Point to the groups of numbers. Say: *Numbers.*
- Point to one row of numbers at a time. Say each number. If you are using the transparency, cover the other rows. Students listen.

Books open.

- Play CD 2, Track 2. Students listen and point to the rows of numbers in their books.
- Continue playing Track 2. Students point as they listen and repeat.

B **PAIRS. Point to a number...**

- Model the activity with a student. Make sure to switch roles with the student.
- Form cross-ability pairs. Students take turns pointing to and saying a number. Walk around and help as needed.

Controlled Practice 10 minutes

C **Listen for the number...**

- Write on the board: *a. 10 b. 20.* Model circling *b* on the board.
- Play CD 2, Track 3. Then play the audio again and have students check their answers.
- To review this exercise, write the answers on the board and have students check their answers. Play the audio again so students can listen for the correct answers.

Expansion: Numeracy Practice for C

- Teach students to count by 2s, 5s, or 10s to 60. Write a list with blanks on the board and have students fill in the blanks, for example:

2, ___, 6, 8, ___
1, 3, ___, 7, ___
5, 10, ___, 20, ___
10, 20, ___, 40, ___, 60

Lesson 1 Say the time

Presentation 5 minutes

D **Listen and point to...**

- Play CD 2, Track 4. Students listen and point to each clock. Pause the CD.
- Write on the board: *1:00 1:05 1:15*. Point and explain: *This is the hour. These are the minutes. It's one o'clock. It's one oh five. It's one fifteen.*
- Continue playing Track 4. Have students listen and repeat.

Controlled Practice 15 minutes

E **Listen. Listen and repeat.**

- Play CD 2, Track 5. Students listen.
- Continue playing Track 5. Have students listen and repeat.

F **PAIRS. Look at each clock...**

- Prepare students for this exercise. Draw a clock on the board with the time 8:05. Point to the hands of the clock and say: *These are clock hands. The short hand tells us the hour. The long hand tells us the minutes.* Ask: *What time is it?* Say *8:05* (eight oh five) and have the class repeat.
- Move your finger from 12 to 1. Say: *Between each number there are five minutes.* Move your finger from 1 to 2. Say: *Between each number there are five minutes.* Do this between all the numbers around the clock.
- Draw 8:10 on the clock. Say: *Eight ten.* Draw 8:15. Say: *Eight fifteen.*
- Draw five clocks on the board. Ask students to come up and draw these times: 8:20, 8:30, 8:40, 8:50, 9:00. Check the hands on the clocks and say each time. Have the class repeat.
- To review the exercise, ask volunteers to write the time under each clock on the board.

Communicative Practice 10 minutes

Show what you know!

GROUPS. Look at the clocks...

- Students take turns pointing to a clock in Exercise F and saying the time.
- Circulate and assess students' ability to say the time. If students need more practice, review pages 46 and 47.

Critical Thinking Skill: Sequencing

- Give each student an index card. Ask them to write a time on it.
- Write on the board: A.M. P.M. Ask: *Which tells me it is morning?* Circle A.M. Ask: *Which tells me it is afternoon or night?* Underline P.M.
- Form groups. Tell students to put the times in order from earliest to latest as fast as they can. You may want to write the time it took each group to see who did it the fastest!
- To check if the sequence is correct, have each group line up in order and read the time on their cards.
- To provide more practice, have groups line up in order from latest to earliest.

Extra Practice

Interactive Practice

Pages 22–23

Pages 26–27

Lesson 2 Talk about class schedules • *From/to, at*

Getting Started 5 minutes

Books closed.

- Draw a clock on the board. Ask: *What time does our class start?* Draw the hands on the clock and write: *Our class starts at [time].* Ask: A.M. *or* P.M.*?*
- Draw a second clock on the board. Ask: *What time is our class over?* Draw the hands on the clock and write: *Our class is over at [time].* Ask: A.M. *or* P.M.*?*
- Read the sentences on the board and have the class repeat.
- State the lesson objective: *We're learning to talk about class schedules.*

Presentation 10 minutes

Books open.

A Read the sentences...

- Draw two clocks on the board.
- Read the sentences. Have the class repeat.
- Have students draw the hands on the clocks. Then ask two volunteers to draw the times from the sentences on the board. Ask the class to check if the drawings are correct.

B Listen. Listen and repeat.

- Show Transparency 3.2 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Set the context. Elicit information about the picture without correcting students' answers. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Are they students? Are they in class? Is it daytime or nighttime?*
- Play CD 2, Track 6. Have students listen. Pause the CD. Ask the comprehension questions above again. Continue playing Track 6. Students listen and repeat.
- Now show the dialog on Transparency 3.2 or have students read in their books. Play Track 6 again. Students listen and read silently.
- Continue playing Track 6. Students listen and repeat.

Controlled Practice 10 minutes

C Listen again...

- Play CD 2, Track 7. Students listen and read the sentences in their books. They circle *Yes* or *No*.
- To correct this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

D PAIRS. Practice the conversation.

- Model the conversation in Exercise B. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

MULTILEVEL INSTRUCTION for D

Pre-level Students practice the conversation with books open.

Above-level Students practice the conversation with books closed.

E PAIRS. Make a new conversation...

- Write your class schedule and break schedule on the board. Use *from/to*.
- Model the conversation with this information. Say the lines for Speaker A. The class says the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

Lesson 2 Talk about class schedules • *From/to, at*

Presentation 10 minutes

F Read the sentences.

- Use Transparency 3.2 or have students look at the chart in their books. Cover the dialog on the transparency.
- Say each sentence in the chart and have students read silently. Say each sentence again and have students repeat chorally.
- Then point to the two sentences with *from/to*. Explain: From *tells us when something starts.* To *tells us when it is over. We need to use both in one sentence.*
- Then point to and say the two sentences with *at*. Explain: At *tells us the time when something happens.* Point to and say the two sentences again. Students repeat.
- Point to the conversation on Transparency 3.2 or have students look at Exercise B in their books. Say: *Circle the words used with time* (from, to).
- Review the answers by asking a volunteer to circle and underline *from* and *to* on Transparency 3.2 or write the answers on the board.

Expansion: Grammar Practice for F

- Write on the board: *Our class is* _____. *Our break starts* _____.
- Ask students to use *from/to*, *at* to complete the sentences. Have students come up to the board and write the answers.

Controlled Practice 10 minutes

G Write sentences...

- Write item 1 on the board. Point to the information and say: *We need to write a complete sentence. Do we need* from *and* to *or* at? Write students' answers on the board and correct as necessary. Remind students that we need to use *from* and *to* together.
- If you feel students need more support, do item 2 together with the class.
- To review answers, ask volunteers to write the complete sentences on the board.

Expansion: Reading Practice for G

- Form pairs. Students take turns reading the sentences in Exercise G out loud.

H Look at the signs...

- Review the information in the note about A.M. and P.M.
- Play CD 2, Track 8. Students listen and point. Pause the CD.
- Check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: *Is the cafeteria open at 11:00 A.M.? Is the office open from 8:00 A.M. to 8:00 P.M.? Does the computer lab close at 9:00 in the morning?*
- Continue playing Track 8. Students listen and repeat as they read the signs.
- Review the information. Ask: *When does the office open? When does it close? When is the computer lab open? What time does the cafeteria close?*

Communicative Practice 15 minutes

Show what you know!

GROUPS. Take turns. Use true...

- Say the sentences in the bubbles. The class repeats.
- Ask students to say places in the school and write them on the board.
- Then write model sentences on the board: *The* _____ *is open from* _____ *to* _____. *The* _____*opens at* _____. *The* _____ *closes at* _____.
- Form cross-ability groups. Students take turns talking about places in the school using the model sentences.
- Circulate and assess students' ability to talk about time with *from/to* and *at*. If students need more practice, review pages 48 and 49.

Critical Thinking Skill: Explaining

• Set the context. Say: *Imagine I am a new student in our class. Tell me about our class schedule. When does class start and end? When do we have a break?*

Extra Practice

Interactive Practice	Pages 24–25	Pages 28–29

Lesson 3 Daily activities • Third person singular

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know about daily activities. Ask: *What do you do every day? You get up in the morning. Then what do you do?*
- Repeat students' answers out loud and have the class repeat chorally. If students don't know a word, say the word and have the class repeat.
- State the lesson objective: *We're learning to talk about what we do every day.*

Presentation 10 minutes

A **Look at the daily activities...**

- Show Transparency 3.3 or hold up your book. Point to the group of pictures. Say: *We do these actions every day. They are daily activities.*
- Play CD 2, Track 9. Point to each picture as students listen.
- Continue playing Track 9. Point to each picture and have students repeat.

Books open.

- Play Track 9 again. Students listen and point to the pictures in their books.
- Continue playing Track 9. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Use the Vocabulary Cards for page 50. Student A points to a picture. Student B says the words. Then students switch roles.

B **Listen and read...**

- Play CD 2, Track 10. Students listen and read.
- Pause the CD. Check comprehension. Ask: *Do you eat breakfast every day? Do you eat a pencil every day? Do you go to work every day? Do you go to school every day?* etc. Tell students to hold up their YES or NO cards to answer.
- Continue playing Track 10. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

- Dictation. Books closed. Say and spell three phrases from the box. Students write the words on a piece of paper. Then students check their spelling. Repeat this activity two more times.

Controlled Practice 10 minutes

C **Read the questions...**

- Indicate a student and ask him or her the first question. Write the answer on the board: *I get up at [time].* Then tell students to write their answer to question 1.
- Ask a volunteer to read item 2. Call on a student to answer the question. Ask students to do all of the items in their books.
- Walk around and help students as needed. To review the exercise, ask volunteers to write one of their sentences on the board.

D **PAIRS. Ask your classmate...**

- Students take turns asking each other the questions in Exercise C. Encourage students to use complete sentences and to say their answers without looking at their books.
- To finish the activity, go around the room and ask each student a question. Students should try to use a complete sentence.

Lesson 3 Daily activities • Third person singular

Presentation 10 minutes

E Listen. Listen and repeat.

- Show Transparency 3.4 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Does Tam go to work early in the morning? Does he go to work at 8:00? Does he get home at 8:00 at night?*
- Play CD 2, Track 11. Students listen. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 11. Ask students to listen and repeat.
- Now show the dialog on Transparency 3.4 or have students read in their books. Play Track 11 again. Students listen and read silently.
- Continue playing Track 11. Have students listen and repeat.

Controlled Practice 15 minutes

F PAIRS. Practice the conversation.

- Model the conversation in Exercise E. Point out the exclamation points. Say the lines for Speaker A. The class says the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play their conversation.

G Read the sentences.

- Show Transparency 3.4 or have students look at the chart in their books. Cover the dialog on the transparency or have students cover their dialog in their books.
- Say each sentence in the chart and have students read silently. Say each sentence again and have students repeat chorally.
- Circle the verbs *goes* and *gets* on Transparency 3.4. Explain: *When a sentence begins with* he, she, *or* it, *the action word (verb) ends with the letter* -s. Underline the *-s* in *goes* and *gets* in the chart.
- Point to the conversation on Transparency 3.4 or have students look at Exercise E in their books. Ask a volunteer to circle the verbs that end with the letter *-s*: *goes*, *gets*.

Expansion: Grammar Practice for G

- Write on the board: *We* _____ *lunch. You* _____ *lunch. She* _____ *lunch. Juan* _____ *lunch. The student* _____ *lunch. They* _____ *lunch. Juan and I* _____ *lunch.*
- Ask students to write *eat* or *eats* in the blanks.

H Write the correct form...

- Write both sentences from item 1 on the board. Point to the first sentence. Say: *The sentence begins with Silvia. Is Silvia* he *or* she? Point to the verb. Say: *What form do we need?* Then point to the second sentence. Say: *The information is still about Silvia.* Point to the verb. Say: *What form do we need?*
- To review this exercise, ask volunteers to write the sentences on the board.

Communicative Practice 10 minutes

Show what you know!

PAIRS. Ask: *What time do you...*

- Form cross-ability pairs. Tell Student A to ask all questions. Then Student B asks all questions.
- Circulate and assess students' ability to ask and answer about daily routines. If students need more practice, review pages 50 and 51.

CLASS. Take turns. Talk about...

- Say the sentences in the speech bubble and have the class repeat.
- Students take turns talking about their partners.

Critical Thinking Skill: Applying

- Ask students to use one sentence for each vocabulary phrase in Exercise B on page 50 to talk about their own schedules.
- Form small groups. Students take turns describing their daily schedule.

Extra Practice

Interactive Practice

Pages 30–31

Lesson 4 Days of the week • *From/to, on*

Getting Started 5 minutes

Books closed.

- Write on the board: *Yesterday was _____. Today is _____. Tomorrow is _____.*
- Point to a wall calendar. Ask: *What day is today? What day was yesterday? What day is tomorrow?* Write the days on the board.
- Say each sentence and have students repeat.
- State the lesson objective: *We're learning the days of the week.*

Presentation 10 minutes

Books open.

A Look at the days of the week...

- Show Transparency 3.5. Tell students to look at the schedule. Ask: *How many days are in a week? What's the first day on the schedule?*
- Play CD 2, Track 12. Students listen and point to each day on the schedule.
- Continue playing Track 12. Students listen and repeat. Play the audio two or three times.

Expansion: Vocabulary Practice for A

- Form pairs. Students take turns saying each day. Encourage students not to look at the book!

B Listen. Listen and repeat.

- Play CD 2, Track 13. Students listen and read silently.
- Pause the CD and check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Does Nora work? Does Nora go to school on Saturday? Does she go to school on Sunday?*
- Continue playing Track 13. Ask students to listen and repeat.

Controlled Practice 10 minutes

C PAIRS. Practice the conversation.

- Show Transparency 3.5. Model the conversation. Say the lines for Speaker A. The class says the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

D Listen and read the story.

- Play CD 2, Track 14. Students listen and read silently.
- Play Track 14 again. Ask students to listen for the use of *from*, *to*, and *on*.

Expansion: Reading Practice for D

- Form pairs. Students take turns reading the story out loud to each other.
- Ask a volunteer to read the story to the class.

E Read the story again...

- Have students read the story again silently.
- Do item 1 with the class. Read the sentence. Write on the board: *Yes No*. Model making a circle around *Yes*.
- Review the exercise with the class. Have a student read a sentence out loud. Tell students to hold up their YES or NO cards to answer.

Expansion: Grammar Practice for E

- Have students read the story in Exercise D again. Ask students to circle *she*. Then ask them to circle the verbs that end in *-s*. You may want to write the story on the board and review the exercise by circling the answers on the board.

Lesson 4 Days of the week • *From/to, on*

Presentation 10 minutes

F Read the sentences.

- Show Transparency 3.5 or have students look at the chart in their books. Cover the dialog on the transparency or have students cover the dialog in their books.
- Say each sentence in the chart. Students read silently. Say each sentence again and have students repeat chorally.
- Write on the board: *I work from Monday to Friday.* Say the sentence. Ask: *Do I work two days? Do I work five days?* Circle *from* and *to* on the board. Say: *From Monday to Friday is five days: Monday, Tuesday, Wednesday, Thursday, Friday.*
- Write on the board: *I work on Monday.* Say the sentence. Ask: *Which day do I work? Do I work on Tuesday?* Circle *on*. Say: On *tells me the specific day.*
- Point to the conversation on Transparency 3.5 or have students look at Exercise B on page 52. Say: *Circle* from, to, *and* on.
- Review the answers by asking a volunteer to circle the words on Transparency 3.5.

Controlled Practice 10 minutes

Teaching Tip

Schedules and signs often use a dash to show a period of time. Write on the board: *9:00–5:00*. Demonstrate how to say the time period. Say: *From nine to five.* Have the class repeat.

G Complete the sentences...

- Ask students to read the schedule.
- Do item 1 with the class. Ask a volunteer to write the answers on the board.

H Listen and check your answers...

- Play CD 2, Track 15. Tell students to circle any mistakes in their answers in Exercise G.
- Pause the CD. Ask students to correct their mistakes. Start Track 15 again and have students check their answers again.
- Then continue playing Track 15. Have the class listen and repeat.

Communicative Practice 15 minutes

Show what you know!

PAIRS. Ask: *When do you...*

- Copy the schedule onto the board in columns.
- Model the activity. Indicate a student and ask: *Do you work? When do you work?* Make a checkmark under the days the student works. Then ask him or her: *When do you go to school?* Make a checkmark under the days that the student goes to school.
- Form pairs. Student A asks his or her questions first and writes checkmarks in the chart. Then Student B asks the questions.
- Circulate and assess students' ability to use *from/to* and *on* with days of the week. If students need more practice, review pages 52 and 53.

CLASS. Take turns. Talk about...

- Say the sentences in the speech bubble and have the class repeat.
- Students take turns talking about their partners. Ask them to use their partner's name.

Critical Thinking Skill: Comparing

- Have students use the story in Exercise D as a model. Ask them to write a story about their own schedule.
- Form pairs. Have the students read their stories out loud. Ask them to compare their schedules. Write questions on the board: *Are both of you busy on the same day? Do both of you work at the same time?* etc.
- Ask each pair to tell the class about their schedules. Are they similar or different?

Extra Practice

Interactive Practice | Pages 26–27 | Pages 32–33

Lesson 5 Life Skills • Read and write numbers

Getting Started 5 minutes

Books closed.

- Write on the board: *13 30*. Then say *30*. Ask a volunteer to come up and circle the answer.
- Repeat the activity with other number pairs, for example, *15/50*, *16/60*, *17/70*, *18/80*, *19/90*.
- State the lesson objective: *We're reading and writing numbers.*

Presentation 10 minutes

Books open.

A Read the words...

- Instruct students to work individually. After writing the numbers, students can then work in pairs to compare their answers.

B Look at the numbers...

- Play CD 2, Track 16. Students listen and repeat as they read.

Expansion: Vocabulary Practice for B

- Form pairs. Student A points to a number in Exercise A. Student B says the number. After 10 numbers, Students A and B switch roles.

Controlled Practice 20 minutes

C Read the schedules...

- Read Ivan's schedule. Ask the class: *What is Ivan's class schedule? How long is Ivan's class?*
- Review that A.M. is for morning hours and P.M. is for afternoon or evening hours.
- Do item 1 with the class. Help the class calculate how long Ivan's class is by drawing a clock face to count the hours.
- If students need more support, do item 2 with the class. Draw a clock on the board and count the minutes.
- To review this exercise, ask volunteers to read each question and give the answer.

Expansion: Numeracy Practice for C

- Provide more practice with calculating time by using your class schedule and information about your break. Write on the board: *How long is our class? How long is our break?*
- Form small groups. Have students write the information about the class and break times.
- Have students draw clocks and calculate the time.
- To finish this activity, have one student from each group write the information on the board. Ask the class to help you check the answers. Make any necessary corrections.

Controlled Practice 15 minutes

D Write the numbers.

- Instruct students to work individually. After writing the numbers, students can then work in pairs to compare their answers.
- Ask volunteers to write the numbers on the board.

Expansion: Writing Practice for D

- Form cross-ability pairs. Student A writes the words for 5 different numbers. Student B writes the numerals. Then Students A and B switch roles.

E Write the words.

- Tell students to use page 54 to check their spelling.
- After writing the numbers, students can work in pairs to compare their answers.
- Ask for a volunteer to read the numbers to the class.

Expansion: Writing Practice for E

- Form cross-ability pairs. Student A says five different numbers. Student B writes the number in both words and numerals. Then Students A and B switch roles.

Controlled Practice 10 minutes

F Listen. Write the time.

- Play CD 2, Track 17. Students listen and write the time. Play the audio two or three times.
- To review this exercise, have students write the times on the board. Then play Track 17 again and have the class check the answers.

Extra Practice

Interactive Practice

Pages 34–35

Lesson 6 Carlo's story

Getting Started 5 minutes

Books closed.

- Write on the board: *5:45 6:00 6:15*
- Say: *Our class starts at 6:00.* Point to each time and say: *Early, on time, late.* Ask: *What time do you come to class? Do you come early, late, or on time?*
- State the lesson objective: *We're listening to a story about Carlo. Sometimes Carlo is early, sometimes he is on time, and sometimes he is late.*

Presentation 20 minutes

A **CLASS. Look at each picture...**

- Show Transparency 3.6 or hold up your book. Point to each picture and ask: *What do you see?*
- Elicit information without correcting students' answers. If students have difficulty expressing an idea, try to say it for them.
- Write words or phrases on the board about the pictures.

Books open.

B **Listen to the story.**

- Play CD 2, Track 18. Point to each picture on Transparency 3.6 or have students look at their book. Students listen.
- Check comprehension. Show Transparency 3.6 or hold up your book. Ask:
  1. *Is Carlo looking at the time? Does he like to be on time?*
  2. *Does Carlo get up late in the morning?*
  3. *Does Carlo get to work early?*
  4. *Does Carlo go to work after school?*
  5. *Is Carlo always early for class?*
  6. *Does Carlo meet his friends on time at parties?*
- Play Track 18 again. Ask students to listen and look at the pictures in their books.
- Check comprehension. Ask the questions above again. Say the answers and have the class repeat.

Culture Connection

Discuss the value of being on time in the business world in the United States. It's important to be on time for work, appointments, and scheduled events. In social situations like parties, people should not arrive early. Arriving five to fifteen minutes late for a social situation is fine.

Lesson 6 Carlo's story

Presentation 5 minutes

C **Listen again and read.**

- Play CD 2, Track 19. Have students listen and read the story in their books.
- Ask students to identify any words they don't understand. Write the words on the board and encourage students to guess the meaning.

Expansion: Reading Practice for C

- Form cross-ability pairs. Students take turns reading the story out loud.

Controlled Practice 20 minutes

D **Read the story again...**

- Write item 1 on the board and demonstrate circling *Yes* as the answer.
- To review answers, ask volunteers to read a sentence. Tell students to hold up their YES or NO cards to answer.

E **GROUPS. Read the questions...**

- Model the discussion. Ask the class: *Do people go to work on time in your country? Is it OK to be early? Is it OK to be late?*
- Write on the board the roles for the group:
  Student 1: Read each question out loud.
  Student 2: Make sure each student talks.
  Student 3: Tell the class the group's answers.
- Walk around and encourage each student to participate in the discussion. To finish the activity, ask each group to share its information.

F **Complete the sentences...**

- Read the sentences to the class. Ask students to think about what they discussed in their groups.
- Ask various students for answers. Write sentences on the board.
- Walk around and provide help as necessary.

MULTILEVEL INSTRUCTION for F

Pre-level Students copy Carlo's story in Exercise C on a piece of paper.

Above-level Students write about their daily activities and being on time, early, or late. Exercise C is the model.

Communicative Practice 10 minutes

G **GROUPS. Take turns. Read...**

- Form cross-ability groups. Encourage above-level students to help as they share their information.

Critical Thinking Skill: Problem Solving

- Set the context. Say: *Carlo goes to school after work. He's always early for class. His classmates are always late for class. The teacher repeats the lesson again for the late students. What should Carlo do? Should he come early or should he come late?*
- Form cross-ability groups. One student writes the group's suggestions for solving Carlo's problem.
- To finish the activity, ask groups to share their ideas. Write the ideas that are common to all groups on the board.

Extra Practice

Interactive Practice

Pages 28–29

Page 36

REVIEW Show what you know!

1 THE SOUNDS OF *D* AND *T*

Language Note

The sounds of *d* and *t* are made with the same mouth position. To make the *d* sound, put your tongue to the top of your mouth. Use your voice to say the sound as you move your tongue away. Practice the sound with the word *dinner*. To make the *t* sound, put your tongue to the top of your mouth. Then push the air out of your mouth quickly as you move your tongue away. Do not use your voice. Practice the sound with the word *two*.

A Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- If you demonstrated the information in the Language Note, tell students to be aware of where their tongue is placed.
- Walk around and provide help as needed.

B Listen and repeat.

- Play CD 2, Track 20. Students listen and repeat to self-correct.
- Ask students to point to each word in Exercise A as they listen.
- Walk around and check students' pronunciation of *d*.
- Play the audio two or three times.

C Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- If you demonstrated the information in the Language Note, have students hold up a tissue and say the letter *t* and the letter *d* to compare. The tissue should not move with the letter *d*.
- Walk around and provide help as needed.

D Listen and repeat.

- Play CD 2, Track 21. Students listen and repeat to self-correct.
- Ask students to point to each word in Exercise C as they listen.
- Walk around and check students' pronunciation of *t*.
- Play the audio two or three times.

E Listen. Write *d* or *t*...

- Explain that students will complete each word with *d* or *t*.
- Do the first two items with the class. Write on the board: *1.* __*wo* *2.* __*ay*. Say each word. Have a volunteer come up and write the correct letter.
- Play CD 2, Track 22. You may want to play Track 22 a few times.
- Have students check their answers with a partner.

F DICTATION. PAIRS. Student A...

- Form cross-ability pairs.
- Model the activity with a higher-level student. Ask the student to say a word from Exercise A. Write it on the board. Ask the class to check your spelling.
- Encourage students to check spelling after each word.

G DICTATION. SAME PAIRS. Student B...

- Tell students to switch roles. Student B says the words from Exercise C. Student A writes the words.
- If necessary, model the activity again with a word from Exercise C.

MULTILEVEL INSTRUCTION for F and G

Pre-level Students copy the words in Exercises A and C on a piece of paper. Have a classmate check the spelling.

Above-level Each student writes five more words with *t* or *d*. They can use any words they know. Form pairs. Have students share their words.

REVIEW Show what you know!

2 VOCABULARY

A Write the numbers.

- Say the numbers out loud with the students. Have them work alone or in pairs.
- Ask students to write the answers on the board.
- If students need more practice, review pages 46 and 54 and use Transparency 3.1.

B Look at the numbers...

- Prepare students for the exercise. Write on the board: *4*, *9*, *6*, *2*, *5*. Ask the class to say the numbers in the correct order.
- Have students work alone or in cross-ability pairs.
- Ask students to write the answers on the board.

C Write the days of the week...

- Say each day and have students repeat. Ask: *What is the first day of the week? What is the second day of the week?* Write the answers on the board.
- Tell students to work alone or in pairs. Walk around and provide help as needed.
- If students need more practice, review the list of days on page 52 or use Transparency 3.5.

3 SPEAKING

A new classmate asks...

- Have students read the situation and answer choices in their books.
- Say: *Circle the answer that completes the dialog.*
- Have students compare answers with a classmate. Then ask a volunteer to write the correct answer on the board.
- Form pairs. Have students practice the completed conversation.

CD-ROM Practice

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. This review can also help students prepare for the final role play on the following Expand page.

Extra Practice

Interactive Practice	Pages 30–31	Page 37

EXPAND Show what you know!

1 SAY THE TIME

Teaching Tip

Review words to talk about time by writing them on the board: *o'clock*, *from/to*, *at*, *early*, *on time*, *late*. Say each word and have the class repeat.

A PAIRS. Student A...

- Draw a blank clock on the board. Ask: *What time is it now?*
- Have a volunteer write the time on the clock. Have the class say if it is correct.
- Form cross-ability pairs. Student A says a time and Student B draws the times on the clocks.
- Walk around and provide help as needed.

B SAME PAIRS. Student B...

- Tell the pairs to switch roles. Student B says a time and Student A draws the time on the clock.
- Walk around and provide help as needed.

2 DAILY ACTIVITIES

Teaching Tip

Prepare students for Exercise 2A. Ask the class to say all of the daily activities they know. Write a list on the board. Show Transparency 3.3 or have students look at page 50.

A Listen. Ali is...

- Play CD 2, Track 23. Have students listen about Ali's daily activities.
- Play Track 23 two or three times. Ask the class to say the activities they hear and write them on the board.
- Play Track 23 again and have the class check the list on the board. Make necessary corrections.

B Choose a day...

- Write a model on the board. Use an activity you do every day. Write complete sentences.
- Encourage students to use the model on the board. Walk around and help students as needed.
- Form cross-ability pairs. Say: *Read your classmate's story. Are the sentences complete?*

C PAIRS. Tell your classmate...

- Encourage students to ask each other questions if they don't understand something or if they want more information.

Show what you know!

3 TALK ABOUT YOUR SCHEDULE

Answer the questions...

- Copy the schedule onto the board.
- Have the class ask you the questions. For item 3 use *When do you teach English?*
- Write your information in the chart.
- After you complete your schedule, review the information with the class. Say each entry out loud.

4 WRITE ABOUT YOURSELF

Write about yourself...

- Write on the board: *I work* _____. Ask for volunteers to complete the sentence. Make necessary corrections.
- Walk around and provide help as needed.

5 CONNECT

For your Team Project...

- Go to page T-xi for the general teaching notes for the projects.

4 Family and Friends

Lesson 1 Family members

Classroom Materials/ Extra Practice

CD 2
Tracks 24–50

Transparencies 4.1–4.10
Vocabulary Cards Unit 4

MCA
Unit 4

Workbook
Unit 4

Interactive Practice
Unit 4

Unit Goals

- Identify family members
- Talk about families
- Use singular/plural nouns
- Name household chores
- Ask questions with *who*
- Say months of the year
- Say dates with ordinal numbers
- Fill out a form
- Write about household chores in different cultures

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Ask: *Is your family with you in the United States? Do you have brothers and sisters here? What family members live in your home now?*
- Repeat students' answers out loud and have the class repeat chorally. If students don't know a word, say the word and have the class repeat.
- State the lesson objective: *We're learning to talk about our families.*

Teaching Tip

If possible, have students bring in pictures of people in their families. They can use the pictures for Exercise C on page 63 and for other activities about their families.

Presentation 15 minutes

A Look at the families...

- Show Transparency 4.1 or hold up your book. Point to the group of pictures and say: *Family members.*
- Play CD 2, Track 24. Point to each family member. Students listen.
- Continue playing Track 24. Point to each family member and have students repeat.

Books open.

- Play Track 24 again. Students listen and point to the family members in their books.
- Continue playing Track 24. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Student A points to a family member. Student B says the word. Then students switch roles.

B Listen and read...

- Play CD 2, Track 25. Students listen and read.
- Pause the CD. Check comprehension. Ask: *Do you have a sister? Do you have a brother?* etc. Tell students to hold up YES or NO cards to answer.
- Continue playing Track 25. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

- Dictation. Books closed. Say and spell three words from the box. Students write the words on a piece of paper. Then students check their spelling. Repeat this activity two more times.

Lesson 1 Family members

Presentation 15 minutes

C **Listen. Listen and repeat.**

- Show Transparency 4.2 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Set the context. Elicit information about the picture without correcting students' answers. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Are they in a school? Are they at work? Are they looking at photos? Does the woman know the people in the photos?*
- Play CD 2, Track 26. Students listen. Pause the CD. Ask the comprehension questions above again.
- Continue playing Track 26. Ask students to listen and repeat.
- Now show the dialog on Transparency 4.2 or have students read in their books. Play Track 26 again. Students listen and read silently.
- Continue playing Track 26. Students listen and repeat.

Controlled Practice 10 minutes

D **PAIRS. Practice the conversation.**

- Model the conversation in Exercise C. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

MULTILEVEL INSTRUCTION for D

Pre-level Students role-play the conversation for the class with books open.

Above-level Students role-play the conversation for the class with books closed.

E **Take out pictures of...**

- Allow time for students to take out family photos or draw family members in the picture frame.
- Some students may not know what kind of drawing is expected. Use the board to show the class how to make stick figures. Use your own family as an example and write the names under the drawings.

Communicative Practice 15 minutes

Show what you know!

GROUPS. Take turns. Show...

- Say the sentences in the speech bubbles and have the class repeat.
- Show a picture of your family or someone in your family. Ask a volunteer to point to a person in the photo and ask you: *Who's that?* Say: *That's my* _____.
- Students take turns in groups asking *Who's that?* and answering *That's my* _____. Walk around and provide help as needed.
- Circulate and assess students' ability to name family members. If students need more practice, review pages 62 and 63.

Critical Thinking Skill: Categorizing

- Write on the board: *male* *female*. Review the meanings by giving the class examples and then asking students for more examples. See also page 36.
- Form cross-ability pairs. Ask students to say and write the family member words under the categories *male* and *female*.
- Review the activity by asking students to say the words they have under each category. Write the words on the board.

Extra Practice

Interactive Practice

Pages 38–39

Lesson 2 Say who is in your family • Singular/Plural

Getting Started 5 minutes

Books closed.

- Model talking about your family. For example: *I have two brothers. I have no sisters. I have three children.*
- Ask various students: *Do you have any brothers or sisters?* Write their answers on the board.
- State the lesson objective: *We're learning to say who is in our families.*

Presentation 10 minutes

Books open.

A **Listen. Listen and repeat.**

- Show Transparency 4.3 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Play CD 2, Track 27. Point to the speakers on the transparency. Students listen. Pause the CD. Check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: *Does the woman have any sisters? Does she have any brothers? Does she have any children?*
- Continue playing Track 27. Ask students to listen and repeat.
- Now show the dialog on Transparency 4.3 or have students read in their books. Play Track 27 again. Students listen and read silently.
- Continue playing Track 27. Students listen and repeat.

Controlled Practice 5 minutes

B **Listen again...**

- Play CD 2, Track 28. Instruct students to listen and read. Then they circle *Yes* or *No*.
- To correct this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

C **PAIRS. Practice the conversation.**

- Model the conversation in Exercise A. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

Presentation 5 minutes

D **Listen and read the story.**

- Play CD 2, Track 29. Students listen and read silently.
- Check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: *Is Marta's husband named Pedro? Are Pedro's parents Linda and Roberto? Does Marta have children? Does she have two daughters?*
- Play Track 29 again.

Controlled Practice 5 minutes

E **Read the story again...**

- Instruct students to read the story silently, without the audio.
- Copy item 1 on the board: *Pedro is Marta's* _____. Tell students they can find the answer in the picture or in the story. Ask a volunteer to come up and complete the sentence on the board. Say the sentence and have the class repeat.
- To review the exercise, have students write the complete sentences on the board. Make necessary corrections.

Expansion: Reading Practice for E

- Form pairs. Have each student take turns reading the story out loud to his or her partner.
- Ask a volunteer to read the story to the class.

