The Interactive English series is a fun, interactive, and practical curriculum that is easy to use and highly effective. Our curriculum was designed using the most up-to-date methodologies for teaching English to adults.

We have developed easy-to-use teacher books for teachers and teacher trainers to help them create dynamic classes that result in student participation and positive results. The books focus on real-life situations that apply to immigrants' everyday lives. Interactive activities ensure that all students receive an equal amount of participation and speaking time.

The curriculum’s focus is on the four language skills: reading, writing, listening and speaking. The activities allow instructors to incorporate these in teaching grammar, vocabulary and life skills.

AN OVERVIEW

The series is divided into 6 levels and 12 books. Each book is divided into 16 lessons, which are designed for a 90-minute class session.

The lessons include listening activities where students hear a variety of people speaking English in tones and speeds similar to what they will hear in the “real world”. The students should receive a listening CD because the homework assignments require its use.

Each lesson opens with a VOCABULARY section and a GRAMMAR TOPIC (Language Tools).

Then, two REAL LIFE pages combine the grammar and vocabulary into practical activities with a real-world focus.

The Real Life section includes a culture tip and ends with “before you go” reminders for student and teacher.
Finally, the lesson includes an EXTRA PAGE (Extra! Extra!) that can supplement or replace activities on the Real Life pages or be given as homework. Extra! Extra! activities do not introduce new material.

The lesson ends with HOMEWORK that often includes listening tracks and introduce ways that the student can journal and practice outside of class. Encourage your student to try these ideas.

The student book also contains an appendix where you’ll find the verbs and vocabulary (dictionary) presented throughout the pages of the text book. In the dictionary, there are sections where students can add their own words. Encourage students to use these pages.

**REVIEW PAGES**

The book includes 2 review and test sections (days 8 and 16). The test is meant to be a pausing point for both teacher and student. Be sure to review the material in full before administering the test or assigning it as homework. After the test, discuss any missed points. Remember that the review is just as important as the test.

**FIELD TRIP**

Field trip lessons are on day 9 of each book. These give students an opportunity to practice what they have learned in class and allow for realistic interactions in English as one of students’ greatest blocks to learning is shyness. Individual students can be sent out to ask a question of someone after they’ve practiced with the group or teacher. They can report back with the response they got.

The trip will be most effective if you do preparatory and follow-up classroom work, having students report on what they did with you or their classmates.

Before the field trip:
• Some locations may require an appointment and most will benefit from knowing you plan to bring students to their site. Call ahead and prep the staff as necessary.
• Tell the student(s) where you will be going.
• Distribute a map, if appropriate, and discuss it. Go over the logistics of where to meet.
• Review vocabulary related to the experience that students have learned in lessons 1-7.
• Create and practice a short dialog appropriate to the location.
• The book’s field trip location is a suggestion based on the book’s content. If it doesn’t make sense to go to the suggested location, go somewhere else!

After the field trip:
• De-brief by having students talk about what they did.
• Review the dialog or any actual interaction that took place.
• Review the new vocabulary and any homework that was assigned from the experience.

TEACHER BOOK FORMAT
The series was designed for both group and individual class sessions. The teacher book is formatted to make teaching in either setting easy.

In the Materials section, you will find a list of the items needed for each lesson. The reproducible pages (mentioned in the materials section and highlighted through the text) are found at the back of the teacher book. Get into the habit of saving all reproducibles to use as review activities in later lessons.

Often, you will find additional (optional) activity ideas in the teacher book.

SUGGESTED TEACHING STRATEGIES
It is a good idea to develop a consistent classroom structure (use of gestures, calling on students randomly, repeating corrections, etc). You may find it useful to review and try some of the following suggestions.

1. The art in the book was designed specifically for adult learners. Activate students’ prior knowledge by asking questions about the art—especially the opener on the vocabulary pages. Or, ask for students to make a list of the words that they know related to the art. Write the words on the board and use them for pronunciation practice.

2. The teacher or a student should always read the instructions out loud. First, though,
give students a chance to read silently. This will help them focus on the meaning, rather than just pronunciation. Then, have students rephrase what they need to do.

3. Expect listening exercises to be challenging. Making use of the following three-step process will help students feel less overwhelmed. Stage 1: Just listen. Ask questions. How many people do you hear? Where are they? What are they doing? Stage 2: Listen again and do something. Perhaps students put their fingers on the words that they hear. Stage 3: Read directions and do the activity as written. Remember, also, that students may need an altered activity. If writing while listening is too challenging, it may help to stay at stage two for several rounds of practice.

4. Supplement the book’s vocabulary with extra words if your student already knows what is being presented. Alternatively, limit the vocabulary presented if your student can’t take in everything at once.

5. Review the homework at the beginning of each class. Students will be more likely to practice at home if they know that their teacher will hold them accountable. Encourage your student to try the Hello World ideas by asking which items they intend to try that week, and to keep a journal in a separate notebook. Your student may only journal one sentence to start. Tell him or her that this is okay.

6. End each class with “can do” statements. Students should end on a positive note, verbalizing what they have learned.

7. Try to incorporate the 4 language skills (listening, speaking, reading, writing) into each activity even if it is not explicit within the directions.

8. Always go through the grammar charts (in the language tools section). Have students repeat words and phrases many times.

9. Always review at the end of class. Utilize what you have written on the board during class. A fun, easy way to review is to point quickly at different words on the board (or on your paper) and have students repeat the words as pronunciation practice.

Above all, be patient and encouraging and have fun! English class is about building bridges of understanding, as much as it is about learning the skills necessary to succeed in our culture. Remember, each lesson opens the door of opportunity for your student just a little bit more.
The Color Vowel™ Chart is a pronunciation tool that focuses on stress, a crucial aspect of clear communication. It provides you and your students with a powerful shorthand to talk about how words sound. The Color Vowel™ Chart helps learners recognize and produce the key sounds of spoken English. The Chart is an integral resource at each level of Interactive English. Each student book features a copy of The Color Vowel™ Chart on the inside back cover. The appendix lists the vocabulary for each lesson or day and identifies the vowel in the stressed syllable along with the sound or “color” of that vowel. (More on this later.)

Two facts about English Vowels:
American English has fifteen vowel sounds but only five vowel LETTERS - a, e, i, o, u, and the letters y and w, which sometimes represent vowel sounds. Fact #1: Each letter or group of letters can represent more than one vowel sound.
- Example: Notice how the letter “o” sounds different in each of these words. Say each word aloud: to so on of woman women work
Fact #2: A vowel sound may be represented in writing in more than one way.
- Example: The following words use five different spelling patterns for the same vowel sound: dress friend bread any said

Understanding The Color Vowel™ Chart
Get to know each Color Vowel™
Each Color in The Color Vowel™ Chart represents a single vowel sound. Each sound has a color name and a key word. For example, GREEN is the color name, and TEA is the key word. GREEN represents the vowel sound you hear in both of those words: /iY/. Similarly, BLUE MOON represents the vowel sound /uW/, as in true, balloon and approve. You can hear these sounds at www.colorvowelchart.org.

Identify the “COLOR” of new words and phrases
- A one-syllable word contains one vowel sound (even if it contains more than one vowel letter). For example, soup is BLUE, bread is RED, and knife is WHITE.
- In multi-syllable words, only one of the syllables has primary stress. The stressed syllable
is higher, louder, and, especially, longer than the other syllables. Giving extra time to the stressed vowel sound at the heart of the syllable will establish the correct rhythm. For example: education, classroom, biological

- In common phrases, one word will receive the focus stress. For example, “See you later.” is GRAY, “Let’s have lunch.” is MUSTARD, “Nice to meet you.” is GREEN. When you hear or say a word or phrase, try to identify the Color (vowel sound) of the stressed syllable. For example, “teacher” receives stress on the first syllable (teacher), so this word is GREEN. Similarly, “English” receives stress on the first syllable, the sound of which is SILVER. “Education,” with stress on the third syllable, is GRAY. “She’s a student.” is BLUE. “She’s studying biology.” is OLIVE. “Please sit down.” is BROWN.

Try it! What COLOR is each word or phrase? What COLOR is your name (write it!)?

Answers: pencil = RED; paper = GRAY; computer = BLUE; type = WHITE; delete = GREEN Good luck. ________

*Notice that many of the unstressed syllables within words reduce to the MUSTARD sound.

balloon, Nebraska, approve

How to Use The Color Vowel™ Chart in the Classroom

Strategy #1: Get to know the Color Vowels. Show The Color Vowel™ Chart to the class. Point to each COLOR, and say the color name and the key word. Make sure you are producing the same vowel sound for both words, such as BLUE MOON. With beginning students, introduce and practice just a few colors at a time.

Strategy #2: Study by color. Categorize and review words from the book according to their stressed vowel sound (use the chart at the back of the student book). Identify the COLOR of a word or short phrase, and review it with other words of the same COLOR. Together, read the words in each box, noticing their shared stressed vowel sound.
Introducing The Color Vowel™ Chart to beginning and intermediate learners

Most languages do not use stress the same way English does, so helping learners focus on stress is essential to speaking and understanding English.

Sample Lesson

Preparation:

- Select common words that have one of the following sounds in the stressed syllable.

Here are possible words:

**GREEN:** me, seat, teacher, tree, feet, teeth, meeting, meal, reading

**OLIVE:** hot, box, hospital, doctor, knock, clock

**BLUE:** shoe, student, afternoon, spoon, food, noon, newspaper

- Draw a blank Color Vowel™ Word List on the board. Use the same format as the list in the back of the book. Direct students to the chart in their book, or provide copies.

Lesson Steps:

1. Show students The Color Vowel™ Chart. Say: Tree. Tree. Tree. Teeeaa-cher, teeeeacher, teeeeacher. (Use pictures or drawings of each word if needed. See the website.) Exaggerate. Use gestures or a rubber band to show the lengthening of the vowel sound. Say: Can you hear the same sound? Eeeeeee Seat. Seat. GREEN TEA, seat. Now pointing to the Chart. GREEN TEA, tree, GREEN TEA, teacher, GREEN TEA, seat. [Continue until students understand that you are drawing their attention to the stressed vowel sound in each word.]

2. Repeat the words tree, teacher, and seat as you write those words in the GREEN section of the Color Vowel™ Word List on the board.

3. Have students repeat the words on the list as you have modeled, using gestures to indicate the lengthening of the stressed vowel sound. Use rubber bands if available, or an open hand gesture.

