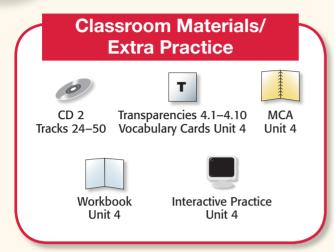
Family and Friends

Lesson 1

Family members

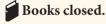


Unit Goals

- 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



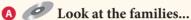
- Elicit vocabulary students may already know. Ask: Is your family with you in the United States? Do you have brothers and sisters here? What family members live in your home now?
- Repeat students' answers out loud and have the class repeat chorally. If students don't know a word, say the word and have 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



- 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.

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.

1 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



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
- 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

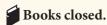
- Write on the board: *male female*. Review the meanings by giving the class examples and then asking students for more examples. See also page 36.
- Form cross-ability pairs. Ask students to say and write the family member words under the categories male and female.
- Review the activity by asking students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

Extra Practice Pages 38-39 Interactive Practice

Say who is in your family • Singular/Plural

Getting Started

5 minutes



- 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



- 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.

© 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

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.

Say who is in your family • Singular/Plural

Presentation

10 minutes

Communicative Practice 10 minutes



⚠ 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
- 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.

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





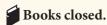
Interactive Practice

Pages 40-41

Household chores • Questions with Who

Getting Started

5 minutes



- 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.

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

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.

T-66

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
- 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.

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

(II) 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



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.

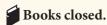
Extra Practice Interactive Practice Pages 32-33 Pages 42-43

Months and ordinal numbers

Getting Started

5 minutes

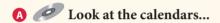
15 minutes



- 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 ___ 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



- 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.

B Listen for the month...

Controlled Practice

- 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.

Months and ordinal numbers

Presentation

10 minutes

Show what you know!

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.

(B) 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*.

(E) 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.

CLASS. Walk around the room...

Communicative Practice

• Say the sentences in the speech bubbles. Have the class repeats.

10 minutes

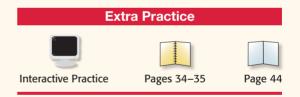
• Review the conversation in Exercise E. Ask various students: *When is your birthday?* Remind students to say only the month and date. Students can look at Transparency 4.7 for help with ordinal numbers.

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!



Say and write dates

Getting Started

5 minutes

10 minutes

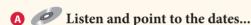


- Write today's date on the board with the format: _/ __/ __. Elicit what students may already know about saying and writing dates. Ask: Do you know what these numbers are? Give students time to think and answer.
- Explain: This is today's date. The first number is the month. The second number is the 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.



- 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.

C Listen for the dates...

Controlled Practice

- Write item 1 on the board. Demonstrate circling
- 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.

Write the answers.

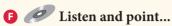
• To review the exercise, ask volunteers to write the dates on the board. Ask the class to check their answers. Make corrections as necessary.

Lesson 5 Say and write dates

Presentation

10 minutes

Communicative Practice 10 minutes



- 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.

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.

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
- 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

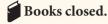
Life Skills • Fill out a form

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



- 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.

Life Skills • Fill out a form

Presentation

10 minutes

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.

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.

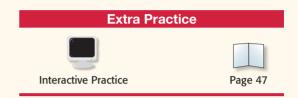
- Remind students to protect their privacy and identity. For this exercise, they can use made-up information. They can use the ___/__/ __ format to fill in their date of birth.
- Show Transparency 4.8. Have the class look at the form. Ask students: What is this form for? What is the name of the school? 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.

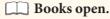


Lesson 7

Ernesto and Maria's story

Getting Started

5 minutes





- 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.

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.

Ernesto and Maria's story

Presentation

10 minutes

G 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

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.

© 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.

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.

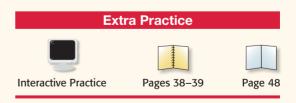
Communicative Practice 10 minutes

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.



REVIEW

Show what you know!

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*.

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.

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.

1 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.

Show what you know!

VOCABULARY

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.

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.

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?

- 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.

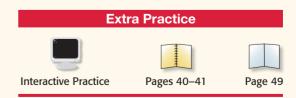
- Ask students to circle the answer that completes the dialog. Use the dialog on the board and write the correct answer.
- Form pairs. Have students practice the conversation. They can also ask each other about their birthdays.

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.



Show what you know!

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.

Oraw 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*
- 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.

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.

© PAIRS. Tell your classmate...

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

EXPAND

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?*

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?



CONNECT

For your Team Project...

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