Lesson 2 Say who is in your family • Singular/Plural

Presentation 10 minutes

F Listen and read...

- Show Transparency 4.3 or have students look at their books. Cover the dialog on the transparency.
- Play CD 2, Track 30. Students listen and read silently. Pause the CD.
- Explain: Singular *means one.* Plural *means two or more.* Tell students to look at the bold *-s* in the plural words.
- Continue playing Track 30. Students listen and repeat.
- Point to the conversation on Transparency 4.3 or have students look at Exercise A on page 64 in their books. Ask students to circle the plural words (sisters, brothers, children).
- Review the answers by asking a volunteer to circle the words on Transparency 4.3 or write the words they circled on the board.
- Point out the note next to the grammar chart. Say the words and have the class repeat. Explain: *Some plurals do not use an* -s.

Controlled Practice 10 minutes

G Match.

- Write on the board: *Tom and Mark are* _____. Ask the class: *How many people are there?* (two) *Who are Tom and Mark?* (brothers) Ask students to find the answer in the second column. Ask a student to complete the sentence on the board (my brothers). Tell students to write the letter of the answer in their books.
- If you feel your class needs more support, do each item on the board.
- To review the exercise, ask students to say the matching letter and information for each item.

Expansion: Grammar Practice for G

- Each student writes two sentences using the singular form, for example: *I have one sister. I have a daughter.*
- Form pairs. Pairs exchange papers so that they read each other's sentences and rewrite the words in plural form, for example: *I have two sisters. I have three daughters.*

Communicative Practice 10 minutes

Show what you know!

GROUPS OF 4. Take turns. Ask...

- Copy the chart onto the board; include Olga's information. Write on the board: *Olga has* _____. *She doesn't have any* _____. Ask the class: *What do you know about Olga?* Encourage students to use complete sentences. Ask a volunteer to come up and complete the sentences on the board.
- Ask a volunteer: *Do you have any sisters? Do you have any brothers? Do you have any children?* Write his or her answers in the chart on the board. Ask two more students.
- Then ask the class to tell you about each student. Encourage them to use complete sentences.
- As students work in groups, make sure they write everyone's information in their charts.
- Circulate and assess students' ability to talk about their families. If students need more practice, review pages 64 and 65.

CLASS. Take turns. Talk about...

- Say the sentences in the speech bubble and have the class repeat.
- Call on volunteers to talk about their classmates.

Critical Thinking Skill: Recalling

- Same groups of 4. Instruct students to close their books and recall information from the chart about their classmates.
- Each student talks about how many sisters, brothers, and children one of their classmates has. Model the statements with a volunteer: *Ana has* _____. *She doesn't have any* _____.
- To finish this activity, have a volunteer from each group recall the information about each person in the group.

Extra Practice

Interactive Practice

Pages 40–41

Lesson 3 Household chores • Questions with *Who*

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know about household chores. Write on the board: *Household chores*. Ask: *What work do you do at home? Do you help at home?* Repeat what students say. Write students' answers on the board.
- State the lesson objective: *We're learning to talk about household chores.*

Presentation 15 minutes

A **Look at the household chores...**

- Show Transparency 4.4 or hold up your book. Point to the group of pictures and say: *People do work in their homes. These are household chores.*
- Play CD 2, Track 31. Point to each picture. Students listen.
- Continue playing Track 31. Point to each picture and have students repeat.

Books open.

- Play Track 31 again. Students listen and point to the pictures in their books.
- Continue playing Track 31. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Use the Vocabulary Cards for page 66. Student A points to a picture. Student B says the words. Then they switch roles.

B **Listen and read...**

- Play CD 2, Track 32. Students listen and read.
- Pause the CD. Check comprehension. Ask correct and incorrect sentences: *Do you wash the garbage? Do you take out the garbage? Do you make dinner? Do you vacuum the dishes?* Tell students to answer by holding up their YES or NO cards.
- Continue playing Track 32. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

- Dictation. Books closed. Say and spell three words from the box. Students write the words on a piece of paper. Then students check their spelling. Repeat this activity two more times.

Controlled Practice 10 minutes

C **What household chores...**

- Copy item 1 onto the board. Call on a volunteer to read the sentence. Ask the volunteer: *Do you vacuum?* Model circling *Yes* or *No*, depending on the student's answer.
- After the class completes the exercise, ask a volunteer to read the sentences. Then students hold up their YES or NO cards to show whether they do the particular chore or not.

D **PAIRS. Tell your classmate...**

- Have Student A read the sentences in Exercise C. Student B can guess *Yes* or *No* for each sentence. Then students switch roles.

Lesson 3 Household chores • Questions with *Who*

Presentation 20 minutes

E **Listen. Listen and repeat.**

- Show Transparency 4.5 or have students look at their books. Cover the dialog.
- Set the context. Elicit information about the picture without correcting students' answers.
- Play CD 2, Track 33. Students listen. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 33. Students listen and repeat.
- Now show the dialog on Transparency 4.5 or have students read in their books. Play Track 33 again. Students listen and read silently. Continue playing Track 33. Students listen and repeat.

F **PAIRS. Practice the conversation.**

- Model the conversation in Exercise E. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Have students role-play Speakers A and B.

G **Read the sentences.**

- Show Transparency 4.5 or have students look at the chart in their books. Cover the dialog.
- Say each sentence in the chart and have students read silently. Say each sentence. Students repeat.
- Write on the board: *Who vacuums? Who makes dinner?* Circle *Who* in each sentence. Explain: Who *starts a question.* Who *means which person.*
- Circle the *-s* at the end of *vacuums* and *makes.* Explain: *When* who *starts a question, the action word (verb) ends with* -s.
- Point to the board. Say: *Some verbs end with* -s. Then read the grammar note in the book. Say: *Some verbs end with* -es.
- Point to the conversation on Transparency 4.5 or have students look at Exercise E in their books. Ask students to circle *Who* and the verb ending in *-s* in each sentence.

Controlled Practice 5 minutes

H **Write the questions.**

- Copy item 1 onto the board. Say: *We are writing the questions.* Who *starts the question. The verb is* vacuum. *Add the letter* -s *to the verb.* Write: *Who vacuums?* Say the question. Have students repeat.
- Point out the note. Say: *At the end of a question, write a question mark.* You may want to have students practice forming a question mark.
- Walk around and provide help as necessary. Remind students that some words end in *-s* and some in *-es.*
- Review the exercise by asking volunteers to write the questions on the board. Make corrections.

Communicative Practice 5 minutes

Show what you know!

PAIRS. Ask your classmate...

- Ask students question 1. Write answers on the board, for example: *I vacuum. My husband vacuums.*
- Students take turns asking and answering.
- Circulate and assess students' ability to ask and answer questions with *Who.*

CLASS. Take turns. Talk about...

- Say the sentences in the speech bubbles. Have students repeat.
- Ask a volunteer to say a sentence about his/her partner. Write sentences on the board so students can see possible answers, for example: *Li's mother vacuums. His brother takes out the garbage.*

Critical Thinking Skill: Organizing

- Write on the board: *Day Chore Who?*
- Say: *Many families make a schedule for household chores.* Say a day and ask students what chores they do on that day.
- Form cross-ability groups. Students will make a schedule for their group. Who will do each chore on page 66? When will they do it?
- Have groups share their schedules.

Extra Practice

Interactive Practice

Pages 32–33

Pages 42–43

Lesson 4 Months and ordinal numbers

Getting Started 5 minutes

Books closed.

- Point to or hold up a large calendar. Elicit the names of the days of the week and months from the class.
- Write on the board: *This month is _____. Next month is _____.* Ask: *What month is it now? What is next month?*
- Point to the calendar and ask: *How many months in a year?* Count with the class. Say: *There are 12 months in a year.*
- State the lesson objective: *We're learning the months of the year.*

Presentation 10 minutes

A **Look at the calendars...**

- Show Transparency 4.6 or show the pages of a 12-month calendar. Ask: *How many months are there? What's the first month of the year? What's the last month?*
- Play CD 2, Track 34. Point to each month. Students listen and read.
- Continue playing Track 34. Point to each month and have students repeat.

Books open.

- Play Track 34 again. Students listen and point to the calendars in their books.
- Continue playing Track 34. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Student A points to a month. Student B says the word. Then they switch roles.

Controlled Practice 15 minutes

B **Listen for the month...**

- Write item 1 on the board. Say: *Circle* a *or* b. *What month do you hear?* Say: *December.* Demonstrate circling *b*.
- Play CD 2, Track 35. Students listen and circle the answers (*a.* or *b.*).
- Play Track 35 again so that students can check their answers.
- To review, copy this exercise onto the board. Play Track 35 again. After each item, pause and ask the class what the answer is. Circle the correct answer on the board.

C **Listen. Listen and repeat.**

- Play CD 2, Track 36. Students listen and read silently. Pause the CD. Ask the class what they think *favorite* means. Give examples.
- Continue playing Track 36. Students listen and repeat as they read.

D **PAIRS. Make a new conversation...**

- Model a new conversation with a volunteer. Say the lines for Speaker A. Ask a volunteer to be Speaker B. Remind students to say their own favorite month.
- Students take turns saying lines for Speakers A and B.
- Have volunteers role-play their conversation for the class.

Lesson 4 Months and ordinal numbers

Presentation 10 minutes

Community Building

Talk with students about the importance of guarding their personal information, for example, birthdays/birthdates, telephone numbers, addresses, etc. Tell them that during class, they can use true or made-up information about themselves.

E **Listen. Listen and repeat.**

- Play CD 2, Track 37. Students listen and read silently. Pause the CD. Ask the class what they think *birthday* means. Say: *Birthday is the month and day. Not the year.*
- Continue playing Track 37. Students listen and repeat as they read.

Language Note

Point to the note in the Student Book. Tell students that we write *October 1*, but we say *October first*. Have students look at the calendar in Exercise F. Say: *We're going to learn how to say the numbers for dates.*

F **Listen and point...**

- Show Transparency 4.7. Ask: *What month is it? What day is October first?* Say: *We're going to listen to numbers. These numbers are for saying dates.*
- Play CD 2, Track 38. Students listen and point to each day of the month.
- Continue playing Track 38. Students listen and repeat.

Controlled Practice 10 minutes

G **PAIRS. Point to a date...**

- Model the activity. Point to a day on the calendar. Ask the class to say the date. Do this several times.
- Students take turns asking and pointing. If students need more practice saying ordinal numbers, play Track 38 again.
- To check comprehension, say various October dates and have volunteers come up and circle the dates on Transparency 4.7.

Communicative Practice 10 minutes

CLASS. Walk around the room...

- Say the sentences in the speech bubbles. Have the class repeats.
- Review the conversation in Exercise E. Ask various students: *When is your birthday?* Remind students to say only the month and date. Students can look at Transparency 4.7 for help with ordinal numbers.

Expansion: Speaking and Writing Practice

- If any students have a birthday this month, write their names on the board. You can teach the class to sing "Happy Birthday"!

Critical Thinking Skill: Sequencing

- Ask the class to write a month and day on an index card or a piece of paper.
- Form groups. Instruct students to line up in order of dates from earliest to latest.
- To check the sequencing, have groups line up in front of the class. The class can help check the order!

Extra Practice

Interactive Practice

Pages 34–35

Page 44

Lesson 5 Say and write dates

Getting Started 5 minutes

Books closed.

- Write today's date on the board with the format: __/__/__. Elicit what students may already know about saying and writing dates. Ask: *Do you know what these numbers are?* Give students time to think and answer.
- Explain: *This is today's date. The first number is the month. The second number is the day. The third number is the year.* Write *month*, *day*, and *year* under the blanks. Ask: *What month is it? What day is it? What year is it?*
- State the lesson objective: *We're learning to say and write dates.*

Presentation 10 minutes

Books open.

A **Listen and point to the dates...**

- Play CD 2, Track 39. Students listen and point to each date.
- Continue playing Track 39. Students listen and repeat as they read.

B **Write your date of birth...**

- Remind students that their date of birth is personal information. Students can write made-up information in their books.

Controlled Practice 10 minutes

C **Listen for the dates...**

- Write item 1 on the board. Demonstrate circling the *a*.
- Play CD 2, Track 40. Point to the board and the circled *a*.
- To review the exercise, first ask students to compare answers. Then play Track 40 again and have students check their answers.
- To finish, write the answers on the board.

D **PAIRS. Point to a date...**

- Students take turns pointing to and saying the three dates.
- Ask volunteers to say the dates. Make any necessary corrections. Say the dates and have the class repeat.

E **Write the answers.**

- To review the exercise, ask volunteers to write the dates on the board. Ask the class to check their answers. Make corrections as necessary.

Lesson 5 Say and write dates

Presentation 10 minutes

F **Listen and point...**

- Play CD 2, Track 41. Students listen and point to each date. Explain: *There are two ways to write dates, but we say the dates the same way.*
- Continue playing Track 41. Students listen and repeat as they read.

Controlled Practice 15 minutes

G **PAIRS. Put the months...**

- To review, have students look at the months in Exercise A on page 68 and listen to CD 2, Track 34.
- Students should first number the months. Then they write the months in the correct order.
- To review this exercise, have students compare answers. Then play Track 34 again for students to listen and correct their list.

H **Write the dates...**

- Model using numbers for the date. Write today's date, for example, *November 14, 2009*, on the board. Ask students for the date in numbers.
- Remind the class to look at Exercise G to find the numbers for the months.
- To correct this exercise, ask various students to write the dates on the board.

Expansion: Writing Practice for H

- Have students write their date of birth using the __/__/__ format. Walk around and provide help as necessary.

Communicative Practice 10 minutes

Show what you know!

GROUPS. Take turns. Think...

- Say the date in the speech bubble and have the class repeat. Then ask a volunteer to write the date in numbers on the board.
- Form cross-ability groups. Students take turns saying dates and writing dates. Have students write the date using both forms.
- Circulate and assess students' ability to say and write dates. If students need more practice, review pages 70 and 71.

Critical Thinking Skill: Collect Information

- Write some important class or school events on the board, for example, last day of this class, first day of next semester, a test date, registration date/s, a school party, school holidays this year, etc.
- Form cross-ability groups. Give each group two or three events. Ask them to collect the date(s) for these events. Students can look at a school calendar or a school brochure, or ask someone.
- Ask groups to write the dates for their events on the board. Students should use the __/__/__ format.
- Then students say the dates. Listen for correct use of ordinal numbers and years.

Extra Practice

Interactive Practice

Pages 36–37

Pages 45–46

Lesson 6 Life Skills • Fill out a form

Culture Connection

Filling out a form may not be a familiar task for some students. Tell them that it is important to write in the correct spaces or boxes, or on the correct lines of a form. Point out to students that the form on this page uses boxes, similar to forms used on Internet websites.

Getting Started 5 minutes

Books closed.

- Introduce new vocabulary. Write on the board: *date of birth* *place of birth*
- Say: *My date of birth is the month, day, and year I was born. Place of birth is where I was born.*
- Remind students that a date of birth is very personal information. They should not tell it to anyone except on official forms, for example, school and government forms.
- State the lesson objective: *We're learning to fill out a form.*

Presentation 10 minutes

Books open.

A **Listen and read...**

- Show Transparency 4.8 or have students look at the form in their books. Ask: *Is this a form for the library? For work? For the hospital? For school?*
- Play CD 2, Track 42. Students listen and read silently.
- Continue playing Track 42. Ask students to listen again and point to parts of the form.

Controlled Practice 15 minutes

B **Read the sentences...**

- Copy item 1 onto the board. Ask: *Is Viktor a teacher?* Say: *Look at the form. Look for the word* teacher. *Who is the teacher?* (Mrs. Brown)
- Then say: *Mrs. Brown is the teacher. Who is Viktor?* (a student) Circle *teacher* and then write *student* for item 1 on the board.
- If the class needs more support, do each item together on the board.
- To review the exercise, first ask students to compare answers with a partner. Then show Transparency 4.8 or write the form on the board and have students come up to point to the answers.

Expansion: Reading Practice for B

- Form pairs. Students take turns reading the information on the form out loud. If necessary, play Track 42 again and have students listen and repeat the information.

Lesson 6 Life Skills • Fill out a form

Presentation 10 minutes

C Answer the questions...

- Copy item 1 onto the board. Use your name and demonstrate writing the answer. Students should not write complete sentences. Remind students that they can use made-up information.
- Form pairs. Have students check each other's writing. Is every question answered?

Controlled Practice 20 minutes

Teaching Tip

Go to page 10 in the Student Book for a model of the printed alphabet.

D Fill out the form...

- Show Transparency 4.8. Point to the transparency as you review the following information.
- Tell students that filling out a form correctly and clearly is important. Write a checklist on the board of things to remember:
  Use a capital letter to start names.
  Print the information.
  Use a pen.
  Fill in all the boxes.
  Write in the space(s) on the form.
- Remind students to protect their privacy and identity. For this exercise, they can use made-up information. They can use the __/__/__ format to fill in their date of birth.
- Show Transparency 4.8. Have the class look at the form. Ask students: *What is this form for? What is the name of the school? Did you fill out a form for your school?*
- Walk around and help students as needed.

E PAIRS. Read your classmate's form...

- Form cross-ability pairs. Students take turns reading each other's form.
- Tell students to use the checklist on the board as they review their classmate's form.

Expansion: Speaking Practice for E

- Form pairs. Students take turns asking and answering the questions in Exercise C.
- Walk around and provide help as necessary.

Extra Practice

Interactive Practice

Page 47

Lesson 7 Ernesto and Maria's story

Getting Started 5 minutes

Books closed.

- Ask the class: *What are household chores? What are some chores you do in your home?* Write students' ideas on the board.
- State the lesson objective: *We're listening to the story about Ernesto and Maria. We're going to listen and read about how they share household chores.*

Presentation 20 minutes

A CLASS. **Look at each picture...**

- Show Transparency 4.9 or hold up your book. Point to each picture and ask: *What do you see?*
- Elicit information without correcting students' answers. If students have difficulty expressing an idea, try to say it for them.
- Write words or phrases on the board about the pictures.

Books open.

B **Listen to the story.**

- Play CD 2, Track 43. Point to each picture on Transparency 4.9 or have students look in their books. Students listen.
- Check comprehension. Show Transparency 4.9 or hold up your book. Point to each picture and ask the questions. Tell students to hold up their YES or NO cards to answer. Do not provide the answers yet. Ask:
  1. *Are Ernesto and Maria married?*
  2. *In their country, does Ernesto go to work? Does Maria go to work?*
  3. *In their country, do women do the household chores?*
  4. *In the United States, do both Ernesto and Maria stay home?*
  5. *Does Ernesto do the dishes at home?*
  6. *Does Ernesto work at the supermarket?*
- Play Track 43 again. Ask students to listen and look at the pictures in their books.
- Check comprehension. Ask the questions above again. Say the answers and have the class repeat.

Lesson 7 Ernesto and Maria's story

Presentation 10 minutes

C **Listen again and read.**

- Play CD 2, Track 44. Have students listen and read the story in their books.
- Ask students to identify any words they don't understand. Write the words on the board and encourage students to guess the meaning.

Expansion: Reading Practice for C

- Form cross-ability pairs. Students take turns reading the story out loud.

Controlled Practice 15 minutes

D **Read the story again...**

- Write item 1 on the board and demonstrate circling *No* as the answer.
- To review the exercise, call on various students to read the sentences. Tell students to hold up their YES or NO cards to answer.

E **GROUPS. Read the questions...**

- Model the discussion. Ask the class: *Do women go to work in your country? Do women do the household chores? Do men help at home? What household chores do they do?*
- Write on the board the roles for the group:
  Student 1: Read each question out loud.
  Student 2: Make sure each student talks.
  Student 3: Tell the class the group's answers.
- Walk around and encourage each student to participate in the discussion. To finish the activity, ask each group to share their information.

F **Write about household chores...**

- Model writing the sentences with your information. Then ask a volunteer to say his or her information and write the sentences on the board.
- Walk around the room and help as necessary.

MULTILEVEL INSTRUCTION for F

Pre-level Students copy Ernesto and Maria's story in Exercise C on a piece of paper.

Above-level Students write their own stories about household chores in their home on a piece of paper. Exercise C is the model.

Communicative Practice 10 minutes

G **GROUPS. Take turns. Read...**

- Form cross-ability groups. Encourage above-level students to help classmates as they read the sentences to the group.

Critical Thinking Skill: Problem Solving

- Set the context. Say: *Ernesto and Maria have a new baby in their family. Maria stays home with the baby. Ernesto goes to work. When Ernesto comes home, Maria wants Ernesto to do the household chores and to help with the baby. Ernesto says he works all day. What are some ideas to help Maria and Ernesto solve their problem?*
- Form cross-ability groups. One student writes the group's suggestions.
- To finish the activity, ask groups to share their ideas. Write all the ideas on the board. Circle the ideas that three or more groups said.

Extra Practice

Interactive Practice

Pages 38–39

Page 48

REVIEW Show what you know!

1 THE SOUNDS OF *D* AND *TH*

Language Note

The sounds of *d* and *th* are both voiced. To make the *d* sound, put your tongue to the top of your mouth. Use your voice to say the sound as you move your tongue away. Practice the sound with the word *dishes*. To make the *th* sound, put your tongue between your teeth. Use your voice to say the sound between your tongue and top teeth. Practice the sound with the word *they*.

A Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- You may want to have students look in a mirror to check the placement of the tongue.
- Walk around and provide help as needed.

B Listen and repeat.

- Play CD 2, Track 45. Students listen and repeat to self-correct.
- Ask students to point to each word in Exercise A as they listen.
- Walk around and check students' pronunciation of *d*.
- Play the audio two or three times.

C Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- Tell students to be sure the tip of their tongue is between their teeth with the pronunciation of *th*.
- Walk around and provide help as needed.

D Listen and repeat.

- Play CD 2, Track 46. Students listen and repeat to self-correct.
- Ask students to point to each word in Exercise C as they listen.
- Walk around and check students' pronunciation of *th*.
- Play the audio two or three times.

E Listen. Write *d* or *th*...

- Explain that students will complete each word with *d* or *th*.
- Do the first two items with the class. Write on the board: *1. fa_____er 2. _____aughter*. Say each word. Have a volunteer come up and write the correct letter(s).
- Play CD 2, Track 47. You may want to play the audio two times.
- Have students check their answers with a partner.

F DICTATION. PAIRS. Student A...

- Form cross-ability pairs.
- Model the activity with a higher-level student. Ask the student to say a word from Exercise A. Write it on the board. Ask the class to check your spelling.
- Encourage students to check spelling after each word.

G DICTATION. SAME PAIRS. Student B...

- Tell students to switch roles. Student B says the words from Exercise C. Student A writes the words.
- If necessary, model the activity again with a word from Exercise C.

MULTILEVEL INSTRUCTION for F and G

Pre-level Students copy the words in Exercises A and C on a piece of paper. Have a classmate check the spelling.

Above-level Each student writes five more words with *d* and *th*. They can use any words they know. Form pairs. Have students share their words.

REVIEW Show what you know!

2 VOCABULARY

A Write the months of the year...

- Write on the board: *January*. Ask: *What month comes next?* Write on the board: *February*.
- Form pairs. Students check spelling and the order.
- If students need more support, tell them to look at Exercise A on page 68.

B Listen and check your answers.

- Play CD 2, Track 48. Students check their answers.
- Say each month and have the class repeat.

C Read the calendar...

- Review the example answer. Say the date and have the class repeat.
- Then ask: *What is today's date?* Have a volunteer write the date on the board using words. Have another student write the date using numbers.
- To review this exercise, have volunteers write their answers on the board. Make necessary corrections.

3 SPEAKING

Community Building

Talk with students about the importance of guarding their personal information, for example, birthdays/birthdates, telephone numbers, etc. Tell them that during class, they can use true or made-up information about themselves.

Books closed.

Your classmate asks...

- Write on the board:
  A: When is your birthday?
  B: _____
- Read the question and have the class repeat it.
- Ask the class for answers. Students can use true or made-up information. Remind students to give the month and day only.

Books open.

- Ask students to circle the answer that completes the dialog. Use the dialog on the board and write the correct answer.
- Form pairs. Have students practice the conversation. They can also ask each other about their birthdays.

CD-ROM Practice

Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 4, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

Extra Practice

Interactive Practice	Pages 40–41	Page 49

EXPAND Show what you know!

1 SAY WHO IS IN YOUR FAMILY

A Look at Marta's family tree...

- Hold up your book or write Marta's family tree on the board.
- Ask students to point to Marta. Have a volunteer come up to the board or to your book and point to Marta.

B Listen. Marta is...

- Play CD 2, Track 49. Have the class point to each person as they hear the name.
- Play Track 49 two or three times.

> **Teaching Tip**
> Some students may have close family members who have died. They may find this activity difficult. Tell students that family trees can show anyone in your family, from the past or the present.

C Draw a family tree...

- Draw a big family tree on a transparency or on the board. Write names of your family members and their relationships.
- Have students draw a tree on a piece of paper with the names of their family members. Ask them to write who the person is, for example, mother, sister, etc.

D PAIRS. Talk about your family...

- Write on the board: *That's my _____. These are my _____.*
- Use the transparency or the image on the board of your family tree as an example. Use the names and relationships on the tree to complete the sentences.
- Form small groups. Have students take turns sharing their family trees.

2 TALK ABOUT HOUSEHOLD CHORES

A Listen. Kato is talking...

- Say: *Kato is talking about household chores.*
- Play CD 2, Track 50. Have students listen and write on a separate piece of paper the household chores they hear. Play Track 50 again and ask students to add who does each chore.
- Have students compare answers. Then play Track 50 again so students can check their answers.
- If students need more support, have them turn to page 66 or show Transparency 4.4.

B Who does the housework...

- Say the chores in the box and have the class repeat.
- Write on the board: *Who _____ in your family?* Ask a volunteer to come up and complete the question. Make sure the student includes the *-s* or *-es* at the end of the verb.
- Walk around and provide help as needed. Encourage students to write complete sentences.

C PAIRS. Tell your classmate...

- Form cross-ability pairs.
- Students take turns reading their sentences.

Show what you know!

3 FILL OUT A FORM

Fill out the form...

- Show Transparency 4.10 or hold up your book. Review the words on the form. Say each word and have the class repeat.
- Then point to each item again and ask the corresponding question. For example, point to the area for *first name*. Ask: *What's your first name?* Ask two or three students for each item.
- Walk around and help as needed.
- Form cross-ability pairs. Say: *Read your classmate's form. Is it complete?*

4 WRITE ABOUT YOURSELF

Write about yourself...

- Review vocabulary needed for this activity. Ask:
  What is your name?
  Where are you from?
  What class are you in?
  What is your teacher's name?
  What days do you have class?
  When does your class begin?
- Write a model on the board. Use your information. Encourage students to look at the model on the board as they write.
- Walk around the room and help as needed.
- Form cross-ability pairs. Say: *Read your classmate's sentences. Are they complete?*

5 CONNECT

For your Team Project...

- Go to page T-xi for the general teaching notes for the projects.

5 How much is it?

Lesson 1 Make change with U.S. coins

Classroom Materials/ Extra Practice

CD3
Tracks 2–25

Transparencies 5.1–5.9
Vocabulary Cards Unit 5

MCA
Unit 5

Workbook
Unit 5

Interactive Practice
Unit 5

Unit Goals

- Make change with U.S. coins
- Make change with U.S. bills
- Ask for location of items in drugstore
- Use *Where is/Where are*
- Ask for and give prices
- Read a receipt
- Write a check
- Write about shopping in different cultures

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Take out some change in coins. Hold up one coin at a time. Ask: *What's this? How much (money) is it?*
- Repeat students' answers out loud and have the class repeat chorally. If students don't know a word, say the word and have the class repeat.
- State the lesson objective: *We're learning about U.S. coins.*

Presentation 20 minutes

A **Look at the coins...**

- Show Transparency 5.1 or hold up your book. Point to the group of pictures and say: *U.S. coins.*
- Play CD 3, Track 2. Point to each coin. Students listen.
- Continue playing Track 2. Point to each coin and have students repeat.

Books open.

- Play Track 2 again. Students listen and point to the coins in their books.
- Continue playing Track 2. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Use the Vocabulary Cards for page 80. Student A points to a coin. Student B says the word. Then students switch roles.

B **Listen and read...**

- Play CD 3, Track 3. Students listen and read.
- Pause the CD. Check comprehension. Ask: *Do you have a quarter? Do you have a half-dollar?* etc. Ask students to answer by holding up the correct coins.
- Continue playing Track 3. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

- Dictation. Books closed. Say and spell three words from the box. Students write the words on a piece of paper. Then students check their spelling. Repeat this activity two more times.

Lesson 1 Make change with U.S. coins

Presentation 10 minutes

C **Listen. Listen and repeat.**

- Show Transparency 5.2 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Set the context. Elicit information about the picture without correcting students' answers. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Does the man want to buy something to eat? Does he need change? Does the woman have change?*
- Play CD 3, Track 4. Students listen. Pause the CD. Ask the comprehension questions above again.
- Continue playing Track 4. Ask students to listen and repeat.
- Now show the dialog on Transparency 5.2 or have students read in their books. Play Track 4 again. Students listen and read silently.
- Continue playing Track 4. Students listen and repeat.

Controlled Practice 10 minutes

D **PAIRS. Practice the conversation.**

- Model the conversation in Exercise C. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

MULTILEVEL INSTRUCTION for D

Pre-level Students practice the conversation with books open.

Above-level Students practice the conversation with books closed.

E **Look at the pictures...**

- Do item 1 with the class. Hold up a dollar bill. Ask: *Do you have change for a dollar?*
- Ask students to count the change in the picture (three quarters, two dimes, and a nickel). Ask a volunteer to say the coins. The class repeats chorally.

F **Listen and check your answers...**

- Play CD 3, Track 5. Tell students to circle any mistakes in their answers in Exercise E.
- Pause the CD. Ask students to correct their mistakes. Start Track 5 again and have students check their answers again.
- Then continue playing Track 5. Have the class listen and repeat.

Communicative Practice 15 minutes

Show what you know!

GROUPS. Take out your coins...

- Say the sentence in the speech bubble and have the class repeat.
- First, have each student count his or her own coins and tell the group. Each student then writes the information in his or her own book.
- Then ask a volunteer to say how many coins he or she has: *I have* _____. Write on the board how many of each coin the student has.
- Students take turns reading their list to the group.
- Circulate and assess students' ability to identify the coins. If students need more practice, review pages 80 and 81.

Critical Thinking Skill: Associating

- Set the context. Say: *We need coins for many activities. When do you need to use coins? Do you need to carry a lot of coins?*
- Form cross-ability groups. Have students discuss the questions.
- Ask groups to say their information. Write answers on the board. Possible answers are: *bus fare, pay phones, coin-operated washers/dryers, vending machines, postal stamp machines, parking meters.*

Extra Practice

Interactive Practice

Pages 50–51

Lesson 2 Make change with U.S. bills

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Show the class several bills: $1, $5, $10. Hold up one bill at a time. Ask the class: *What's this? How much is this bill?*
- Repeat students' answers and have the class repeat chorally. Write the words on the board.
- State the lesson objective: *We're learning to make change with bills (paper money).*

Presentation 20 minutes

A **Look at the bills...**

- Show Transparency 5.3 or hold up your book. Point to the group of pictures and say: *U.S. bills.*
- Play CD 3, Track 6. Point to each bill. Students listen.
- Continue playing Track 6. Point to each bill and have students repeat.

Books open.

- Play Track 6 again. Students listen and point to the pictures in their books.
- Continue playing Track 6. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Use the Vocabulary Cards for page 82. Student A points to a picture. Student B says the word. Then students switch roles.

Culture Connection

Many people in the United States do not carry a lot of cash; they often carry only a few bills in their purse or wallet. When paying for something in a store, people don't take out all their money. They take out only the bills they need at that time. Tell students this is also because of security reasons.

B **Listen and read...**

- Play CD 3, Track 7. Students listen and read silently.
- Pause the CD. Check comprehension. Ask: *Do you have a dollar bill? Do you have a ten dollar bill?* etc. Students can answer by holding up the bills they have.
- Continue playing Track 7. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

- Dictation. Books closed. Say and spell three words from the box. Students write the words on a piece of paper. Then students check their spelling. Repeat this activity two more times.

Lesson 2 Make change with U.S. bills

Presentation 10 minutes

C Listen. Listen and repeat.

- Show Transparency 5.4 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Set the context. Elicit information about the picture without correcting students' answers. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Are they in the classroom? Does she need change for a twenty? Does the woman get some singles?*
- Play CD 3, Track 8. Students listen. Pause the CD. Ask the comprehension questions above again.
- Continue playing Track 8. Ask students to listen and repeat.
- Now show the dialog on Transparency 5.4 or have students read in their books. Play Track 8 again. Students listen and read silently.
- Continue playing Track 8. Students listen and repeat.

Controlled Practice 15 minutes

D PAIRS. Practice the conversation.

- Model the conversation in Exercise C. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.

MULTILEVEL INSTRUCTION for D

Pre-level Students role-play the conversation for the class with books open.

Above-level Students role-play the conversation for the class with books closed.

E Look at the pictures...

- Do item 1 with the class. Hold up a five dollar bill and ask: *Do you have change for a five?*
- Ask students to count the bills in the picture. Say the answer and have the class repeat.
- To review the exercise, ask volunteers to write answers on the board.

F Listen and check your answers...

- Play CD 3, Track 9. Tell students to circle any mistakes in their answers in Exercise E.
- Pause the CD. Ask students to correct their mistakes. Start Track 9 again and have students check their answers again.
- Then continue playing Track 9. Have the class listen and repeat.

Expansion: Speaking Practice for F

- Form pairs. Have each student take turns asking and answering the questions in Exercise E.

Communicative Practice 10 minutes

Show what you know!

GROUPS. Take turns. Ask...

- You may want to use play money for this activity.
- Say the sentences in the speech bubbles and have the class repeat.
- Students take turns asking: *Do you have change for a _____?*
- Students answer by showing the change and saying: *Yes, I have _____.* If students don't have the change, they answer: *No, I don't. Sorry.*
- Circulate and assess students' ability to make change with bills. If the class needs more practice, review pages 82 and 83.