4. Have students write the words on the Color Vowel™ Word List in the student book appendix.

5. Repeat steps 2-5 when you introduce new words.
Key Points:

- Make a color-coded word wall and add to it as you study new vocabulary.
- Have students keep their own word lists.
- Be patient. Don’t rush to have the students identify the COLOR of a word. Just tell them. It will take students time to be able to correctly identify the color of the stressed vowel on their own. In the meantime, they are learning that it is important for them to listen for and begin to produce stress in spoken English.
<table>
<thead>
<tr>
<th>TITLE</th>
<th>DAY</th>
<th>PAGE</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind of music do you like?</td>
<td>1</td>
<td>2</td>
<td>Opinions</td>
</tr>
<tr>
<td>Excuse me. Where's ... ?</td>
<td>2</td>
<td>8</td>
<td>Directions and Locations</td>
</tr>
<tr>
<td>Which is faster: a bus or a taxi?</td>
<td>3</td>
<td>14</td>
<td>Transportation</td>
</tr>
<tr>
<td>I'd like to, but I'm busy.</td>
<td>4</td>
<td>20</td>
<td>Offers, Invitations and Excuses</td>
</tr>
<tr>
<td>The heater isn't working.</td>
<td>5</td>
<td>26</td>
<td>Household Problems</td>
</tr>
<tr>
<td>How was it?</td>
<td>6</td>
<td>32</td>
<td>Jobs and Descriptions</td>
</tr>
<tr>
<td>I exercised for 45 minutes.</td>
<td>7</td>
<td>38</td>
<td>Fitness: Time and Distance</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>44</td>
<td>Review &amp; Test</td>
</tr>
<tr>
<td><strong>LANGUAGE TOOL</strong></td>
<td><strong>LIFE SKILLS: HOW TO...</strong></td>
<td><strong>REAL LIFE</strong></td>
<td><strong>CULTURE TIPS</strong></td>
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</tr>
<tr>
<td>Simple present: Q&amp;A with What kind of ... do you like ... ?</td>
<td>Express opinions</td>
<td>Types of CDs, books and movies</td>
<td>Accepted small talk topics</td>
</tr>
<tr>
<td>Order words: First, Then, Next Prepositions: in and at</td>
<td>Read a map and signs, give and follow directions</td>
<td>Downtown map, signs with rules, compass, world map</td>
<td>Typical business hours</td>
</tr>
<tr>
<td>Comparatives and superlatives using WHICH</td>
<td>Read a price chart and regional map, compare amounts of time and costs</td>
<td>Regional maps, HOV sign</td>
<td>HOV lanes</td>
</tr>
<tr>
<td>Would + like to offer things and extend invitations</td>
<td>Make offers and extend invitations, make an excuse</td>
<td>Movie tickets, concert tickets</td>
<td>Definition of harassment</td>
</tr>
<tr>
<td>Present continuous</td>
<td>Spell, understand tenant - landlord responsibilities</td>
<td>Letter to a landlord, list of problems</td>
<td>Procedure for making a household complaint</td>
</tr>
<tr>
<td>Wh- Questions + past tense of be</td>
<td>Connect jobs to places around town, give descriptions</td>
<td>Errands list</td>
<td>Making eye contact and staring</td>
</tr>
<tr>
<td>Regular past tense verbs</td>
<td>Read a line graph on weight, assess fitness levels</td>
<td>Weekly activity chart, fitness questionnaire</td>
<td>Gym membership</td>
</tr>
<tr>
<td>TITLE</td>
<td>DAY</td>
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<td>TOPIC</td>
</tr>
<tr>
<td>-------------------------------</td>
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<tr>
<td>To the recreation center!</td>
<td>9</td>
<td>53</td>
<td>Field Trip</td>
</tr>
<tr>
<td>I moved out.</td>
<td>10</td>
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<td>Housing</td>
</tr>
<tr>
<td>I went to the bank.</td>
<td>11</td>
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<td>Banking</td>
</tr>
<tr>
<td>He was breaking the law.</td>
<td>12</td>
<td>66</td>
<td>Crimes and Laws</td>
</tr>
<tr>
<td>I'm going to fill out an application.</td>
<td>13</td>
<td>72</td>
<td>Employment and Plans</td>
</tr>
<tr>
<td>When is the meeting going to start?</td>
<td>14</td>
<td>78</td>
<td>Schedules and Time</td>
</tr>
<tr>
<td>How many pizzas are we going to get?</td>
<td>15</td>
<td>84</td>
<td>Food and Money</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>90</td>
<td>Review &amp; Test</td>
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<td>LANGUAGE TOOL</td>
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</tr>
<tr>
<td>REVIEW</td>
<td>Use a recreation center</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes/No questions about past actions</td>
<td>Recognize abbreviations, figure moving expenses</td>
<td>Apartment ads, lease</td>
<td>Documentation required for a lease</td>
</tr>
<tr>
<td>Irregular past tense verbs</td>
<td>Open a bank account, make a budget, fill out a ledger</td>
<td>Check ledger, account application, budget</td>
<td>Bank fees</td>
</tr>
<tr>
<td>Past continuous</td>
<td>Complete a crime report, identify illegal activities</td>
<td>Crime report</td>
<td>How to keep your neighborhood safe</td>
</tr>
<tr>
<td>Future tense: using simple present and present continuous + time</td>
<td>Complete a resume, express future plans, set goals</td>
<td>Read employment ads, identify skills</td>
<td>Volunteering</td>
</tr>
<tr>
<td>Future tense: using going to + action verb</td>
<td>Read schedules, express future plans, set goals</td>
<td>Clocks, daily planner, weekly calendar</td>
<td>Working overtime</td>
</tr>
<tr>
<td>Future: Countable and noncountable</td>
<td>Counting and planning</td>
<td>Preparing for a party, determining discounts</td>
<td>Responding to invitations</td>
</tr>
</tbody>
</table>
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 4A audio CD, CD player
- Name tags, markers (2)
- Ball (1)
- Dice (1)

**GROUP ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 4A audio CD, CD player
- Name tags, markers (1 per student)
- Ball (1)
- Dice (1 per pair)

**WARM UP**
- Before class, write basic class information on board: the class level (4A), your name, phone number, class start/finish times, etc. Have the student copy the information into the front cover of his/her book.
- Welcome the student. Introduce yourself. Example: *Welcome! This is English class 4A. My name is Tina.* Point to your nametag. Have the student repeat your name. **NOTE:** Develop a set of standard classroom gestures so that you can do less talking, and so that the student can become accustomed to your cues. For example, an extended, upward facing palm can be used to indicate *Your turn.*
- Give the student a nametag and marker. Say, *Write your name.* Then have the student say his/her name aloud. You repeat it.
- PAIR UP with your student. Tell them that for the next five minutes, you will interview each other. Encourage them to share interesting information; consider writing possible interview questions on the board that you brainstorm together ahead of time.

**WARM UP**
- Before class, write basic class information on board: the class level (4A), your name, phone number, class start/finish times, etc. Have students copy the information into the front covers of their books.
- Welcome students. Introduce yourself. Example: *Welcome! This is English class 4A. My name is Tina.* Point to your nametag. Have students repeat your name. **NOTE:** Develop a set of standard classroom gestures so that you can do less talking, and so that your students can become accustomed to your cues. For example, an extended, upward facing palm can be used to indicate *Your turn.*
- Distribute nametags and markers. Say, *Write your name.* Write your country. Walk around to help. Then have each student say his/her name aloud. You and the class repeat it.
- Write on the board and say, Hi. My name is ____. Then ask, *What’s your name?* and gesture to a student to introduce himself/herself. Continue around the room.
**ONE ON ONE ACTIVITY**

**A. Vocabulary: Opinions**
- Read the directions out loud. Give the student a few moments to absorb the pictures and words. Explain that the student should say the words out loud.
- As pronunciation practice, say the words and have the student repeat. **NOTE:** Establish a gesture that you’d like to use every time you want the student to repeat, such as a waving motion toward yourself.
- Have the student look at the chart and pictures. Ask, *What’s this? What’s that?*
- Then ask, *What are we learning today?* Point to the heading at the top of the page: Opinions

**B. Listening (track 2): Opinions**
- Read the directions out loud. Make sure the student understands the scoring system (++ = love, etc) described in the directions.
- Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- **NOTE:** If it is more convenient, you can download the listening CD onto a laptop computer or MP3 player to take with you to class.

**GROUP ACTIVITY**

**A. Vocabulary: Opinions**
- Read the directions out loud. Give students a few moments to absorb the pictures and words. Explain that they should say the words to themselves.
- As pronunciation practice, say the words and have students repeat. **NOTE:** Establish a gesture that you’d like to use every time you want students to repeat, such as a waving motion toward yourself.
- Have students look at the chart and pictures. Ask, *What’s this? What’s that?*
- Ask, *What are we learning today?* Point to the heading at the top of the page: Opinions.

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- Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- **NOTE:** If it is more convenient, you can download the listening CD onto a laptop computer or MP3 player to take with you to class.

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**B. Listening (track 2): Opinions**

1. Welcome to the 4A English class. My name is Mustafa Hamid. That’s M-u-s-t-a-f-a. My last name is spelled H-a-m-i-d. I’m from Algeria, in North Africa. I like classical music. I hate horror films. And I love poetry.

   Now, please introduce yourself and answer these questions: What kind of music do you like? What kind of movies do you like? What kind of books do you like?

2. Hello. My name is Luli Jin. I’m from--
   Mustafa: Excuse me: How do you spell your last name?
   Mustafa: Thanks, Luli.

C. Grammar: Present: love, like, don’t like, hate
• This chart focuses on questions and answers with the verbs love, like, and hate in the simple present tense.
• Notice that the question form requires the auxiliary or “helping” verb do: What kind of music do you like? / I like jazz. In the question and negative answer forms, the verb do conjugates with (changes form to match) I, you, we, they, he, she, Katie, or it. The verb like only changes in the affirmative.
• Read the items in the grammar chart and have the student repeat.
• Point out the Language Note about contracting do with not. Explain that the contracted forms (don’t, doesn’t) are more informal and more common, especially in spoken English. Listening for contracted forms will greatly help the student’s overall comprehension.

D. Activity
• Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers.
• EXPANSION: Use the chart from pages 2 and fill it out with your information and have the student fill out his/hers. Then, ask questions about each others’ preference.

E. Activity
• Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together and read the conversations.

EXTRA ACTIVITY (if time permits):
• ICEBREAKER: Alphabet Introduction – Say your first name and something he/she likes. The thing must begin with the same letter as your first name. The student then says his/her first name and something he/she likes, again with the thing starting with the same letter as his/her first name. OPTIONS: 1) The student repeats your information before introducing himself/herself. 2) Toss a ball back and forth to prompt each other to say something else you like, in alphabetical order: I like apples. / I like baseball. / I like cake. etc.
One On One Activity

F. Activity
• Read the directions out loud. Have the student read Tano’s introduction aloud. Ask comprehension questions about the introduction: What’s Tano’s last name? How do you spell it? Where’s he from? etc.
• Review the checklist together: Did Tano use a greeting? What was it? etc. Elicit other possible greetings.
• Encourage the student to include interesting likes and dislikes.
• As the student works, answer any questions and offer encouragement.

G. Activity
• PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then take turns introducing yourselves.

OPTIONS: 1) Have the student read his/her introduction aloud. 2) PAIR UP with your student. Have the student introduce you.

H. Culture Tip!
• Have the student read the culture tip silently. Then have the student read the tip aloud. Ask the student about “small talk” in his/her country. What do people talk about? What don’t people talk about with strangers?

Group Activity

F. Activity
• Read the directions out loud. Have a volunteer read Tano’s introduction aloud. Ask comprehension questions about the introduction: What’s Tano’s last name? How do you spell it? Where’s he from? etc.
• Review the checklist together: Did Tano use a greeting? What was it? etc. Elicit other possible greetings.
• Encourage students to include interesting likes and dislikes.
• As students work, circulate and offer encouragement.

• NOTE: Here are some suggestions to facilitate having students talk to a variety of classmates instead of the ones they usually sit near. With practice, students can do this quickly:
  • Students count off (1, 2, 3, etc) and teacher asks certain numbers to pair up (1 + 3, 2 + 4, etc).
  • Teacher hands out different colored slips of paper (2 for each color). Students with the same color pair up.
  • Teacher hands out common objects (pencils, coins, buttons, paperclips, etc), 2 of each, at random. Students with the same items pair up.

G. Activity
• PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.

OPTIONS: 1) Have volunteers read their introduction to the class. 2) PAIR students. Have students introduce their partner.

