Our Busy Lives

Lesson 1

Free-time activities

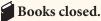
Classroom Materials/ **Extra Practice** T CD 5 Transparencies 9.1-9.9 MCA Tracks 2-27 Vocabulary Cards Unit 9 Unit 9 Interactive Practice Workbook Unit 9

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

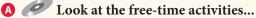


- Elicit vocabulary students may already know. Ask: What do you do when you are NOT at work or school? What do you do in your free time? Give students some examples of free-time activities that
- Repeat students' answers out loud for the class to repeat chorally. Write the words on the board.
- State the lesson objective: We're learning to talk about free-time activities.

Presentation

15 minutes





- Show Transparency 9.1 or hold up your book. Point to the group of pictures and say: *Free-time*
- 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.

Free-time activities

Presentation

15 minutes

G 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.

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

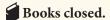
T-147 UNIT 9

Present continuous

Getting Started

5 minutes

5 minutes



- 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.

© PAIRS. Practice the conversation.

Controlled Practice

- 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

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.

Lesson 2 Present continuous

Presentation

15 minutes

Show what you know!

Communicative Practice

10 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.

T-149 UNIT 9

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 _
- 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* ____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 Pages 100-101 Interactive Practice Pages 82-83

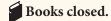
Present continuous Yes/No questions

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



- 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

Q 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.

Lesson 3 Present continuous *Yes/No* questions

Presentation

20 minutes

Controlled Practice

5 minutes

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

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
- 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.

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



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

Pages 102-103

Pages 84-85

Interactive Practice

T-151 UNIT 9

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

© 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.

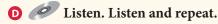
MULTILEVEL INSTRUCTION for C

Cross-ability Above-level students point to a picture and say the activity. Pre-level students repeat the activity.

Lesson 4 Present continuous negative

Presentation

20 minutes



- 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.

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...

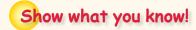
- Write item 1 on the board. Ask: Do we need am, is, or are? (he + is) How do we make the sentence negative? (add not before the main verb) Say the sentence and have the class repeat.
- Have students compare answers.

T-153 UNIT 9

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

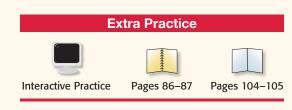


GROUPS. Look at page 152...

- 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.



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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.

G 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.

Lesson 5 Life Skills • Listen and write a message

Controlled Practice

20 minutes

Communicative Practice 20 minutes



(B) 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.

FAIRS. 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.

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

T-155 UNIT 9

Lesson 6 Alfonso's story

Getting Started

5 minutes



- 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.

UNIT 9 **T-156**

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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.

© 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

T-157 UNIT 9

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Show what you know!

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.

• Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three
- 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
- Walk around and check students' pronunciation of e.
- Play the audio two or three times.

1 Listen. Write a or e...

- Explain that students will complete each word with
- 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.

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.

REVIEW

Show what you know!

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.

© 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.



SPEAKING

Your classmate asks...

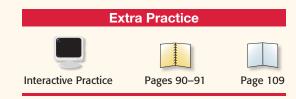
- Have students read the situation and answer choices in their books.
- Say: Circle the answer that completes the dialog.
- Have students compare answers with a classmate.
- Ask a volunteer to write the correct answer on the board.

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.



T-159 UNIT 9

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?

Show what you know!

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.

© 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.

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.

CONNECT

For your Team Project...

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