Critical Thinking Skill: Making Decisions

- Set the context. Say: *Imagine that every student in our class will now receive a $100 bill. What would you do with the money?*
- Model an answer. For example, say: *I have a hundred dollar bill. I'm going to buy gas for my car and some new shoes.*
- To finish the activity, ask groups to share their answers with the class.

Extra Practice

Interactive Practice

Pages 42–43

Pages 52–53

Lesson 3 Drugstore items • *Where is/Where are*

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Ask the class: *What can you buy at a drugstore? What are the things at the drugstore that you use every day?* Write students' answers on the board.
- Repeat students' answers out loud and have the class repeat chorally.
- State the lesson objective: *We're learning to name items from the drugstore.*

Presentation 20 minutes

A **Look at the drugstore items...**

- Show Transparency 5.5 or hold up your book. Point to the group of pictures and say: *Items we can buy from the drugstore.*
- Play CD 3, Track 10. Point to each picture. Students listen.
- Continue playing Track 10. Point to each picture and have students repeat.

Books open.

- Play Track 10 again. Students listen and point to the pictures in their books.
- Continue playing Track 10. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Use the Vocabulary Cards for page 84. Student A points to a picture. Student B says the words. Then students switch roles.

B **Listen and read...**

- Play CD 3, Track 11. Students listen and read silently.
- Pause the CD. Check comprehension. Ask: *What do you use to take a shower?* (soap, shampoo) *What do you need to turn on the lights?* (lightbulbs) *What do you need to shave?* (shaving cream, razor blades)
- Continue playing Track 11. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

- Ask: *What drugstore items do you have in your home?* Instruct students to write down the items on a piece of paper. Form pairs to compare lists.

Lesson 3 Drugstore items • *Where is/Where are*

Presentation 10 minutes

C Read the sentences.

- Use Transparency 5.6 or have students look at the chart in their books.
- Say each sentence in the chart and have students read silently. Say each sentence again and have students repeat chorally.
- Point to and circle the verb *is*. Explain: Is *tells us "one" of something: one bar of soap, one bottle of aspirin.*
- Point to and circle the verb *are*. Also circle the *-s* in *razor blades* and *tissues*. Explain: Are *tells us "more than one" of something: razor blade**s**, tissue**s**.*
- Point to the conversation on Transparency 5.6. Ask students to circle *is* and *are*.

Controlled Practice 15 minutes

D Write *is* or *are*.

- Write item 1 on the board. Ask: *Why do we use* is*?* (Shampoo is one thing. It is singular.)
- Walk around and help as needed.

E Listen and check your answers...

- Play CD 3, Track 12. Tell students to circle any mistakes in their answers in Exercise D.
- Pause the CD. Ask students to correct their mistakes. Start Track 12 again. Students check their answers again.
- Then continue playing Track 12. Have the class listen and repeat.

F Read the sign.

- Show Transparency 5.6. Have the class read the sign. Ask: *What's the name of the drugstore? What is a directory?*
- Then point to the picture on Transparency 5.6. Point to the numbers 2–5 at the end of the aisles. Say: *Each one is an aisle.* Point and say: *Aisle 2, Aisle 3,* etc. Have the class repeat.

Expansion: Vocabulary Practice for F

- Form pairs. Students take turns saying an aisle number and pointing to the picture.

Communicative Practice 10 minutes

Show what you know!

GROUPS. Read the directory...

- Say the sentences in the speech bubbles and have the class repeat. Write on the board: *Where is _____? Where are _____?*
- Students take turns asking about drugstore items in Exercise F. Tell students to use the question forms on the board.
- Circulate and assess students' ability to ask about and answer where drugstore items are located. If students need more practice, review pages 84 and 85.

Critical Thinking Skill: Planning

- Set the context. Say: *You are going on a trip. What drugstore items do you need? What will you buy at the drugstore?*
- Students can look at the vocabulary on page 84. They can also use drugstore items not covered in this lesson.
- Form cross-ability groups. Ask one student to write the list for the group.
- To finish the activity, ask groups to share their lists with the class.

Extra Practice

Interactive Practice

Pages 44–45

Pages 54–55

Lesson 4 Ask for and give prices

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Encourage students to make up prices. Hold up a pen. Ask: *I need a new pen. How much is a pen?* Hold up a book. Ask: *I need a new book. How much is a book?*
- Repeat students' answers out loud and have the class repeat chorally. Write the prices on the board.
- State the lesson objective: *We're learning to say prices.*

Presentation 5 minutes

Books open.

A **Listen and point...**

- Write on the board: *cents* = ¢. Draw pictures of coins on the board. For each coin say and write the amount: *A penny is 1¢. A nickel is 5¢. A dime is 10¢. A quarter is 25¢. A half-dollar is 50¢.* Have the class repeat.
- Play CD 3, Track 13. Students listen and point. Continue playing Track 13. Ask the class to listen and repeat.

Expansion: Speaking Practice for A

- Form pairs. Students take turns reading the price tags out loud.

Controlled Practice 5 minutes

B **Listen. Write the prices.**

- Write on the board: *dollars* = $. Tell the class that when they write the dollar symbol, $, then they don't write the cents symbol, ¢. Write on the board: *$1.50.* Point out the decimal point. Explain: *The numbers to the left of the decimal are dollars. The numbers to the right of the decimal are cents.*
- Play CD 3, Track 14 two times. Students listen and write the prices they hear.
- Form pairs. Students compare answers.
- Ask volunteers to write the answers on the board. Then play Track 14 again and have the class check the answers. Make necessary corrections.

Presentation 5 minutes

C **Listen and point...**

- Play CD 3, Track 15. Students listen and point.
- Continue playing Track 15. Ask the class to listen and repeat.

Expansion: Speaking Practice for C

- Form pairs. Students take turns reading the price tags out loud.

Controlled Practice 10 minutes

D **Listen. Write the prices.**

- Play CD 3, Track 16 two times. Students listen and write the prices they hear.
- Form pairs. Students compare answers.
- Ask volunteers to write the answers on the board. Then play Track 16 again and have the class check the answers. Make necessary corrections.

E **PAIRS. Point to an item...**

- Student A points to the items. Student B says the price of each item.
- Then students switch roles.

Lesson 4 Ask for and give prices

Presentation 15 minutes

F Listen. Listen and repeat.

- Show Transparency 5.7 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture without correcting students' answers. Ask: *What do you think? Are they at school? What is the woman buying?*
- Play CD 3, Track 17. Students listen. Pause the CD. Ask the comprehension questions above again.
- Continue playing Track 17. Ask students to listen and repeat.
- Now show the dialog on Transparency 5.7 or have students read in their books. Play Track 17 again. Students listen and read silently.
- Continue playing Track 17. Students listen and repeat.

G Listen again...

- Ask the class to read the two sentences silently.
- Play CD 3, Track 18. Instruct students to listen and read. Then they circle *Yes* or *No*.
- To correct this exercise, ask a volunteer to read the sentences and say the answers.

H PAIRS. Practice the conversation.

- Model the conversation in Exercise F. Say the lines for Speaker A. The class says the lines of Speaker B.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.

Controlled Practice 5 minutes

I PAIRS. Look at the pictures...

- Instruct the class to look at the pictures in Exercise E. Choose an item to model a new conversation. Say the lines for Speaker A. The class says the lines of Speaker B chorally.
- Tell the pairs to take turns as Speakers A and B.
- Then ask volunteers to role-play their new conversations for the class.

Communicative Practice 10 minutes

Show what you know!

GROUPS. Write a new price...

- Say the sentences in the speech bubbles for the class to repeat. Tell students they are going to write the prices for each drugstore item. Ask for different soap prices: *How much is soap?* Write the prices on the board.
- Students talk in groups. They need to decide on a price for each item and then write the prices in the chart in their books.

CLASS. Walk around the room...

- Tell students to walk around the room. They need to ask six students about their drugstore items and prices.
- Circulate and assess students' ability to ask/answer the question about the prices of drugstore items. If students need more practice, review pages 86 and 87.

Critical Thinking Skill: Comparing

- Ask the class to say six items they usually buy at the drugstore. Write the items on the board.
- Form cross-ability groups. Give each group the weekly advertising pages from local drugstores. Tell each group to find the prices for the items on the board. One student writes the group's list, including the store's name.
- Remind students to ask: *Is it on sale? How much is it?*
- To finish the activity, ask each group to write their price list on the board. The class can read the different lists and compare prices.

Extra Practice

Interactive Practice

Pages 46–47

Pages 56–57

Lesson 5 Life Skills • Read a receipt, write a check

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Say: *You go to the store. You buy something. The cashier gives you a piece of paper. What is it?* (receipt)
- Draw a picture of a receipt on the board. Ask: *Why do stores give you a receipt?* Give students an opportunity to offer ideas. Possible answers are: *A receipt tells the customer how much to pay. It is proof of payment. It can be used to return something you bought. You can hand it in at work for reimbursement. It is for the store's sales records.* etc.
- State the lesson objective: *We're learning to read a receipt.*

Presentation 10 minutes

Books open.

A Read the receipt.

- You may want to copy the receipt onto the board. Have students read the receipt. Tell students to circle words they don't understand. Write the words on the board.
- Ask students to guess the meaning of the new vocabulary. To help students understand, point to the receipt so they have a context.

Controlled Practice 10 minutes

B Read the receipt again...

- Have students read the items and then read the receipt again.
- Copy item 1 onto the board. Ask the class to look for the word *shampoo* on the receipt and read its price. Model writing the price in the sentence.
- Have students compare answers with a partner.
- Call on various students to read the sentences.

C Read the receipt again...

- Have students read the items and then read the receipt again.
- Read item 1 with the class. Then model circling *No*.
- To correct this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

Lesson 5 Life Skills • Read a receipt, write a check

Presentation 15 minutes

Books closed.

- Elicit vocabulary students may already know. Say: *You go to the store. You buy something. How do you pay?*
- Give students an opportunity to offer ideas. Possible answers are: *cash, check, credit card, payment plan*. Draw pictures on the board to help students understand each answer.
- State the lesson objective: *We're learning to write a check.*

Books open.

D Read the check.

- Show Transparency 5.8. Discuss with the class: *What is a check? When do people write checks?*
- First have students read the check individually. Tell students to come up to the transparency and circle words they don't understand. Write the words on the board.
- Ask students to guess the meaning of the new vocabulary. To help students understand the words, point to the check each time so students have a context.

Controlled Practice 20 minutes

E Read the check again...

- Read item 1 with the class. Model circling *a*.
- To correct this exercise, have students compare their answers with a partner. Then call on various students to read the sentences and say the answers.

F Write a check for...

- Show Transparency 5.8 or copy the check onto the board. Read the instructions for this exercise out loud.
- Point to the corresponding places on the check. Ask: *Where do we write $33.45 in numbers? Where do we write $33.45 in words? Where do we write today's date? Where do we sign our name?*
- Circulate and assess students' ability to write a check. If students need more practice, review pages 88 and 89.
- To correct this exercise, ask a volunteer to fill in the check on the transparency or on the board. Make necessary corrections.

Expansion: Writing Practice for F

- Draw some blank checks on the board or re-use the transparency. Write the amount under each check. Have volunteers come up and fill in the checks. Choose other volunteers to come up and review the checks for accuracy.

Extra Practice

Interactive Practice

Pages 58–59

Lesson 6 Edna's story

Getting Started 5 minutes

Books closed.

- Ask the class: *Where do you go shopping? Name some stores you like.*
- Write students' answers on the board. You may want to provide a short review of pronouns by writing: *We shop at _____. He shops at _____. They shop at _____. I shop at _____.*
- State the lesson objective: *We're listening to Edna, a young woman. She's talking about shopping.*

Presentation 20 minutes

A CLASS. Look at each picture...

- Show Transparency 5.9 or hold up your book. Point to each picture and ask: *What do you see?*
- Elicit information without correcting students' answers. If students have difficulty expressing an idea, try to say it for them.
- Write words or phrases about the pictures on the board.

Books open.

B Listen to the story.

- Play CD 3, Track 19. Point to each picture on Transparency 5.9 or have students look in their books. Students listen.
- Check comprehension. Show Transparency 5.9 or hold up your book. Ask:
  1. *What is her name? Where does she shop in her country?*
  2. *In Edna's country, what do sales people talk about?*
  3. *In her country, does Edna get a good price?*
  4. *In the United States, where does Edna shop?*
  5. *Does Edna talk to the sales people about price?*
  6. *How does Edna get good bargains?*
- Play Track 19 again. Ask students to listen and look at the pictures in their books.
- Check comprehension. Ask the questions above again. Say the answers and have the class repeat.

Lesson 6 Edna's story

Presentation 10 minutes

C **Listen again and read.**

- Play CD 3, Track 20. Have students listen and read the story in their books.
- Ask students to identify any words they don't understand. Write the words on the board and encourage students to guess the meaning.

Expansion: Reading Practice for C

- Form cross-ability pairs. Students take turns reading the story out loud.

Controlled Practice 15 minutes

D **Read the story again...**

- Write item 1 on the board and demonstrate circling *No* as the answer.
- To review answers, ask volunteers to read a sentence and say the answer.

E **GROUPS. Read the questions...**

- Model the discussion. Ask various students: *In your country, do people shop at markets or in big stores? Do people ask about the prices? Do people get good bargains?*
- Write on the board the roles for the group:
  Student 1: Read each question out loud.
  Student 2: Make sure each student talks.
  Student 3: Tell the class the group's answers.
- Walk around and encourage each student to participate in the discussion. To finish the activity, ask each group to share their information.

F **Write about shopping.**

- Model writing the sentences. Ask a volunteer to say his or her information. Write the sentences on the board.
- Walk around the room and help as necessary.

MULTILEVEL INSTRUCTION for F

Pre-level Students copy Edna's story in Exercise C on a piece of paper.

Above-level Students write their own stories on a piece of paper. Exercise C is the model.

Communicative Practice 10 minutes

G **GROUPS. Take turns. Read...**

- Form cross-ability groups. Encourage above-level students to help as they share their information.

Critical Thinking Skill: Problem Solving

- Set the context. Say: *Edna wants to buy a car. She needs to save money. She buys things on sale, but she needs to save a lot of money. What can you tell her to do?*
- Form cross-ability groups. One student writes the group's suggestions.
- To finish the activity, ask groups to share their ideas. Write all the ideas on the board. Ask students to say which ideas are the same/common for each group. Circle them.

Extra Practice

Interactive Practice

Pages 48–49

Page 60

REVIEW Show what you know!

1 THE SOUNDS OF G AND C

Language Note

The sounds of *g* and *c* are made with the same mouth position. To make the *g* sound, put the back of your tongue to the back of your mouth. Use your voice to say the sound as you move your tongue away. Practice the sound with the word *go*. To make the hard *c* sound, put the back of your tongue to the back of your mouth. Then push the air out of your mouth quickly as you move your tongue away. Do not use your voice. Practice the sound with the word *coin*.

A Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- Encourage students to put their hand on their throat to make sure there is a vibration when pronouncing the *g* in the words.
- Walk around and provide help as needed.

B Listen and repeat.

- Play CD 3, Track 21. Students listen and repeat to self-correct.
- Ask students to point to each word in Exercise A as they listen.
- Walk around and check students' pronunciation of *g*.
- Play the audio two or three times.

C Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- Tell students to put their hand on their throat to make sure there is no vibration when pronouncing the *c* in the words.
- Walk around and provide help as needed.

D Listen and repeat.

- Play CD 3, Track 22. Students listen and repeat to self-correct.
- Ask students to point to each word in Exercise C as they listen.
- Walk around and check students' pronunciation of *c*.
- Play the audio two or three times.

E Listen. Write *g* or *c*...

- Explain that students will complete each word with *g* or *c*.
- Do the first item with the class. Write on the board: *1. __o*. Say: *Go*. Have a volunteer come up and write the correct letter.
- Play CD 3, Track 23. You may want to play the track two times.
- Have students check their answers with a partner.

F DICTATION. PAIRS. Student A...

- Form cross-ability pairs.
- Model the activity with a higher-level student. Ask the student to say a word from Exercise A. Write it on the board. Ask the class to check your spelling.
- Encourage students to check spelling after each word.

G DICTATION. SAME PAIRS. Student B...

- Tell students to switch roles. Student B says the words from Exercise C. Student A writes the words.
- If necessary, model the activity again with a word from Exercise C.

MULTILEVEL INSTRUCTION for F and G

Pre-level Students copy the words in Exercises A and C on a piece of paper. Have a classmate check the spelling.

Above-level Each student writes five more words with *g* and *c*. They can use any words they know. Form pairs. Have students share their words.

REVIEW Show what you know!

2 VOCABULARY

Teaching Tip

To review the words for coins, put several coins of each denomination into a container. Walk around the class and ask for volunteers to take out a coin and say the amount.

A PAIRS. Point to a coin...

- Show Transparency 5.1 or hold up your book. Point to the first coin.
- Ask: *How much (money) is this coin?* Write the correct answer on Transparency 5.1 or on the board.
- Form cross-ability pairs. Student A points to a coin and Student B says the amount. Then students switch roles.

Teaching Tip

To review the words for bills, put several bills of each denomination into a container. Walk around the class and ask for volunteers to take out a bill and say the amount.

B PAIRS. Point to a bill...

- Show Transparency 5.3 or hold up your book. Point to the first bill.
- Ask: *How much (money) is this bill?* Write the correct answer on Transparency 5.3 or the board.
- Form cross-ability pairs. Student A points to a bill and Student B says the amount. Then students switch roles.

3 SPEAKING

Your classmate asks...

- Have students read the situation and answer choices in their books.
- Say: *Circle the answer that completes the dialog.*
- Have students compare answers with a classmate.
- Ask a volunteer to write the correct answer on the board.

CD-ROM Practice

Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 5, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

Extra Practice

Interactive Practice	Pages 50–51	Page 61

EXPAND Show what you know!

1 ASK WHERE THINGS ARE IN A STORE

Teaching Tip

Review drugstore items and aisles on pages 84 and 85, or show Transparencies 5.5 and 5.6.

A **Listen. A customer is...**

- Set the context. Say: *A customer is shopping. She is asking where things are in the store.*
- Play CD 3, Track 24. Have students listen.

B **PAIRS. Ask where the item is...**

- Hold up your book. Point to each item and have the class say the words.
- Students take turns asking and answering: *Where is the _____?*
- Walk around the room and provide help as needed.

2 ASK FOR AND GIVE CHANGE

Teaching Tip

If necessary, review the coins and bills on page 93.

A **Listen. Someone is asking...**

- Set the context. Say: *A person is asking for change.*
- Play CD 3, Track 25. Have students listen.
- Ask: *How much change did the person want?*

B **ROLE PLAY. PAIRS.**

- Model the role plays with an above-level student. Ask the student for change for a quarter. The student can draw the coins for change on the board and say: *Yes, I have _____.*
- Walk around and help as necessary. Tell students they can first draw the coins and bills they need to make change, and then speak.
- Ask various pairs to perform one of their conversations for the class.

Show what you know!

3 READ A RECEIPT, WRITE A CHECK

Teaching Tip

Copy the receipt and the check onto the board so that you can point to them as you review.

A Read the receipt...

- Ask: *How much is the total?* Students write the answer.
- Then review the other items on the receipt. Ask: *How many items are on the receipt? How much is the tax? How did the customer pay? Did the customer get change? How much is the total?*

B Write a check...

- Show Transparency 5.8 or hold up your book. Point to the various parts of the check. Say the information that is necessary for each part. You can ask questions, for example, *What is the date? Who is the check for? How much is the check? Who is writing the check?*
- To review the activity, draw a blank check on the board. Ask a student to fill it in. Make any necessary corrections.

4 WRITE ABOUT YOURSELF

Write about yourself...

- Review vocabulary needed for this activity with the class. Ask: *What is your name? Where do you shop? What do you buy? How do you pay?*
- Write a model on the board. Use your information. Encourage students to look at the model on the board as they write.
- Walk around the room and help as needed.
- Form cross-ability pairs. Say: *Read your classmate's sentences. Are they complete?*

5 CONNECT

For your Team Project...

- Go to page T-xi for the general teaching notes for the projects.

6 Let's eat!

Lesson 1 Vegetables

Classroom Materials/ Extra Practice

CD 3
Tracks 26–50

Transparencies 6.1–6.8
Vocabulary Cards Unit 6

MCA
Unit 6

Workbook
Unit 6

Interactive Practice
Unit 6

Unit Goals

- Identify vegetables
- Use *Like/Don't Like*
- Identify fruit
- Use *Likes/Doesn't like*
- Name containers and amounts
- Read food ads
- Write a shopping list
- Read a menu
- Order a meal
- Write about how people eat in different cultures

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Show Transparency 6.1. Ask: *What are these? What vegetables do you eat?* Give students the opportunity to answer without correcting their English.
- Repeat students' answers for the class to repeat chorally. Write the words on the board.
- State the lesson objective: *We're learning the names of vegetables.*

Presentation 10 minutes

A **Look at the vegetables...**

- Show Transparency 6.1 again or hold up your book. Point to the group of pictures and say: *Vegetables.*
- Play CD 3, Track 26. Point to each vegetable. Students listen.
- Continue playing Track 26. Point to each picture and have students repeat.

Books open.

- Play Track 26 again. Students listen and point to the vegetables in their books.
- Continue playing Track 26. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Use the Vocabulary Cards for page 96. Student A points to a vegetable. Student B says the word. Then students switch roles.

B **Listen and read...**

- Play CD 3, Track 27. Students listen and read.
- Continue playing Track 27. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

- Dictation. Books closed. Say and spell three words from the box. Students write the words on a piece of paper. Then students check their spelling. Repeat this activity two more times.

Lesson 1 Vegetables

Presentation 10 minutes

C **Listen. Listen and repeat.**

- Show Transparency 6.2 or have students look at their books.
- Set the context. Elicit information about the picture without correcting students' answers. Ask: *What do you think? What is the man buying? What is he asking the woman?*
- Play CD 3, Track 28. Students listen. Pause the CD. Ask the comprehension questions above again.
- Continue playing Track 28. Students listen and repeat.
- Now show the dialog on Transparency 6.2 or have students read in their books. Play Track 28 again. Students listen and read silently.
- Continue playing Track 28. Students repeat.

Controlled Practice 10 minutes

D **PAIRS. Practice the conversation.**

- Model the conversation in Exercise C. Say the lines of Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have students role-play Speakers A and B.

E **PAIRS. Make new conversations...**

- Show Transparency 6.1 or hold up your book showing page 96. Choose any three vegetables. Say each word and have students repeat.
- Model a new conversation with these three vegetables. Ask a volunteer to say the lines for Speaker A. You say the lines for Speaker B. Point to the vegetables during the new conversation.
- Ask volunteers to role-play new conversations.

Presentation 5 minutes

F **Listen and read the story.**

- Play CD 3, Track 29. Students listen and read.
- Check comprehension. Ask: *Does Pam's family like vegetable soup? Does she need mushrooms? Does Pam go to the store to buy onions and peas?*
- Play Track 29 again. Students listen for answers.

Controlled Practice 5 minutes

G **Read the story again...**

- Tell students to read the story in Exercise F.
- Read item 1 with the class. Model circling *No*.
- To review this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or No cards to answer.

Communicative Practice 15 minutes

Show what you know!

GROUPS. Look at the vegetables...

- Say the sentence in the speech bubble and have the class repeat.
- Tell the class the vegetables you like. If some of your favorite vegetables are not in Exercise A, draw and label pictures of your favorites on the board.
- Ask two or three students to tell the class the vegetables they like.
- Circulate and assess students' ability to say the vegetables they like. If the class needs more practice, review pages 96 and 97.

Critical Thinking Skill: Listing

- Set the context. Say: *Doctors say we should eat vegetables and fruits every day.*
- Form cross-ability groups. Students take turns saying the vegetables they ate yesterday or on another day. Have one or two students write the list for each group.
- Ask the groups for their information. Write the groups' lists on the board in two columns. Talk with students about good eating habits.

Extra Practice

Interactive Practice

Pages 62–63

Lesson 2 Vegetables • *Like/Don't like*

Getting Started 5 minutes

Books closed.

- Show Transparency 6.3 or hold up your book to page 96. Ask: *Are there vegetables you don't like? What are the vegetables you don't like?* Repeat students' answers and have the class repeat. Write the words on the board.
- State the lesson objective: *We're learning to say what we like and don't like.*

Presentation 25 minutes

Books open.

A Listen. Listen and repeat.

- Show Transparency 6.3 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Are they at the market? Are they talking about shampoo? Do they like all types of vegetables?*
- Play CD 3, Track 30. Students listen. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 30. Ask students to listen and repeat.
- Now show the dialog on Transparency 6.3 or have students read in their books. Play Track 30 again. Students listen and read silently.
- Continue playing Track 30. Students listen and repeat.

B Listen again. Check (✓)...

- Play CD 3, Track 31. Students listen and read.
- After students check the boxes for the vegetable that the women like, have them compare their answers with a partner.

C Listen again. Check (✓)...

- Play CD 3, Track 31 again. Students listen and read.
- After students check the boxes for the vegetable that the women don't like, have them compare their answers with a partner.

D PAIRS. Practice the conversation.

- Model the conversation in Exercise A. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

E PAIRS. Make new conversations...

- Model a new conversation with an above-level student.
- Show Transparency 6.1 or draw the vegetables on the board. Demonstrate choosing one vegetable you like and one vegetable you don't like. Circle the vegetable you like and make an X over the vegetable you don't like.
- Then ask the above-level student to choose a vegetable he or she likes and a vegetable he or she doesn't like. Circle the vegetable that he or she likes and make an X over the vegetable that he or she doesn't like.
- Use the vegetables to role-play a new conversation with the above-level student.
- If you feel the class needs more support, do this activity again with another student.
- Walk around and help as necessary. Then ask volunteers to role-play one of their new conversations.

Lesson 2 Vegetables • *Like/Don't like*

Presentation 10 minutes

F Read the sentences.

- Use Transparency 6.3 or have students look at the chart in their books. Cover the dialog on the transparency.
- Say each sentence in the chart and have students read silently. Say each sentence again and have students repeat chorally.
- Point to the sentences on the left and say: *I like, You like, Luz and Pavel (They) like, John and I (We) like.* Explain: *Use the same verb* **like** *for* I, you, they, we.
- Point to the sentences on the right and say: *I don't like, You don't like, They don't like, We don't like.* Explain: *Add* don't *before* like *to make a negative sentence.*
- Point to the conversation on Transparency 6.3 or have students look at Exercise A on page 98 in their books. Say: *like and don't like.*
- Review the answers by asking a volunteer to circle *like* and underline *don't like* on Transparency 6.3.

Controlled Practice 5 minutes

G Look at the pictures...

- Model item 1. Ask the class: *What is the vegetable in the picture?* (tomatoes) Demonstrate writing the sentence on the board.
- Model item 2. Ask the class: *What is the vegetable in the picture?* (onions) Explain: *The X on the onions means it's a negative sentence.* Demonstrate writing the negative sentence on the board.
- To review this exercise, call on students to write the sentences on the board.

Communicative Practice 15 minutes

Show what you know!

GROUPS. Write one vegetable...

- Say the sentences in the speech bubbles and have the class repeat. Ask volunteers to say sentences about what they like and don't like: *I like* _____. *I don't like* _____.
- Tell students their goal is to find one vegetable they all like and one vegetable they all don't like!
- Students take turns saying the vegetables they like and don't like. They can use vegetables that are not on page 96. One student writes the group's information.
- Circulate and assess students' ability to express likes and dislikes. If students need more practice, review pages 98 and 99.

CLASS. Take turns. Talk about...

- Ask groups to say what they found out. Use *We like* _____ and *We don't like* _____.

Critical Thinking Skill: Categorizing

- Write on the board: *cooked raw*. Point to each word and tell the class you are going to talk about cooking and not cooking vegetables.
- Write on the board: *What vegetables do you cook? I cook* _____. *What vegetables do you eat raw? I don't cook* _____.
- Form cross-ability pairs. Ask one student in each group to write the list.
- To finish this activity, ask groups to report to the class. Students should say: *We cook* _____. *We don't cook* _____.

Extra Practice

Interactive Practice

Pages 52–53

Pages 64–65

Lesson 3 Fruit • *Likes/Doesn't like*

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Show Transparency 6.4. Ask: *What are these? What fruit do you eat?* Give students the opportunity to answer without correcting their English.
- Repeat students' answers for the class to repeat chorally. Write the words on the board.
- State the lesson objective: *We're learning the names of fruit.*

Presentation 10 minutes

Language Note

The class may naturally say *fruits* instead of *fruit*. Both words are used for the plural.

A Look at the fruit...

- Show Transparency 6.4 again or hold up your book. Point to the groups of pictures and say: *Fruit.*
- Play CD 3, Track 32. Point to each type of fruit. Students listen.
- Continue playing Track 32. Point to each picture and have students repeat.

Books open.

- Play Track 32 again. Students listen and point to the fruit in their books.
- Continue playing Track 32. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Use the Vocabulary Cards for page 100. Student A points to the fruit. Student B says the word. Then students switch roles.

B Listen and read...

- Play CD 3, Track 33. Students listen and read.
- Continue playing Track 33. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

- Dictation. Books closed. Say and spell three words from the box. Students write the words on a piece of paper. Then students check their spelling. Repeat this activity two more times.

Controlled Practice 5 minutes

C Look at the words...

- Model the activity. Look at Transparency 6.4. Point and say: *I like* _____, _____, *and* _____. Write the three fruits on the board.

D PAIRS. Tell your classmate...

- Walk around and help as needed.
- You can ask: *Are there fruits that both of you like?* Students can answer: *We like* _____.

Lesson 3 Fruit • *Likes/Doesn't like*

Presentation 20 minutes

E **Listen. Listen and repeat.**

- Show Transparency 6.5 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Set the context. Elicit information about the picture without correcting students' answers. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Is the woman at a drugstore? Is the man shopping for vegetables?*
- Play CD 3, Track 34. Point to the speakers on the transparency. Students listen. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 34. Ask students to listen and repeat.
- Now show the dialog on Transparency 6.5 or have students read in their books. Play Track 34 again. Students listen and read silently.
- Continue playing Track 34. Students listen and repeat.

F **Read the sentences.**

- Use Transparency 6.5 or have students look at the chart in their books. Cover the dialog on the transparency.
- Say each sentence in the chart and have students read silently. Say each sentence again and have students repeat chorally.
- Write on the board: *I like apples. She likes apples.* Say each sentence and have the class repeat. Circle the *s* in *likes*. Explain: *Add* -s *to the verb when the subject is* he, she, *or* it. *This is called third person singular.*
- Write on the board: *I don't like apples. She doesn't like apples.* Say each sentence and have the class repeat. Circle *doesn't*. Explain: *Use* doesn't *to show the negative with* he, she, *or* it.
- Point to the conversation on Transparency 6.5 or have students look at Exercise E in their books. Say: *Circle the third person singular and the negative form.*
- Review the answers by asking a volunteer to circle the words on Transparency 6.5 or write the answers on the board: *likes, doesn't like.*

Controlled Practice 10 minutes

G **Complete the sentences.**

- Copy item 1 onto the board. Point to the verb *like*. Ask: *Do we add* -s *to the verb* like? *Why?* Call on a volunteer to write the word in the blank.
- Copy item 2 onto the board. Point to the verb *not/like*. Ask: *For the negative, do we use* don't *or* doesn't? *Do we add* -s *to the verb* like? Call on a volunteer to write the words in the blank.
- To review this exercise, ask various students to write their sentences on the board. Make necessary corrections. Say the sentences for the class to repeat.

Communicative Practice 10 minutes

Show what you know!

GROUPS OF 4. Say one fruit you like...

- Model the sentences students should use. You may also want to write them on the board. Use information about yourself: *My name is* _____. *I like* _____. *I don't like* _____.
- Students take turns asking each other: *What fruit do you like? What fruit don't you like?* Students write their classmates' information in the chart.
- Circulate and assess students' ability to express likes and dislikes about fruit. If students need more practice, review pages 100 and 101.

CLASS. Take turns. Talk about...

- Say the sentences in the speech bubble and have the class repeat.
- Ask various students to talk about one of their classmates. Help students if necessary.

Extra Practice

Interactive Practice

Pages 54–55

Pages 66–67

Lesson 4 Life Skills • Containers and amounts

Getting Started 5 minutes

Books closed.

- Hold up your book. Elicit vocabulary students may already know. Ask: *What is this place? What food items do you see?* Write answers on the board.
- Tell the class to read the food items on the board. Explain: *The foods in the picture are sold by the pound.* Write: *pound = lb.*
- State the lesson objective: *We're learning about containers and amounts.*

Presentation 15 minutes

A Listen and point...

- Hold up your book. Play CD 3, Track 35. Point to each food sign. Students listen.
- Continue playing Track 35. Point to each sign and have students repeat.

Books open.

- Play Track 35 again. Students listen and point to the signs in their books.
- Pause the CD. Check comprehension. Tell students to answer by holding up their YES or NO cards. Ask: *Are the avocados $1.99 each? Is the fish $6.99 a pound? Is the chicken $2.89 each?*
- Continue playing Track 35. Students point as they listen and repeat.

B Listen. Listen and repeat.

- Play CD 3, Track 36. Students listen and read.
- Pause the CD. Check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: *Does she need two pounds of grapes? Does she need two pounds of ground beef? Does she need one pound of grapes?*
- Continue playing Track 36. Ask students to listen and repeat as they read.

Controlled Practice 10 minutes

C PAIRS. Practice the conversation.

- Model the conversation in Exercise B. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

MULTILEVEL INSTRUCTION for C

Pre-level Students role-play the conversation for the class with books open.

Above-level Students role-play the conversation for the class with books closed.

Culture Connection

Many students may come from cultures where people buy their food daily at a local farm or market. Writing a shopping list may be new for them. Discuss why some people in the United States write a shopping list before going to the store. Elicit ideas from students first. If students need help, say: *Making a list saves time and money. It helps us do all of our shopping in one visit. Stores in the United States can be very large, so often we see many items that we don't need! A list keeps you focused and helps you buy the things you really need.*

D PAIRS. Look at the shopping...