H. Culture Tip!
• Have students read the culture tip to themselves. Then have a student read the tip aloud. Ask students about “small talk” in their countries. What do people talk about? What don’t people talk about with strangers?
ONe ONe ACTIVITY

I. Activity
• PAIR UP with your student. Give the student a die. (An easy replacement for a die is to write numbers one through six on strips of paper. Have the student choose a strip of paper as the “roll”.)
• Read the directions out loud. Model the example dialog with the student. Be sure that the student understands the structure he/she is to use with the pictures: What kind of ___ does he/she love/like/hate?
• Read the example dialog with the student. Then take turns asking and answering questions about the items on the game board.
• EXPANSION: Point out the Language Note. Confirm that the student understands that kind has (at least) two meanings: type and nice. Ask for other examples of English words that have more than one meaning: check, fall, spring, can, band, duck, place, etc.

Before You Go
• Make it a practice to leave time at the end of class for any questions or special directions for the next class.
• Write on the board or indicate on a calendar when the next class is.
• Ask the student to wear his/her name tag to the next class.
• Invite the student to bring his/her cell phone to the next class. NOTE: The For next class suggestions are just that, suggestions. Bringing real items into the classroom often helps makes the relevance of an activity clearer.
• Assign homework.

GROUP ACTIVITY

I. Activity
• PAIR students. Give each pair a die. (An easy replacement for a die is to write numbers one through six on strips of paper. Have the students choose a strip of paper as their “roll”.)
• Read the directions out loud. Model the example dialog with a student. Be sure that students understand the structure they are to use with the pictures: What kind of ___ does he/she love/like/hate?
• As students talk, circulate and offer encouragement.
• EXPANSION: Point out the Language Note. Confirm that students understand that kind has (at least) two meanings: type and nice. Ask for other examples of English words that have more than one meaning: check, fall, spring, can, band, duck, place, etc.

Before You Go
• Make it a practice to leave time at the end of class for any questions or special directions for the next class.
• Write on the board or indicate on a calendar when the next class is.
• Ask students to wear their name tags to the next class.
• Invite the students to bring his/her cell phone to the next class.
• NOTE: The For next class suggestions are just that, suggestions. Bringing real items into the classroom often helps makes the relevance of an activity clearer.
• Assign homework.
One On One Activity

J. Activity
• Read the first part of the directions: Complete the chart with other kinds of music, movies, and books. Point to the chart. Explain that the student can add a fourth category (kinds of clothes, kinds of food, etc.) and examples.
• As the student works, answer any questions and offer encouragement. Check answers together.
• Read the rest of the directions. Read the example dialog with the student. Then take turns asking and answering questions about likes. OPTION: Make the activity an interview, with you going first, filling the chart with the student’s responses. If the student is unable to come up with types, you may prompt: What kinds of music do you like? Do you like pop music?

K. Listening (track 3): You made me love you.
• PAIR UP with your student. Have the student circle any words he/she does not know. Help with definitions or have the student consult his/her dictionary.
• Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary. Discuss the questions together.
• INTERNET OPTION: If your student has a favorite song or musical group, listen to it using a free on-line program. Talk about the meaning of the lyrics.

Extra Activity (If time permits):
• Cloze Exercise - Prepare a copy of the song from the listening track with a space for every 5th word. The student works to write the missing words, first without looking at the lyrics in their books, then checking the text.

GROUP ACTIVITY

J. Activity
• Read the first part of the directions: Complete the chart with other kinds of music, movies, and books. Point to the chart. Explain that they can add a fourth category (kinds of clothes, kinds of food, etc.) and examples if they want.
• As students fill out the chart, circulate to check that they are only adding examples to the chart, not discussing likes and dislikes. Check answers together.
• Read the rest of the directions. Model the example dialog with a student. As students talk in pairs or small groups, circulate and offer encouragement.
• EXPANSION: Draw the chart on the board and take a poll of students’ opinions: How many people like classical music, raise your hand? Record the numbers in the chart. Then have students analyze the information and present a report (written or oral) about the class’s likes and dislikes.

K. Listening (track 3): You made me love you.
• PAIR students. Have students circle any words they do not know. Help with definitions or have students consult their dictionary.
• Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary. Discuss the questions together.
• INTERNET OPTION: If your students have a favorite song or musical group, listen to it using a free on-line program. Talk about the lyrics.

Extra Activity (If time permits):
• Cloze Exercise - Prepare a copy of the song from the listening track with a space for every 5th word. Students work alone or in pairs to write the missing words, first without looking at the lyrics in their books, then checking the text.

K. Listening (track 3): You made me love you.
You made me love you.
You made me love you.
I didn’t want to do it, I didn’t want to do it.
You made me love you,
and all the time you knew it.
I guess you always knew it.
You made me happy sometimes, sometimes you made me glad.
But there were times, dear, you made me feel so bad.

You made me sigh for, I didn’t want to tell you.
I didn’t want to tell you.
I want some love that’s true, yes I do, indeed I do, you know I do.

Give me, give me, give me what I cry for.
You know you got the brand of kisses that I’d die for.
You know you made me love you.
• Give students an overview of the page. Emphasize the importance of studying English outside of class, including doing homework. Other options to practice outside of class are watching TV or films in English, or listening to radio programs in English. The more students expose themselves to English, the faster they’ll learn!
• A: Listening: Explain that they need the 4A audio CD for this activity. Explain that practice is the best way to improve listening! Ask who they will talk to to fill in the last column.
• B: Hello, world!: Encourage students to try at least one of the suggestions and ask which one they’ll do first. Say, Try!
• C: Journal: Explain that writing is a difficult skill that takes practice. Explain that they can share their journals with you for feedback, or keep them private. You may consider doing a journal sample on the board eliciting words and phrases from the group. Tell the students that it’s okay to write words that don’t form a complete sentence when they write their own journals. NOTE: As a general procedure for journaling, encourage students to write on every other line so that you can easily make corrections or comments on their writing if you plan to do so.
• Thank your students for their hard work in class today! Thank you! Good job!

A. Listening (track 4): Opinions

1. Welcome to the 4A English class. My name is Mustafa Hamid. That’s M-u-s-t-a-f-a. My last name is spelled H-a-m-i-d. I’m from Algeria, in North Africa. I like classical music. I hate horror films. And I love poetry.

Now, please introduce yourself. And answer these questions: What kind of music do you like? What kind of movies do you like? And What kind of books do you like?


**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 4A audio CD, CD player
- OPTIONAL: movie on DVD, laptop, OR videocassette and VCR/TV
- Name tags and markers (2)
- OPTIONAL: sheet (1)
- Map of the area (1)
- World map (1)
- Cell phone
- Sheet of paper (2)

**GROUP ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 4A audio CD, CD player
- OPTIONAL: movie on DVD, laptop, LCD projector OR videocassette and VCR/TV
- Cell phone
- Name tags and markers (1 per student)
- OPTIONAL: sheet (1)
- Map of the area (1)
- World map (1)
- Sheet of paper (1 per student)

**REVIEW**
- Review likes and dislikes from Day 1. Ask the student about the kinds of music, movies, and books he/she likes. Ask about popular musicians and bands. Ask about recent movies. Ask about classic books.
- **EXPANSION:** Show a short clip (no longer than 5 minutes) from a favorite movie in class. Before the film, give the student enough information about the plot that he/she understands the scene he/she is about to watch. Give the student one or two focus questions before you start the movie so that he/she is watching with a purpose.
- Review the homework. If your student did not complete the last column of Activity A, do that now.

**WARM UP**
- Draw or post a map of the area. Ask, *Where are we?* Have the student approach the map and orient himself/herself. Encourage the student to identify other parts of town.

**REVIEW**
- Review likes and dislikes from Day 1. Ask the student about the kinds of music, movies, and books they like. Ask about popular musicians and bands. Ask about recent movies. Ask about classic books.
- **EXPANSION:** Show a short clip (no longer than 5 minutes) from a favorite movie in class. Before the film, give the student enough information about the plot that he/she understands the scene he/she is about to watch. Give the student one or two focus questions before you start the movie so that he/she is watching with a purpose.
- Review the homework. If students did not complete the last column of Activity A, have them do that in class now.

**WARM UP**
- Draw or post a map of the area. Ask, *Where are we?* Have students approach the map and orient themselves. Encourage them to identify other parts of town.
**ONE ON ONE ACTIVITY**

**A. Vocabulary: Directions**
- Read the directions out loud. Give the student a few moments to absorb the map and words. Remind the student to say the words out loud.
- As pronunciation practice, say the words and have the student repeat.
- Have the student look at the map. Ask, *What’s this? What’s that?*
- Ask, *What are we learning today?*

**B. Listening (track 5): Directions**
- Read the directions out loud and the focus question: *What is Ana’s problem.* Play and/or read the audio. Repeat the audio as necessary. Discuss the answer (she’s lost) together.
- Point out the compass on the top right side of the map.
- EXPANSION: Did the speaker give the faster route? Can you find a quicker way to get to Carol’s Restaurant?

- INTERNET OPTION: If your student has a phone or computer with internet access, show them how to access mapping programs on-line such as Mapquest, or Google Maps. Practice finding a few locations and intersections.

**GROUP ACTIVITY**

**A. Vocabulary: Directions**
- Read the directions out loud. Give students a few moments to absorb the map and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat.
- Have students look at the map. Ask, *What’s this? What’s that?* Ask, *What are we learning today?*

**B. Listening (track 5): Directions**
- Read the directions out loud and the focus question: *What is Ana’s problem.* Play and/or read the audio. Repeat the audio as necessary. Discuss the answer (she’s lost) together.
- Point out the compass on the top right side of the map.
- EXPANSION: Did the speaker give the faster route? Can you find a quicker way to get to Carol’s Restaurant?

- INTERNET OPTION: If your students have a phone or computer with internet access, show them how to access mapping programs on-line such as Mapquest, or Google Maps. Practice finding a few locations and intersections.

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**B. Listening (track 5): Directions**
1. Luli: Excuse me. Could you tell me where Carol’s Restaurant is?
B: Sure. Go straight on College Drive. Then turn left on Third Avenue. Then turn right on Broadway Avenue. It’s on the left.
Luli: Thanks!

2. Luli: Ana! Where are you?
Ana: Hi Luli. I’m lost. Where’s the restaurant?
Luli: Where are you?
Ana: I’m at the corner of Blue Lane and First Street.
Luli: Okay. First, go straight on Blue Lane. Next, turn left on Third Avenue. Then turn left on Main Avenue. Then go one block. It’s on your right.
Ana: Thanks.
Luli: Hurry! I’m hungry!
C. **Directions**
- This chart is about asking for and giving directions.
- Notice that the box includes *Excuse me*. The helps soften the question, *Where is ...?* Some students may know the polite form (*Could you tell me where ...?*), however, because there are several moving parts in today's lesson (prepositions of places, such as *behind, next to*, etc.; imperatives/commands: *go, turn;* and process words: *first, then, next*), encourage the student to use the simple *Excuse me*. *Where is ...* construction.
- Read the items in the grammar chart and have the student repeat.
- Practice the structure from the chart with the map on page 8. For example, ask the student, *Where's Wayne's Drugstore? etc.*
- **NOTE:** Point out that we use *the* before places that don't have a specific name, e.g. *the fire station, the parking lot, the law offices.*

D. **Activity**
- Read the directions out loud. Explain that the student should imagine that he/she is being asked the questions by lost strangers. Go over the example together.
- As the student works, answer any questions and offer encouragement. Check answers together.
- **EXPANSION:** After checking the activity together, practice the Q&As with your student. Point out the Language Note and encourage student to drop “Street,” “Avenue,” and similar.
- Have the student answer the Bonus Box question orally, showing and telling where he/she lives as he/she points to the map from the Warm-Up.
- **EXPANSION:** Pair up with your student and talk about places around town, describing the locations and giving directions. Generate a list of place names and write them on the board: You: *What are some places downtown?* Student: *The library, Stu’s BBQ*, etc.
- **OPTION:** Make it a game. Identify on the map some known locations in town. Give a starting point and a destination, and have the student come up with the best (fastest, most simple, most interesting—you can choose a definition of “best”) way of getting from Point A to Point B. Or, pull up a map on a smart phone and have the student narrate the route shown on the phone.
**ONE ON ONE ACTIVITY**

**E. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** If your student is more advanced, suggest that he/she work without using the word box.