- Ask the class to read the shopping list for Conversation 1. Say each item. Have the class repeat.
- Model a new conversation with the shopping list for Conversation 1. Say the lines for Speaker A. The class says the lines of Speaker B chorally.
- Walk around and help as necessary. To finish this activity, ask volunteers to role-play one of their new conversations.

Expansion: Writing Practice for D

- Have each student write their own list. Then have them share it with a classmate.

Presentation 15 minutes

Books closed.

E **Listen and point...**

- Hold up your book. Play CD 3, Track 37. Point to each food item. Students listen.
- Continue playing Track 37. Point to each item and have students repeat.
- Check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: *Is there a loaf of bread? Is there a can of eggs? Is there a bag of rice?*

Books open.

- Play Track 37 again. Have students listen. Continue playing Track 37. Students listen and repeat.
- Point out the note about singular and plural. Say each item and have the class repeat.
- Check comprehension. Write some examples on the board:

  a _____ *of milk* *two* _____ *of orange juice*
  a _____ *of bread* *three* _____ *of bread*

  Ask volunteers to find the correct word in the list and then come up and fill in the blank. Ask the class to help check each answer.

F **Listen. Listen and repeat.**

- Play CD 3, Track 38. Students listen and read.
- Pause the CD. Check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: *Do they need a bag of bread? Do they need two dozen eggs? Do they need a gallon of milk?*
- Continue playing Track 38. Ask students to listen and repeat as they read.

Controlled Practice 15 minutes

G **PAIRS. Practice the conversation.**

- Model the conversation in Exercise F. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have students role-play Speakers A and B.
- Ask volunteers to role-play the conversation.

MULTILEVEL INSTRUCTION for G

Pre-level Students role-play the conversation for the class with books open.

Above-level Students role-play the conversation for the class with books closed.

H **PAIRS. Look at the pictures...**

- Model a new conversation with the pictures for Conversation 1. Call on a volunteer to say the food items for Conversation 1: *a loaf of bread and two cans of soup*.
- Say the lines for Speaker A. The class says the lines of Speaker B chorally.
- Walk around and help as necessary. Then ask volunteers to role-play one of their new conversations.

Expansion: Writing Practice for H

- Have students choose items from Exercise E or use their own food items. Then they write a new conversation.

Critical Thinking Skill: Associating

- Ask the class to associate other food items with common containers. Write on the board:

  a box of _____ *a bag of* _____
  a can of _____ *a gallon of* _____

- Form cross-ability groups. Tell each group to write two items for each container. Ask one student to write the list for each group.
- Ask each group to share their list. Write the ideas on the board.

Extra Practice

Interactive Practice Pages 68–69

Lesson 5 Life Skills • Read ads, write a list

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Ask the class: *When we buy food, how can we save money?* Give students an opportunity to offer ideas, such as: read shopping ads, make shopping lists, buy food on sale, buy fruit and vegetables in season, buy large size packages.
- Repeat students' answers out loud and have the class repeat chorally. Write the ideas on the board.
- State the lesson objective: *We're learning to read ads and write shopping lists.*

Presentation 15 minutes

Books open.

A **Listen and read...**

- Tell students to first read the shopping ad individually. Ask them to circle any words they don't understand. Write the words on the board and elicit definitions from the class.
- Hold up your book or have students look at their books. Play CD 3, Track 39. Have students listen and read.
- Pause the CD and check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: *Are the specials in the ad for one day? Are a dozen eggs 99¢? Is the chicken $2.99 a pound?*
- Continue playing Track 39. Have students listen and point to the pictures.
- Review the new words on the board. Elicit definitions from the class again.

Controlled Practice 15 minutes

B **Read the shopping ad...**

- Copy item 1 onto the board. Read the question for the class to repeat. Ask the class: *Is the answer* a. $1.79 a loaf *or* b. $1.79 a pound*?* Model circling *a*.
- Have students compare answers with a partner.
- Call on various students to read the sentences. Tell the class to answer *a* or *b*.

Expansion: Speaking Practice for B

- Form pairs. Instruct students to take turns asking and answering the questions in Exercise B.

Controlled Practice 25 minutes

Culture Connection

Many students may come from cultures where people buy their food daily at a local farm or market. Writing a shopping list may be new for them. Discuss why some people in the United States write a shopping list before going to the store. Elicit ideas from students first. If students need help, say: *Making a list saves time and money. It helps us do all of our shopping in one visit. Stores in the United States can be very large, so often we see many items that we don't really need! A list keeps you focused on the things you really need.*

C Look at the pictures...

- Discuss with the class: *Why do some people write shopping lists?*
- Tell the class to look at the thought bubble in item 1. Ask: *What food does he need?* Write students' answers on the board. Their answers should match the shopping list in the book. Then read the list for students to repeat.
- Tell the class to look at item 2. Ask: *What food does she need? Help the woman write her shopping list.* Elicit items from students and write the items on the board. Instruct students to copy the items into their books.
- Circulate and assist students with items 3 and 4. For more practice, review pages 102 and 103.

D PAIRS. Tell your classmate...

- Students take turns reading their lists. Tell pairs their lists should be the same.
- Call on volunteers to write their lists on the board.

Expansion: Writing Practice for D

- Ask students to write their own shopping list of food items they really need that day.
- Form small groups. Students take turns reading their lists.

Extra Practice

Interactive Practice

Page 70

Lesson 6 Read a menu and order a meal

Getting Started 5 minutes

Books closed.

- Show Transparency 6.6. Elicit vocabulary students may already know. Ask: *What is this? What food items do you see? What other information does the menu have?*
- Repeat students' answers out loud and have the class repeat chorally
- State the lesson objective: *We're learning to read a menu and order a meal.*

Presentation 10 minutes

A Listen and point...

- Show Transparency 6.6 or hold up your book. Play CD 3, Track 40. Point to each item on the menu. Students listen.
- Continue playing Track 40. Point to each item on the menu and have students repeat.

Books open.

- Play Track 40 again. Students listen and point to the menu in their books.
- Pause the CD. Check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: *Is there milk on the menu? Are there bananas on the menu? Is the coffee $1.00?*
- Continue playing Track 40. Students point as they listen and repeat.

B Listen. Listen and repeat.

- Play CD 3, Track 41. Students listen and read.
- Pause the CD. Check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: *Is the customer ordering pancakes and juice? Is the customer ordering breakfast? Does the customer want coffee?*
- Continue playing Track 41. Ask students to listen and repeat as they read.

Controlled Practice 10 minutes

C PAIRS. Practice the conversation.

- Model the conversation in Exercise B. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

MULTILEVEL INSTRUCTION for C

Pre-level Students role-play the conversation for the class with books open.

Above-level Students role-play the conversation for the class with books closed.

D PAIRS. Make new conversations...

- Model a new conversation using the menu in Exercise A. Ask a volunteer to choose two items from the menu. Then say the lines for Speaker A. The volunteer says the lines for Speaker B using the two items from the menu.
- Walk around and help as necessary. Then ask volunteers to role-play their new conversations.

Expansion: Writing Practice for D

- Tell students to choose two items from the menu. Then they write a new conversation.

Lesson 6 Read a menu and order a meal

Presentation 10 minutes

E **Listen and point to...**

- Show Transparency 6.7 or hold up your book. Play CD 3, Track 42. Point to each item on the menu. Students listen.
- Continue playing Track 42. Point to each item on the menu and have students repeat.
- Check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: *Is the hamburger $2.50? Is there a fruit salad? Is this a breakfast menu?*
- Play Track 42 two more times. Students listen and point, then listen and repeat.

F **Listen. Listen and repeat.**

- Play CD 3, Track 43. Students listen and read.
- Pause the CD. Check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: *Is she ready to order? Is she ordering a chicken sandwich? Is she ordering French fries?*
- Continue playing Track 43. Ask students to listen and repeat as they read.

Controlled Practice 10 minutes

G **PAIRS. Practice the conversation.**

- Model the conversation in Exercise F. Say the line for Speaker A. Have the class say the line of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation.

Language Note

Tell students that when they order one item, they use *a*. When they order more than one item, they use the number and the plural form. Write on the board:

a fish sandwich	*2 fish sandwiches*
a hamburger	*3 hamburgers*
a taco	*4 tacos*
a green salad	*5 green salads*

Say *I'd like* _____ for each item and have the class repeat.

H **PAIRS. Make new conversations...**

- Model a new conversation using the menu in Exercise E. Ask a volunteer to choose three items from the menu. Then say the line for Speaker A. The volunteer says the line for Speaker B using the three menu items.
- Walk around and help as necessary. Then ask volunteers to role-play their new conversations.

Expansion: Writing Practice for H

- Tell students to choose three items from the menu and write a new conversation.

Communicative Practice 15 minutes

Show what you know!

GROUPS. Take turns. Ask...

- Ask a student: *What do you eat for breakfast?* Write the answer on the board: *For breakfast, I eat* _____.
- Ask a student: *What do you eat for lunch?* Write the answer on the board: *For lunch, I eat* _____.
- Students take turns asking and answering the questions. Students can write a list of classmates' answers.
- Circulate and assess students' ability to talk about the food and drink they consume. If the class needs more practice, review pages 106 and 107.

Critical Thinking Skill: Summarizing

- Same groups. Have students say what they have for breakfast and lunch again.
- Write on the board: *Everyone in our group has* _____ *for breakfast. Everyone in our group has* _____ *for lunch.*
- Tell each group to make a list of what every member of the group has for breakfast and for lunch. Then they need to find a common food or drink to complete the sentences on the board.

Extra Practice

Interactive Practice

Pages 56–57

Page 71

Lesson 7 Tran's story

Getting Started 5 minutes

Books closed.

- Elicit students' ideas. Ask the class: *How do you eat dinner?* Use the board to draw simple pictures of a fork, a knife, a spoon, and chopsticks. Point to each picture and ask: *Do you use a fork to eat dinner? Do you use a knife? Do you use a spoon? Do you use chopsticks?* Tell students to hold up their YES or NO cards to answer.
- State the lesson objective. Say: *We're listening to Tran, a young man. He's talking about how people eat in his country.*

Presentation 20 minutes

A **CLASS. Look at each picture...**

- Show Transparency 6.8 or hold up your book. Point to each picture and ask: *What do you see?*
- Elicit information without correcting students' answers. If students have difficulty expressing an idea, try to say it for them.
- Write words or phrases on the board about the pictures.

Books open.

B **Listen to the story.**

- Play CD 3, Track 44. Point to each picture on Transparency 6.8 or have students look in their books. Students listen.
- Check comprehension. Show Transparency 6.8 or hold up your book. Ask:
  1. *What is his name? What do people eat with in his country?*
  2. *Do children sometimes eat with their fingers?*
  3. *In Kyoko's country, how do people have soup?*
  4. *In the United States, what do people eat with?*
  5. *When do people eat with their fingers?*
  6. *Is there only one way to eat in this country?*
- Play Track 44 again. Ask students to listen and look at the pictures in their books.
- Check comprehension. Ask the questions above again. Say the answers and have the class repeat.

Lesson 7 Tran's story

Presentation 10 minutes

C **Listen again and read.**

- Play CD 3, Track 45. Have students listen and read the story in their book.
- Ask students to identify any words they don't understand. Write the words on the board and encourage students to guess the meaning.

Expansion: Reading Practice for C

- Form cross-ability pairs. Students take turns reading the story out loud.

Controlled Practice 15 minutes

D **Read the story again...**

- Write item 1 on the board and demonstrate circling *No* as the answer.
- To review answers, ask volunteers to read a sentence and say the answer.

E **GROUPS. Read the questions...**

- Model the discussion. Ask a few students: *In your country . . .*

  Do people use chopsticks? What do they use?

  Do people drink soup? How do they have their soup?

  Do people use their fingers to eat? What do they eat with their fingers?
- Write on the board the roles for the group:

  Student 1: Read each question out loud.
  Student 2: Make sure each student talks.
  Student 3: Tell the class the group's answers.
- Walk around and encourage each student to participate in the discussion. To finish the activity, ask each group to share their information.

F **Write about how people eat.**

- Model writing the sentences. Then ask a volunteer to say his or her information. Write the sentences on the board.
- Walk around the room and help as necessary.

MULTILEVEL INSTRUCTION for F

Pre-level Students copy Tran's story in Exercise C on a piece of paper.

Above-level Students write their own stories on a piece of paper using Exercise C as a model.

Communicative Practice 10 minutes

G **GROUPS. Take turns. Read...**

- Form cross-ability groups. Encourage above-level students to help as they share their information.

Critical Thinking Skill: Problem Solving

- Set the context. Say: *Tran's boss invited him to a company dinner at a big restaurant. Tran wants to go, but he is nervous. At big dinners, there are two forks, two spoons, and two knives to use. He doesn't know how to use them. What can you tell him to do?*
- Form cross-ability groups. One student writes the group's ideas for solving this problem.
- To finish the activity, ask groups to share their ideas. Write all the ideas on the board. Talk about which ideas are similar.

Extra Practice

Interactive Practice

Pages 58–59

Page 72

REVIEW Show what you know!

1 THE SOUNDS OF *F* AND *V*

Teaching Tip

The sounds of *f* and *v* are both made with the same mouth position. To make the *f* sound, touch your top teeth with your bottom lip. Blow out air between your lip and your teeth. Do not use your voice to say the *f* sound as you practice it with the word *fruit*. To make the *v* sound, touch your top teeth with your bottom lip. Use your voice as you practice the *v* sound with the word *vegetables*.

A Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- Students can use mirrors to check the position of their teeth.
- Walk around and provide help as needed.

B Listen and repeat.

- Play CD 3, Track 46. Students listen and repeat to self-correct.
- Ask students to point to each word in Exercise A as they listen.
- Walk around and check students' pronunciation of *f*.
- Play the audio two or three times.

C Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- Tell students to check to feel a vibration in their throats with the letter *v*.
- Walk around and provide help as needed.

D Listen and repeat.

- Play CD 3, Track 47. Students listen and repeat to self-correct.
- Ask students to point to each word in Exercise C as they listen.
- Walk around and check students' pronunciation of *v*.
- Play the audio two or three times.

E Listen. Write *f* or *v*...

- Explain that students will complete each word with *f* or *v*.
- Do the first two items with the class. Write on the board: *1. __ood 2. __egetables.* Say each word. Have a volunteer come up and write the correct letter.
- Play CD 3, Track 48. You may want to play the track two times.
- Have students check their answers with a partner.

F DICTATION. PAIRS. Student A...

- Form cross-ability pairs.
- Model the activity with a higher-level student. Ask the student to say a word from Exercise A. Write it on the board. Ask the class to check your spelling.
- Encourage students to check spelling after each word.

G DICTATION. SAME PAIRS. Student B...

- Tell students to switch roles. Student B says the words from Exercise C. Student A writes the words.
- If necessary, model the activity again with a word from Exercise C.

MULTILEVEL INSTRUCTION for F and G

Pre-level Students copy the words in Exercises A and C on a piece of paper. Have a classmate check the spelling.

Above-level Each student writes five more words with *f* and *v*. They can use any words they know. Form pairs. Have students share their words.

REVIEW Show what you know!

2 VOCABULARY

Teaching Tip

Show an example of grouping on the board. Write: *apple*, *orange*, and *onion*. Ask: *Which word is different? Why?*

A Circle the word...

- Do item 1 with the class. Ask: *Why is* cucumbers *the answer?*
- Have students compare answers with a partner. Then have students say the answer for each item. Make any necessary corrections.

B PAIRS. Use the words...

- Have students review quantities on pages 102 and 103. Students can also use the vocabulary in Exercise A.
- To review this exercise, ask pairs for their answers and make a list on the board.

3 SPEAKING

You are reading a menu...

- Have students read the situation and the answer choices in their books.
- Say: *Circle the answer that completes the dialog.*
- Have students compare answers with a classmate.
- Ask a volunteer to write the answer on the board.

CD-ROM Practice

Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 6, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

Extra Practice

Interactive Practice	Pages 60–61	Page 73

EXPAND Show what you know!

Teaching Tip

To prepare students for Exercises A and B, review pages 106 and 107 or show Transparencies 6.6 and 6.7. Say the vocabulary words and the dialogs, and have the class repeat.

1 READ A MENU AND ORDER FOOD

A **Listen. A customer is...**

- Set the context. Say: *A customer is ordering food. What does the customer ask for?*
- Play CD 3, Track 49. Have students listen.
- Ask students to say what the customer orders and write it on the board.

B **ROLE PLAY. GROUPS OF 3. Change roles...**

- Review the menu items and prices for pronunciation and understanding.
- Form cross-ability groups. Choose one group and model the role play.
- Remind students to do the role play at least three times so each person is the waiter/waitress.
- Have volunteers perform the role plays.

EXPAND Show what you know!

2 WRITE A SHOPPING LIST

A **Listen. Peter and Wendy...**

- Set the context. Say: *Two people are writing a shopping list. What do they need from the store?*
- Play CD 3, Track 50. Have students listen.
- Ask students what Peter and Wendy need from the store and write the items on the board.

B **PAIRS. What do you need...**

- Students can use real or made-up information.
- Have pairs share their list with the class.

3 WRITE ABOUT YOURSELF

A **Write about yourself...**

- Review vocabulary needed for this activity. Ask: *Where do you shop for food? What do you have on your shopping list each week?*
- Write a model on the board. Use your information. Encourage students to look at the model on the board as they write.
- Walk around the room and help as needed.
- To review this exercise, students can also write their answers in complete sentences on the board.

4 CONNECT

For your Team Project...

- Go to page T-xi for the general teaching notes for the projects.

7 Apartment for Rent

Lesson 1 Rooms in a home

Classroom Materials/ Extra Practice

CD 4
Tracks 2–23

Transparencies
7.1–7.8

MCA
Unit 7

Workbook
Unit 7

Interactive Practice
Unit 7

Unit Goals

- Identify rooms in a home
- Ask about an apartment
- Use *There is/There are*
- Ask about furniture and appliances
- Ask questions with *Is there/Are there*
- Ask for and give an address
- Read a "For Rent" ad
- Address an envelope
- Write about living with or away from family

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Ask: *Do you live in an apartment or a house? What rooms do you have in your home?* Have students draw on the board if they need help describing their home. Give students the opportunity to answer without correcting their English.
- Repeat students' answers out loud and have the class repeat chorally. Write the words on the board.
- State the lesson objective: *We're learning the names of rooms in a home.*

Presentation 15 minutes

A **Look at the rooms in the home...**

- Show Transparency 7.1 or hold up your book. Point to the picture and say: *Rooms in a home.*
- Play CD 4, Track 2. Point to each room. Students listen.
- Continue playing Track 2. Point to each room and have students repeat.

Books open.

- Play Track 2 again. Students listen and point to the rooms in their books.
- Continue playing Track 2. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Student A points to a room. Student B says the word. Then students switch roles.

B **Listen and read...**

- Play CD 4, Track 3. Students listen and read.
- Continue playing Track 3. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

- Ask students to circle the words in the word box with the word *room*. Then have students write the words with *room*.

Lesson 1 Rooms in a home

Presentation 10 minutes

C **Listen. Listen and repeat.**

- Show Transparency 7.2 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Is the woman talking on the telephone? Is she in an apartment? Is she unhappy? Is she happy?*
- Play CD 4, Track 4. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 4. Ask students to listen and repeat.
- Now show the dialog on Transparency 7.2 or have students read in their books. Play Track 4 again. Students listen and read silently.
- Continue playing Track 4. Students listen and repeat.

Controlled Practice 15 minutes

D **PAIRS. Practice the conversation.**

- Model the conversation in Exercise C. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

MULTILEVEL INSTRUCTION for D

Pre-level Students role-play the conversation for the class with books open.

Above-level Students role-play the conversation for the class with books closed.

E **PAIRS. Look at the apartments...**

- Have the class look at the picture for Conversation 1. Ask: *What rooms do you see in the apartment?* Write the rooms on the board. Say each room and have the class repeat.
- Model a new conversation with an above-level student. The student says the lines for Speaker A. You say the lines for Speaker B.
- Tell pairs to take turns role-playing Speakers A and B for each new conversation.
- Walk around and help as necessary. Then ask volunteers to role-play one of their new conversations.

Communicative Practice 15 minutes

Show what you know!

GROUPS. Take turns. Talk about...

- Say the sentence in the speech bubble and have the class repeat. Ask various students to say a sentence about their home. Write the sentences on the board.
- Circulate and assess students' ability to say the rooms of a home. If students need more practice, review pages 114 and 115.

Critical Thinking Skill: Comparing and Contrasting

- Tell students to write a list of rooms in their home or the home of someone they know.
- Draw a diagram of your apartment or house on the board and write the names of the rooms. Say: *This is my home (apartment, house).* Write on the board: *My home has _____. My home also has _____. My home doesn't have _____.*
- Then ask: *Is my home on the board similar or different to your home?* Ask various students to say sentences about their homes using the models on the board. Make any necessary corrections to their sentences.

Extra Practice

Interactive Practice

Pages 74–75

Lesson 2 Ask about apartments • *There is/There are*

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Say: *Imagine you are looking for a new place to live. What rooms do you want? What size rooms? How much light in the rooms?*
- Repeat students' answers out loud and have the class repeat chorally. Write the information on the board.
- State the lesson objective: *We're learning to describe an apartment.*

Presentation 10 minutes

Books open.

A **Listen and point to the rooms...**

- Show Transparency 7.3 or have students look in their books. Point to the group of pictures and say each word. Say: *These are words that describe.*
- Play CD 4, Track 5. Students listen and point.
- Continue playing Track 5. Students listen and repeat.

B **Listen. Listen and repeat.**

- Show Transparency 7.3 or have students look at the pictures in Exercise A in their books. Cover the dialog or have students cover the dialog in their books.
- Play CD 4, Track 6. Students listen. Pause the CD. Ask comprehension questions. Tell students to hold up their YES or NO cards to answer. Ask: *Is the woman asking about a house for rent? Is there a large living room? Is there a modern kitchen?*
- Continue playing Track 6. Ask students to listen and repeat.
- Now show the dialog on Transparency 7.3 or have students read in their books. Play Track 6 again. Students listen and read silently.
- Continue playing Track 6. Students listen and repeat.

Controlled Practice 10 minutes

C **PAIRS. Practice the conversation.**

- Model the conversation in Exercise B. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

D **PAIRS. Look at the apartments...**

- Have the class look at the picture for Conversation 1. Say: *Talk about the rooms you see in the apartment. Use describing words.* Write students' responses on the board.
- Model a new conversation. You say the lines for Speaker A. The class says the lines for Speaker B.
- Instruct pairs to say each new conversation two times so students role-play Speakers A and B.
- Walk around and help pairs say the new conversations. Then ask volunteers to role-play one of their new conversations.

MULTILEVEL INSTRUCTION for D

Pre-level Write a new conversation on the board. Students practice this conversation.

Above-level Students write their own new conversations. They can role-play for the class.

Presentation 10 minutes

E Look at the home...

- Have students study the picture of the home.
- Use Transparency 7.3 or have students look at the chart in their books. Say each sentence in the chart and have students read silently. Say each sentence again and have students repeat chorally.
- Circle *a* in the first sentence in the chart. Explain: A *means there is one. It is singular. Use* There is *with* a. *There is a modern kitchen.*
- Circle *two* and the *-s* in *bedrooms* in the second sentence in the chart. Explain: Two *means more than one. The* -s *in bedrooms means more than one—it is plural. Use* There are *with plural words. There are two bedrooms.*

Controlled Practice 15 minutes

F Read the story...

- Ask students to read the story silently.
- Write the story with blanks on the board. Do item 1 with the class.
- Ask: *How many rooms are there?* (6) *Is* six *singular or plural?* (plural) *Do we need* there is *or* there are*?* Model writing *There are* in the first blank.
- Have students compare answers with a classmate. Then read the completed story out loud and have students check their answers.

Expansion: Reading Practice for F

- Form pairs. Tell each student to take turns reading the story to his or her partner.

G Read the story again...

- Ask students to read the story in Exercise F silently.
- Write item 1 on the board and read it out loud with the class. Model circling *No*.
- To review this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

Communicative Practice 15 minutes

Show what you know!

GROUPS. Take turns. Talk about...

- Say the sentences in the speech bubble and have the class repeat.
- Call on a volunteer to describe his or her dream home. Guide the discussion by asking: *How many bedrooms are there? Are they large or small? How many bathrooms? Is there a modern kitchen? Is there a sunny living room?* Write the student's description on the board.
- Students can also write each other's information as they take turns describing their dream homes.
- Circulate and assess students' ability to talk about their dream home. If the class needs more practice, review pages 116 and 117.

Critical Thinking Skill: Retrieving

• Same groups. Ask groups to describe their dream homes again. Say: *As you talk, you need to find (retrieve) at least one thing (the same thing) you all want to have in your dream home. Write it on a piece of paper!*

• Write on the board: *We all wanted* _____ *in our dream homes.* Ask a student from each group to report to the class using this model.

Extra Practice

Interactive Practice

Pages 62–63

Pages 76–77

Lesson 3 Furniture/Appliances • *Is there/Are there*

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Show Transparency 7.4. Ask: *What furniture and appliances do you have in your apartment or house? What do you need?* Give students the opportunity to answer without correcting their English.
- Repeat students' answers out loud and have the class repeat chorally. Write the words on the board.
- State the lesson objective: *We're learning the names of furniture and appliances.*

Presentation 10 minutes

A **Look at the furniture...**

- Show Transparency 7.4 again or hold up your book. Point to the group of pictures and say: *Furniture and appliances.*
- Play CD 4, Track 7. Point to each picture. Students listen.
- Continue playing Track 7. Point to each picture and have students repeat.

Books open.

- Play Track 7 again. Students listen and point to the items in their books.
- Continue playing Track 7. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Student A points to the furniture and appliances. Student B says the word. Then students switch roles.

Language Note

Help students differentiate between furniture and appliances. For example, appliances usually need electricity. Write on the board: *furniture appliances*. Have students tell you which vocabulary words belong in each group. If you feel students are ready, ask them for more examples for each category.

B **Listen and read...**

- Play CD 4, Track 8. Students listen and read.
- Continue playing Track 8. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

- Dictation. Books closed. Say and spell three words from the box. Students write the words on a piece of paper. Then students check their spelling. Repeat this activity two more times.

Controlled Practice 10 minutes

C **Look at the words in Exercise B...**

- Model the exercise. Ask: *Do you have a refrigerator in your apartment or house? A stove? A sink?* etc. Write students' answers on the board.
- Then have students write their own answers.

D **PAIRS. Tell your classmate...**

- Students take turns reading their lists in Exercise C.

Expansion: Speaking Practice for D

- Say: *Talk about any furniture or appliances that both of you have on your lists.* Write on the board: *We both have _____ on our lists.* Call on volunteers to talk about their lists using this model.

Lesson 3 Furniture/Appliances • *Is there/Are there*

Presentation 15 minutes

E **Listen. Listen and repeat.**

- Show Transparency 7.5 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Set the context. Elicit information about the picture without correcting students' answers. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Is there an apartment for rent? Is the woman asking questions? Is the man giving information? Is he her husband?*
- Play CD 4, Track 9. Point to each speaker during the conversation. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 9. Ask students to listen and repeat.
- Now show the dialog on Transparency 7.5 or have students read in their books. Play Track 9 again. Students listen and read silently.
- Continue playing Track 9. Students listen and repeat.

F **Read the sentences.**

- Use Transparency 7.5 or have students look at the chart in their books. Cover the dialog on the transparency.
- Say each sentence in the chart and have students read. Say each sentence and have the class repeat.
- Point to the first question. Circle *is* and *a*. Explain: *We use* is *because* a *means it is one dishwasher. It's singular.* Then point to the short answers and say: *The answers use* is. Say the question and answers and have the class repeat.
- Point to the second question. Circle *are* and *beds*. Explain: *We use* are *because* beds *means more than one—it's plural.* Then point to the short answers and say: *The answers use* are. Say the question and answers and have the class repeat.
- Show the dialog on Transparency 7.5 or have students look at Exercise E in their books. Ask a volunteer to come up and circle *Is there* and *Are there* on the transparency or have students circle in their books.
- Then have a volunteer come up and circle *there is* and *there are* or have students circle in their books. Ask: *Why do we use* is? are? (singular, plural)

Controlled Practice 10 minutes

G **Write the questions...**

- Write item 1 with blanks on the board and do it together with the class.
- Ask: *Will the answer be singular or plural?* (singular) Fill in the blank with *there is*.

H **Listen and check your answers...**

- Play CD 4, Track 10. Tell students to circle any mistakes in their answers in Exercise G.
- Pause the CD. Ask students to correct their mistakes. Start Track 10 again and have students check their answers again.
- Then continue playing Track 10. Have the class listen and repeat.

Communicative Practice 10 minutes

Show what you know!

PAIRS. Ask the questions in Exercise G...

- Say the sentences in the speech bubbles. Have students repeat.
- Model the activity with a volunteer. Make sure the student uses the short form to answer.
- Circulate and assess students' ability to ask about furniture and appliances. If the class needs more practice, review pages 118 and 119.

Critical Thinking Skill: Categorizing

- Write names of rooms on the board.
- Form cross-ability groups. Tell students to list the furniture and appliances usually put in these rooms. Tell the class that these may not be the same in every country or culture.
- To review, have each group write its list on the board.

Extra Practice

Interactive Practice	Pages 64–65	Pages 78–79

Lesson 4 Ask for and give an address

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Show Transparency 7.6. Ask the class: *Every house and apartment has an address. What information does an address give us?* Give an example by writing the school's address on the board. Include the building number and street name. Say the address and have the class repeat chorally.
- Point to each part of the address and say the information it gives us (the number of the building and the street name).
- State the lesson objective: *We're learning to ask for and give an address.*

Presentation 5 minutes

A **Look at the addresses...**

- Show Transparency 7.6 again or hold up your book. Play CD 4, Track 11. Point to each address. Students listen.
- Continue playing Track 11. Point to each address and have students repeat.

Books open.

- Play Track 11 again. Students listen and point to the addresses in their books.
- Continue playing Track 11. Students read as they listen and repeat.

Controlled Practice 15 minutes

B **Listen for the address...**

- Write item 1 on the board and do it together with the class. Play CD 4, Track 12. Pause after item 1. Ask students to say the answer. Model circling *b* on the board.
- Continue playing Track 12. Tell students to circle the correct answers.
- Then have students compare their answers with a partner.
- Play Track 12 again and have students check their answers. Discuss any questions students may have.
- Students may want to hear the audio two or three times.

C **Listen. Complete the addresses.**

- Write item 1 on the board.
- Play CD 4, Track 13. Pause after item 1. Ask students to say the answer. Model writing the number (75).
- Continue playing Track 13. Tell students to write the answers.
- Then have students compare their answers with a partner.
- Play Track 13 again and have students check their answers. Discuss any questions students may have.
- Students may want to hear the audio two or three times.

Lesson 4 Ask for and give an address

Presentation 10 minutes

D **Listen. Listen and repeat.**

- Show Transparency 7.7 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Is the woman looking for an apartment to rent? Is the man helping her?*
- Play CD 4, Track 14. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 14. Ask students to listen and repeat.
- Now show the dialog on Transparency 7.7 or have students read in their books. Play Track 14 again. Students listen and read silently.
- Continue playing Track 14. Students listen and repeat.

Controlled Practice 20 minutes

E **Listen again...**

- Play CD 4, Track 15. Students circle *Yes* or *No*.
- To review the answers, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

F **PAIRS. Practice the conversation.**

- Model the conversation in Exercise D. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have students role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

G **PAIRS. Read the ads...**

- Have the class read the ad for Conversation 1. Model a new conversation with an above-level student. You say the lines for Speaker A. Then say the new conversation again. Have the student say the lines for Speaker A.
- Tell students to role-play both Speakers A and B. Walk around and help students say the new conversations.
- Then ask volunteers to role-play one of their new conversations for the class.

Communicative Practice 5 minutes

Show what you know!

PAIRS. Ask: *What's your address...*

- Say the sentences in the speech bubbles and have the class repeat chorally. Remind students that they can use their own or made-up information.
- Circulate and assess students' ability to say their addresses. If the class needs more practice, review pages 120 and 121.

Critical Thinking Skill: Decision Making

- Write two column heads on the board:
  Good reasons to buy a house
  Problems if you have a house.
- Set the context. Ask: *Why do people want to buy a house? What are some problems you can have with a house?* Write some of the students' ideas under each column.
- Form cross-ability groups. Ask students to write at least three ideas for each column. Say: *Make a decision for your group: Do you want to buy a house?*
- To review this activity, take a poll. Ask: *How many groups want to buy a house?* Have students give their reasons.

Extra Practice

Interactive Practice

Pages 66–67

Pages 80–81

Lesson 5 Life Skills • Address an envelope

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Hold up a letter or business-size envelope. Ask: *Do you get letters? Do you write letters? What do you write on an envelope?* (name, address, city, state, zip code, return address)
- Say students' answers correctly for the class to repeat chorally. Write the words on the board.
- State the lesson objective: *We're learning to address an envelope.*

Presentation 25 minutes

Language Note

Tell students that abbreviations are pronounced like the full word. For example, you write *St.* and you say *street*.

Books open.

A Write the abbreviation.

- Have students study the abbreviations in the word box. Say: *These are not words. They are abbreviations.* Say *abbreviations* and have the class repeat. Say: *This is a short way to write a word. Use a period at the end of an abbreviation.*
- Write on the board: *Street Avenue.* Ask students to find the abbreviations that match. Ask volunteers to come up and write them next to the words.
- Have students compare answers with a partner. Then review the answers with the class.

B Read the envelope.

- Ask students to read the envelope.
- Hold up your book and point to the mailing address, the return address, and the stamp. Write *mailing address*, *return address*, and *stamp* on the board and review the terms with the class.

C Read the envelope again...

- Write item 1 on the board.
- Read the question out loud and ask the class to answer. Model circling the letter *b*.
- Call on various students to read the sentences and say the answers.

Expansion: Speaking Practice for C

- Form pairs. Students take turns asking and answering the questions in Exercise C.

Controlled Practice 25 minutes

D Write your answers...

- Tell students they are going to prepare an envelope to mail. Ask them to answer the questions and write their information.
- Tell students to write short answers. You can write model answers on the board using your own information.

E PAIRS. Ask your classmate...

- Have students take turns interviewing each other to answer the questions.
- Tell students to write short answers in the blanks.
- Circulate and help students fill in the blanks with their classmate's information. If the class needs more practice, review pages 122 and 123.

Teaching Tip

To prepare students for Exercise F, review the envelope on page 122. Make sure students know the correct placement of the return address and the mailing address by pointing to them and asking: *What is this?* Also review what should be written on each line of the mailing address and the return address.

F Address the envelope to...

- Encourage students to use the envelope on page 122 as a model. Tell students to use their information in Exercises D and E.
- To review this exercise, you can have students draw envelopes and write their information on the board. Make any necessary corrections.

Expansion: Writing Practice for F

- Have students address an envelope to you at the school address. Students can take the envelope home and use it if they need to contact you.

Extra Practice

Interactive Practice

Pages 82–83

Lesson 6 Alicia's story

Getting Started 5 minutes

Books closed.

- Elicit students' ideas. Tell students to hold up their YES and NO cards to answer. Ask: *Do you live in a house? Do you live in an apartment? Do you live with your family? Do you live with friends? Do you live alone?*
- Keep a tally on the board of the answers. Count the totals and say the number for each question.
- State the lesson objective: *We're listening to Alicia, a young woman. Alicia is talking about how she and her parents have different ideas about where she should live.*

Presentation 15 minutes

A CLASS. **Look at each picture...**

- Show Transparency 7.8 or hold up your book. Point to each picture and ask: *What do you see?*
- Elicit information without correcting students' answers. If students have difficulty expressing an idea, try to say it for them.
- Write words or phrases on the board about the pictures.

Books open.

B **Listen to the story.**

- Play CD 4, Track 16. Point to each picture on Transparency 7.8 or have students look at their books. Students listen.
- Check comprehension. Show Transparency 7.8 or hold up your book. Ask:
  1. *What is her name? How old is she?*
  2. *Who does Alicia live with now?*
  3. *What does Alicia do? Is it a good job?*
  4. *What do she and her friends want to do now?*
  5. *Why are Alicia's parents unhappy?*
  6. *Does Alicia know what to do?*
- Play Track 16 again. Ask students to listen and look at the pictures in their books.
- Check comprehension. Ask the questions above again. Say the answers and have the class repeat.

Lesson 6 Alicia's story

Presentation 10 minutes

C **Listen again and read.**

- Play CD 4, Track 17. Have students listen and read the story in their books.
- Ask students to identify any words they don't understand. Write the words on the board and encourage students to guess the meaning.

Expansion: Reading Practice for C

- Form cross-ability pairs. Students take turns reading the story out loud.

Controlled Practice 15 minutes

D **Read the story again...**

- Write item 1 on the board and demonstrate circling *No* as the answer.
- To review answers, ask volunteers to read a sentence and say the answer.

E **GROUPS. Read the questions...**

- Model the discussion. Ask various students some questions about how people live in their country or culture: *In your country do single people live with their families? Do they live with parents? Do they live with brothers or sisters?*
- Write on the board the roles for the group:
  Student 1: Read each question out loud.
  Student 2: Make sure each student talks.
  Student 3: Tell the class the group's answers.
- Walk around and encourage each student to participate in the discussion. To finish the activity, ask each group to share its information.

F **Write about single people.**

- Model writing the sentences. Use information about the United States or about your family.
- Walk around the room and help as necessary.

MULTILEVEL INSTRUCTION for F

Pre-level Students copy Alicia's story in Exercise C on a piece of paper.

Above-level Students write their own stories on a piece of paper. Exercise C is the model.

Communicative Practice 15 minutes

G **GROUPS. Take turns. Read...**

- Form cross-ability groups. Encourage above-level students to help as they share their information.

Critical Thinking Skill: Problem Solving

- Set the context. Say: *Alicia makes $1,600 a month. She spends $800 a month for lunch, clothes, telephone, the bus, and other expenses. Do you think she should rent an apartment with two friends? How much can she spend for rent? What are some expenses she will have because she doesn't live with her family?*
- Form cross-ability groups. Students discuss and decide what Alicia should do.
- To finish the activity, ask groups to share their ideas. Write all the ideas on the board. Ask which ones are common to all groups.

Extra Practice

Interactive Practice

Pages 68–69

Page 84

REVIEW Show what you know!

1 THE SOUNDS OF *L* AND *R*

Language Note

The sounds of *l* and *r* are voiced sounds. The throat vibrates for these sounds. To make the *l* sound, put your tongue to the back of your upper teeth. Open your lips. Practice the sound with the word *lamp*. To make the *r* sound, put your tongue to the back of your mouth. Practice the sound with the word *refrigerator*. The *l* and the *r* sounds can be especially difficult for students from Asian countries. The sounds are reversed in some Asian languages.

A Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- If you demonstrated the information in the Language Note, you can have students look in a hand mirror to check placement of their tongues and lips. Walk around and provide help as needed.

B Listen and repeat.

- Play CD 4, Track 18. Students listen and repeat to self-correct.
- Walk around and check students' pronunciation of *l*.
- Play the audio two or three times.

C Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- If you demonstrated the information in the Language Note, you can have students look in a hand mirror to check placement of their tongues and lips. Walk around and provide help as needed.

D Listen and repeat.

- Play CD 4, Track 19. Students listen and repeat to self-correct.
- Walk around and check students' pronunciation of *r*.
- Play the audio two or three times.

E Listen. Write *l* or *r*...

- Explain that students will complete each word with *l* or *r*.
- Do the first two items with the class. Write on the board: *1. __arge 2. __ent.* Say each word. Have a volunteer come up and write the correct letter.
- Play CD 4, Track 20. You may want to play the track two times.
- Have students check their answers with a partner.

F DICTATION. PAIRS. Student A...

- Form cross-ability pairs.
- Model the activity with a higher-level student. Ask the student to say a word from Exercise A. Write it on the board. Ask the class to check your spelling.
- Encourage students to check spelling after each word.

G DICTATION. SAME PAIRS. Student B...

- Tell students to switch roles. Student B says the words from Exercise C. Student A writes the words.
- If necessary, model the activity again with a word from Exercise C.

MULTILEVEL INSTRUCTION for F and G

Pre-level Students copy the words in Exercises A and C on a piece of paper. Have a classmate check the spelling.

Above-level Students write five more words with *l* and *r*. They can use any words they know. Form pairs. Have students share their words.

REVIEW Show what you know!

2 VOCABULARY

A **Listen. Listen and repeat.**

- Play CD 4, Track 21. Have students listen and read.
- Continue playing Track 21. Have students listen and repeat chorally.
- Check comprehension. Say each word in the word box. Have students give a definition or draw a picture on the board. Or show Transparencies 7.1 and 7.4 and have students come up and point to the items.

B **Look at the picture...**

- Do item 1 with the class. Ask: *What room is the line pointing to?* Have a volunteer write the answer on the board.
- Have students compare answers with a classmate.
- Then have students come up to the board to write the answers. Make necessary corrections.

C **PAIRS. Look at the picture...**

- Form cross-ability pairs. Tell students to take turns pointing to the rooms and saying the words for furniture and appliances in each room.
- To review this exercise, write names of rooms on the board and have students write the furniture and appliances they said for each room.

3 SPEAKING

Your classmate tells you...

- Have students read the situation and answer choices in their books.
- Say: *Circle the answer that completes the dialog.*
- Have students compare answers with a classmate.
- Ask a volunteer to write the correct answer on the board.

CD-ROM Practice

Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 7, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

Extra Practice

Interactive Practice	Pages 70–71	Page 85

EXPAND Show what you know!

1 TALK ABOUT ROOMS IN A HOME

Teaching Tip

To prepare students for the activity, review words for rooms in a home. Ask: *Do you live in an apartment? Do you live in a house? What rooms are in your home?* Students can also look at the vocabulary on page 114.

A **Listen. Two friends are talking...**

- Set the context. Say: *Two friends are talking about an apartment. They are talking about the rooms.*
- Play CD 4, Track 22. Have students listen.
- Ask students to say the names of the rooms in the apartment. Write the words on the board.

B **Draw the floor plan of a house...**

- Have students look at the examples of a floor plan on pages 114, 117, and 124.
- Tell students to draw a floor plan of their home or of a dream home. Ask them to write the names of the rooms.
- Walk around to help students create their floor plans. Check their writing.

C **PAIRS. Show your classmate...**

- Form cross-ability pairs. Students take turns showing each other their floor plans and saying the names of the rooms.
- Then ask volunteers to present their floor plans to the class.

2 ASK ABOUT AN APARTMENT

Teaching Tip

To prepare students for the activity, review language needed to ask about an apartment or a house. Review the vocabulary on pages 114, 116, and 118.

A **Listen. A woman is asking...**

- Set the context. Say: *A woman is asking for information about an apartment.*
- Play CD 4, Track 23. Have students listen. Ask: *What does she know about the apartment now?* Write the answers on the board: *It has a kitchen, a living room, and a bedroom.*
- Play Track 23 again and check the information on the board.

B **ROLE PLAY. PAIRS.**

- Form cross-ability pairs. Have students study the floor plan.
- Have students look at the information for Role Play 1, Student A. Ask students to create the questions needed: *Is there a stove? Is there a refrigerator? Is there a table? Are there chairs?*
- Model the role play with an above-level student.
- Walk around and help as necessary. Tell students to point to the rooms and furniture that they are talking about.
- Ask various pairs to perform one of their role plays for the class.

EXPAND Show what you know!

3 READ AN AD FOR AN APARTMENT

A Read the ads.

- Read each line of Ad A and have the class repeat.
- Check comprehension. Ask questions about the information in the ad, for example: *How many bedrooms are there? What is the rent?* etc.
- Read each line of Ad B and have the class repeat.
- Check comprehension. Ask questions about the information in the ad, for example: *What is for rent, an apartment or a house? Is there a laundry room?* etc.

B Read the sentences...

- Write item 1 on the board. Say: *Look at both ads. Which apartment has furniture?* Ask students to point to the ad with the answer.
- Then model writing *A* next to item 1.
- To review this exercise, first have students compare answers. Then go over the answers with the class.

4 WRITE ABOUT YOURSELF

Write an ad for your apartment or house...

- If necessary, form cross-ability pairs so that pre-level students can work with an above-level student to write one ad.
- Students can look at the ads in Exercise A and the abbreviations on page 122 for support.
- Walk around and provide help if necessary.
- Students can walk around the room with their books to share their ads.

5 CONNECT

For your Team Project...

- Go to page T-xi for general teaching notes about the projects.

8 Let's go shopping.

Lesson 1 Clothes and shoes

Classroom Materials/ Extra Practice

CD 4
Tracks 24–45

Transparencies 8.1–8.7
Vocabulary Cards Unit 8

MCA
Unit 8

Workbook
Unit 8

Interactive Practice
Unit 8

Unit Goals

- Identify clothes and shoes
- Ask about clothing size
- Use *This/That These/Those*
- Identify colors
- Say what someone is wearing
- Return clothes and say the problem
- Read a store ad
- Write about the colors people wear at funerals and weddings

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Show Transparency 8.1. Ask: *What clothes do you like to wear to school? What clothes do you wear to work?* Give students the opportunity to answer without correcting their English.
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: *We're learning the words for clothes and shoes.*

Presentation 20 minutes

A **Look at the clothes and shoes...**

- Show Transparency 8.1 again or hold up your book. Point to the group of pictures and say: *Clothes and shoes.*
- Play CD 4, Track 24. Point to each item. Students listen.
- Continue playing Track 24. Point to each item and have students repeat.

Books open.

- Play Track 24 again. Students listen and point to the items in their books.
- Continue playing Track 24. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Use the Vocabulary Cards for page 130. Student A points to an item. Student B says the word. Then students switch roles.

B **Listen and read...**

- Play CD 4, Track 25. Students listen and read.
- Continue playing Track 25. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

- Write on the board: *singular plural*. Form pairs. Ask students to put the words from the word box into the two groups.
- Review the answers by writing them on the board so students can check their work.

Lesson 1 Clothes and shoes

Presentation 10 minutes

C **Listen. Listen and repeat.**

- Show Transparency 8.2 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Is the store having a sale? Are the women going shopping?*
- Play CD 4, Track 26. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 26. Ask students to listen and repeat.
- Now show the dialog on Transparency 8.2 or have students read in their books. Play Track 26 again. Students listen and read silently.
- Continue playing Track 26. Students listen and repeat.

Controlled Practice 5 minutes

D **PAIRS. Practice the conversation.**

- Model the conversation in Exercise C. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to perform for the class.

Presentation 5 minutes

E **Listen and read the story.**

- Play CD 4, Track 27. Students listen and read the story silently.
- Play Track 27 again. Students listen and underline words they do not know.
- Write the words on the board. Ask students to guess the meaning from the context of the story. Help students with any word they can't guess by drawing a picture on the board or by using the word in another context.

Controlled Practice 5 minutes

F **Read the story again...**

- Ask students to read the questions first and then read the story again.
- Write item 1 on the board. Have students point to the answer in the story. Model circling *Yes*.
- Call on volunteers to read each sentence. Tell students to hold up their YES or NO cards to answer.

Communicative Practice 10 minutes

Show what you know!

GROUPS. Play a game...

- Say the sentences in the speech bubbles for the class to repeat.
- To demonstrate this memory game, have two students model it with you. You should be second in line. Have each person say his or her name.
- Have a student start: *I need* _____. Then you say: *[Name] needs* _____. *I need* _____. Help the third student say: *[Name] needs* _____. *[Name] needs* _____. *I need* _____.
- Circulate and assess students' ability to say the words for clothes and shoes. If the class needs more practice, review pages 130 and 131.

Critical Thinking Skill: Planning

- Set the context. Say: *You are going on a job interview. What are you wearing to the interview? What clothes do you have? What clothes do you need?*
- Have each student write the clothes and shoes they are wearing to the interview. Students can look at page 130.
- Form cross-ability pairs. Have students share their lists.
- To finish, ask volunteers to tell the class what they are planning to wear for the interview.

Extra Practice

Interactive Practice

Pages 86–87

Lesson 2 Clothing size • *This/That These/Those*

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Set the context. Draw a T-shirt on the board. Say: *I want to buy a T-shirt. What do you think? What sizes can I find?*
- Repeat students' answers for the class to repeat chorally. Write the words on the board.
- State the lesson objective: *We're learning to ask about clothing sizes.*

Presentation 10 minutes

Books open.

A **Listen and point...**

- Draw four sizes of shirts on the board or have students look in their books. Point to the pictures and say each word. Say: *These are describing words.*
- Play CD 4, Track 28. Students listen and point.
- Continue playing Track 28. Students listen and repeat.

B **Listen. Listen and repeat.**

- Show Transparency 8.3 or have students look in their books. Cover the dialog or have students cover the dialog in their books.
- Play CD 4, Track 29. Students listen. Pause the CD. Check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: *Are the people in a classroom? Is the man asking for a size large shirt? Does the store have the pants in size 12?*
- Continue playing Track 29. Students listen and repeat.
- Now show the dialog on Transparency 8.3 or have students read in their books. Play Track 29 again. Students listen and read silently.
- Continue playing Track 29. Students listen and repeat.

Controlled Practice 15 minutes

C **PAIRS. Practice the conversation.**

- Model the conversation in Exercise B. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

D **PAIRS. Look at the pictures...**

- Have the class look at the pictures for Conversation 1. Say: *What clothes and shoes do you see? Describe them.* Write students' responses on the board.
- Model a new conversation. The class says the lines for Speaker B. You say the lines for Speaker A.
- Instruct pairs to say each new conversation two times so students role-play Speakers A and B.
- Walk around and help pairs say the new conversations. Then ask volunteers to role-play one of their new conversations.

Expansion: Writing Practice for D

- Students write one of their new conversations.

Lesson 2 Clothing size • *This/That These/Those*

Presentation 15 minutes

E Read the sentences.

- Use Transparency 8.3 or have students look at the chart in their books. Cover the dialog on the transparency.
- Say each sentence in the chart and have students read silently. Say each sentence again and have students repeat chorally.
- Point to the first question. Circle *this*. Explain: *We use* this *when something is close to us.* Use your hand or an object to demonstrate *close*. Say the question and answer and have the class repeat.
- Point to the answer. Circle *that*. Explain: *We use* that *when one thing/something is far from us.* Use your hand or an object to demonstrate *far*. Say the question and answer and have the class repeat.
- Point to the second question. Circle *these*. Explain: *We use* these *when there are two or more things close to us.* Use your hand or an object to demonstrate *close*. Say the question and answer and have the class repeat.
- Point to the answer. Circle *those*. Explain: *We use* those *when there are two or more things far from us.* Use your hand or an object away from you to demonstrate *far*. Say the second question and answer and have the class repeat.

Controlled Practice 10 minutes

F Write *this* or *these*.

- Write item 1 on the board and do it with the class. Ask: *Do we need* this *or* these*?* (this) *Why?* (It's about a/one jacket. We need singular.)
- Have students compare answers with a classmate.
- To review the exercise, ask volunteers to write the sentences on the board. Make any necessary corrections.

G Write *that* or *those*.

- Write item 1 on the board and do it with the class. Ask: *Do we need* that *or* those*?* (those) *Why?* (It's about socks. More than one means we need plural.)
- Have students compare answers with a classmate.
- To review the exercise, ask volunteers to write the sentences on the board. Make any necessary corrections.

Communicative Practice 5 minutes

Show what you know!

PAIRS. **Practice the conversations...**

- Model the first conversation. You ask the question. The class says the answer chorally.
- Tell pairs to practice each conversation two times so they can say both sentences. Students can also make up new conversations.
- Circulate and assess students' ability to use *This/That* and *These/Those*. If the class needs more practice, review pages 132 and 133.

Critical Thinking Skill: Organizing

• Set the context. Say: *You're going shopping for new clothes and shoes. Make a list of five things you want to buy.*

• Write on the board: *Clothes Size*. Have students tell you the sizes used in the United States and write them on the board, for example, *small*, *medium*, *large*, *extra large*, *10*, *12*, *14*, *shoe sizes*, etc. Tell students to write the size they need next to each item on their list.

• Form cross-ability pairs. Students take turns saying their lists.

Extra Practice

Interactive Practice

Pages 72–73

Pages 88–89

Lesson 3 Colors • Say what someone is wearing

Culture Connection

Students will have the opportunity to discuss colors in this lesson. Students should be aware that colors have various meanings in different cultures. Some students may view a specific color as having positive values like happiness, good fortune, and good health, while others see the same color as having negative values like sadness, bad luck, and death.

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Show Transparency 8.4. Ask: *What colors do you know?* Ask volunteers to point and say the colors.
- Repeat students' answers out loud for the class to repeat chorally. Write the words on the board.
- State the lesson objective: *We're learning the names of colors.*

Presentation 15 minutes

A Listen and point to the colors...

- Show Transparency 8.4 again or hold up your book. Point to the color wheel and say: *Colors.*
- Play CD 4, Track 30. Point to each color on the wheel. Students listen.
- Continue playing Track 30. Point to each color and have students repeat.

Books open.

- Play Track 30 again. Students listen and point to the colors in their books.
- Continue playing Track 30. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Student A points to a color. Student B says the word. Then students switch roles.

B Listen and read...

- Play CD 4, Track 31. Students listen and read.
- Continue playing Track 31. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

- Dictation. Books closed. Say and spell three colors from the box. Students write the words on a piece of paper. Then students check their spelling. Repeat this activity two more times.

Controlled Practice 5 minutes

C Write your answers.

- Read the questions out loud. Students repeat chorally.
- Tell students to write the names of the colors.

D PAIRS. Ask your classmate...

- Model the exercise. Ask a volunteer the questions in Exercise C. Then students take turns asking and answering the questions.
- Ask various students: *What's your favorite color? Does [the color] have a special meaning?*
- To finish this exercise, take a poll. Ask: *What's your favorite color?* Write the different colors and totals on the board.

Lesson 3 Colors • Say what someone is wearing

Presentation 20 minutes

E **Listen. Listen and repeat.**

- Show Transparency 8.5 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Set the context. Elicit information about the picture without correcting students' answers. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Are the people at a birthday party?* Point and ask: *Is the woman wearing a black blouse?*
- Play CD 4, Track 32. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 32. Ask students to listen and repeat.
- Now show the dialog on Transparency 8.5 or have students read in their books. Play Track 32 again. Students listen and read silently.
- Continue playing Track 32. Students listen and repeat.

F **Read the sentences.**

- Use Transparency 8.5 or have students look at the chart in their books. Cover the dialog on the transparency or have students cover the dialog in their books.
- Say each sentence in the chart and have students read silently. Say each sentence again and have the class repeat.
- Point to the first sentence and circle *white shirt*. Explain: *We put the describing word, the adjective, first and the thing, called the noun, second.* Say the sentence and have students repeat.
- Point to the second sentence and circle *red blouse* and *black pants*. Explain: *We put the describing word, the adjective, first and the thing, called the noun, second.* Point to the words *black pants*. Say: *We don't make the describing word plural.* Say the sentence and have students repeat.
- Point to the conversation on Transparency 8.5 or have students look at Exercise E in their books. Ask a volunteer to come up and circle the groups of adjectives + nouns on the transparency or have students circle in their books.

Controlled Practice 10 minutes

G **Look at the pictures...**

- Write item 1 on the board and do it with the class. Ask: *What color is Rob's shirt? What color are his pants? What color are his shoes?* To practice the grammar, have students answer using the sentence: *He's wearing [color] [clothing].* Write answers on the board.
- To review this exercise, have students write sentences on the board. Make corrections to the sentences as necessary.

Communicative Practice 5 minutes

Show what you know!

CLASS. **Take turns. Say what one classmate...**

- Say the sentences in the speech bubbles and have the class repeat.
- Write on the board: *Who is it?* Model the activity by describing what one student is wearing and ask: *Who is it?* Then ask a volunteer to describe another student. Make sure students use the correct word order, adjective + noun.
- Circulate and assess students' ability to say what someone is wearing. If the class needs more practice, review pages 134 and 135.

Critical Thinking Skill: Designing

• Set the context. Say: *You are going to a friend's big birthday party. What special clothes are you wearing? What color are the clothes? Draw a picture of the clothes and say what color they are.*

• Form cross-ability groups. Students show their drawings and describe the clothes and their colors. Make sure students are using the correct word order, adjective + noun.

Extra Practice

Interactive Practice	Pages 74–75	Pages 90–91

Lesson 4 Return clothes and say the problem

Getting Started 5 minutes

Books closed.

- Set the context and elicit vocabulary students may already know. Say: *Your brother buys you a jacket for your birthday. But there is a problem with the jacket. What do you think the problem is? Is it too big, too small, the wrong color?*
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: *We're learning to return clothes to the store and say the problem.*

Presentation 15 minutes

A Listen and point...

- Show Transparency 8.6 or hold up your book. Point to the pictures and say: *Problems with clothes.*
- Play CD 4, Track 33. Point to each problem. Students listen.
- Continue playing Track 33. Point to each problem and have students repeat.

Books open.

- Play Track 33 again. Students listen and point to the problems in their books.
- Continue playing Track 33. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Student A points to a problem. Student B says the words. Then students switch roles.

Controlled Practice 5 minutes

B Listen for the problem...

- Write item 1 on the board. Play CD 4, Track 34. Pause the CD. Students listen and read. Model circling *b*.
- Continue playing Track 34. Tell students to circle the correct answers.
- Have students compare answers with a partner. Then play Track 34 again so students can check answers one more time.
- To review this exercise, write the answers on the board. You may want to play the audio two or three times for students to confirm the correct answers.

Presentation 10 minutes

C Listen. Listen and repeat.

- Show Transparency 8.6 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Are the people in a market? Is the man returning the suit? Are the shoes too big?*
- Play CD 4, Track 35. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 35. Ask students to listen and repeat.
- Now show the dialog on Transparency 8.6 or have students read in their books. Play Track 35 again. Students listen and read silently.
- Continue playing Track 35. Students listen and repeat.

Controlled Practice 15 minutes

D Listen again...

- Play CD 4, Track 36. Have students listen and circle the answers. Play Track 36 again. Have students check their answers.
- To correct this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

E PAIRS. Practice the conversation.

- Model the conversation in Exercise C. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

Return clothes and say the problem

F PAIRS. Look at the pictures...

- Talk about the picture for Conversation 1 with the class. Ask: *What are the problems?* Write students' answers on the board.
- Make a new conversation for picture 1 with the class. You are Student A. The class is Student B. Then have pairs practice the new conversation.
- Have pairs work on Conversation 2. Walk around and help as necessary.
- Ask volunteers to role-play their new conversations for both pictures in front of the class.

Communicative Practice 10 minutes

Show what you know!

GROUPS. Take turns. Point to...

- Talk about the first picture with the class. Say the sentence in the speech bubble. Have the class repeat.
- Students take turns saying the problems in the pictures. They can make a list.
- Circulate and assess students' ability to say the problem with clothes. If the class needs more practice, review pages 136 and 137.

MULTILEVEL INSTRUCTION

Cross-ability Above-level students listen to the group's ideas and write the lists.

Critical Thinking Skill: Critiquing

- Set the context: Say: *Many people like to give clothes as gifts. Do you ever give clothes as gifts? Do you receive clothes as gifts? What do you do if there is a problem?*
- Form cross-ability groups. Have groups talk about the reasons.
- To complete the activity, have groups say what they decided and why. You may want to write some of the reasons on the board and review the vocabulary.

Extra Practice

Interactive Practice

Pages 76–77

Pages 92–93

Lesson 5 Life Skills • Read a store ad

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Hold up a department store ad or your book and point to the ad. Ask: *What is this? Do you read store ads? Why?*
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: *We're learning to read store ads.*

Presentation 10 minutes

Books open.

A Read the store ad.

- Hold up your book. Point to the clothes. Ask: *What clothes do you see?*
- Tell students to read the ad and underline words they don't know.
- Ask students for their words. To explain the words, give an example or draw on the board to help students understand. Say the words and have the class repeat.

Controlled Practice 15 minutes

B Read the ad again...

- Do item 1 with the class. Ask: *When is the sale?* Have students point to the ad to show the answer.
- Have students compare answers with a partner.
- To review this exercise, ask students to read the questions and answers.

Expansion: Speaking Practice for B

- Form cross-ability pairs. Have students write three more questions about the ad.
- Students take turns asking and answering the new questions. Encourage students to point to the ad to show the answers.
- Have volunteers ask the class their new questions. Tell students to point to the ad to show the answers.

Lesson 5 Life Skills • Read a store ad

Presentation 10 minutes

C **Listen and read the ad...**

- Tell students they are going to listen and read the ad silently. Point out the blanks and ask them to listen for this information as well. Play CD 4, Track 37. Students should not be writing yet.
- Tell students they are going to listen again and write the missing information. Play Track 37 again. Students write. Play the audio two or three times.
- Have students compare answers with a partner.
- To review this exercise, ask students to say the answer for each picture. You may want to play the audio again so students can review the correct answers.

Controlled Practice 15 minutes

D **Read the ad again...**

- Review item 1 with the class. Ask students to point to the answer in the ad.
- Have students compare answers.
- To review this exercise, have students read the questions and have the class hold up their YES or NO cards to answer.

MULTILEVEL INSTRUCTION for D

Pre-level Students read the sentences and circle *Yes* or *No*.

Above-level Students write the correct information for all the *No* answers. Use item 1 as an example: *The sale starts on February 16.*

Extra Practice

Interactive Practice

Pages 94–95

Lesson 6 Yun's story

Getting Started 5 minutes

Books closed.

- Elicit students' ideas. Show Transparency 8.7 or hold up your book. Point to picture 2. Say: *This woman is getting married. She is called a bride. She is wearing a wedding dress.*
- Ask: *Who is married? Who has a friend who is married? What did the bride wear on her wedding day? Describe her dress.*
- Write students' answers on the board. You may want to write the name of the students' country next to their answers.
- State the lesson objective: *We're listening to Yun, a young woman. She's talking about what she should wear for her wedding.*

Presentation 15 minutes

A CLASS. Look at each picture...

- Show Transparency 8.7 or hold up your book. Point to each picture and ask: *What do you see?*
- Elicit information without correcting students' answers. If students have difficulty expressing an idea, try to say it for them.
- Write words or phrases on the board about the pictures.

Books open.

B Listen to the story.

- Play CD 4, Track 38. Point to each picture on Transparency 8.7 or have students look at their books. Students listen.
- Check comprehension. Show Transparency 8.7 or hold up your book. Ask:
  1. *What is her name? Is she young or old?*
  2. *When is her wedding? What does she want to wear?*
  3. *In Yun's country, what color are funeral clothes?*
  4. *In Yun's country, what colors are wedding clothes?*
  5. *What do Yun's mother and grandmother say?*
  6. *Does Yun know what to do?*
- Play Track 38 again. Ask students to listen and look at the pictures in their books.
- Check comprehension. Ask the questions above again. Say the answers and have the class repeat.

Lesson 6 Yun's story

Presentation 10 minutes

C **Listen again and read.**

- Play CD 4, Track 39. Have students listen and read the story in their books.
- Ask students to identify any words they don't understand. Write the words on the board and encourage students to guess the meaning.

Expansion: Reading Practice for C

- Form cross-ability pairs. Students take turns reading the story out loud.

Controlled Practice 20 minutes

D **Read the story again...**

- Write item 1 on the board and demonstrate circling *No* as the answer.
- To review answers, ask volunteers to read a sentence and say the answer.

E **GROUPS. Read the questions...**

- Model the discussion. Ask various students some questions about what people wear at sad events and what people wear at happy events: *What color do people wear at funerals? What are the colors that people wear during sad times? What color dress does a woman wear at her wedding? What are the colors that people wear for good luck and happy times?*
- Write on the board the roles for the group:

  Student 1: Read each question out loud.
  Student 2: Make sure each student talks.
  Student 3: Tell the class the group's answers.
- Walk around and encourage each student to participate in the discussion. To finish the activity, ask each group to share its information.

F **Write about clothes for funerals and weddings.**

- Use information about the United States or about your family and model writing the sentences.
- Walk around the room and help as necessary.

MULTILEVEL INSTRUCTION for F

Pre-level Students copy Yun's story in Exercise C on a piece of paper.

Above-level Students write their own stories about clothes for weddings or funerals on a piece of paper. Exercise C is the model.

Communicative Practice 10 minutes

G **GROUPS. Take turns. Read...**

- Form cross-ability groups. Encourage above-level students to help as they share their information.

Critical Thinking Skill: Problem Solving

- Set the context. Say: *You are going to act out Yun's problem. Student A is Yun. Student B is Yun's mother. Student C is Yun's grandmother. Student D is Yun's new husband.* Students may feel uncomfortable with playing a female part if they are male or playing a male part if they are female. Change groups or assigned parts as necessary.
- Form cross-ability groups of 4. Students act out the problem, and then take turns offering ideas on how Yun can solve her problem.
- To finish, ask each group to share their ideas. Were they able to solve the problem? Write their solutions on the board.

Extra Practice

Interactive Practice

Pages 78–79

Page 96

REVIEW Show what you know!

1 THE SOUNDS OF *S* AND *SH*

Language Note

The sounds of *s* and *sh* are voiceless sounds. The throat does not vibrate for these sounds. To make the *s* sound, put your front teeth together. Push air out over your tongue. Practice the sound with the word *suit*. To make the *sh* sound, put your front teeth together. Your lips form a circle as you push air out. Practice the sound with the word *shoes*. Say *suit* and *shoes* to feel the difference in how the two sounds are produced.

A Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- If you demonstrated the information in the Language Note, encourage students to pay attention to the placement of their tongue and lips. Walk around and provide help as needed.

B Listen and repeat.

- Play CD 4, Track 40. Students listen and repeat to self-correct.
- Walk around and check students' pronunciation of *s*.
- Play the audio two or three times.

C Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- If you demonstrated the information in the Language Note, encourage students to pay attention to the placement of their tongue and lips. Walk around and provide help as needed.

D Listen and repeat.

- Play CD 4, Track 41. Students listen and repeat to self-correct.
- Walk around and check students' pronunciation of *sh*.
- Play the audio two or three times.

E Listen. Write *s* or *sh*...

- Explain that students will complete each word with *s* or *sh*.
- Do the first item with the class. Write on the board: *1. __ize*. Say the word. Have a volunteer come up and write the correct letter.
- Play CD 4, Track 42. You may want to play the audio two times.
- Have students check their answers with a partner.

F DICTATION. PAIRS. Student A...

- Form cross-ability pairs.
- Model the activity with a higher-level student. Ask the student to say a word from Exercise A. Write it on the board. Ask the class to check your spelling.
- Encourage students to check spelling after each word.

G DICTATION. SAME PAIRS. Student B...

- Tell the class to switch roles. Student B says the words from Exercise C. Student A writes the words.
- If necessary, model the activity again with a word from Exercise C.

MULTILEVEL INSTRUCTION for F and G

Pre-level Students copy the words in Exercises A and C on a piece of paper. Have a classmate check the spelling.

Above-level Students write five more words with *s* and *sh*. They can use any words they know. Form pairs. Have students share their words.

REVIEW Show what you know!

2 VOCABULARY

A Listen. Listen and repeat.

- Play CD 4, Track 43. Have students listen and read.
- Continue playing Track 43. Have students listen and repeat chorally.
- Check comprehension. Say each word in the word box. Have students give a definition or draw a picture on the board, or show Transparencies 8.1 and 8.4 and have students come up and point to the items.

B PAIRS. Look at the picture...

- Write on the board: *I'm wearing* _____. Have a volunteer come up to the board. Ask: *What are you wearing?* Point to the board to help the student answer. Make sure the word order in the answer is adjective + noun.
- Ask two or three more volunteers to come up to the front to say what they are wearing. Write answers on the board.
- Point out that items 1 and 4 are examples.
- Form cross-ability pairs. Tell students to work together to complete the exercise.
- To review this exercise, have students write their answers on the board. Make any necessary corrections.