**F. Culture Tip!**
- Have the student read the culture tip silently. Then have the student read the tip aloud. Ask about typical government office and business hours in his/her country.
- **INTERNET OPTION:** Check business hours online to save time. Practice looking up businesses in class.

**GROUP ACTIVITY**

**E. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** For more advanced students, suggest that they work without using the word box.

**F. Culture Tip!**
- Have students read the culture tip to themselves. Then have a student read the tip aloud. Ask about typical government office and business hours in their countries.
- **INTERNET OPTION:** Check business hours online to save time. Practice looking up businesses in class.
G. **Activity**
- **PAIR UP** with your student. Read the directions out loud. Read the example dialog with the student. Then take turns asking for and giving directions.
- **EXPANSION:** Sit back-to-back. Pretending to use your **cell phones**, one partner should imagine that he/she is lost and trying to find each other somewhere on the Activity E map.

H. **Activity**
- **PAIR UP** with your student. Read the directions out loud. Explain that he/she is still talking about the map in Activity E.
- Read the example dialog with the student. Then take turns asking and answering questions about places around town.
- **NOTE:** This is a good oral activity. Students who seem fluent often are challenged by spontaneous questions. Try to keep the conversation going by brainstorming questions ahead of time or prompting the student with additional question ideas. For weaker students, you may need to elicit places before beginning the activity.

I. **Activity**
- **PAIR UP** with your student. Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

**Before You Go**
- Invite the student to bring a road map of the area.
- Assign homework.

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**G. Activity**

**H. Activity**

**I. Activity**

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**Group Activity**

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**G. Activity**
- **PAIR students.** Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.
- **OPTION:** Have volunteers perform their conversation for the class.
- **EXPANSION:** Have pairs sit back-to-back. Pretending to use their **cell phones**, student should imagine that they are lost and trying to find each other somewhere on the Activity E map.

**H. Activity**
- **PAIR students.** Read the directions out loud. Explain that they are still talking about the map in Activity E.
- **Read the example dialog with the student.** Then take turns asking and answering questions about places around town.
- **NOTE:** This is a good oral activity. Students who seem fluent often are challenged by spontaneous questions. Try to keep the conversation going by brainstorming questions ahead of time or prompting the student with additional question ideas. For weaker students, you may need to elicit places before beginning the activity.

**I. Activity**
- **PAIR students.** Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

**Before You Go**
- Invite the student to bring a road map of the area if they have one.
- Assign homework.
ONE ON ONE ACTIVITY

J. Activity
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then take turns asking and answering questions about places on the map. **OPTION:** Have the student introduce you aloud, telling what country and continent you are from, and showing where that is on the **world map**.
- Point out the compass box. Complete it together.

K. Activity
- Read the first part of the directions. Consider writing a few of the example prepositions from the answer box at the bottom of the page on the board. The student does not need to understand the technicality of prepositions if that is too complicated. You want them to understand the purpose of the words.
- Tell the student to read the paragraph. Ask if there are questions.
- Ask comprehension questions about the preposition rules: *When do we use in?*, etc.
- Read the second part of the directions. Ask the student to fill in the correct preposition in the blank lines. If this is too hard, ask leading questions about the text like, *Is he at a specific table?* To get at the idea that *in* refers to general locations and *at* is usually more specific. Check answers together.

**EXTRA ACTIVITY (if time permits):**
- **Personal Information Bingo** Hang a world map. Elicit the names of the regions from the student and write them in a grid (see below). Have the student copy the information on a sheet of paper.

Where are you from? (Where is your family from?)

<table>
<thead>
<tr>
<th>Africa</th>
<th>South America</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asia</td>
<td>the Caribbean</td>
</tr>
<tr>
<td>North America</td>
<td>Europe</td>
</tr>
<tr>
<td>Central America</td>
<td>the Middle East</td>
</tr>
<tr>
<td>Oceana</td>
<td></td>
</tr>
</tbody>
</table>

Assign as homework: Have the student ask people, *Where are you from?* The student makes a checkmark when he/she finds someone from that region, and writes the person’s name.

GROUP ACTIVITY

J. Activity
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Have volunteers introduce their partners, telling what country and continent the person is from, and showing it on the **world map**.
- Point out the compass box. Complete it as a class.

K. Activity
- Read the first part of the directions. Consider writing a few of the example prepositions from the answer box at the bottom of the page on the board. The students do not need to understand the technicality of prepositions if that is too complicated for them. You want them to understand the purpose of the words.
- Tell students to read the paragraph. Ask if there are questions.
- Ask comprehension questions about the preposition rules: *When do we use in?*, etc.
- Read the second part of the directions. Ask students to fill in the correct preposition in the blank lines. If this is too hard, ask leading questions about the text like, *Is he at a specific table?* To get at the idea that *in* refers to general locations and *at* is usually more specific. **OPTION:** Do this as a group.
- Check answers together.

**EXTRA ACTIVITY (if time permits):**
- **Personal Information Bingo** Hang a world map. Elicit the names of the regions from the students and write them in a grid (see below). Have the student copy the information on a sheet of paper.

Where are you from? (Where is your family from?)

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<td>Europe</td>
</tr>
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<td>Central America</td>
<td>the Middle East</td>
</tr>
<tr>
<td>Oceana</td>
<td></td>
</tr>
</tbody>
</table>

Students mingle, asking, *Where are you from?* Students make a checkmark when they find someone from that region, and write the person’s name. Students sit down when they’ve checked all of the items on the grid. (Depending on class size, limit the regions.) **OPTION:** Students introduce each other and where they’re from.
Homework

• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 4A audio CD, and that practice is the best way to improve listening!
• B: Reading: Explain that reading is a good way to grow vocabulary.
• C: Hello, world!: Encourage them to try at least one of the suggestions and ask which one they’ll do first. Say, Try!
• D: Journaling: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it’s okay to write words without complete sentences.
• Thank your students for their hard work in class today! Thank you! Good job! Make it a practice to point to something specific the students learned each class. One way to do this is by making students complete an “exit ticket” at the end of the session, which asks students to recall three things about class, something they learned, or something that was helpful - these can be sentences, vocabulary words, etc.

A. Listening (track 6): Directions
1. Luli: Excuse me. Could you tell me where Carol’s Restaurant is?
B: Sure. Go straight on College Drive. Then turn left on Third Avenue. Then turn right on Broadway Avenue. It’s on the left.
Luli. Thanks!

2. Luli: Ana! Where are you?
Ana: Hi Luli. I’m lost. Where’s the restaurant?
Luli: Where are you?
Ana: I’m at the corner of Blue Lane and First Street.
Luli: Okay. First, go straight on Blue Lane. Next, turn left on Third Avenue. Then turn left on Main Avenue. Then go one block. It’s on your right.
Ana: Thanks.
Luli: Hurry! I’m hungry!
**One On One Activity**

**MATERIALS**
- Board or paper + marker
- 4A audio CD, CD player
- Chair labels (1 per vocabulary word)
- Reproducible: Location Strips (1 set)
- OPTIONAL: driving map (1)
- Sheet of paper (2)
- A timer (1)
- Masking tape

**Group Activity**

**MATERIALS**
- Board or paper + marker
- 4A audio CD, CD player
- Chair labels (1 per vocabulary word)
- Reproducible: Location Strips (2 strips per pair)
- OPTIONAL: driving map (1)
- Sheet of paper (1 per student)
- Masking tape

**REVIEW**
- Review directions from Day 2 with this
  **ICEBREAKER ACTIVITY:** Arrange the classroom as a downtown area. Using the chair labels and masking tape, randomly label chairs and floors with the locations and road names taught on Day 3 (fire station, hardware store, etc.). Alternatively, spread the cards on a table and have the student arrange the “town”.
- PAIR UP with your student. Together draw two Location Strips and practice giving and asking for directions. When finished, draw new strips and practice again.
- Review the homework.

**WARM UP**
- Before class, draw a simple area (regional) map on the board, with a handful of surrounding cities and highways. Direct the student’s attention to the map and ask, *Where are we?* Help the student identify the city or town on the map. Draw a compass on the board and elicit direction words from the class. Then do a short reminder about the word of *far* (which the student saw on page 11). Ask about far outlying cities: *Is Rossville far from here? Yes, it is.* etc. Conclude with a comparison: *Which city is farther: Rossville or Seneca?* 

**NOTE:** Though many native speakers use *further* to indicate distance, the correct usage is *farther* with real physical distance and *further* with conceptual or non-physical distances: *The police had no further questions.*

**EXTRA PRONUNCIATION ACTIVITY**
- The “th” sound is difficult for many students. Show them how to make the sound. Emphasize that the tongue sticks out between your teeth and then is pulled back in.
- Have students repeat *farther* many times.
ONE ON ONE ACTIVITY

A. Vocabulary: Comparisons
- Read the directions out loud. Give the student a few moments to absorb the picture, map, and words. Remind the student to say the words out loud.
- As pronunciation practice, say the words and have the student repeat.
- Have the student look at the picture and map. Ask, What's this? What's that?
- Ask, What are we learning today?

B. Listening (track 7): Driving
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

EXTRA ACTIVITIES
- Pronunciation Extras: syllables
- As the student repeats, have them clap on the syllables so as to feel the difference between fast (1), closer (2), expensive (3), etc. This will help when he/she goes to form other comparison sentences.

GROUP ACTIVITY

A. Vocabulary: Comparisons
- Read the directions out loud. Give students a few moments to absorb the picture, map, and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat.
- Have students look at the picture and map. Ask, What's this? What's that?
- Ask, What are we learning today?

B. Listening (track 7): Driving
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

EXTRA ACTIVITIES
- Pronunciation Extras: syllables
- As students repeat, have them clap their hands on the syllables so as to feel the difference between fast (1), closer (2), expensive (3), etc. This will help when they go to form other comparison sentences.

B. Listening (track 7): Driving
1. Darla: I'm happy that you're coming to visit! Mustafa: Me, too. Which is cheaper: a bus or driving? Darla: Driving is cheaper. Drive. Mustafa: Okay.
C. **Comparisons**

- This chart focuses on comparisons, using adjectives. The adjectives show three degrees of quality or amount: positive (fast), comparative (faster), and superlative (the fastest). Generally speaking, single-syllable words take -er and -est in the comparative and superlative forms; two-or-more-syllable words take more or most—for example, expensive, more expensive, most expensive.

- You may want to draw a chart on the board similar to the one in Activity A, with three columns:

<table>
<thead>
<tr>
<th>Description Word</th>
<th>Comparing 2 Items</th>
<th>Comparing 3+ Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fast</td>
<td>-er OR More</td>
<td>-est OR Most</td>
</tr>
<tr>
<td>Expensive</td>
<td>More Expensive</td>
<td>Fastest</td>
</tr>
</tbody>
</table>

- Read the items in the grammar chart and have the student repeat.
- Return to your map on the board and ask questions about distance using close and far. Then ask about which way is faster, slower, etc.
- **NOTE:** This concept is often difficult for students. You may need to provide many more examples of when to use more vs most.