3 SPEAKING

A sales assistant asks...

- Have students read the situation and answer choices in their books.
- Say: *Circle the answer that completes the dialog.*
- Have students compare answers with a classmate.
- Ask a volunteer to write the correct answer on the board.

CD-ROM Practice

Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 8, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

Extra Practice

Interactive Practice	Pages 80–81	Page 97

EXPAND Show what you know!

1 ASK ABOUT CLOTHING SIZE AND COLOR

Teaching Tip

To prepare students for the activity, review words for colors, sizes, and clothes. Point to items in the room and ask: *What color is this? What color is that?* Indicate various students and ask: *What is he wearing? What is she wearing?* Students can also look at the vocabulary on pages 130, 132, and 134.

A **Listen. A sales assistant...**

- Set the context. Say: *A sales assistant is helping a customer in a store. What does the customer want?*
- Play CD 4, Track 44. Have students listen. Write answers on the board.
- Play Track 44 again. Check the answers.

B **ROLE PLAY. PAIRS.**

- Prepare students for the activity by pointing to the picture and asking: *What do you see?* Add any information not mentioned by the students.
- Write on the board: *Do you have a _____? Do you have sizes _____?*
- Form cross-ability pairs. Model a role play with an above-level student.
- Walk around and help as necessary. Encourage students to play both Students A and B.
- Have volunteers role-play one of their conversations for the class.

Show what you know!

2 ASK A SALES ASSISTANT FOR HELP

Teaching Tip

To prepare students for the activity, review words for colors, sizes, clothes, and *this/that/these/those*. Point to colors in the room and ask: *What color is this/that?* Indicate various students and ask: *What is he/she wearing?* Students can also look at the vocabulary on pages 130, 132, 133, and 134.

A **Listen. A customer and a sales assistant...**

- Set the context. Say: *A customer is asking for help. What does the customer want?*
- Play CD 4, Track 45. Have students listen. Write answers on the board.
- Play Track 45 again. Check the answers.

Community Building

Try to mix up the pairs and have different students work with each other. This way students have a chance to talk with everyone in the class.

B **PAIRS. Look at the pictures...**

- Prepare students for the activity by asking: *What do you see in the pictures?* If necessary, review *this/that/these/those*.
- Form cross-ability pairs. Model asking about sizes and colors of clothes with an above-level student.
- Create a possible conversation together with the class. Write it on the board.
- Walk around and help as necessary. Students may want to first write their dialog on a separate piece of paper, check their work, and then write it in their books.

C **CLASS. Take turns. Role-play your...**

- Ask volunteers to present their conversations in front of the class.
- Try to encourage less confident students to come up and perform.

3 CONNECT

For your Team Project...

- Go to page T-xi for the general teaching notes for the projects.

9 Our Busy Lives

Lesson 1 Free-time activities

Classroom Materials/ Extra Practice

CD 5
Tracks 2–27

Transparencies 9.1–9.9
Vocabulary Cards Unit 9

MCA
Unit 9

Workbook
Unit 9

Interactive Practice
Unit 9

Unit Goals

- Identify free-time activities
- Use present continuous statements
- Use present continuous *yes/no* questions
- Identify household chores
- Use present continuous negative
- Identify workplace activities
- Listen and write a phone message
- Write about what families do on weekends

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Ask: *What do you do when you are NOT at work or school? What do you do in your free time?* Give students some examples of free-time activities that you enjoy.
- Repeat students' answers out loud for the class to repeat chorally. Write the words on the board.
- State the lesson objective: *We're learning to talk about free-time activities.*

Presentation 15 minutes

A **Look at the free-time activities...**

- Show Transparency 9.1 or hold up your book. Point to the group of pictures and say: *Free-time activities.*
- Play CD 5, Track 2. Point to each activity. Students listen.
- Continue playing Track 2. Point to each activity and have students repeat.

Books open.

- Play Track 2 again. Students listen and point to the activities in their books.
- Continue playing Track 2. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Use the Vocabulary Cards for page 146. Student A points to an activity. Student B says the word. Then students switch roles.

B **Listen and read...**

- Play CD 5, Track 3. Students listen and read.
- Continue playing Track 3. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

- Write two column heads on the board: *Activities at home* *Activities outside the home.* Tell students to write the words from the box in these two groups. Tell them that some activities can be on both lists.
- Ask the class for their ideas. Write them on the board. Review the lists.

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Lesson 1 Free-time activities

Presentation 15 minutes

C **Listen and point. Listen…**

- Show Transparency 9.2 or have students look in their books.
- Ask students to point to and say the days of the week. Then have students look at the circled dates on each calendar.
- Play CD 5, Track 4. Students listen and point.
- Continue playing Track 4. Students listen and repeat as they point.

D **Listen. Listen and repeat.**

- Show Transparency 9.2 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: *What are they doing? Are they working? Are they studying?*
- Play CD 5, Track 5. Students listen.
- Continue playing Track 5. Ask students to listen and repeat.
- Now show the dialog on Transparency 9.2 or have students read in their books. Play Track 5 again. Students listen and read silently.
- Continue playing Track 5. Students listen and repeat.

Controlled Practice 10 minutes

E **PAIRS. Practice the conversation.**

- Model the conversation in Exercise D. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

F **PAIRS. Make new conversations...**

- Show Transparency 9.1 or hold up your book to page 146. Choose an activity that you like to do. Ask a volunteer to choose an activity, too.
- Model a new conversation with the two activities. Say the lines for Speaker A. The volunteer says the lines for Speaker B. Tell students to make up more than one conversation.
- Walk around and help as needed. Then ask volunteers to role-play one of their conversations.

Communicative Practice 15 minutes

Show what you know!

GROUPS. Take turns. Ask...

- Say the sentences in the speech bubbles for the class to repeat.
- Have the groups sit in a circle. One student begins with the questions. Then continue around the circle and have each student ask questions.
- Circulate and assess students' ability to say their free-time activities. If students need more practice, review pages 146 and 147.

Critical Thinking Skill: Prioritizing

- Set the context. Say: *You are busy. You don't have a lot of free time. What free-time activities are important to you?*
- Form groups. Tell students to choose five activities from page 146. The groups put the activities in order of importance. The first activity is the most important.
- To finish this activity, have each group write its list on the board. Compare the lists. Did any groups have a similar order?

Extra Practice

Interactive Practice

Pages 98–99

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Lesson 2 Present continuous

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Ask: *What are you doing now? Are you listening to me? Are you looking at me? Are you speaking English?*
- Say the students' answers correctly for the class to repeat chorally. Write the words on the board.
- State the lesson objective: *We're learning to say what we are doing now.*

Presentation 10 minutes

Books open.

A **Listen. Listen and repeat.**

- Show Transparency 9.3 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Are they talking on the phone now? Is the woman playing the guitar? Is she watching TV?*
- Play CD 5, Track 6. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 6. Ask students to listen and repeat.
- Now show the dialog on Transparency 9.3 or have students read in their books. Play Track 6 again. Students listen and read silently.
- Continue playing Track 6. Students listen and repeat.

B **Listen again...**

- Have students read the sentences. Then Play CD 5, Track 7. Students listen.
- Do item 1 with the class. Model circling *Yes*.
- Continue playing Track 7 and have students circle *Yes* or *No*.
- To review this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

Controlled Practice 5 minutes

C **PAIRS. Practice the conversation.**

- Model the conversation in Exercise A. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation.

Presentation 5 minutes

D **Listen and read the story.**

- Play CD 5, Track 8. Students listen and read the story silently.
- Have students underline any words they don't know. Write the words on the board.
- Ask students to guess the meaning of the words from the context of the story. Provide help by giving definitions or drawing on the board. Say each word and have the class repeat.

Controlled Practice 5 minutes

E **Read the story again...**

- Have students read the sentences. Then ask them to read the story again.
- Do item 1 with the class. Model circling *No*.
- Have students compare answers with a partner.
- To correct this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

MULTILEVEL INSTRUCTION for E

Pre-level Students read the sentences and circle *Yes* or *No*.

Above-level Students write the correct information for the *No* answers, for example: *1. Sara is home.*

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Lesson 2 Present continuous

Presentation 15 minutes

F Read the sentences.

- Use Transparency 9.3 or have students look at the chart in their books. Cover the dialog on the transparency.
- Say each sentence on the left side of the chart (full forms) and have students read silently. Say each sentence again and have the class repeat.
- Circle all of the forms of *be*: *am*, *are*, and *is*. Then circle all the *-ing* endings. Point to the *be* form and *-ing* ending in each sentence. Explain: *We use* am, are, is *and then add* -ing *to the verb. This form means we are doing something now or we are doing something today.* Say the sentences again and have the class repeat.
- Say each sentence on the right side of the chart (contractions) and have students read silently. Say each sentence again and have the class repeat.
- Point to the contracted forms. Write on the board: *I am You are He is.* Show students how to form the contractions. Do the same with *She is*, *We are*, *They are*. Explain: *These sentences have the same meaning as the sentences on the left. We are using contractions.*

Controlled Practice 5 minutes

G Write the answers...

- Copy item 1 on the board and do it with the class. Ask: *We are writing what Speaker B is doing now. What verb and form do we need for* I*? What do we add to the verb?* Say the sentence. The class repeats.
- Have students compare answers with a partner.

H Listen and check your answers...

- Play CD 5, Track 9. Tell students to circle any mistakes in their answers in Exercise G.
- Pause the CD. Ask students to correct their mistakes. Start Track 9 again and have students check their answers again.
- Then continue playing Track 9. Have the class listen and repeat.

Expansion: Speaking Practice for H

- Form pairs. Instruct students to take turns asking and answering the questions in Exercise G.

Communicative Practice 10 minutes

Show what you know!

GROUPS. Look at page 146...

- Say the sentence in the speech bubble and have the class repeat. Choose a free-time activity from page 146 and act it out. Ask: *What am I doing?* Have students guess and say the answer in the present continuous form: *You're _____ing.*
- Form cross-ability groups. Students take turns performing and guessing. Focus on the verb form.
- Circulate and assess students' ability to use the present continuous tense. If the class needs more practice, review pages 148 and 149.

Critical Thinking Skill: Sequencing

- Set the context. Write on the board: *Today I'm _____ing.* Ask various students what they are doing today. Make sure they use the correct form. Say each sentence for the class to repeat.
- Form cross-ability pairs. Tell students to write five things they are doing today, for example: *go to school, go to work, shop for clothes, visit friends,* etc. Students take turns saying the sentences using the present continuous form: *I'm going to school today, I'm going to work today, I'm shopping for clothes today,* etc.
- Walk around the room and help as needed. Focus on the present continuous form.

Extra Practice

Interactive Practice

Pages 82–83

Pages 100–101

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Lesson 3 Present continuous *Yes/No* questions

Culture Connection

Students may see people in the United States as always being busy. Many Americans think they are "wasting time" if they are not doing something. You may want to talk about the students' cultures and the idea of "keeping busy." Do people sit and relax a lot? Do things "move fast" in their culture? Is it important to sit and talk with people each day? You can talk about the tasks in the U.S. that are expected to be done in a timely manner, for example, doing homework, paying bills, arriving on time, etc.

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Ask: *What do you do at home? Do you help in the house/apartment?* Give students the opportunity to answer without correcting their English. If students need help, say some household chores and ask if they do them.
- Repeat students' answers out loud for the class to repeat chorally. Write the words on the board.
- State the lesson objective: *We're learning about household chores.*

Presentation 20 minutes

A **Listen and point to the household chores...**

- Show Transparency 9.4 or hold up your book. Point to the pictures and say: *Household chores.*
- Play CD 5, Track 10. Point to each household chore. Students listen.
- Continue playing Track 10. Point to each chore and have students repeat.

Books open.

- Play Track 10 again. Students listen and point to the chores in their books.
- Continue playing Track 10. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Use the Vocabulary Cards for page 150. Student A points to a household chore. Student B says the chore. Then students switch roles.

B **Listen and read...**

- Play CD 5, Track 11. Students listen and read.
- Continue playing Track 11. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

- Write two column heads on the board: *Chores we do inside the home* *Chores we do outside the home.* Ask the class to put the words in the word box into two groups.
- Write students' answers on the board. Review the groups with the class.

Controlled Practice 5 minutes

C **Look at the words in Exercise B...**

- Encourage students to include chores that are not listed in Exercise B, for example, *take care of the children.*

D **PAIRS. Tell your classmate...**

- To finish this exercise, ask pairs to say one chore that both students had on their lists.

MULTILEVEL INSTRUCTION for D

Cross-ability Above-level students help pre-level students with their lists. The above-level students can check spelling, or the pre-level students can say their chores and above-level students can write the lists.

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Lesson 3 Present continuous *Yes/No* questions

Presentation 20 minutes

E **Listen. Listen and repeat.**

- Show Transparency 9.5 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Is the grandmother washing the car? Are the women talking on the phone? Are the grandchildren watching TV?*
- Play CD 5, Track 12. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 12. Ask students to listen and repeat.
- Now show the dialog on Transparency 9.5 or have students read in their books. Play Track 12 again. Students listen and read silently.
- Continue playing Track 12. Students listen and repeat.

F **Read the sentences.**

- Use Transparency 9.5 or have students look at the chart in their books. Cover the dialog on the transparency or have students cover the dialog in their books.
- Say each sentence in the chart and have students read silently. Say each sentence again and have the class repeat.
- Point to the first question. Circle *Are you* and *doing*. Explain: *To form a question, write the form of* be *first. Then write the person. Here it is* you. *Then write the verb* + -ing. Say the question and have the class repeat.
- Then point to the short answers. Explain: *The short answer does not have the verb* + -ing *form.* Say the short answers and have the class repeat.
- Follow the steps above for the next three questions and short answers.
- Show Transparency 9.5 with the dialog. Ask a volunteer to underline the present continuous questions and answers in the dialog.

Controlled Practice 5 minutes

G **Write the questions.**

- Copy item 1 onto the board. Ask: *Do we need* am, is, *or* are*?* (*is*) *What verb form do we need?* (*making*)
- Walk around and help as needed.
- To review this exercise, have students write the questions on the board. Say each question and have the class repeat.

Communicative Practice 5 minutes

Show what you know!

GROUPS OF 3. Look at page 150...

- Say the questions and answers in the speech bubbles and have the class repeat. Model the activity. Choose a household chore from page 150 and act it out. Have students guess using *yes/no* questions. Use short answers.
- Circulate and assess students' ability to use present continuous questions and short answers. If students need more practice, review pages 150 and 151.

Critical Thinking Skill: Classifying

• Write on the board: *every day twice a week once a week*. Review the meaning of the time phrases by pointing to a calendar or drawing a schedule on the board.

• Have students look at the household chores on page 150. Ask: *How often do you do household chores?*

• Form cross-ability groups. Students take turns talking about which chores they do and how often. Each student writes a list.

• To finish this activity, take a poll. Using different chores, ask: *How many students _____ once a week?* Write the information on the board.

Extra Practice

Interactive Practice

Pages 84–85

Pages 102–103

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Lesson 4 Present continuous negative

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Show Transparency 9.6. Ask: *What jobs do you see? Do you see a job that you do?*
- Repeat students' answers for the class to repeat chorally. Write the words on the board.
- State the lesson objective: *We're learning to talk about workplace activities.*

Presentation 15 minutes

A Look at the workplace activities...

- Show Transparency 9.6 again or hold up your book. Point to the group of pictures and say: *Workplace activities.*
- Play CD 5, Track 13. Point to each picture. Students listen.
- Continue playing Track 13. Point to each picture and have students repeat.

Books open.

- Play Track 13 again. Students listen and point to the items in their books.
- Continue playing Track 13. Students point as they listen and repeat.

Expansion: Vocabulary for A

- Form pairs. Use the Vocabulary Cards for page 152. Student A points to a picture. Student B says the word. Then students switch roles.

B Listen and read...

- Play CD 5, Track 14. Students listen and read.
- Continue playing Track 14. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

- Dictation. Books closed. Say and spell three words from the box. Students write the words on a piece of paper. Then students check their spelling. Repeat this activity two more times.

Controlled Practice 5 minutes

C PAIRS. Point to a picture...

- Student A points to a picture. Student B says the activity. Then students switch roles.
- You may want to demonstrate the activity with an above-level student.

MULTILEVEL INSTRUCTION for C

Cross-ability Above-level students point to a picture and say the activity. Pre-level students repeat the activity.

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Lesson 4 Present continuous negative

Presentation 20 minutes

D **Listen. Listen and repeat.**

- Show Transparency 9.7 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Set the context. Elicit information about the picture without correcting students' answers. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Are the people at work? Is the man a customer? Is the man looking for something?*
- Play CD 5, Track 15. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 15. Ask students to listen and repeat.
- Now show the dialog on Transparency 9.7 or have students read in their books. Play Track 15 again. Students listen and read silently.
- Continue playing Track 15. Students listen and repeat.

E **Read the sentences.**

- Use Transparency 9.7 or have students look at the chart in their books. Cover the dialog on the transparency or have students cover the dialog in their books.
- Say each sentence in the chart and have students read silently. Say each sentence again and have the class repeat.
- Point to the first sentence. Circle *not*. Explain: *Use* not *before the main verb to make the sentence negative.* Circle *not* in all of the sentences. Point out the note on the page. Say the contractions and the full forms and have the class repeat.
- Point to the dialog on Transparency 9.7 or have students look at Exercise D. Ask a volunteer to come up and circle *not* in the dialog.

Controlled Practice 5 minutes

F **Complete the sentences...**

- Write item 1 on the board. Ask: *Do we need* am, is, *or* are? (*he + is*) *How do we make the sentence negative?* (add *not* before the main verb) Say the sentence and have the class repeat.
- Have students compare answers.

G **Listen and check your answers...**

- Play CD 5, Track 16. Tell students to circle any mistakes in their answers in Exercise F.
- Pause the CD. Ask students to correct their mistakes. Start Track 16 again and have students check their answers again.
- Then continue playing Track 16. Have the class listen and repeat.

Communicative Practice 10 minutes

Show what you know!

GROUPS. Look at page 152...

- Show Transparency 9.6 or tell the class to look at page 152. Point to picture 3. Say the sentences in the speech bubbles for the class to repeat.
- Model the activity again. Point to and say: *Picture 7.* Ask: *Is she counting money?* The class says a negative sentence and then the correct sentence: *She's not counting money. She's answering the phone.*
- Circulate and assess students' ability to say present continuous negative sentences. If students need more practice, review pages 152 and 153.

Critical Thinking Skill: Describing

- Have students review the actions on pages 146, 150, and 152.
- Form groups of 3. Tell students they will watch actions, describe the actions, and then identify the actions. Model the activity.
- Student A looks away or covers his or her eyes. Student B acts out an activity. Student C describes the actions and Student A guesses the actions. Student B should confirm the answer.
- Encourage students to switch roles so each person has a chance to describe.

Extra Practice

Interactive Practice

Pages 86–87

Pages 104–105

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Lesson 5 Life Skills • Listen and write a message

Getting Started 5 minutes

Books closed.

- Set the context and elicit vocabulary students may already know. Say: *I'm calling a friend. She's not at home. I leave a message on her answering machine. What do I say?* (friend's name, your phone number, message, day, time)
- Repeat students' answers for the class to repeat chorally. Write the words on the board.
- State the lesson objective: *We're learning to write a message.*

Presentation 15 minutes

A **Listen and read the message.**

- Show Transparency 9.8. Cover the second and third messages. Point to the different parts of a message and say each word. Have students repeat.
- Play CD 5, Track 17. Have the class listen for the information.
- Point to each part of the message and ask students to say the information.
- Play Track 17 again to check the information.

Books open.

- Play Track 17 again. Ask students to listen and read the message.

B **Read the message again...**

- Ask the class to read the sentences and then read the message again.
- Do item 1 with the class. Have the class point to the part of the message that shows the answer.
- Have students compare answers with a partner.
- Call on various students to read the questions. The class says the answers chorally.

C **Listen and read the message.**

- Play CD 5, Track 18. Have the class listen and read.
- Play Track 18 again. Ask students to listen and read the message again.

D **Read the message again...**

- Ask the class to read the sentences and then read the message again.
- Do item 1 with the class. Have the class point to the part of the message that shows the answer.
- Have students compare answers with a partner.
- Call on various students to read the questions. The class says the answers chorally.

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Lesson 5 Life Skills • Listen and write a message

Controlled Practice 20 minutes

E **Listen. Write the message.**

- Show Transparency 9.8. Point to the second message. Have students put their pencils down.
- Write on the board:
  Who is calling?
  What does the caller want?
  What is the message?
  Play CD 5, Track 19. Ask the class what they heard. Write the message on the transparency.
- Play Track 19 again. Students listen and write the message in their books.

F **PAIRS. Compare your messages.**

- Have students compare their messages with a partner.
- Encourage students to help each other and make any necessary changes.
- Ask a volunteer to write the message on the transparency or on the board.
- Play Track 19 again. Students listen and confirm the message. Then students check the message that they wrote.

G **Listen. Write the message.**

- Show Transparency 9.8. Point to the third message. Have students put their pencils down.
- Ask students to listen for *Who? What? Where?* Play CD 5, Track 20. Ask the class what they heard. Write the answers on the transparency.
- Play Track 20 again. Students listen and write the message in their books.

Communicative Practice 20 minutes

H **PAIRS. Compare your messages.**

- Have students compare messages with a partner.
- Encourage students to help each other and make any necessary changes.
- Ask a volunteer to write the message on the transparency or on the board.
- Play Track 20 again. Students listen and confirm the message. Then students check the message that they wrote.

Critical Thinking Skill: Applying

- Set the context. Say: *We're practicing writing phone messages.*
- Form cross-ability pairs. Each student draws a message pad on a piece of paper.
- Role-play a phone call. Student A is the caller. Student B writes the message on the paper. The message is for you (the teacher).
- Model a phone call with an above-level student.
- Make sure Students A and B switch roles.

Extra Practice

Interactive Practice | Pages 88–89 | Pages 106–107

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Lesson 6 Alfonso's story

Getting Started 5 minutes

Books closed.

- Elicit students' ideas. Ask: *How many of you have children? What do you and your family do on weekends?*
- Say the students' answers correctly for the class to repeat chorally. Write the words on the board.
- State the lesson objective: *We're listening to Alfonso, a father with two children. He's talking about family activities on the weekend.*

Presentation 20 minutes

A **CLASS. Look at each picture...**

- Show Transparency 9.9 or hold up your book. Point to each picture and ask: *What do you see?*
- Elicit information without correcting students' answers. If students have difficulty expressing an idea, try to say it for them.
- Write words or phrases on the board about the pictures.

Books open.

B **Listen to the story.**

- Play CD 5, Track 21. Point to each picture on Transparency 9.9 or have students look at their books. Students listen.
- Check comprehension. Show Transparency 9.9 or hold up your book. Ask:
  1. *What is the man's name? How many children does he have?*
  2. *What do Alfonso's children do on weekends?*
  3. *What do Alfonso and his wife do on weekends?*
  4. *In Alfonso's country, what do families do together?*
  5. *On weekends, what do families do in Alfonso's country?*
  6. *Is Alfonso happy? Does he know what to do?*
- Play Track 21 again. Ask students to listen and look at the pictures in their books.
- Check comprehension. Ask the questions above again. Say the answers and have the class repeat.

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Lesson 6 Alfonso's story

Presentation 10 minutes

C **Listen again and read.**

- Play CD 5, Track 22. Have students listen and read the story in their books.
- Ask students to identify any words they don't understand. Write the words on the board and encourage students to guess the meaning.

Expansion: Reading Practice for C

- Form cross-ability pairs. Students take turns reading the story out loud.

Controlled Practice 20 minutes

D **Read the story again...**

- Write item 1 on the board and demonstrate circling *Yes* as the answer.
- To review answers, ask volunteers to read a sentence and say the answer.

E **GROUPS. Read the questions...**

- Model the discussion. Ask various students some questions about families in their country or culture: *In your country, are children busy on weekends? What do they do? What does the family do together? When do families eat together? Do they eat breakfast, lunch, and dinner together? Do children eat at home? When do families relax together? Do they stay home? When do people in a family talk to each other?*
- Write on the board the roles for the group:
  Student 1: Read each question out loud.
  Student 2: Make sure each student talks.
  Student 3: Tell the class the group's answers.
- Walk around and encourage each student to participate in the discussion.
- To finish the activity, ask each group to share their information.

F **Write about what families do on weekends.**

- Model writing the sentences. Ask a volunteer to say his or her information. Write the sentences on the board.
- Walk around the room and help as necessary.

MULTILEVEL INSTRUCTION for F

Pre-level Students copy Alfonso's story in Exercise C on a piece of paper.

Above-level Students write their own stories about family on a piece of paper. Exercise C is the model.

Communicative Practice 5 minutes

G **GROUPS. Take turns...**

- Form cross-ability groups. Encourage above-level students to help as they share their information.

Critical Thinking Skill: Problem Solving

- Form cross-ability groups of 3.
- Set the context. Say: *Alfonso is not happy. He doesn't see his children a lot. What can he do?* Tell the class to role-play Alfonso and the situation. Student A is Alfonso; Students B and C are Alfonso's children.
- Students take turns offering suggestions that will help Alfonso solve his problem. Remind the groups that a good solution should make both Alfonso and his children happy.
- To finish the activity, ask volunteers to share their group's ideas. Write all the ideas on the board.

Extra Practice

Interactive Practice Page 108

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REVIEW Show what you know!

1 THE SOUNDS OF *A* (*DATE*) AND *E* (*YES*)

Language Note

The sounds of *a (date)* and *e (yes)* are vowel sounds. This *a* is a long sound. Open your mouth. Move your tongue forward. Practice the sound with the word *date*. This *e* is a short sound. Open your mouth. Your tongue is farther back and lower. Practice the sound with the word *exercise*.

A Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- If you have demonstrated the information in the Language Note, you can have students look in hand mirrors to check the placement of their tongues. Walk around and provide help as needed.

B Listen and repeat.

- Play CD 5, Track 23. Students listen as they repeat to self-correct.
- Walk around and check students' pronunciation of *a*.
- Play the audio two or three times.

C Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- If you have demonstrated the information in the Language Note, you can have students look in hand mirrors to check the placement of their tongues. Walk around and provide help as needed.

D Listen and repeat.

- Play CD 5, Track 24. Students listen as they repeat to self-correct.
- Walk around and check students' pronunciation of *e*.
- Play the audio two or three times.

E Listen. Write *a* or *e*...

- Explain that students will complete each word with *a* or *e*.
- Do the first two items with the class. Write on the board: *1. __very 2. l__ter.* Say each word. Have a volunteer come up and write the correct letter.
- Play CD 5, Track 25. You may want to play the track two times.
- Have students check their answers with a partner.

F DICTATION. PAIRS. Student A...

- Form cross-ability pairs.
- Model the activity with a higher-level student. Ask the student to say a word from Exercise A. Write it on the board. Ask the class to check your spelling.
- Encourage students to check spelling after each word.

G DICTATION. SAME PAIRS. Student B...

- Tell the class to switch roles. Student B says the words from Exercise C. Student A writes the words.
- If necessary, model the activity again with a word from Exercise C.

MULTILEVEL INSTRUCTION for F and G

Pre-level Students copy the words in Exercises A and C on a piece of paper. Have a classmate check the spelling.

Above-level Students write five more words with *a* and *e*. They can use any words they know. Form pairs. Have students share their words. Check for the choice of words to make sure they match the same *a* and *e* sounds of these exercises.

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REVIEW Show what you know!

2 VOCABULARY

A **Listen. Listen and repeat.**

- Play CD 5, Track 26. Have students listen and read.
- Continue playing Track 26. Have students listen and repeat chorally.
- Check comprehension. Say each word in the word box. Have students give a definition or draw a picture on the board, or show Transparencies 9.1, 9.4, and 9.6 and have students come up and point to the items.

Teaching Tip

Prepare students for Exercises B, C, and D. Write on the board: *circle*, *underline*, and *check* ✓ . Say each word and point to the symbol. Then write five words on the board. Ask a volunteer to come up to the board. Say: *Circle [word]. Underline [word]. Check [word].* Make corrections as necessary.

B **Circle three free-time activities...**

- Walk around and help as necessary. Make sure students circle the words first and then write.
- Have students compare answers.
- Then have volunteers write their words on the board.

C **Underline three workplace activities...**

- Walk around and help as necessary. Make sure students underline the words first and then write.
- Have students compare answers.
- Then have volunteers write their words on the board.

D **Check (✓) three household chores...**

- Walk around and help as necessary. Make sure students make checkmarks first and then write.
- Have students compare answers.
- Then have volunteers write their words on the board.

3 SPEAKING

Your classmate asks...

- Have students read the situation and answer choices in their books.
- Say: *Circle the answer that completes the dialog.*
- Have students compare answers with a classmate.
- Ask a volunteer to write the correct answer on the board.

CD-ROM Practice

Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 9, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

Extra Practice

Interactive Practice	Pages 90–91	Page 109

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EXPAND Show what you know!

1 SAY WHAT SOMEONE IS DOING

Teaching Tip

To prepare students for the activity, review the grammar for present continuous questions, present continuous negative statements, and short answers on pages 151 and 153. Also review the activities on pages 146, 150, and 152.

PAIRS. Find the differences...

- Point out the names of the people in the pictures. Say each name and have students repeat.
- Say the question and answer in the speech bubbles and have the class repeat.
- Have students point to Fang. Then model another question and answer with an above-level student.
- Form cross-ability pairs.
- Walk around and provide help as necessary. Make sure students are covering their partner's picture. Encourage students to use the correct verb forms for present continuous and short answers.
- To review this exercise, ask the class to say some of the questions they created. Possible questions are:

  Is the customer reading the newspaper?
  Is the customer reading the menu?
  Is the customer paying for his lunch?
  Is the customer ordering food?
  Is the customer talking to Alice?
  Is Alice talking to the customer?
  Is Alice talking on the phone?
  Is Alice taking out the garbage?
  Is Alice counting money?
  Is Mario counting money?
  Is Mario taking out the garbage?
  Is Mario driving a truck?
  Is Mario talking on the phone.
  Is Fang cleaning?
  Is Fang talking on the phone?
  Is Fang counting money?
  Is Fang helping a customer?
  Is Alex talking on the phone?
  Is Alex driving a truck?
  Is Alex taking out the garbage?
  Is Alex counting money?

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EXPAND Show what you know!

2 TALK ABOUT YOUR SCHEDULE

Teaching Tip

To prepare students for the activity, review words for free-time activities, household chores, and workplace activities on pages 146, 150, and 152.

A **Listen. Barbara is talking...**

- Set the context. Say: *Barbara is talking about her schedule during the week. What activities does she say?*
- Play CD 5, Track 27. Have students listen. Ask students for answers and write them on the board.
- Play Track 27 again. Check the answers on the board.

B **What do you do every week...**

- Have students work individually. Have them look at the schedule in Exercise A for help.
- Tell students to include the times for the activities.
- Walk around and provide help as necessary.

C **PAIRS. Tell your classmate...**

- Form cross-ability pairs. Have students take turns talking about their schedules.
- To finish this activity, have various volunteers tell the class their schedules.

3 WRITE ABOUT YOURSELF

Write about yourself...

- Write your schedule on the board. Then write a model of the sentences with your information.
- Walk around and provide help as necessary.
- Form cross-ability pairs. Have students check their partner's sentences for vocabulary, spelling, verb forms, and punctuation.

4 CONNECT

For your Team Project...

- Go to page T-xi for the general teaching notes for the projects.

10 Where's the bus stop?

Lesson 1 Places in the community

Classroom Materials/ Extra Practice

CD 5
Tracks 28–52

Transparencies 10.1–10.9
Vocabulary Cards Unit 10

MCA
Unit 10

Workbook
Unit 10

Interactive Practice
Unit 10

Unit Goals

- Identify places in the community
- Ask for and give directions
- Use *Between/Across from*
- Identify types of transportation
- Use a simple street map
- Read traffic signs
- Write about a dream job

Getting Started 10 minutes

Books closed.

- Elicit vocabulary students may already know. Ask: *What are some places in your community that you know? Where do you buy your food? Where do you go to see a doctor? Where do your children go to school? What other places are important?*
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: *We're learning the names of places in our community.*

Presentation 15 minutes

A **Look at the places....**

- Show Transparency 10.1 or hold up your book. Point to the group of pictures and say: *Places in the community.*
- Play CD 5, Track 28. Point to each place. Students listen.
- Continue playing Track 28. Point to each place and have students repeat.

Books open.

- Play Track 28 again. Students listen and point to the places in their books.
- Continue playing Track 28. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Use the Vocabulary Cards for page 162. Student A points to a place. Student B says the word. Then students switch roles.

B **Listen and read...**

- Play CD 5, Track 29. Students listen and read.
- Continue playing Track 29. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

- Ask students to write the places in the word box that they go to. Have students compare their lists.

Lesson 1 Places in the community

Presentation 15 minutes

C **Listen and look at the map...**

- Show Transparency 10.2 or have students look at their books.
- Play CD 5, Track 30. Students listen and look at the map.
- Continue playing Track 30. Students listen and point to the streets.
- Say each street and point to it on the transparency.

D **Listen. Listen and repeat.**

- Show Transparency 10.2 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Tell students to listen and find the places on the map. Play CD 5, Track 31. Check comprehension. Ask students to point to the places on Transparency 10.2 or in their books.
- Continue playing Track 31. Ask students to listen and repeat.
- Now show the dialog on Transparency 10.2 or have students read in their books. Play Track 31 again. Students listen and read silently.
- Continue playing Track 31. Students listen and repeat.

Controlled Practice 15 minutes

E **PAIRS. Practice the conversation.**

- Model the conversation in Exercise D. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

F **PAIRS. Look at the map...**

- Show Transparency 10.2. Have students say where the ATM is on the map. Ask: *Is the ATM on the corner? What are the two streets?*
- Students make a new conversation. Walk around and help as needed.

Expansion: Writing Practice for F

- Have students write their new conversation. Then have volunteers role-play their conversation.

Communicative Practice 5 minutes

Show what you know!

GROUPS. Take turns. Ask about...

- Say the sentences in the speech bubbles and have the class repeat.
- Students choose a place on the map and take turns asking and answering: *Is there a _____?*
- Circulate and assess students' ability to ask about and locate places on the map. If the class needs more practice, review pages 162 and 163.

Critical Thinking Skill: Prioritizing

- Set the context. Say: *Your group is moving to a town or city. You want to be near places in the community that are important to you. Write one list with five of these places. Put them in order of importance, with the first place being the most important.*
- Form cross-ability groups. Students can look at the vocabulary on page 162 and add other places they know. Walk around and help as needed. Remind students they are writing one list for their group.
- To finish this activity, have a volunteer from each group write the group's list on the board. Compare lists. Do any have a similar order?

Extra Practice

Interactive Practice

Pages 110–111

Lesson 2 Give directions • *Between/Across from*

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Ask: *There are places in our community that help people. Your school is one. A hospital is another. What are more?* Give students the opportunity to answer without correcting their English.
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: *We're learning more places in the community.*

Presentation 10 minutes

A **Listen and point to the places...**

- Show Transparency 10.3 or hold up your book. Point to the group of pictures and say: *Places in the community, places that help people.*
- Play CD 5, Track 32. Point to each place. Students listen.
- Continue playing Track 32. Point to each place and have students repeat.

Books open.

- Play Track 32 again. Students listen and point to the places in their books.
- Continue playing Track 32. Students point as they listen and repeat.

B **Listen and read...**

- Play CD 5, Track 33. Students listen and read.
- Continue playing Track 33. Ask students to listen and repeat as they read.

Controlled Practice 10 minutes

C **PAIRS. Point to a place...**

- Student A points to a place in Exercise A. Student B says the word. Then students switch roles.

Expansion: Writing Practice for C

- Form pairs. Use the Vocabulary Cards for page 164. Student A points to a place. Student B writes the word. Then students switch roles.

Presentation 25 minutes

D **Listen. Listen and repeat.**

- Show Transparency 10.4 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Point and ask: *Is this City Hall? Is City Hall between the police station and the DMV? Is City Hall across from the library?*
- Play CD 5, Track 34. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 34. Ask students to listen and repeat.
- Now show the dialog on Transparency 10.4 or have students read in their books. Play Track 34 again. Students listen and read silently.
- Continue playing Track 34. Students listen and repeat.

E **Read the sentences.**

- Use Transparency 10.4 or have students look at the chart in their books. Cover the dialog on the transparency or have students cover the dialog in their books.
- Say each sentence in the chart and have students read silently. Say each sentence again and have the class repeat.
- Point to the first sentence on the left side of the chart. Circle *between*. Then point to the police station and the DMV on the map to show that City Hall is between them.
- Then point to the park to show that City Hall is across from the park. Circle *across from* in the right side of the chart.
- Point to the second sentence on the left side of the chart. Circle *between*. Then point to the park and the library on the map to show that the post office is between them.
- Then point to the DMV to show that post office is across from the DMV. Circle *across from* in the right side of the chart.
- Show Transparency 10.4 with the dialog or have students look at the dialog in Exercise D in their books. Ask a volunteer to underline the words *between* and *across from*.

Controlled Practice 5 minutes

F **Look at the map in Exercise D...**

- Write item 1 on the board. Point to the word *between*. Ask students to say what places are on each side of the DMV. Write the answer on the board. Say the sentence and have the class repeat.
- Have students compare answers with a partner.
- Have volunteers write their sentences on the board. Make any necessary corrections.

Communicative Practice 5 minutes

Show what you know!

GROUPS. Look at the map...

- Say the sentences in the speech bubbles and have the class repeat.
- Model the activity. Choose a place on the map and ask: *Where is the _____?* Students answer.
- Circulate and assess students' ability to ask about and locate places on the map. If the class needs more practice, review pages 164 and 165.

Critical Thinking Skill: Constructing

- Have students review the places on pages 162 and 164.
- Form small groups. Describe the activity: Students will construct a new town or small city. They will draw a simple map showing places studied in this unit.
- Have students look at Exercise D and draw a similar map. Tell students to make sure places are between and across from other places.
- Ask students to walk around and look at their classmates' maps. Encourage students to talk about the places on their maps using *between* and *across from*.

Extra Practice

Interactive Practice

Pages 92–93

Pages 112–113

Lesson 3 Types of transportation

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Ask: *How do you get to school? Do you walk? Do you take the bus?* Give students the opportunity to answer without correcting their English.
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: *We're learning about different kinds of transportation.*

Presentation 10 minutes

A **Look at the types of transportation...**

- Show Transparency 10.5 or hold up your book. Point to the groups of pictures and say: *Types of transportation.*
- Play CD 5, Track 35. Point to each picture. Students listen.
- Continue playing Track 35. Point to each picture and have students repeat.

Books open.

- Play Track 35 again. Students listen and point to the types of transportation in their books.
- Continue playing Track 35. Students point as they listen and repeat.

B **Listen and read...**

- Play CD 5, Track 36. Students listen and read.
- Continue playing Track 36. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

- Have students use words from the word box to write a list of the types of transportation they use.
- Model the activity. Ask an above-level student: *Do you walk? Do you drive? Do you carpool?* etc. Write the activities that the students says *Yes* to on the board as the student's list.
- Then have classmates compare lists. Ask volunteers to read their list to the class.

Controlled Practice 5 minutes

C **PAIRS. Point to a picture...**

- Student A points to a picture in Exercise A. Student B says the word. Then students switch roles.

Expansion: Writing Practice for C

- Form pairs. Use the Vocabulary Cards for page 166. Student A points to a card. Student B writes the word. Then students switch roles.

Lesson 3 Types of transportation

Presentation 10 minutes

D **Listen. Listen and repeat.**

- Show Transparency 10.6 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Are they at the park? Do the two men know each other? Are they going to work? Are they going to school?*
- Play CD 5, Track 37. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 37. Ask students to listen and repeat.
- Now show the dialog on Transparency 10.6 or have students read in their books. Play Track 37 again. Students listen and read silently.
- Continue playing Track 37. Students listen and repeat.

Controlled Practice 5 minutes

E **Practice the conversation.**

- Model the conversation in Exercise D. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

Presentation 5 minutes

F **Listen and read the story.**

- Play CD 5, Track 38. Students listen and read the story silently.
- Check comprehension. Ask: *When does Ed go to school? Where is Ed's school? How does Ed get to school?* Write the answers on the board.
- Play Track 38 again. Students listen and check the answers on the board.

Controlled Practice 5 minutes

G **Read the story again...**

- Write item 1 on the board. Ask students to read the story. Model circling *Yes*.
- Have students compare answers with a partner.
- To correct this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

Communicative Practice 15 minutes

Show what you know!

PAIRS. Ask: *How do you get to...*

- Write the chart on the board. Model the activity. Ask a volunteer the questions: *How do you get to school? To the supermarket? To the post office?*
- Form cross-ability pairs. Tell students they can look at page 166 for help.

CLASS. Talk about your classmate.

- Say the sentences in the speech bubble and have the class repeat.
- Have the class look at the chart on the board. Use the volunteer's name to write example sentences like these: *[Name] walks to school. He/She walks to the supermarket. He/She takes the subway to the post office.*
- Ask volunteers to say their sentences to the class.

Critical Thinking Skill: Decision Making

- Set the context. Say: *What are some things to think about when buying a car? What are the advantages and disadvantages?*
- Form cross-ability groups. Say: *Decide if your group wants to buy a car or not. Give your reasons why or why not.*
- To finish this activity, have each group tell the class about their decision and their reasons.

Extra Practice

Interactive Practice

Pages 94–95

Pages 114–115

Lesson 4 Life Skills • Ask for and give directions

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Turn around so that your back is to the class. Then hold up each hand and ask: *Which hand is this?* Walk in a straight line and ask: *Which direction am I walking in?*
- State the lesson objective: *We're learning to talk about directions.*

Presentation 10 minutes

A Listen to your teacher say...

- Copy the three direction arrows on the board (without the words).
- Point to one arrow at a time. Students listen. Point and say: *Turn left. Go straight. Turn right.*
- Say and point to the direction arrows again. Students listen and repeat.

Books open.

- Say each sentence. Have students listen and repeat.

Controlled Practice 15 minutes

B Listen. Check (✓) the directions you hear.

- Write item 1 on the board. Read the answer choices and have the class repeat.
- Play CD 5, Track 39. Pause the CD after item 1. Ask students to answer and demonstrate checking the box. Continue playing Track 39.
- Have students compare their answers with a partner. Play Track 39 again and have students confirm their answers.

C Listen for the directions...

- Have students read the word box. Then have students study the map. Say each street and have students point.
- Point out the red dot and the "You are here" arrow on the map. Tell students this is the starting point for each conversation they hear.
- Do item 1 with the class. Play CD 5, Track 40. Pause the audio and have students find the place.
- Continue playing Track 40. Students write the correct places on the map. Play the audio two or three times.
- Have students compare answers with a partner. Play Track 40 so that students can confirm their answers.

Presentation 15 minutes

D **Listen. Listen and repeat.**

- Show Transparency 10.7 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: *Is the man pointing? Does the woman need directions? Are they on the street?*
- Play CD 5, Track 41. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 41. Ask students to listen and repeat.
- Now show the dialog on Transparency 10.7 or have students read in their books. Play Track 41 again. Students listen and read silently.
- Continue playing Track 41. Students listen and repeat.

Controlled Practice 15 minutes

E **Listen again...**

- Play CD 5, Track 42. Students circle *Yes* or *No*.
- To review this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

F **PAIRS. Practice the conversation.**

- Model the conversation in Exercise D. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

G **PAIRS. Look at the maps...**

- Tell students to look at the map for Conversation 1. Say: *Where is the starting point?* Students point to the red dot on Main Street. Ask: *What street is the police station on?* Tell students to point to the police station.
- Form cross-ability pairs to do Conversation 1. Student A points to the red dot and asks the question. Student B points to the police station and tells Student A how to get there. Then students switch roles and repeat the conversation.
- Tell students to look at the map for Conversation 2. Say: *Where is the starting point?* Students point to the red dot on Bank Street. Ask: *What street is the post office on?* Tell students to point to the post office.
- The same pairs do Conversation 2. Student A points to the red dot and asks the question. Student B points to the post office and tells Student A how to get there. Then students switch roles and repeat the conversation.
- Then ask volunteers to role-play one of their new conversations for the class.

Expansion: Writing Practice for G

- Pairs write their new conversations.

Extra Practice

Interactive Practice

Pages 96–97

Pages 116–117

Lesson 5 Life Skills • Read traffic signs

Getting Started 10 minutes

Books closed.

- Elicit vocabulary students may already know. Say: *When you walk down the street or drive your car, you can see traffic signs.* Ask: *What traffic signs do you see?*
- Give students the opportunity to answer without correcting their English.
- Use the Vocabulary Cards for page 170. Put them picture-side up on a desk or table. Let students choose a card and show it if they need help explaining their ideas.
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: *We're learning about traffic signs.*

Presentation 15 minutes

A **Look at the traffic signs...**

- Show Transparency 10.8 or hold up your book. Point to the group of pictures and say: *Traffic signs.*
- Play CD 5, Track 43. Point to each traffic sign. Students listen.
- Continue playing Track 43. Point to each sign and have students repeat.

Books open.

- Play Track 43 again. Students listen and point to the traffic signs in their books.
- Continue playing Track 43. Students point as they listen and repeat.

B **PAIRS. Point to a sign...**

- Student A points to a sign. Student B says the name of the sign. Then students switch roles.

Controlled Practice 35 minutes

C **Listen. Write *1*, *2*, *3*, *4*, *5*, *6*...**

- Have students study the signs. Have volunteers say the names of the signs.
- Do item 1 with the class. Play CD 5, Track 44 and pause after item 1. Students point to the correct sign (*c*).
- Continue playing Track 44. Students write the numbers. You may want to play the audio two or three times.

D **PAIRS. Compare your answers.**

- Have students compare answers with a partner. Then write the answers on the board.
- Play Track 44 again so students can reconfirm their answers.

E **Listen for the sign...**

- Do item 1 with the class. Play CD 5, Track 45 and pause after item 1. Ask students what they heard and have them circle *a*.
- Continue playing Track 45. Students listen and circle the answers. You may want to play the audio two or three times.
- Write the answers on the board. Play Track 45 again so students can reconfirm their answers.

Extra Practice

Interactive Practice

Pages 118–119

Lesson 6 Hong's story

Getting Started 5 minutes

Books closed.

- Elicit students' ideas. Ask the class: *How many students work? What do you do? Do you like your job? What kinds of jobs do you want?*
- Repeat students' answers correctly and have the class repeat. Write the words on the board.
- State the lesson objective: *We're listening to Hong, a cook in a restaurant. Hong is talking about his dream job.*

Presentation 15 minutes

A **CLASS. Look at each picture...**

- Show Transparency 10.9 or hold up your book. Point to each picture and ask: *What do you see?*
- Elicit information without correcting students' answers. If students have difficulty expressing an idea, try to say it for them.
- Write words or phrases on the board about the pictures.

Books open.

B **Listen to the story.**

- Play CD 5, Track 46. Point to each picture on Transparency 10.9 or have students look at their books. Students listen.
- Check comprehension. Show Transparency 10.9 or hold up your book. Ask:
  1. *What is the man's name? What was his job in his country?*
  2. *What's Hong's job in the United States?*
  3. *What is Hong's dream?*
  4. *Why is Hong going to City Hall?*
  5. *Why is Hong going to the bank?*
  6. *What will Hong do soon?*
- Play Track 46 again. Ask students to listen and look at the pictures in their books.
- Check comprehension. Ask the questions above again. Say the answers and have the class repeat.

Lesson 6 Hong's story

Presentation 15 minutes

C **Listen again and read.**

- Play CD 5, Track 47. Have students listen and read the story in their books.
- Ask students to identify any words they don't understand. Write the words on the board and encourage students to guess the meaning.

Expansion: Reading Practice for C

- Form cross-ability pairs. Students take turns reading the story out loud.

Controlled Practice 15 minutes

D **Read the story again...**

- Write item 1 on the board and demonstrate circling *No* as the answer.
- To review answers, ask volunteers to read a sentence and say their answer.

E **GROUPS. Read the questions...**

- Model the discussion. Ask various students some questions about what they want to do and how they want to live: *What is your dream job? Do you want to be a doctor? A movie star? Do you want to have your own business? Do you want to be your own boss?*
- Write on the board the roles for the group:
  Student 1: Read each question out loud.
  Student 2: Make sure each student talks.
  Student 3: Tell the class the group's answers.
- Walk around and encourage each student to participate in the discussion.
- To finish the activity, ask each group to share its information.

F **Write about your dream job...**

- Model writing the sentences on the board. Use information about yourself or someone you know.
- Walk around the room and help as necessary.

MULTILEVEL INSTRUCTION for F

Pre-level Students copy Hong's story in Exercise C on a piece of paper.

Above-level Students write their own stories on a piece of paper about what they want to do or their dream business. Exercise C is the model.

Communicative Practice 10 minutes

G **GROUPS. Take turns. Read...**

- Form cross-ability groups. Encourage above-level students to help as they share their information.

Critical Thinking Skill: Decision Making

- Set the context. Say: *Hong wants to start his new restaurant in three months. He told his boss that he will leave soon. His boss is unhappy. Hong is a good cook and the boss cannot find another good cook so fast. The boss offers Hong a lot of money if Hong agrees to stay for two more years. After two years he can leave. What do you think Hong should do?*
- Form cross-ability groups. One student writes the group's suggestions.
- To finish the activity, ask volunteers to share their group's ideas. Write the ideas on the board.

Extra Practice

Interactive Practice

Pages 98–99

Page 120

REVIEW Show what you know!

1 THE SOUNDS OF *A* (*BANK*) AND *I* (*LIBRARY*)

Language Note

The sounds of *a (bank)* and *i (library)* are vowel sounds. This *a* is a short sound. Open your mouth. Your tongue is behind the bottom teeth. Practice the sound with the word *bank*. This *i* is a long sound. Open your mouth. Close your mouth a little as the sound becomes *y*. Practice the sound with the word *library*.

A Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- If you have demonstrated the information in the Language Note, you can have students look in a mirror to check placement of mouths and tongues. Walk around and provide help as needed.

B Listen and repeat.

- Play CD 5, Track 48. Students listen and repeat to self-correct.
- Walk around and check students' pronunciation of *a*.
- Play the audio two or three times.

C Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- If you have demonstrated the information in the Language Note, you can have students look in a mirror to check placement of mouths and tongues. Walk around and provide help as needed.

D Listen and repeat.

- Play CD 5, Track 49. Students listen and repeat to self-correct.
- Walk around and check students' pronunciation of *i*.
- Play the audio two or three times.

E Listen. Write *a* or *i*...

- Explain that students will complete each word with *a* or *i*.
- Do the first two items with the class. Write on the board: *1. g__s 2. r__de*. Say each word. Have a volunteer come up and write the correct letter.
- Play CD 5, Track 50. You may want to play the audio two times.
- Have students check their answers with a partner.

F DICTATION. PAIRS. Student A...

- Form cross-ability pairs.
- Model the activity with a higher-level student. Ask the student to say a word from Exercise A. Write it on the board. Ask the class to check your spelling.
- Encourage students to check spelling after each word.

G DICTATION. SAME PAIRS. Student B...

- Tell students to switch roles. Student B says the words from Exercise C. Student A writes the words.
- If necessary, model the activity again with a word from Exercise C.

MULTILEVEL INSTRUCTION for F and G

Pre-level Students copy the words in Exercises A and C on a piece of paper. Have a classmate check the spelling.

Above-level Students write five more words with *a* and *i*. They can use any words they know. Form pairs. Have students share their words. Check for the choice of words to make sure they match the same *a* and *i* sounds of these exercises.

REVIEW Show what you know!

2 VOCABULARY

A Listen. Listen and repeat.

- Play CD 5, Track 51. Have students listen and read.
- Continue playing Track 51. Have students listen and repeat chorally.
- Check comprehension. Say each word in the word box. Have students give a definition or draw a picture on the board. You can also show Transparencies 10.1 and 10.3 and have students come up and point to the items.

B Complete the sentences...

- Form cross-ability pairs.
- To review this exercise, have pairs say the conversations. Make any necessary corrections.

C Write the type of transportation.

- Have students work individually.
- Have volunteers write the answers on the board.
- Then show Transparency 10.5 to review all types of transportation.

3 SPEAKING

Your classmate asks...

- Have students read the situation and answer choices in their books.
- Say: *Circle the answer that completes the dialog.*
- Have students compare answers with a classmate.
- Ask a volunteer to write the correct answer on the board.

CD-ROM Practice

Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 10, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

Extra Practice

Interactive Practice	Pages 100–101	Page 121

EXPAND Show what you know!

1 GIVE DIRECTIONS TO PLACES

Teaching Tip

To prepare students for the activity, review direction words on pages 163, 165, and 168. Use visual hand signs to help students remember directions. Demonstrate *right*, *left*, and *straight* in front of the class using your hands. To demonstrate *right* and *left*, turn around so that your back is to the class. Have the class repeat the motions.

A **Listen. A woman is giving directions.**

- Set the context. Say: *A woman is giving directions.* What are the directions?
- Play CD 5, Track 52. Have students listen. Write the answer on the board.
- Play Track 52 again. Have students check their answer with the answer on the board.

B **ROLE PLAY. PAIRS.**

- Tell students to point to the "You are here" arrow and red dot on the map. Say: *Start here for all directions.* Review the street names and the places on the map.
- Form cross-ability pairs.
- Walk around and help as needed. Encourage students to point to the places they are talking about. They can also use their finger to show which direction they are moving in.
- Ask various pairs to perform one of their conversations for the class.

2 READ AND UNDERSTAND MAPS

A Look at the map...

- Have students point to the hospital, bank, parking lot, and park. Ask students to say the street names.

B Read the sentences...

- Draw the map in Exercise A on the board. Write the places and the blanks.
- Have students read the sentences.
- Do item 1 with the class. Have a volunteer come up to the board and point to the building that is the police station.
- Have students work individually.

C PAIRS. Compare answers.

- Have pairs compare answers.
- To review this exercise, have students come up and write the names of the other places on the map on the board.

3 CONNECT

For your Team Project...

- Go to page T-xi for the general teaching notes for the projects.

11 Get well soon!

Lesson 1 The body • Make an appointment

Classroom Materials/ Extra Practice

CD 6
Tracks 2–24

Transparencies 11.1–11.9
Vocabulary Cards Unit 11

MCA
Unit 11

Workbook
Unit 11

Interactive Practice
Unit 11

Unit Goals

- Identify parts of the body
- Make a medical appointment
- Follow medical instructions
- Identify common health problems
- Offer suggestions to sick people
- Call 911 for emergencies
- Read a medicine label
- Write about going to a doctor

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Point to different parts of your body and ask: *What part of the body is this?*
- Give students the opportunity to answer without correcting their English.
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: *We're learning the names of parts of the body.*

Presentation 15 minutes

A **Look at the parts of...**

- Show Transparency 11.1 or hold up your book. Point to the picture and say: *Parts of the body.*
- Play CD 6, Track 2. Point to each part of the body. Students listen.
- Continue playing Track 2. Point to each part of the body again and have students repeat.

Books open.

- Play Track 2 again. Students listen and point to the parts of the body in their books.
- Continue playing Track 2. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Student A points to a part of the body. Student B says the body part. Then students switch roles.

B **Listen and read...**

- Play CD 6, Track 3. Students listen and read.
- Continue playing Track 3. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

- Ask students to write any words in the word box that can be made plural. Say: *Ear—we have two of these. Ears.*
- Have students compare their lists with a classmate. Ask for answers and write a final list on the board.

Presentation 15 minutes

C **Listen. Listen and repeat.**

- Show Transparency 11.2 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Ask: *What do you think? Who is the man calling? What is he talking about?*
- Play CD 6, Track 4. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 4. Ask students to listen and repeat.
- Now show the dialog on Transparency 11.2 or have students read in their books. Play Track 4 again. Students listen and read silently.
- Continue playing Track 4. Students listen and repeat.

Controlled Practice 15 minutes

D **PAIRS. Practice the conversation.**

- Model the conversation in Exercise C. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

E **PAIRS. Make new conversations...**

- Show Transparency 11.1 or hold up your book showing page 178. Choose a part of the body. Say the word for students to repeat chorally.
- Model a new conversation with the new word. Say the lines for Speaker B. The class says the lines of Speaker A. Point to the part of the body during the new conversation.
- Tell students to make three or four new conversations. Have students role-play Speakers A and B.
- Walk around and help as needed. Then ask volunteers to role-play one of their new conversations for the class.

Communicative Practice 10 minutes

Show what you know!

GROUPS. Play a guessing game...

- Tell the class to look at the illustration. Say the sentence in the speech bubble and have the class repeat the sentence.
- Students choose a part of the body from page 178 and take turns acting out a problem and saying what it is: *Your _____ hurts.*
- Circulate and assess students' ability to talk about parts of the body. If students need more practice, review pages 178 and 179.

Extra Practice

Interactive Practice

Pages 122–123

Lesson 2 Follow medical instructions • Imperatives

Getting Started 5 minutes

Culture Connection

In some cultures, it is impolite to use a finger to point at a person. Instead of pointing to indicate a student, you can use your open hand, with palm facing up, to indicate which student you are choosing.

Teaching Tip

Total Physical Response (TPR) is a language-learning activity where commands and actions are first modeled and then performed. TPR activities address the learning style of kinesthetic learners; students are involved physically as they learn and practice language. Exercises A, B, and C are TPR activities.

Books closed.

- Elicit vocabulary students may already know. Say: *I'm at the doctor's. I'm getting a checkup. The doctor and the nurse are asking me to do different actions. Can you tell me some actions? For example, I have to take off my jacket.*
- Act out some of the actions in Exercise A. Do not speak while doing the actions.
- Elicit what students know without correcting their answers. Repeat what students say and write the sentences on the board.
- State the lesson objective: *We're learning about medical instructions.*

Presentation 15 minutes

A Your teacher will say and do...

- Show Transparency 11.3 or hold up your book. Ask students to look at the pictures. Point to the group of pictures. Say: *Medical instructions.*
- Say: *Listen.* Point to each picture. Say each action.
- Say: *Listen. Watch me.* Say each action again and do them for the class.

Expansion: Vocabulary Practice for A

- Form pairs. Use the Vocabulary Cards for page 180. Student A points to a card. Student B says the instruction. Then students switch roles.

B Your teacher will say and do each action...

- Say: *Listen. Do the actions with me. Don't repeat.* Encourage students to stand up and move around.
- Remind students that they are not talking during this exercise.

C Your teacher will say...

- Say: *Listen. Do the actions with me and repeat the words.*
- If necessary, model the exercise one or two times with an above-level student.

Books open.

D Listen and read...

- Play CD 6, Track 5. Students listen and read.
- Continue playing Track 5. Ask students to listen and repeat as they read.

Expansion: Listening Practice for D

- Say the actions in random order. Have students do the actions. Encourage students to help each other do the correct action.

Presentation 10 minutes

E **Listen. Listen and repeat.**

- Show Transparency 11.4 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Ask: *What do you think? Are they a doctor and a patient? What is the problem?*
- Play CD 6, Track 6. Students listen. Pause the CD. Ask the comprehension questions above again.
- Continue playing Track 6. Students listen and repeat.
- Now show the dialog on Transparency 11.4 or have students read in their books. Play Track 6 again. Students listen and read silently.
- Continue playing Track 6. Students listen and repeat.

Controlled Practice 10 minutes

F **PAIRS. Practice the conversation.**

- Model the conversation in Exercise E. Say the lines for Speaker A. A volunteer is Speaker B.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation.

Presentation 10 minutes

G **Listen and read the story.**

- Play CD 6, Track 7. Students listen and read.
- Students underline words they do not understand. Review the words by acting them out, giving definitions, or drawing on the board.
- Play Track 7 again.

H **Read the story again...**

- Do item 1 with the class. Model circling *Yes*.
- Have students compare answers with a partner.
- To correct this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

MULTILEVEL INSTRUCTION for H

Pre-level Students read the sentences and then circle *Yes* or *No*.

Above-level Students write the correct answer for sentences with *No*. For example: *2. Sonia has a doctor's appointment on Monday.*

Communicative Practice 10 minutes

Show what you know!

GROUPS. Look at page 180...

- Tell the class to look at the illustration of the doctor and the patient. Say the sentence in the speech bubble and have the class repeat.
- Have students choose a medical instruction from page 180. Students take turns giving the group the instructions. The group acts out the instructions.
- Circulate and assess students' ability to follow medical instructions. If students need more practice, review pages 180 and 181.

Critical Thinking Skill: Sequencing

- Set the context. Ask: *What are some medical commands we learned? For example, take off your jacket.* Write answers on the board.
- Tell students to think about a doctor's visit and to write as many commands as they remember. They may include some commands not already presented.
- Form groups. Tell groups to prepare one list of at least six commands in the order (sequence) in which they happen during a visit.
- To finish this activity, have groups write their lists on the board. Review the order of the commands in each list.

Extra Practice

Interactive Practice Pages 102–103 Pages 124–125

Lesson 3 Common health problems • *Should*

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Say: *Sometimes classmates don't come to school or go to work because they don't feel well. When you are sick or don't feel well, describe your health problems. For example, do you cough?* Show coughing.
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: *We're learning about common health problems.*

Presentation 10 minutes

A **Look at the health problems...**

- Show Transparency 11.5 or hold up your book. Point to the group of pictures and say: *Common health problems.*
- Play CD 6, Track 8. Point to each picture. Students listen.
- Continue playing Track 8. Point to each picture and have students repeat.

Books open.

- Play Track 8 again. Students listen and point to the pictures in their books.
- Continue playing Track 8. Students point as they listen and repeat.

B **Listen and read...**

- Play CD 6, Track 9. Students listen and read.
- Continue playing Track 9. Ask students to listen and repeat as they read.

Expansion: Vocabulary Practice for B

- Form pairs. Use the Vocabulary Cards for page 182. Students work together to match the pictures with the words.

Expansion: Writing Practice for B

- Tell students to use the words in the word box and write a list of health problems with *-ache*. Write the final list on the board.

Controlled Practice 10 minutes

C **PAIRS. Take turns. Point...**

- Student A points to the pictures in Exercise A. Student B says: *She has* _____. or *He has* _____. Then students switch roles.

Lesson 3 Common health problems • *Should*

Presentation 15 minutes

Books closed.

D Listen. Listen and repeat.

- Play CD 6, Track 10. Students listen. Pause the CD. Ask comprehension questions: *Does the man have a cold? Should he see a doctor now? Should he drink a lot of liquids?*
- Continue playing Track 10. Ask students to listen and repeat.

Books open.

- Show Transparency 11.6 or have students look at their books. Cover the pictures on the transparency. Play Track 10 again. Students listen and read silently.
- Continue playing Track 10. Students listen and repeat.

E Read the sentences.

- Show Transparency 11.6 or have students look at their books. Cover the sentences or have students cover the sentences in their books.
- Say: *Your classmate doesn't feel well. Look at the pictures. What should your classmate do?* Encourage students to describe what they see.
- Point to each picture and say each sentence. Students listen and read the sentences. Point to each picture and say each sentence again. Students listen and repeat.

Expansion: Vocabulary Practice for E

- Form pairs. Use the Vocabulary Cards for page 183. Student A points to a picture. Student B says the suggestion. Then students switch roles.

Controlled Practice 10 minutes

F PAIRS. Make new conversations...

- Model the conversation in Exercise D. Say the lines for Speaker A. Ask a volunteer to say the lines of Speaker B.
- Tell students to use the suggestions in Exercise E to make new conversations. Have each student role-play Speakers A and B.
- Ask volunteers to role-play one of their new conversations for the class.

Communicative Practice 10 minutes

Show what you know!

GROUPS. Look at the problems on page 182...

- Say the sentences in the speech bubbles for the class to repeat.
- Have students choose a health problem on page 182.
- Then students take turns telling their classmates their problem. The group gives suggestions.
- Circulate and assess students' ability to say the health problems and offer suggestions. If students need more practice, review pages 182 and 183.

Critical Thinking Skill: Associating

- Set the context. Say: *Good habits means good health. We should exercise, eat good food, not smoke, and more.*
- Form cross-ability groups. Write on the board: *What should we do to have good health?* Students make a list of suggestions.
- Talk about the suggestions as a class. Write a list on the board.

Extra Practice

Interactive Practice

Pages 104–105

Pages 126–127

Lesson 4 Call 911 for emergencies

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Ask: *What is an emergency? If you have a headache, is that an emergency? When someone can't get up and walk, is that an emergency? What else is an emergency?*
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: *We're learning to call 911 for emergencies.*

Presentation 10 minutes

A **Look at the emergencies...**

- Show Transparency 11.7 or hold up your book. Point to the group of pictures and say: *Emergencies.*
- Play CD 6, Track 11. Point to each picture. Students listen.
- Continue playing Track 11. Point to each picture and have students repeat.

Books open.

- Play Track 11 again. Students listen and point to the pictures in their books.
- Continue playing Track 11. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Use the Vocabulary Cards for page 184. Students work together to match the pictures with the sentences.

B **Listen and read...**

- Play CD 6, Track 12. Students listen and read silently.
- Pause the CD. Check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: *1. Is the man having a heart attack? 2. Is there a train accident? 3. Is there a car on fire? 4. Did someone rob the house?*
- Continue playing Track 12. Ask students to listen and repeat as they read.

Expansion: Vocabulary Practice for B

- Form pairs. Students work together to match the pictures with the information.

Controlled Practice 10 minutes

C **PAIRS. Take turns. Point...**

- Student A points to the pictures. Student B says the emergencies. Then students switch roles.

MULTILEVEL INSTRUCTION for C

Pre-level Students A and B point to the pictures and say the emergencies at the same time.

Above-level Student A points to the pictures in Exercise A and covers the words in Exercise B. Student B says the emergencies without reading the words in Exercise B.

Lesson 4 Call 911 for emergencies

Teaching Tip

For any emergency, the responders will want to know the *cross street* for the address. This helps them confirm the location. Draw a simple map showing the street the school is on and the nearest cross streets. Point to the cross street and say: *The cross street is the closest street to where you are.*

Presentation 10 minutes

D **Listen. Listen and repeat.**

- Show Transparency 11.8 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Ask: *Who is the man calling? Why? What is the problem? What information does the man give the woman?*
- Play CD 6, Track 13. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 13. Ask students to listen and repeat.
- Now show the dialog on Transparency 11.8 or have students read in their books. Play Track 13 again. Students listen and read silently.
- Continue playing Track 13. Students listen and repeat.

Controlled Practice 15 minutes

E **Listen again...**

- Have students read the sentences.
- Play CD 6, Track 14. Students circle the answers.
- To correct this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

F **PAIRS. Practice the conversation.**

- Model the conversation in Exercise D. Say the lines for Speaker A. The class says the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

G **PAIRS. Make new conversations...**

- Model a new conversation. Call on a volunteer to choose an emergency. You say the lines for Speaker A, and the volunteer says the lines for Speaker B.
- Tell pairs to take turns role-playing Speakers A and B for each new conversation.
- Walk around and help as necessary. Then ask volunteers to role-play one of their new conversations.

Communicative Practice 10 minutes

Show what you know!

CLASS. Take turns. Perform...

- Say the sentences in the speech bubbles for the class to repeat.
- Call on volunteer pairs to perform one of their conversations in Exercise G.

Critical Thinking Skill: Checking

- Tell students that they need to check to make sure they are ready if they need to call 911.
- Students need to be ready to answer four questions. Write on the board:
  1. *What's your emergency? (What happened?)*
  2. *Where's the emergency? (Give address and cross street.)*
  3. *Who needs help? (Say age and number of people.)*
  4. *Are they conscious and breathing? (Talk about the person who is hurt.)*
- Form pairs. Instruct students to look at page 184 for examples of emergencies and page 185 for helpful vocabulary. Students take turns asking and answering the questions.
- Walk around and help as necessary. Help students with pronunciation.