D. **Activity**

- Read the directions out loud. Explain that the exercise is not related to the map in Activity A. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- **EXPANSION:** After checking the activity together, practice the Q&As in PAIRS.

E. **Activity**

- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then take turns asking and answering the questions.

**EXTRA ACTIVITY**

- Discuss how much taxis and buses are in the student’s country. Is it common to use public transportation or taxis?
**Real Life**

**One On One Activity**

**F. Activity**
- Familiarize the student with the map by asking comprehension questions: What cities do you know? What part of the U.S. is this? What's the most famous city on this map? What highways do you see? etc
- NOTE: For many students, maps may be new! Be patient with this exercise and don’t assume that your student has explored a map before. This map does not include a scale of miles or key, but you may consider bringing one that does if you think this would be useful for your particular student.
- PAIR UP with your student. Read the directions out loud. Do the first item together. As the student works, answer any questions and offer encouragement. Check answers together.
- OPTION: Ask the student to answer questions in complete sentences.
- INTERNET EXPANSION: Use Google Maps or Mapquest to compare routes from the map. Or, explore one of the cities with Google Earth.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then have the student read the tip aloud. Ask if the student drives. Ask if he/she has ever used the HOV lane. You may want to explain that using the HOV lane at the wrong times or with the wrong number of people in the car can result in an expensive traffic ticket.

**EXTRA ACTIVITY**
- Talk about the importance of driving on the right side of the highway except to pass another car or to make a left turn.
- Ask about the highways in your area. Do they go north and south or east and west? Which highway does your student use the most? NOTE: For two-digit highways, odd numbers indicate that the highway goes north/south. Even numbered highways go east/west.
- Ask if your student usually drives alone or with others.

**Group Activity**

**F. Activity**
- Familiarize students with the map by asking comprehension questions: What cities do you know? What part of the U.S. is this? What’s the most famous city on this map? What highways do you see? etc.
- NOTE: For many students, maps may be new! Be patient with this exercise and don’t assume that your students have explored a map before. This map does not include a scale of miles or key, but you may consider bringing one that does if you think this would be useful for your particular students.
- PAIR students. Read the directions out loud. Do the first item together. As students work, circulate and offer encouragement. Check answers together.
- OPTION: Ask the students to answer questions in complete sentences.
- INTERNET EXPANSION: Use Google Maps or Mapquest to compare routes from the map. Or, explore one of the cities with Google Earth.

**G. Culture Tip!**
- Have students read the culture tip to themselves. Then have a student read the tip aloud. Ask for a show of hands of students who drive. Ask how many use the HOV lane. You may want to explain that using the HOV lane at the wrong times or with the wrong number of people in the car can result in an expensive traffic ticket.

**EXTRA ACTIVITY**
- Talk about the importance of driving on the right side of the highway except to pass another car or to make a left turn.
- Ask about the highways in your area. Do they go north and south or east and west? Which highway do your students use the most? NOTE: For two-digit highways, odd numbers indicate that the highway goes north/south. Even numbered highways go east/west.
- Ask if your students usually drives alone or with others.
**ONE ON ONE ACTIVITY**

**H. Activity**
- PAIR UP with your student. Read the directions out loud. Model the example dialog with the student. Encourage the student to reference the box of instructions on the right.
- Read the example dialog. Then take turns giving and following directions. **OPTION:** If your student brought a driving map, identify three sets of origination points and destinations and practice giving and following directions to those places.

**EXTRA ACTIVITY (if time permits):**
- **Dictation** – Tell the student that you are going to give him/her driving directions to a beautiful picnic area outside of your town. (You should have a map that corresponds with the directions.) The student should take notes. Use target words from the lesson. Repeat the directions as necessary. For example:


Question examples:
- Which highway do I take? Where is the entrance? ...

Then explain that you want the student to draw a map, based on his/her notes. The student needs a sheet of paper. Repeat the directions as necessary. Then draw the map on the board and have the student check his/her work.

**I. Activity**
- Direct the student’s attention to the bus ticket price chart. Ask comprehension questions: How much are tickets? Where does Bus A leave from? Where does it go to? How much is a ticket from Modesta to Merced? etc.
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers.

**Before You Go**
- Invite the student to bring the entertainment section of a local newspaper to the next class.
- Assign homework.

**GROUP ACTIVITY**

**H. Activity**
- PAIR students. Read the directions out loud. Model the example dialog with a student. Encourage students to reference the box of instructions on the right.
- As students talk, circulate and offer encouragement. **OPTION:** Pair students who brought driving maps from home with students who didn’t. Quickly, identify three sets of origination points and destinations for each pair to practice giving and following directions from and to those places.

**EXTRA ACTIVITY (if time permits):**
- **Dictation** – Tell the students that you are going to give them driving directions to a beautiful picnic area outside of your town. (You should have a map that corresponds with the directions.) They should take notes. Use target words from the lesson. Repeat the directions as necessary. For example:


Question examples:
- Which highway do I take? Where is the entrance? ...

Then explain that you want students to draw a map, based on their notes. Each student needs a sheet of paper. Repeat the directions as necessary. Then draw the map on the board and have students check their or a partner's work.

**I. Activity**
- Direct students’ attention to the bus ticket price chart. Ask comprehension questions: How much are tickets? Where does Bus A leave from? Where does it go to? How much is a ticket from Modesta to Merced? etc.
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

**Before You Go**
- Invite students to bring the entertainment section of a local newspaper to the next class.
- Assign homework.
ONE ON ONE ACTIVITY

J. Listening (track 8): Numbers
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

EXTRA ACTIVITY (if time permits):
• Board race: At the board, the student stands ready to write the number you say. Call out the numbers from Activity J as well as other numbers that challenge the student. OPTION: Use a timer to add a sense of excitement.

K. Activity
• Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

EXTRA ACTIVITY (if time permits):
• Charades - Indicate that you can't talk (finger to your lips, point to self). Point to students and indicate, Watch. Point to the board where you have written, Name the action. Then act out a person rolling down a window. Gesture for students to guess. Take turns acting and guessing, using the items from Activity K.

L. Activity
• PAIR UP with your student. Read and discuss the question.

GROUP ACTIVITY

J. Listening (track 8): Numbers
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

EXTRA ACTIVITY (if time permits):
• Board race: Divide the class into two TEAMS. At the board, a player from each team stands ready to write the number you say. Call out the numbers from Activity J as well as other numbers that challenge your students. The first student to write the number correctly gets a point and the next set of students come to the board.

K. Activity
• Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

L. Activity
• PAIR students. Read the directions out loud. Point out the example. As students talk, circulate and offer encouragement. OPTION: Discuss the question as a class.

J. Listening (track 8): Numbers
1. 90
2. 80
3. 17
4. 60
5. 15
6. 40
7. 13
• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 4A audio CD, and that practice is the best way to improve listening!
• B: Hello, world!: Encourage them to try at least one of the suggestions and ask which one they’ll do first. Say, Try!
• C: Journaling: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it’s okay to write words without complete sentences. NOTE: As a general procedure for journaling, encourage students to write on every other line so that you can easily make corrections or comments on their writing if you plan to do so.
• Thank your students for their hard work in class today! Thank you! Good job! End your class with an “exit ticket” (described in day 2) if you’d like. Or, point out something specific that the students learned today.

A. Listening (track 9): Driving
1. Darla: I’m happy that you’re coming to visit! Mustafa: Me, too. Which is cheaper: a bus or driving?
Darla: Driving is cheaper. Drive.
Mustafa: Okay.

2. Mustafa: Which way is faster: Interstate 80 or Highway 18?
Mustafa: Okay.

3. Darla: Get on the highway at 38th and Rock. There’s an entrance.
Mustafa: Okay.

Mustafa: Okay.

5. Darla: Go east on B Street.
Mustafa: D Street?
Darla: No. B, as in boy.
Mustafa: Okay.
Darla: See you soon!
Mustafa: See you soon!
**OFFERS, INVITATIONS AND EXCUSES**

**DAY 4**

**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 4A audio CD, CD player
- Food and classroom items (3 to 4)
- Reproducible: Offer and Invitation Cards (1 set)
- OPTIONAL: newspaper entertainment section
- OPTIONAL: cell phone

**GROUP ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 4A audio CD, CD player
- Food and classroom items (1 per 2 students)
- Reproducible: Offer and Invitation Cards (1 set per pair)
- OPTIONAL: newspaper entertainment section
- OPTIONAL: cell phone

**REVIEW**
- Review comparisons from Day 3. Without a map, ask about cities, highways, and destinations in the area: *Which is farther from here: Lake George or Long Mountain? Which is more expensive: a taxi to the a library or a taxi to Valley Falls? etc.*
- Review the homework.

**WARM UP**
- On the board write, *Sure. Thanks!* and *No thanks.* Then say, *Would you like ___?* and offer the student appealing and unappealing food and/or classroom items (for example, an apple, a soda; an empty soda can, a broken pencil, etc.). Encourage the student to include physical gestures, such as nodding and smiling, or shaking his/her head and using a “stop” gesture. **NOTE:** These gestures vary culturally, so if necessary show the student the appropriate ones for the situation.
**OFFERS, INVITATIONS AND EXCUSES**

**ONE ON ONE ACTIVITY**

**A. Vocabulary: Offers, invitations, and excuses**
- Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student should say the words out loud.
- As pronunciation practice, say the words and have the student repeat. **OPTION:** Return to the objects you offered in the Warm-Up, having the student practice the language for accepting, saying “maybe,” and declining.
- Have the student look at the pictures. Ask, *What’s this? What’s that?*
- Ask, *What are we learning today?*

**B. Listening (track 10): Offers, invitations, and excuses**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and answer the item together.) Repeat the audio as necessary. Check answers together.

**EXTRA ACTIVITIES**
- **Pronunciation Extras**
  - The following process can be used for the sound combinations listed below. Choose one to work on.
  - Write the sound categories and words on the board and demonstrate by exaggerating the correct pronunciation and explaining what the structure of the mouth is for each.
  - Make sure the student can hear the difference of the sounds by asking them to identify the word they hear (either by pointing to it or saying the category associated with it). Then ask them to pronounce the words several times. Make sure to repeat the words and have your student repeat, several times.
    - /th/ and /d/: thirty vs dirty
    - /st/ and /rt/: thirsty vs thirty
    - /hun/ and /an/: hungry vs angry

**GROUP ACTIVITY**

**A. Vocabulary: Offers, invitations, and excuses**
- Read the directions out loud. Give students a few moments to absorb the pictures and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat. **OPTION:** Return to the objects you offered in the Warm-Up, having students practice the language for accepting, saying “maybe,” and declining.
- Have students look at the pictures. Ask, *What’s this? What’s that?*
- Ask, *What are we learning today?*

**B. Listening (track 10): Offers, invitations, and excuses**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and answer the item together.) Repeat the audio as necessary. Check answers together.

**EXTRA ACTIVITIES**
- **Pronunciation Extras**
  - The following process can be used for the sound combinations listed below. Choose one to work on.
  - Write the sound categories and words on the board and demonstrate by exaggerating the correct pronunciation and explaining what the structure of the mouth is for each.
  - Make sure the student can hear the difference of the sounds by asking them to identify the word they hear (either by pointing to it or saying the category associated with it). Then ask them to pronounce the words several times. Make sure to repeat the words and have your student repeat, several times.
    - /th/ and /d/: thirty vs dirty
    - /st/ and /rt/: thirsty vs thirty
    - /hun/ and /an/: hungry vs angry

**B. Listening (track 10): Offers, invitations, and excuses**

_**Jack:** Hey, Mustafa. Would you like a ride?
**Mustafa:** Sure. Thanks!
_**Betty:** Hey, Jack. Would you like to go to a movie?
_**Jack:** I’d like to, but I don’t have time.