Extra Practice

Interactive Practice

Pages 106–107

Pages 128–129

Lesson 5 Life Skills • Understand a medicine label

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Ask: *When you are sick, do you take medicine? Does medicine help you get well? What medicines do you take?*
- Say students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: *We're learning to read a medicine label.*

Presentation 15 minutes

A Listen and point...

- Hold up your book. Point to the group of pictures and say: *Taking medicine when you are sick.*
- Play CD 6, Track 15. Point to each picture. Students listen.
- Continue playing Track 15. Point to each picture and have students repeat.

Books open.

- Play Track 15 again. Students listen and point to the pictures in their books.
- Continue playing Track 15. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Student A points to the pictures and Student B says the words. Then students switch roles.

Controlled Practice 15 minutes

B Listen for the information about...

- Tell students they are going to listen to two conversations.
- Play CD 6, Track 16 for Conversation 1. Students listen. Pause the CD so that students can read and circle *a* or *b* to complete items 1 and 2.
- Continue playing Track 16 for Conversation 2. Ask students to complete items 3 and 4.
- Play Track 16 again. Have students listen and check their answers.
- Ask various volunteers to read the sentences and say the answers.

Lesson 5 Life Skills • Understand a medicine label

Presentation 10 minutes

C Read the directions on the label.

- Tell the class: *Every medicine has directions. It is very important to read the label before you take the medicine. Be sure you follow the directions exactly.*
- Instruct students to read the label silently. They should underline any words they don't understand.
- Help students understand the words by drawing on the board or giving definitions.
- Read the directions on the label to the class.

Controlled Practice 15 minutes

D Read the directions again...

- Students read the directions again silently.
- Do item 1 with the class. Ask students to point to the information on the label that answers the question. Model circling *b* as the answer.
- Have students compare answers. Then say the answers and have students check their work.

Expansion: Writing Practice for D

- Have students write the complete sentences on a separate piece of paper.

Extra Practice

Interactive Practice

Pages 108–109

Pages 130–131

Lesson 6 Mariam's story

Getting Started 5 minutes

Books closed.

- Elicit students' ideas. Ask the class: *Do you ever see a doctor? Do you have a health problem? Why do you see a doctor? For emergencies? For accidents? For a high fever?*
- Say the students' answers correctly for the class to repeat chorally. Write the words on the board.
- State the lesson objective: *We're listening to Mariam. She's talking about her health.*

Presentation 20 minutes

A **CLASS. Look at each picture...**

- Show Transparency 11.9 or hold up your book. Point to each picture and ask: *What do you see?*
- Elicit information without correcting students' answers. If students have difficulty expressing an idea, try to say it for them.
- Write words or phrases on the board about the pictures.

Books open.

B **Listen to the story.**

- Play CD 6, Track 17. Point to each picture on Transparency 11.9 or have students look at their books. Students listen.
- Check comprehension. Show Transparency 11.9 or hold up your book. Ask:
  1. *What is her name? How old is she?*
  2. *In Mariam's country, do sick people see a doctor?*
  3. *How old is Mariam's daughter?*
  4. *What does her daughter want Mariam to do?*
  5. *How is Mariam's health now?*
  6. *Does Mariam want to go to a doctor?*
- Play Track 17 again. Ask students to listen and look at the pictures in their books.
- Check comprehension. Ask the questions above again. Say the answers and have the class repeat.

Lesson 6 Mariam's story

Presentation 5 minutes

C **Listen again and read.**

- Play CD 6, Track 18. Have students listen and read the story in their books.
- Ask students to identify any words they don't understand. Write the words on the board and encourage students to guess the meaning.

Expansion: Reading Practice for C

- Form pairs. Students take turns reading the story out loud to each other.

Controlled Practice 20 minutes

D **Read the story again...**

- Write item 1 on the board and demonstrate circling *No* as the answer.
- To review answers, ask volunteers to read a sentence and say their answer.

E **GROUPS. Read the questions...**

- Model the discussion. Ask various students some questions about how people take care of their health in their country or culture: *How often do people go to a doctor? Does it cost a lot of money? Do people go to a doctor every year? Why do they go to a doctor? What kind of health problems do people have? Do children get checkups?*
- Write on the board the roles for the group:
  Student 1: Read each question out loud.
  Student 2: Make sure each student talks.
  Student 3: Tell the class the group's answers.
- Walk around and encourage each student to participate in the discussion. To finish the activity, ask each group to share its information.

F **Write about going to a doctor.**

- Model writing the sentences on the board. Use information about the United States.
- Walk around the room and help as necessary.

MULTILEVEL INSTRUCTION for F

Pre-level Students copy Mariam's story in Exercise C on a piece of paper.

Above-level Students write their own stories on a piece of paper about going to the doctor in their country. Exercise C is the model.

Communicative Practice 10 minutes

G **GROUPS. Take turns. Read...**

- Form cross-ability groups. Encourage above-level students to help as they share their information.

Critical Thinking Skill: Inferring Consequences

- Set the context: Say: *Mariam does not want to see a doctor. She's not sick, so she doesn't want to spend money to see a doctor.* Ask students: *Why should she see a doctor for regular checkups?*
- Ask: *What can happen if you don't see the doctor each year?* Talk about different health problems with the class. Encourage students to see a doctor or visit a clinic.

Extra Practice

Interactive Practice

Page 132

REVIEW Show what you know!

1 THE SOUNDS OF *E* (*SLEEP*) AND *I* (*IN*)

Language Note

The sounds of *e (sleep)* and *i (in)* are vowel sounds. This *e* is a long sound. Open your mouth a little. You will look like you are smiling. Practice the sound with the word *sleep*. This *i* is a short sound. Open your mouth a little. Relax your mouth and tongue. Practice the sound with the word *in*.

A Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- Walk around and provide help as needed.

B Listen and repeat.

- Play CD 6, Track 19. Students listen and repeat to self-correct.
- Walk around and check students' pronunciation of *e*.
- Play the audio two or three times.

C Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- Walk around and provide help as needed.

D Listen and repeat.

- Play CD 6, Track 20. Students listen and repeat to self-correct.
- Walk around and check students' pronunciation of *i*.
- Play the audio two or three times.

E Listen. Write *e* or *i*...

- Explain that students will complete each word with *ee* or *i*.
- Do the first two items with the class. Write on the board: *1. g__ve 2. kn__ __*. Say each word. Have a volunteer come up and write the correct letter.
- Play CD 6, Track 21. You may want to play the track two times.
- Have students check their answers with a partner.

F DICTATION. PAIRS. Student A...

- Form cross-ability pairs.
- Model the activity with a higher-level student. Ask the student to say a word from Exercise A. Write it on the board. Ask the class to check your spelling.
- Encourage students to check spelling after each word.

G DICTATION. SAME PAIRS. Student B...

- Tell students to switch roles. Student B says the words from Exercise C. Student A writes the words.
- If necessary, model the activity again with a word from Exercise C.

MULTILEVEL INSTRUCTION for F and G

Pre-level Have students copy the words in Exercises A and C on a piece of paper. Have a classmate check the spelling.

Above-level Students write five more words with *ee* and *i*. They can use any words they know. Form pairs. Have students share their words. Check for the choice of words to make sure they match the same *e* and *i* sounds of these exercises.

REVIEW Show what you know!

2 VOCABULARY

A **Listen. Listen and repeat.**

- Play CD 6, Track 22. Have students listen and read.
- Continue playing Track 22. Have students listen and repeat chorally.
- Check comprehension. Say each word in the word box. Have students give a definition or draw a picture on the board. Or show Transparency 11.1 and have students come up and point to the items.

B **PAIRS. Point to each part...**

- Form like-ability pairs. Have students take turns pointing to and saying the parts of the body.
- Walk around and help as needed. Help students with pronunciation.

3 SPEAKING

The doctor asks: *What's the problem...*

- Have students read the situation and answer choices in their books.
- Say: *Circle the answer that completes the dialog.*
- Have students compare answers with a classmate.
- Ask a volunteer to write the correct answer on the board.

CD-ROM Practice

Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 11, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

Extra Practice

Interactive Practice	Pages 110–111	Page 133

EXPAND Show what you know!

1 FOLLOW MEDICAL INSTRUCTIONS

Teaching Tip

To prepare students for the activity, show Transparency 11.3 or review the medical instructions on page 180.

A **Listen. A doctor is talking...**

- Set the context. Say: *A doctor is telling a patient what to do.*
- Play CD 6, Track 23. Have students listen. Ask: *What did the doctor ask?* Write the answers on the board.
- Play Track 23 again. Have students check the answers on the board.

B **GROUPS. Review the actions...**

- Review the medical instructions on page 180 with the class.
- Tell each group to choose one person as the doctor and the other two as patients.
- Have the "doctor" student say the direction and the other students do the action.
- Have students switch roles until each student has role-played the doctor.

2 TALK ABOUT HEALTH PROBLEMS

Teaching Tip

To prepare students for the activity, review health problems. Show Transparency 11.5 or review page 183.

A **Listen. Two friends are talking about...**

- Set the context. Say: *Listen to the two people talk about their health problems.*
- Play CD 6, Track 24. Have students listen. Ask: *What problems did they say?* Write the answers on the board.
- Play Track 24 again. Have students check the answers on the board.

B **ROLE PLAY. PAIRS.**

- Form cross-ability pairs.
- Have students look at the information for Role Play 1, Student A. Model the role play with an above-level student.
- Tell students to do Role Plays 1 and 2.
- Walk around and help as necessary. Ask pairs to perform one of their conversations for the class.

Show what you know!

3 UNDERSTAND A MEDICINE LABEL

A Read the directions on the label.

- Read each line of the label and have the class read silently.
- Ask questions about the label: *What is the name of the medicine? Is it for children?* etc.
- Read each line of the label and have the class repeat.

B Read the directions again...

- Write item 1 on the board and do it together with the class. Write the answer on the board.
- Have students work individually. Then have them compare answers with a classmate.
- Have volunteers write their answers on the board. Make any necessary corrections.

4 CONNECT

For your Team Project...

- Go to page T-xi for the general teaching notes for the projects.

12 What do you do?

Lesson 1 Jobs

Classroom Materials/ Extra Practice

CD 6
Tracks 25–44

Transparencies 12.1–12.9
Vocabulary Cards Unit 12

MCA
Unit 12

Workbook
Unit 12

Interactive Practice
Unit 12

Unit Goals

- Identify common jobs
- Ask about someone's job
- Use *Where do/Where does*
- Talk about job skills
- Apply for a job
- Use *Can: yes/no questions*
- Read a job ad
- Write about job interviews

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Ask: *What jobs did you do in your country? What jobs do you do now? What job would you like to do? What is your dream job?*
- Say students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: *We're learning about different jobs.*

Presentation 15 minutes

A **Look at the jobs...**

- Show Transparency 12.1 or hold up your book. Point to the group of pictures and say: *Jobs.*
- Play CD 6, Track 25. Point to each job. Students listen.
- Continue playing Track 25. Point to each job and have students repeat.

Books open.

- Play Track 25 again. Students listen and point to the jobs in their books.
- Continue playing Track 25. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Use the Vocabulary Cards for page 194. Student A points to a job. Student B says the word. Then students switch roles.

B **Listen and read...**

- Play CD 6, Track 26. Students listen and read.
- Continue playing Track 26. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

- Dictation. Student A says three words. Student B writes the words. Student A checks the spelling. Then students switch roles.

Lesson 1 Jobs

Presentation 15 minutes

C Listen. Listen and repeat.

- Show Transparency 12.2 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Ask: *What do you think? What is his job? What is her job?*
- Play CD 6, Track 27. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 27. Ask students to listen and repeat.
- Now show the dialog on Transparency 12.2 or have students read in their books. Play Track 27 again.
- Continue playing Track 27. Students listen and repeat.

Controlled Practice 10 minutes

D PAIRS. Practice the conversation.

- Model the conversation in Exercise C. Say the lines for Speaker A. Ask a volunteer to say the lines for Speaker B.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

E PAIRS. Make new conversations...

- Show Transparency 12.1 or hold up your book showing page 194. Choose a job. Model a new conversation with the job. Say the lines for Speaker B. The class says the lines of Speaker A. Point to the picture of the job during the new conversation.
- Walk around and help as needed. Then ask volunteers to role-play one of their new conversations for the class.

Teaching Tip

Help students prepare for the *Show What You Know* activity by talking about jobs. Ask each student what they do now or what they did in their country. Write the job on the board. If students haven't had a job yet, they can answer with *student*. They can also use made-up information.

Communicative Practice 15 minutes

Show what you know!

GROUPS OF 4. Use real or made-up information...

- Model language needed for the activity: *What's your name? What do you do?*
- Tell the class: *Write your name and your job in number 1.*
- Students take turns asking and answering questions. They write their classmates' information.
- Circulate and assess students' ability to say their jobs. If students need more practice, review pages 194 and 195.

CLASS. Take turns. Talk about...

- Say the sentence in the speech bubble and have the class repeat.
- Have each group introduce their classmates. Each student introduces one classmate and says his or her job.

Critical Thinking Skill: Prioritizing

- Set the context. Say: *When you look for a job, what do you want or need?* Write students' answers on the board.
- Then ask students to prioritize what they want or need. Provide an example with your information. For example, write on the board: *1. location 2. hours 3. salary/money.* Then explain: *I don't want to travel far to my job. I want to work during the day. I need to make enough money to pay my bills.*
- Form cross-ability groups. Have students talk about the jobs they would like and what is important for them. They can write a list.
- To finish this activity, ask volunteers to talk about their list.

Extra Practice

Interactive Practice

Pages 134–135

Lesson 2 Ask about someone's job

Getting Started 5 minutes

Books closed.

- Ask the class: *Some people like to work in an office. Other people like to work in a store. Where do you want to work?*
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: *We're learning about more jobs and where people work.*

Presentation 10 minutes

A **Look at the jobs...**

- Show Transparency 12.3 or hold up your book. Point to the group of pictures and say: *Jobs*.
- Play CD 6, Track 28. Point to each job. Students listen.
- Continue playing Track 28. Point to each job and have students repeat.

Books open.

- Play Track 28 again. Students listen and point to the jobs in their books.
- Continue playing Track 28. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Use the Vocabulary Cards for page 196. Students work together to match the pictures with the words.

B **Listen and read...**

- Play CD 6, Track 29. Students listen and read.
- Continue playing Track 29. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

- Have students write the words in the word box in alphabetical order.

Controlled Practice 10 minutes

C **PAIRS. Point to a picture...**

- Students look at the pictures in Exercise A. Student A points to the jobs. Student B says the words. Then students switch roles.

Lesson 2 Ask about someone's job

Presentation 15 minutes

D **Listen. Listen and repeat.**

- Show Transparency 12.4 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Are they talking about a classmate? Is he a doctor?*
- Play CD 6, Track 30. Students listen. Pause the CD. Show the transparency and ask the comprehension questions again.
- Continue playing Track 30. Ask students to listen and repeat.
- Now show the dialog on Transparency 12.4 or have students read in their books. Play Track 30 again. Students listen and read silently.
- Continue playing Track 30. Students listen and repeat.

E **Read the sentences.**

- Use Transparency 12.4 or have students look at the chart in their books. Cover the dialog on the transparency or ask students to cover the dialog in their books.
- Say each question in the chart and have students read silently. Say each question again and have the class repeat.
- Point to the questions in the left column. Circle *Where do.* Explain: *The subject is* you *in these questions. Use* Where do *to form a question.* Say the questions and have the class repeat.
- Point to the questions in the right column. Circle *Where does.* Explain: *The subject is* he *and* she *in these questions. Use* Where does *to form a question.* Say the questions and have the class repeat.
- Point to the conversation on Transparency 12.4 or have students look at Exercise D in their books. Ask a volunteer to come up and circle any questions with *do* or *does* on the transparency or have students circle in their books.

Controlled Practice 10 minutes

F **Write *do* or *does*.**

- Copy item 1 on the board. Ask: *What do we need in the question?* Do *or* does? (*he* needs *does*.)
- Students complete the exercise individually. Then have volunteers write the questions on the board. Make any necessary corrections.

Expansion: Speaking Practice for F

- Form pairs. Students role-play the conversations.

Communicative Practice 10 minutes

Show what you know!

CLASS. **Take turns. Ask...**

- Say the sentences in the speech bubbles and have the class repeat.
- Model asking the questions to a volunteer.
- Have volunteers ask classmates the questions. Make sure everyone asks and answers.
- Assess students' ability to say their occupation and where they work. If students need more practice, review pages 196 and 197.

Critical Thinking Skill: Listing

- Set the context. Say: *Think of the different jobs you have done and where you have worked.* Students can use real or made-up information.
- Have students write a list of jobs and places they have worked.
- Form cross-ability pairs. Have students work together to put the list in time order. Put the newest job first and the oldest job last. You can talk about how in the United States people, for example, a boss, will expect to hear about someone's experience in this order.
- Walk around and help as needed.

Extra Practice

Interactive Practice

Pages 112–113

Pages 136–137

Lesson 3 Talk about job skills

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Ask the class: *The things that you can do at work are called job skills. What job skills do you have? Can you use a computer? Can you help customers?*
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: *We're learning about job skills.*

Presentation 15 minutes

A **Look at the job skills...**

- Show Transparency 12.5 or hold up your book. Point to the group of pictures and say: *Job skills.*
- Play CD 6, Track 31. Point to each picture. Students listen.
- Continue playing Track 31. Point to each picture and have students repeat.

Books open.

- Play Track 31 again. Students listen and point to the pictures in their books.
- Continue playing Track 31. Students point as they listen and repeat.

Expansion: Vocabulary Practice for A

- Form pairs. Use the Vocabulary Cards for page 198. Students work together to match the pictures with the words.

B **Listen and read...**

- Play CD 6, Track 32. Students listen and read.
- Continue playing Track 32. Ask students to listen and repeat as they read.

Expansion: Writing Practice for B

- Ask students to write two lists of job skills from the word box. List 1: Write all the job skills beginning with *use*. List 2: Write all the job skills with *help*.
- Walk around and help students write lists.
- Have volunteers write their lists on the board.

Controlled Practice 10 minutes

C **PAIRS. Say a job skill in...**

- First Student A says the job skills. Student B points to the pictures in Exercise A. Then students switch roles.

Lesson 3 Talk about job skills

Presentation 15 minutes

D Listen. Listen and repeat.

- Show Transparency 12.6 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Are they in an office? Is the woman looking for a job? Is she talking about what she can do?*
- Play CD 6, Track 33. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 33. Ask students to listen and repeat.
- Now show the dialog on Transparency 12.6 or have students read in their books. Play Track 33 again. Students listen and read silently.
- Continue playing Track 33. Students listen and repeat.

Controlled Practice 5 minutes

E PAIRS. Practice the conversation.

- Model the conversation in Exercise D. Say the lines for Speaker A. Ask a volunteer to be Speaker B.
- Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation.

Presentation 5 minutes

F Listen and read the story.

- Play CD 6, Track 34. Students listen and read.
- Review any words students may not know.

Controlled Practice 5 minutes

G Read the story again...

- Do item 1 with the class. Model circling *Yes*.
- Have classmates compare their answers.
- To correct this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

MULTILEVEL INSTRUCTION for G

Pre-level Students read the sentences and then circle *Yes* or *No*.

Above-level Students write the correct information for sentences with *No*, for example: *3. She wants to work in a department store.*

Communicative Practice 10 minutes

Show what you know!

CLASS. Walk around the room...

- Say the sentences in the speech bubbles and have the class repeat.
- Students can review the job skills on page 198.
- Model asking the question to a volunteer who says the answer.
- Have students walk around the room and ask classmates the question.
- Circulate and assess students' ability to say their job skills. If students need more practice, review pages 198 and 199.

Critical Thinking Skill: Categorizing

- Set the context. Say: *The fastest-growing types of jobs are service jobs. Service jobs are jobs where people help people.*
- Say: *Look at the jobs on pages 194 and 196. Which are service jobs?* Make a list on the board.
- Ask the class to brainstorm other jobs that are service jobs and write them on the board.
- To finish this activity, go through the list on the board and talk about job skills needed for each job. Write new vocabulary on the board.

Extra Practice

Interactive Practice

Pages 138–139

Lesson 4 Apply for a job

Getting Started 5 minutes

Books closed.

- Elicit vocabulary students may already know. Ask: *How do people get jobs in your country? Do they work for their family? Do friends help them? Do they go to a job counselor? Do they read the job ads?*
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: *We're learning to apply for a job.*

Presentation 10 minutes

Books open.

A Listen. Listen and repeat.

- Show Transparency 12.7 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: *What do you think? Are they in an office? Are they in a school? Is he asking for information? Does she work in the office?*
- Play CD 6, Track 35. Students listen. Pause the CD. Ask the comprehension questions again.
- Continue playing Track 35. Ask students to listen and repeat.
- Now show the dialog on Transparency 12.7 or have students read in their books. Play Track 35 again. Students listen and read silently.
- Continue playing Track 35. Students listen and repeat.

Controlled Practice 15 minutes

B Listen again...

- Play CD 6, Track 36. Students circle *Yes* or *No*.
- Play Track 36 again. Have students check their answers.
- To correct this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

C PAIRS. Practice the conversation.

- Model the conversation in Exercise A. Ask a volunteer to say the lines for Speaker A. Say the lines for Speaker B.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

D PAIRS. Read the job ads...

- Read the job ad for Conversation 1 and have the class repeat. Model a new conversation. Ask a volunteer to say the lines for Speaker A. You are Speaker B.
- Then have pairs practice the new conversations.
- Walk around and help as needed. Then ask volunteers to role-play one of their new conversations.

Expansion: Writing Practice for D

- Ask students to write one of their new conversations.

Lesson 4 Apply for a job

Presentation 10 minutes

E Read the sentences.

- Use Transparency 12.7 or have students look at the chart in their books. Cover the dialog on the transparency.
- Read each question and short answer in the chart and have students read silently. Say each question and short answer again and have students repeat chorally.
- Point to the first question. Circle *can* and *use*. Explain: *Use* can *to make questions.* Can *is first to form a question.* Circle *use*. Explain: *Use the verb in the simple form.*
- Point to *can* and the simple verb form in each of the questions.
- Then point to the short answers. Explain: *Short answers use* can *or* can't. Say each question and then the short answers and have students repeat.
- Show Transparency 12.7 with the dialog or have students look at Exercise A on page 200. Ask a volunteer to underline *can* in the dialog.

Controlled Practice 10 minutes

F Write the questions and answers.

- Copy item 1 onto the board. Model writing the question. Capitalize the first letter in *can*. Remind students that the verb with *can* is always in the simple form. Remind students to end a question with a question mark.
- Write the short answer on the board.
- After students complete the exercise, have them compare their answers with a partner.

G Listen and check your answers...

- Play CD 6, Track 37. Tell students to circle any mistakes in their answers in Exercise F.
- Pause the CD. Ask students to correct their mistakes. Start Track 37 again and have students check their answers again.
- Then continue playing Track 37. Have the class listen and repeat.

Expansion: Speaking Practice for G

- Form pairs. Instruct students to take turns asking and answering the questions in Exercise F.

Communicative Practice 10 minutes

Show what you know!

PAIRS. Ask: *Can you...*

- Model the first item: *Can you speak two languages?* Call on a volunteer to answer. Tell the class: *If the answer is* Yes, I can, *check the box. If the answer is* No, I can't, *don't check the box. Remember that you are writing your partner's information.*
- Students take turns asking and answering the questions.

CLASS. Take turns...

- Say the sentences in the speech bubble and have the class repeat.
- Tell students to use the information from the checked boxes to make their sentences.
- Listen and assess students' ability to say their classmates' job skills. If students need more practice, review pages 200 and 201.

Critical Thinking Skill: Deconstructing

- Take a poll. Ask students about the job skills on page 198. Also write on the board any other skills discussed.
- Form groups. Have students ask each other about job skills and keep count.
- Then ask the groups to give their information (For example: *Four people can fix cars. Two people can teach.* etc.).
- Write the information on the board to create an overview of the class.

Extra Practice

Interactive Practice

Pages 114–115

Pages 140–141

Lesson 5 Life Skills • Read a job ad

Getting Started 5 minutes

Books closed.

- Set the scene and elicit vocabulary students may already know. Ask: *You are looking for a job. You are reading an advertisement in the newspaper. What information is in the ad? Do you want to know what the job is? Part-time or full-time? What else do you want to know?*
- Repeat students' answers for the class to repeat. Write the words on the board.
- State the lesson objective: *We're learning to read a job ad.*

Presentation 15 minutes

Books open.

A PAIRS. Complete the sentences...

- Do item 1 together with the class. Have a volunteer read the sentence: *I work 15 hours a week. I work* _____. Ask the class: *Is it* a. full-time *or* b. part-time? Model circling *b*.
- Have students compare answers. Then say the answers and have students check their work.

Controlled Practice 10 minutes

B Read the job ads.

- Tell the class to read the job ads silently and underline any words they do not understand. Review words students don't know.
- Ask the class to read job ad A again. Check comprehension. Ask: *What's the job? Where is the job? When is the job? What is required? How does someone apply?*
- Then ask the class to read job ad B. Check comprehension by asking the questions again.

C Read the sentences...

- Read item 1 for the class: *The job is an office assistant. Is this information in job ad A or B?* Ask students to point to the answer in the ad. Model writing the answer in the blank.
- To review this exercise, call on volunteers to read the sentences and say the answers.

Lesson 5 Life Skills • Read a job ad

Presentation 15 minutes

D PAIRS. Match.

- Do item 1 with the class. Write the answer on the board.
- Ask various volunteers to read the words and say the matching answer.

Expansion: Reading Practice for D

- Tell students to cover the words in the first column. Then ask pairs to take turns saying the words for the abbreviations out loud to each other.

Controlled Practice 15 minutes

E Read the job ads.

- Tell the class to read the job ads silently and underline the words they do not understand. Review any words students don't know.
- Ask the class to read job ad A again. Check comprehension. Ask: *What's the job? Where is the job? When is the job? What is required? How does someone apply?*
- Ask the class to read job ads B and C. Check comprehension by asking the questions again.

F Read the sentences...

- Do item 1 with the class. Ask students to point to the ad with the answer and to point to the correct information in the ad.
- After the class completes the exercise, call on some students to read the sentences and say the answers.

Extra Practice

Interactive Practice

Pages 116–117

Pages 142–143

Lesson 6 Monika's story

Getting Started 5 minutes

Books closed.

- Elicit students' ideas. Ask the class: *Are you looking for a good job? Do you go to interviews? What do you do at an interview?*
- Say the students' answers correctly and have the class repeat. Write the words on the board.
- State the lesson objective: *We're listening to Monika, a good student. She's talking about going to a job interview.*

Presentation 15 minutes

A CLASS. Look at each picture...

- Show Transparency 12.8 or hold up your book. Point to each picture and ask: *What do you see?*
- Elicit information without correcting students' answers. If students have difficulty expressing an idea, try to say it for them.
- Write words or phrases on the board about the pictures.

Books open.

B Listen to the story.

- Play CD 6, Track 38. Point to each picture on Transparency 12.8 or have students look at their books. Students listen.
- Check comprehension. Show Transparency 12.8 or hold up your book.
  1. *What is her name? Is she a young woman?*
  2. *What is Monika doing on Thursday?*
  3. *What did Monika do in English class?*
  4. *Does Monika need to get to the interview early? How early?*
  5. *How does Monika shake hands?*
  6. *What else does she need to do at the interview?*
- Play Track 38 again. Ask students to listen and look at the pictures in their books.
- Check comprehension. Ask the questions above again. Say the answers and have the class repeat.

Lesson 6 Monika's story

Presentation 10 minutes

C **Listen again and read.**

- Play CD 6, Track 39. Have students listen and read the story in their books.
- Ask students to identify any words they don't understand. Write the words on the board and encourage students to guess the meaning.

Expansion: Reading Practice for C

- Form cross-ability pairs. Students take turns reading the story out loud.

Controlled Practice 20 minutes

D **Read the story again...**

- Write item 1 on the board and demonstrate circling *No* as the answer.
- To review answers, ask volunteers to read a sentence and say their answer.

E **GROUPS. Read the questions...**

- Model the discussion. Ask various students some questions about how people live in their country or culture: *Do you go to job interviews? What happens? Should you shake hands? Should you make eye contact? Should you be early?*
- Write on the board the roles for the group:
  Student 1: Read each question out loud.
  Student 2: Make sure each student talks.
  Student 3: Tell the class the group's answers.
- Walk around and encourage each student to participate in the discussion. To finish the activity, ask each group to share its information.

F **Write about job interviews.**

- Model writing the sentences on the board. Use information about the United States.
- Walk around the room and help as necessary.

MULTILEVEL INSTRUCTION for F

Pre-level Students copy Monika's story in Exercise C on a piece of paper.

Above-level Students write their own stories on a piece of paper. Exercise C is the model.

Communicative Practice 10 minutes

G **GROUPS. Take turns. Read...**

- Form cross-ability groups. Encourage above-level students to help as they share their information.

Critical Thinking Skill: Planning

- Set the context. Say: *Monika knows she will have to answer questions at the job interview. She wants to plan her answers before she goes to the interview. She wants to know what questions will she be asked at a job interview in the United States.*
- Have students brainstorm. Write their job interview questions on the board. Help students delete any questions you won't or shouldn't be asked in the United States.
- To finish the activity, have pairs take turns asking each other the questions on the board.

Extra Practice

Interactive Practice | Pages 118–119 | Page 144

REVIEW Show what you know!

1 THE SOUNDS OF *O* (*HOSPITAL*) AND *U* (*UP*)

Language Note

The sounds of *o (hospital)* and *u (up)* are vowel sounds. This *o* is a short sound. Open your mouth. Put your tongue down and back. Practice the sound with the word *hospital*. This *u* is a short sound. Close your mouth a little. Relax your tongue in the middle of the mouth. Practice the sound with the word *up*.

A Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- Walk around and provide help as needed.

B Listen and repeat.

- Play CD 6, Track 40. Students listen and repeat to self-correct.
- Walk around and check students' pronunciation of *o*.
- Play the audio two or three times.

C Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- Walk around and provide help as needed.

D Listen and repeat.

- Play CD 6, Track 41. Students listen and repeat to self-correct.
- Walk around and check students' pronunciation of *u*.
- Play the audio two or three times.

E Listen. Write *o* or *u*...

- Explain that students will complete each word with *o* or *u*.
- Do the first item with the class. Write on the board: *1. j__b.* Say the word. Have a volunteer come up and write the correct letter.
- Play CD 6, Track 42. You may want to play the track two times.
- Have students check their answers with a partner.

F DICTATION. PAIRS. Student A...

- Form cross-ability pairs.
- Model the activity with a higher-level student. Ask the student to say a word from Exercise A. Write it on the board. Ask the class to check your spelling.
- Encourage students to check spelling after each word.

G DICTATION. SAME PAIRS. Student B...

- Tell students to switch roles. Student B says the words from Exercise C. Student A writes the words.
- If necessary, model the activity again with a word from Exercise C.

MULTILEVEL INSTRUCTION for F and G

Pre-level Students copy the words in Exercises A and C on a piece of paper. Have a classmate check the spelling.

Above-level Students write five more words with *o* and *u*. They can use any words they know. Form pairs. Have students share their words. Check for the choice of words to make sure they match the same *o* and *u* sounds of these exercises.

REVIEW Show what you know!

2 VOCABULARY

A Listen. Listen and repeat.

- Play CD 6, Track 43. Have students listen and read.
- Continue playing Track 43. Have students listen and repeat chorally.
- Check comprehension. Ask: *Where do cashiers work? Where do mechanics work?*
- You can also show Transparencies 12.1, 12.3, and 12.5. Have students come up and point to each job when you say the word.

B Write the answers...

- Have students work individually.
- Walk around to help as needed and to check for understanding.

C PAIRS. Compare answers.

- Have students compare answers.
- Ask for volunteers to write the answers on the board. Make corrections as necessary.

3 SPEAKING

Your classmate asks...

- Have students read the situation and answer choices in their books.
- Say: *Circle the answer that completes the dialog.*
- Have students compare answers with a classmate.
- Ask a volunteer to write the answer on the board.

CD-ROM Practice

Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 12, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

Extra Practice

Interactive Practice	Pages 120–121	Page 145

EXPAND Show what you know!

1 APPLY FOR A JOB

A **Listen. Salma is...**

- Set the context. Say: *A woman is applying for a job.*
- Play CD 6, Track 44. Have students listen.
- Ask students to say the position Salma is applying for and to say the skills she needs.Write the information on the board.
- Then play Track 44 again and check the information.

B **PAIRS. Read the job ad.**

- Read the ad to the class and ask questions: *What is the job? Is it full-time? Can you call to apply?*
- Tell students to take turns reading the ad out loud.

C **Write a job interview...**

- Form cross-ability groups.
- Students prepare a conversation.
- Walk around and help as needed.

D **CLASS. Take turns. Perform...**

- Ask volunteers to perform their conversations.

Show what you know!

2 FILL OUT A JOB APPLICATION

What kind of job...

- Show Transparency 12.9 or hold up your book. Review the words on the form. Say each word and have the class repeat.
- Then point to each item again and ask a corresponding question. For example, point to the first line and ask: *What kind of job are you interested in?*
- Write several positions and times on the board. Students can use this information if they do not have an idea about a job they want.
- Walk around and help as needed.
- Form cross-ability pairs. Say: *Read your classmate's form. Is it complete?*

Community Building

For Exercises 3 and 4, form cross-ability pairs and have students check each other's writing. Say: *Read your classmate's sentences. Are they complete?*

3 WRITE ABOUT YOURSELF

Write about yourself...

- Students can use true or made-up information.
- Write a model on the board. Use information about yourself. Encourage students to look at this model on the board as they write.
- Walk around the room and help as needed.

4 CONNECT

For your Team Project...

- Go to page T-xi for the general teaching notes for the projects.