_**Mustafa:** Hey, Betty. Would you like to get a coffee after work?
**Betty:** Maybe. Let me think about it._
**One on One Activity**

C. **Would**
- This chart focuses on polite offers and invitations using would, and answers.
- Point out the Language Note about informal versus polite language. Ask the student to give examples of people he/she would use informal language with versus polite language.
- Read the items in the grammar chart and have the student repeat.
- Point out the Language Note about contracting would to ‘d. Explain that the contracted forms are more informal and more common, especially in spoken English, and that listening for contracted forms will greatly help the student’s overall comprehension.

D. **Activity**
- Read the directions out loud. Go over the example together. Point out the Language Note in the middle of the page.
- As the student works, answer any questions and offer encouragement. Check answers together.
- **EXPANSION:** After checking the activity together, practice the Q&As in PAIRS.

**Group Activity**

C. **Would**
- This chart focuses on polite offers and invitations using would, and answers.
- Point out the Language Note about informal versus polite language. Ask students to give examples of people they would use informal language with versus polite language.
- Read the items in the grammar chart and have students repeat.
- Point out the Language Note about contracting would to ‘d. Explain that the contracted forms are more informal and more common, especially in spoken English, and that listening for contracted forms will greatly help the students’ overall comprehension.

D. **Activity**
- Read the directions out loud. Go over the example together. Point out the Language Note in the middle of the page.
- As students work, circulate and offer encouragement. Check answers together.
- **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS. **OPTION:** Have volunteers perform their conversation for the class.
**One on One Activity**

**E. Activity**
- Read the directions out loud. Do the first item together. As the student works, answer any questions and offer encouragement. Check answers together.

**F. Activity**
- PAIR UP with your student. Give the student a set of Offer and Invitation Cards. **OPTION:** If your student brought a newspaper entertainment section, have them circle a dozen activities of interest and use the paper rather than the strips for the activity.
- Read the steps. Show the student on the cards where he/she is to draw two more activities. Be sure the student know the words that go with the activity: _go bowling, take a stroll_, etc.
- Read the example dialog with the student (from the picture). Then take turns making and responding to offers and invitations.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then have the student read the tip aloud.

**EXTRA ACTIVITY (if time permits):**
- **Discussion** – Together discuss other scenarios and have the student determine if they are harassment.
- Ask about what is considered harassment in the student’s country.

**Group Activity**

**E. Activity**
- Read the directions out loud. Do the first item together. As students work, circulate and offer encouragement. Check answers together.

**F. Activity**
- PAIR students. Give each pair a set of Offer and Invitation Cards. **OPTION:** PAIR students who brought a newspaper entertainment section with students who didn’t. Have them circle a dozen activities that interest them and use the newspaper rather than the strips for this activity.
- Read the steps. Show students on the cards where they are to draw two more activities. Be sure students know the words that go with the activity: _go bowling, take a stroll_, etc.
- Model the example dialog with a student (from the picture). As students talk, circulate and offer encouragement.

**EXTRA ACTIVITY (if time permits):**
- **Question Line** Position students around a long table, with a line of students on each side and Offer and Invitation Cards on the table on side A. Partner A asks Partner B the question, Partner B answers. Students shift one position to the left when you clap (or whistle or otherwise signal it’s time to move on). Eventually all students will ask and answer all questions.

**G. Culture Tip!**
- Have students read the culture tip to themselves. Then have a student read the tip aloud.

**EXTRA ACTIVITY (if time permits):**
- **Group Discussion** – As a group, discuss other scenarios and have students determine if they are harassment.
- Ask about what is considered harassment in the students countries.
REAL LIFE

ONE ON ONE ACTIVITY

H. Activity
• PAIR UP with your student. Read the first part of the directions: Look at the pictures. Direct the student’s attention to the images. Ask comprehension questions: What’s that? What’s happening in this picture? etc.
• Read the next set of directions: Write questions and responses. Add Wh- questions to get more information. Go over the example together. As the student works, answer any questions and offer encouragement.
• Practice the conversations together.
• NOTE: Point out that a “maybe” should be followed up with a “yes” or “no” within a certain period of time. For many US Americans, it is not polite to not let the person inviting know a sure answer.

Before You Go
• If the student is a renter, invite them to bring his/her landlord’s name and address and an envelope to the next class.
• Assign homework.

GROUP ACTIVITY

H. Activity
• PAIR students. Read the first part of the directions: Look at the pictures. Direct students’ attention to the images. Ask comprehension questions: What’s that? What’s happening in this picture? etc.
• Read the next set of directions: Write questions and responses. Add Wh- questions to get more information. Go over the example together. As students work, circulate and offer encouragement.
• After students have written their conversations, encourage them to practice with their books, then without. OPTION: Have volunteers perform their conversation for the class.
• NOTE: Point out that a “maybe” should be followed up with a “yes” or “no” within a certain period of time. For many US Americans, it is not polite to not let the person inviting know a sure answer.

Before You Go
• Invite students who rent to bring their landlord’s name and address and an envelope to the next class.
• Assign homework.
**One on One Activity**

**I. Activity**
- PAIR UP with your student. Read the directions out loud. Explain that the structure that he/she is practicing here is *I'd like to...* The student should think of big, future goals.
- Read the example dialog with the student. Then take turns asking and answering questions about activities you would like to do before you die.

**J. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** If your student is more advanced, suggest that he/she work without using the word box.

**K. Activity**
- PAIR UP with your student. Read the first part of the directions: *Write excuses.* Point to the box of excuses. Go over the example together. As the student writes, check that he/she is making lists of excuses. Check answers together.
- Read the example dialog. Then, with the student, stand back-to-back and use real **cell phones** (as realia) to role-play the student’s excuses.

**Group Activity**

**I. Activity**
- PAIR students. Read the directions out loud. Explain that the structure that they are practicing here is *I'd like to...* They should think of big, future goals.
- Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Go around the classroom, asking students what their goals are.

**J. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** For more advanced students, suggest that they work without using the word box.

**K. Activity**
- PAIR students. Read the first part of the directions: *Write excuses.* Point to the box of excuses. Go over the example together. As students write, circulate to check that they are making lists of excuses. Check answers together.
- Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** With volunteers, stand back-to-back and use real **cell phones** (as realia) to role-play the students’ conversations.
Homework

• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 4A audio CD, and that practice is the best way to improve listening!
• **B: Reading:** Remind them that reading is a good way to grow vocabulary.
• **C: Hello, world!** Encourage them to try at least one of the suggestions and ask which one they’ll do first. Say, *Try!*
• **D: Journaling:** Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it’s okay to write words without complete sentences.
• Thank your students for their hard work in class today! *Thank you! Good job!* Point to something specific they learned today, as encouragement.
• End class with an “exit ticket” (described in day 2) if you’d like.

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**A. Listening (track 11): Offers, invitations, and excuses**

Jack: Hey, Mustafa. Would you like a ride?
Mustafa: Sure. Thanks!

Betty: Hey, Jack. Would you like to go to a movie?
Jack: I’d like to, but I don’t have time.

Mustafa: Hey, Betty. Would you like to get a coffee after work?
Betty: Maybe. Let me think about it.
**ONE ON ONE ACTIVITY**

<table>
<thead>
<tr>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Board and paper + marker</td>
</tr>
<tr>
<td>• 4A audio CD, CD player</td>
</tr>
<tr>
<td>• Food or classroom item</td>
</tr>
<tr>
<td>• Sheet of paper (2)</td>
</tr>
</tbody>
</table>

**GROUP ACTIVITY**

<table>
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<tr>
<td>• Food or classroom item</td>
</tr>
<tr>
<td>• Sheet of paper (1 per student)</td>
</tr>
</tbody>
</table>

**REVIEW**
- Review offers and invitations from Day 4. Offer the student an object, such as a food or classroom item. Encourage the student to give an excuse if declining. Then switch roles.
- Review the homework.

**WARM UP**
- Draw a “blueprint” of a house on the board. Label each room: kitchen, living room, bedroom, etc. Help the student brainstorm and write a list of related words beside each room. For example: kitchen: table, chair, sink, faucet, etc.
B. Listening (track 12): Household problems

Betty: Hello. This is Betty Thomas in Apartment 3D. I’m having some problems.
Maintenance Man: What’s going on?
Betty: Well, the heater in the bedroom isn’t working.
Maintenance Man: I’m sorry.

2. Betty: And the pipes in the basement are leaking.

3. Maintenance Man: Is the dryer in the closet working?
Betty: Yes. It’s working. But it’s smoking.

4. Maintenance Man: Is the faucet in the bathroom working?
Betty: Yes. It’s working. But it’s dripping.
Maintenance Man: I see.

5. Maintenance Man: Are there any other problems?
Betty: Yes. There are mice in the kitchen.
Maintenance Man: I’d like to help, but I’m busy today.
C. Present continuous
• This chart focuses on actions expressed with be + verb + -ing. For example: Q: Is the theater working? A: No, it isn't working. I'm calling the landlord.
• We use the present continuous to talk about actions happening now. We also use it to talk about future plans (I'm visiting my sister next month), but this usage isn't explored in this lesson.
• On the board, draw a timeline to illustrate that present continuous refers to several points over time, in the present or a continuous action. Whereas simple present is just one moment.
• Read the items in the chart and have students repeat. Point out that the present continuous always requires is or are.
• Referring to the images in Activity A, ask the student yes/no questions: Is the theater working? Are the pipes leaking? etc. Encourage the student to use contractions (It's, They're) in their answers.

D. Activity
• Read the directions out loud. Go over the example together.
• As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** Before the student does the task, have them underline the -ing word in each question. Explain that these words will help the student complete the answers.
• **EXPANSION:** After checking the activity together, practice the Q&As in pairs with your student.

E. Activity
• Read the directions out loud. Note to the student that he/she should be able to form questions by reading the answers.
• Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** Before the student does the task, have them underline the -ing word in each answer. Explain that these words will help the student complete the questions.
• **EXPANSION:** After checking the activity together, practice the Q&As in pairs with your student.
**ONE ON ONE ACTIVITY**

**F. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** Have the student try to complete the list from memory.

**G. Activity**
- Have the student read the letter through once. Then ask comprehension questions about the letter: *Who’s the letter to? Who is John Trent? What’s his address? Who’s the letter from? What’s the letter about?* etc.
- Have the student read the letter through again, this time circling any words he/she does not know. Explain unknown words’ meanings or have the student consult his/her dictionary.
- Ask, *Are there any contractions in the letter?* Give the student time to look. Then discuss why not. (Because it’s a formal letter.)
- Read the directions out loud. Do the first two items together (1335 S. Elm Ave., Apartment 3D). As the student works, answer any questions and offer encouragement. Check answers together.

**H. Culture Tip!**
- Have the student read the culture tip silently. Then have the student read the tip aloud.
- **INTERNET OPTION:** Talk about the option of using email to request maintenance from a landlord. Emails are good for this sort of thing because it creates a trail of communication.

**EXTRA ACTIVITY (if time permits):**
- **Discussion** – On the board make a list of the household problems the student has. Together, discuss options for fixing or addressing the problems.

**GROUP ACTIVITY**

**F. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Have students try to complete the list from memory.

**G. Activity**
- Have students read the letter through once. Then ask comprehension questions about the letter: *Who’s the letter to? Who is John Trent? What’s his address? Who’s the letter from? What’s the letter about?* etc.
- Have students read the letter through again, this time circling any words they do not know. Ask the class for help explaining unknown words’ meanings.
- Ask, *Are there any contractions in the letter?* Give students time to look. Then have them discuss why not. (Because it’s a formal letter.)
- Read the directions out loud. Do the first two items together (1335 S. Elm Ave., Apartment 3D). As students work, circulate and offer encouragement. Check answers together.

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then have a student read the tip aloud.
- **INTERNET OPTION:** Talk about the option of using email to request maintenance from a landlord. Emails are good for this sort of thing because it creates a trail of communication.

**EXTRA ACTIVITY (if time permits):**
- **Group Discussion** – On the board make a list of the household problems your students have. As a group, discuss options for fixing or addressing the problems.
**One On One Activity**

**I. Activity**
- Read Step 1: *Make a list of problems in your house.* Point to the box on the right. Brainstorm potential problems before having the student complete the list. Encourage the student to look back at the box in Activity F for help. As the student writes, check that he/she is only making lists, not completing the letter.
- After the student has completed his/her lists, read Step 2: *Write a letter to your landlord or landlady.* Go over the sections of the letter to be sure the student understands what information goes where. Remind the student that this is a formal letter, so he/she should avoid contractions.
- As the student works, answer any questions and offer encouragement.
- After the student has finished writing his/her letter, **PAIR UP** with your student and read the third step: *Read your partner’s letter. Is it correct?* Focus on errors concerning the present continuous and basic letter structure (address, signature, etc.).

**Before You Go**
- Encourage the student to ask questions about any part of the lesson that wasn’t clear.
- Assign homework.

**Group Activity**

**I. Activity**
- Read Step 1: *Make a list of problems in your house.* Point to the box on the right. Brainstorm potential problems before having students complete the lists. Encourage students to look back at the box in Activity F for help. As students write, circulate to check that they are only making lists, not completing the letter.
- After students have completed their lists, read Step 2: *Write a letter to your landlord or landlady.* Go over the sections of the letter to be sure students understand what information goes where. Remind students that this is a formal letter, so they should avoid contractions.
- As students work, circulate and offer encouragement.
- After students have finished writing their letters, **PAIR students** and read the third step: *Read your partner’s letter. Is it correct?* As partners check each other’s letters, circulate and address errors. Focus on errors concerning the present continuous and basic letter structure (address, signature, etc.).

**Before You Go**
- Encourage students to ask questions about any part of the lesson they didn’t understand.
- Assign homework.
ONE ON ONE ACTIVITY

J. Activity
• PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then take turns calling out and spelling words.
NOTE: Tell the student to cover your read card while he/she is writing.
• EXPANSION: Play a game of bingo using the “Write” cards. (The student should use the cards on the right—the ones he/she filled in. Partner A will use the top card, Partner B the bottom card.) As you randomly call out household words, the student crosses out those on his/her list. When three words in a row (across, down, or diagonally) are crossed out, the student shouts, Bingo! Have the student use the opposite card for the second round.

EXTRA ACTIVITY (if time permits):
• Scrambled Give the student a sheet of paper. On the board write scrambled sentences in vertical lists:

<p>| | | |</p>
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</thead>
<tbody>
<tr>
<td>heater</td>
<td>pipes</td>
<td>smoking</td>
</tr>
<tr>
<td>The</td>
<td>leaking</td>
<td>is</td>
</tr>
<tr>
<td>isn't</td>
<td>The</td>
<td>dryer</td>
</tr>
<tr>
<td>working</td>
<td>are</td>
<td>The</td>
</tr>
</tbody>
</table>

Gesture to the first column and say, Number one: Write a sentence. OPTION: Leave out a word to challenge the student further.

GROUP ACTIVITY

J. Activity
• PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.
NOTE: Tell the students to cover their read cards while writing.
• EXPANSION: Play a game of bingo using the “Write” cards. (Students should use the cards on the right—the ones they filled in. Partner A will use the top card, Partner B the bottom card.) As you randomly call out household words, students cross out those on their list. When three words in a row (across, down, or diagonally) are crossed out, students shout, Bingo! Half of the class should have a bingo at the same time. Have students use the opposite card for the second round.

EXTRA ACTIVITY (if time permits):
• Scrambled Give each student a sheet of paper. On the board write scrambled sentences in vertical lists:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>heater</td>
<td>pipes</td>
<td>smoking</td>
</tr>
<tr>
<td>The</td>
<td>leaking</td>
<td>is</td>
</tr>
<tr>
<td>isn't</td>
<td>The</td>
<td>dryer</td>
</tr>
<tr>
<td>working</td>
<td>are</td>
<td>The</td>
</tr>
</tbody>
</table>

Gesture to the first column and say, Number one: Write a sentence. Students raise their hands when they have a complete sentence written, trying to be the first. OPTION: Leave out a word to challenge students further.
• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 4A audio CD, and that practice is the best way to improve listening!
• **B: Reading:** Remind them that reading is a good way to grow vocabulary.
• **C: Hello, world!** Encourage them to try at least one of the suggestions and ask which one they’ll do first. Say, *Try!*
• **D: Journaling:** Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it’s okay to write words without complete sentences. **NOTE:** Students should always be encouraged to come up with their own journaling topics. Though, the suggested topics reflect the grammar and vocabulary of each particular lesson. For example, for this lesson, if students are not fixing household problems now, have them write about something that they have fixed in the past.
• Thank your students for their hard work in class today! *Thank you! Good job!* End class with an “exit ticket” (described in day 2) if you’d like. Or, point to something specific that they learned today.

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**A. Listening (track 13): Household problems**

   Betty: Hello. This is Betty Thomas in Apartment 3D. I’m having some problems.
   Maintenance Man: What’s going on?
   Betty: Well, the heater in the bedroom isn’t working.
   Maintenance Man: I’m sorry.

2. Betty: And the pipes in the basement are leaking.

3. Maintenance Man: Is the washer in the closet working?
   Betty: Yes. It’s working. But it’s smoking.

4. Maintenance Man: Is the faucet in the bathroom working?
   Betty: Yes. It’s working. But it’s dripping.
   Maintenance Man: I see.

5. Maintenance Man: Are there any other problems?
   Betty: Yes. There are mice in the kitchen.
   Maintenance Man: I’d like to help, but I’m busy today.
### Jobs and Descriptions

#### Day 6

**One on One Activity**

**Materials**
- Board or paper + marker
- 4A audio CD, CD player
- Reproducible: Pictures of target vocabulary and opposites: crowded and empty hardware store, lazy and hardworking employees, etc.
- Optional: Extra pictures to illustrate the lesson's vocabulary
- Optional: Index cards

**Review**
- Review the present continuous from Day 5 with this **Icebreaker**: Charades Indicate that you can’t talk (finger to your lips, point to self). Point to the student and indicate, Watch. Point to the board where you have written household problems from Day 5. Act out one of the items and gesture for the student to guess. Once you hear the correct answer called out, point to the words on the board and confirm before continuing with the next item.
- **Option**: After you’ve mimed one activity, call on the student to mime another.
- Review the homework.

**Warm Up**
- On the board, write the following chart:

<table>
<thead>
<tr>
<th>Place</th>
<th>Person</th>
</tr>
</thead>
</table>

Then show the student a picture of a dirty car. Ask, Where do I go? to elicit the answer The car wash. Write car wash under Place. Continue with other images designed to evoke the other target words in the lesson (hardware store, drugstore, restaurant, hair salon, mechanic) and fill the Place column as the student comes up with the place names. Then, if possible fill in the person column with the people who work at the locations (server, restaurant, for example).

**Group Activity**

**Materials**
- Board or paper + marker
- 4A audio CD, CD player
- Reproducible: Pictures of target vocabulary and opposites: crowded and empty hardware store, lazy and hardworking employees, etc.
- Optional: Extra pictures to illustrate the lesson's vocabulary
- Optional: Index cards

**Review**
- Review the present continuous from Day 5 with this **Icebreaker**: Charades Indicate that you can’t talk (finger to your lips, point to self). Point to students and indicate, Watch. Point to the board where you have written household problems from Day 5. Act out one of the items and gesture for students to guess. Once you hear the correct answer called out, point to the words on the board and confirm before continuing with the next item.
- **Option**: Stand in a circle for the activity. After you’ve mimed one activity, call on a volunteer to mime another.
- Review the homework.

**Warm Up**
- On the board, write the following chart:

<table>
<thead>
<tr>
<th>Place</th>
<th>Person</th>
</tr>
</thead>
</table>

Then show the class a picture of a dirty car. Ask, Where do I go? to elicit the answer The car wash. Write car wash under Place. Continue with other images designed to evoke the other target words in the lesson (hardware store, drugstore, restaurant, hair salon, mechanic) and fill the Place column as students come up with the place names. Then, if possible fill in the person column with the people who work at the locations (server, restaurant, for example).
A. Vocabulary: Descriptions (Adjectives)

- Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words out loud.
- As pronunciation practice, say the words and have the student repeat.
- Have the student look at the pictures. Ask, What’s this? What’s that?
- Ask, What are we learning today?

B. Listening (track 14): How was it?

- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together. OPTION: Pre-teach the expression running errands.

EXTRA ACTIVITIES

- Pronunciation Extras: d and th Sounds
- Write the following sound categories and words on the board and demonstrate by exaggerating the correct pronunciation.

<table>
<thead>
<tr>
<th>1. d</th>
<th>2. th</th>
</tr>
</thead>
<tbody>
<tr>
<td>dirty</td>
<td>thirty</td>
</tr>
<tr>
<td>day</td>
<td>they</td>
</tr>
<tr>
<td>dare</td>
<td>their</td>
</tr>
</tbody>
</table>

- Make sure the student can hear the difference of the sounds by asking them to identify the word they hear (either by pointing to it or by saying it’s sound 1 or 2). Then ask them to pronounce the words several times. Repetition is important, but if a student continues to struggle with certain sounds move on and come back to it.
- See page 2 in the Pronunciation Booklet.

B. Listening (track 14): How was it?

Lan: You’re back from running errands. How was it?
Luli: I’m so tired!
Lan: Was the hardware store crowded?
Luli: Yes, it was. But the manager was really helpful.
Lan: How was the drugstore?
Luli: It was terrible. The cashier was so rude.
Lan: Was the car wash crowded?
Luli: Yes, it was. But the employees were polite.

Lan: Was your sandwich at Carol’s good?
Luli: Yes, it was. It was wonderful. And the servers were very hardworking.
Lan: How was the hair salon?
Luli: It was interesting. Madge was so talkative!
Lan: Was the mechanic helpful?
Luli: No, he wasn’t. He was lazy. And the garage was dirty.
C. Past: Be
• This chart focuses on the simple past form of the verb be (was and were) in yes/no questions and short answers.
• Read the items in the grammar chart and have the student repeat.
• Use the images in Activity A to ask yes/no questions: Was Bob's Hardware Store crowded?
• To distinguish the present from the past, add today and yesterday to your questions. Also, present a new set of pictures of the same places, but with opposite descriptions from Activity A: For example, an empty hardware store, a crowded mall, etc. Ask, Was Bob's Hardware Store crowded yesterday? and point to the image in Activity A. Then hold up the new image and ask, Is it crowded today? Correct student mistakes with the past and present forms.

D. Activity
• Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

E. Activity
• Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
• EXPANSION: After the student has checked the activity, together practice the Q&As from Activity D and E combined.

EXTRA ACTIVITY (If time permits):
• Memory - Have the student make a card for each word using index cards. Place them facedown on the table. The student picks two cards. If they match (opposites), then the student continues until he/she doesn't make a match. Then you have a turn. NOTE: Make sure to include language practice by having the student say the word, or create a sentence with each word in order to keep the match.
**REAL LIFE**

**ONE ON ONE ACTIVITY**

**F. Listening (track 15): The store was crowded.**
- Review the chart format with the student. Ask comprehension questions: *What's listed in the first column?* etc.
- Explain that the student is going to hear a story about a dream. Confirm that the student understands what a dream is. Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**G. Activity**
- Ask comprehension questions about the pictures. *What is Luli doing? Where is she?* etc.
- Read the directions out loud. Do the activity together. Have the student tell why he/she thinks the answer is Picture A or Picture B.

**H. Culture Tip!**
- Have the student read the culture tip silently. Then have the student read the tip aloud. Ask about cultural roles in the student’s country: *Is staring rude? Is it good to make eye contact when talking to a stranger?* etc.

**EXTRA ACTIVITY:**
- For an advanced student, point out additional words that sound like *stare*:
  - star
  - stair
  - steer
- Practice the pronunciation of each word by exaggerating the sound and having your student repeat many times.
- Explain the differences in meaning.

**GROUP ACTIVITY**

**F. Listening (track 15): The store was crowded.**
- Review the chart format with students. Ask comprehension questions: *What's listed in the first column?* etc.
- Explain that students are going to hear a story about a dream. Confirm that students understand what a dream is. Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**G. Activity**
- Ask comprehension questions about the pictures. *What is Luli doing? Where is she?* etc.
- Read the directions out loud. Do the activity together. Have students who think the answer is Picture A raise their hands and tell why. Repeat with Picture B.

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then have a student read the tip aloud. Ask about cultural roles in the students’ countries: *Is staring rude? Is it good to make eye contact when talking to a stranger?* etc.

**EXTRA ACTIVITY:**
- For an advanced students, point out additional words that sound like *stare*:
  - star
  - stair
  - steer
- Practice the pronunciation of each word by exaggerating the sound and having your students repeat many times.
- Explain the differences in meaning.

---

Luli: I had a dream last night. I was at the drugstore. I was tired, and the store was very crowded. My hair stylist from the hair salon was there. She was so talkative! And the mechanic from the garage was there. He was dirty. And then the cashier was really rude. It was terrible.
**REAL LIFE**

**ONE ON ONE ACTIVITY**

I. Activity
• PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then take turns asking and answering questions about the people and places in Activity G.
• EXPANSION: Point out the Language Note. Ask questions about past events, for example, the last class: Who was here? How was it?

J. Activity
• Read the first part of the directions: Make a list of the errands you run. Write the items you buy or things you do. Write the places where you go. Point to the box with words and tell students he/she can use these words to complete his/her lists. As the student writes, check that he/she is making a list.
• PAIR UP with your student and read the rest of the directions. Read the example dialog with the student. Then take turns asking and answering Wh-questions.

Before You Go
• Encourage the student to ask questions about any part of the lesson that wasn’t clear.
• Assign homework.

**GROUP ACTIVITY**

I. Activity
• PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.
• EXPANSION: Point out the Language Note. Ask questions about past events, for example, the last class: Who was here? How was it?

J. Activity
• Read the first part of the directions: Make a list of the errands you run. Write the items you buy or things you do. Write the places where you go. Point to the box with words and tell students they can use these words to complete their lists. As students write, circulate to check that they are making a list.
• PAIR students and read the rest of the directions. Model the example dialog with a student. As students talk, circulate and offer encouragement.
  • OPTION: Have volunteers perform their conversation for the class.

Before You Go
• Encourage students to ask questions about any part of the lesson they didn’t understand.
• Assign homework.
One on One Activity

K. Activity
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **NOTE:** Some of the vocabulary is new in this activity. Read the words and have the student repeat. Ask if he/she has any questions about the vocabulary.

Extra Activity (if time permits):
- **Telephone** Whisper a sentence relating to the lesson to the student. For example: *The hardware store was so crowded! But the manager was really helpful.* The student can say, *Excuse me?* and you repeat one time, but then the student must write the message on the board. Check it for accuracy with the original message.

Group Activity

K. Activity
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **NOTE:** Some of the vocabulary is new in this activity. Read the words and have the students repeat. Ask if anyone has any questions about the vocabulary.

Extra Activity (if time permits):
- **Telephone** Have students stand in a line. Whisper a sentence from the lesson to the first student. For example: *The hardware store was so crowded! But the manager was really helpful.* The student can say, *Excuse me?* and you repeat one time, but then must pass whatever message he/she understood on to the next student in line. The last student in line says the message aloud or writes it on the board. **OPTION:** Have students stand in two lines, making the activity a race for both accuracy and speed.
• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 4A audio CD, and that practice is the best way to improve listening!
• **B: Hello, world!** : Encourage them to try at least one of the suggestions and ask which one they’ll do first. Say, *Try!*
• **C: Journal:** Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry with your students, do one now. Remind students that it’s okay to write words without complete sentences. **OPTION:** Other optional topics could include writing about your worst or best boss or working experience ever.
• Thank your students for their hard work in class today! *Bravo!*
• End class with an “exit ticket” (described in day 2) if you’d like. Or, point to something specific that they learned today.

### A. Listening (track 16): How was it?

Lan: You’re back from running errands. How was it?
Luli: I’m so tired!
Lan: Was the hardware store crowded?
Luli: Yes, it was. But the manager was really helpful.
Lan: How was the drugstore?
Luli: It was terrible. The cashier was so rude.
Lan: Was the car wash crowded?
Luli: Yes, it was. But the employees were polite.

Lan: Was your sandwich at Carol’s good?
Luli: Yes, it was. It was wonderful. And the servers were very hardworking.
Lan: How was the hair salon?
Luli: It was interesting. Madge was so talkative!
Lan: Was the mall crowded?
Luli: No, it wasn’t. It was empty.
Lan: Was the mechanic helpful?
Luli: No, he wasn’t. He was lazy. And the garage was dirty.
### One on One Activity

**MATERIALS**
- Board or paper + marker
- 4A audio CD, CD player
- Fly swatter (1)
- Timer

**REVIEW**
- Review descriptions from Day 6 with this *ICEBREAKER: Fly swatter* Write the description words on the board. The student stands at the board, fly swatter in hand. You call out a word and the student tries to quickly swat the opposite. Use a *timer* for a sense of excitement.
- Review the homework.

**WARM UP**
- Write on the board *danced, jogged, lifted weights.* Mime the activities if the student does not know the meanings. Then ask, *What’s the same about the words?* (all are exercises, all end in -ed). Then ask, *What’s different about the words?* If the student does not guess that the -ed endings all sound different (/t/, /d/, and /id/), have the student close his/her eyes and you say the words, emphasizing the endings.

### Group Activity

**MATERIALS**
- Board + marker
- 4A audio CD, CD player
- Fly swatters (2)

**REVIEW**
- Review descriptions from Day 6 with this *ICEBREAKER: Fly swatter* Write the description words on the board. Divide the class into two TEAMS. Have the first competing pair of students stand at the board, fly swatters in hand. You call out a word and students try to be the first to swat the opposite.
- Review the homework.

**WARM UP**
- Write on the board *danced, jogged, lifted weights.* Mime the activities if students don’t know the meanings. Then ask *what is the same about the words?* (all are exercises, all end in -ed). Then ask, *What’s different about the words?* If students don’t guess that the -ed endings all sound different (/t/, /d/, and /id/), have them close their eyes and you say the words, emphasizing the endings.
One on One Activity

A. Vocabulary: Fitness
- Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words out loud.
- As pronunciation practice, say the words and have the student repeat. Point out the sound of the -ed endings in the first column in the chart.
- Have the student look at the pictures. Ask, What's this? What's that?
- Ask, What are we learning today?

B. Listening (track 17): Fitness
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- NOTE: The grammatically formal and correct way to ask this question is For how long did you stretch? But, native speakers typically drop the for at the beginning of the sentence.

Pronunciation Tip - ed endings
/t/: The /t/ sound is for words that end in a “voiceless” sound. The letters f, k, p, and s are examples of voiceless sounds. For example, the word looked sounds like “lookt.”
/d/: The /d/ sound occurs when words end in a “voiced” sound. The letters b, l, n, v, a, e, i, o and u are examples of voiced sounds. For example, call and pay sound like “call’d” and “pay’d.”
/id/: The /id/ sound occurs when word end with r or d. For example, the words need and want sound like “need-id” and “want-id.”

B. Listening (track 17): Fitness
1. Q: How long did Darin dance?
   A: He danced for 20 minutes.

2. How long did Patty stretch?
   A: She stretched for 10 minutes.

3. Q: How long did Mustafa and Sara watch football?
   A: They watched for two and half hours.

4. Q: How far did Darin walk?
   A: He walked 13 blocks.

5. Q: How long did you exercise?
   I exercised for 45 minutes and 30 seconds

6. Q: How far did Patty jog?
   A: She jogged 26 miles!

7. Q: How long did Mustafa and Darin jump rope?
   A: They jumped rope for two hours.

8. Q: How long did Patty lift weights?
   A: A: She lifted weights for 20 minutes.

Group Activity

A. Vocabulary: Fitness
- Read the directions out loud. Give students a few moments to absorb the pictures and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat. Point out the sound of the -ed endings in the first column in the chart.
- Have students look at the pictures. Ask, What's this? What's that?
- Ask, What are we learning today?

B. Listening (track 17): Fitness
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- NOTE: The grammatically formal and correct way to ask this question is For how long did you stretch? But, native speakers typically drop the for at the beginning of the sentence.
C. **Past: How + Regular (-ed)**
- This chart focuses on the simple past using regular verbs.
- Regular past tense verbs are verbs that end in -ed, either by adding -ed or just d if the word already ends in e: stretched, danced etc. Irregular past tense verbs, which take various forms, will be addressed on Day 11.
- To demonstrate the simple past, on the board, draw a timeline showing one moment in the past and explain that this is when we use simple past tense. It may be helpful to include present continuous and simple present on the timeline for context.
- Read the items in the chart as the student repeats.
- Point out that the past form is the same for all pronouns: I exercised, You exercised, etc. Also point out that in the question, we use the auxiliary (did) in the past, but the present form of the action word. In the answer, the past is used.
- Direct the student’s attention to the chart in Activity A and ask questions about the activities: How long did Darin dance? How far did Darin walk?
- **EXPANSION:** Ask the student about his/her activities earlier today or yesterday: Did you watch TV last night? How long did you watch TV? etc. Have the student ask you questions, too.

D. **Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** Before the student does the task, have them underline the action word in each question. Explain that these words will help the student complete the answers.
- Point out the Language Note and remind the student to include for in his/her answers.
- **EXPANSION:** After checking the activity together, practice the Q&As with your student.

E. **Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers.
- **EXPANSION:** After checking the activity together, practice the Q&As together.

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**GROUP ACTIVITY**

C. **Past: How + Regular (-ed)**
- This chart focuses on the simple past using regular verbs.
- Regular past tense verbs are verbs that end in -ed, either by adding -ed or just d if the word already ends in e: stretched, danced etc. Irregular past tense verbs, which take various forms, will be addressed on Day 11.
- To demonstrate the simple past, on the board, draw a timeline showing one moment in the past and explain that this is when we use simple past tense. It may be helpful to include present continuous and simple present on the timeline for context.
- Read the items in the grammar chart and have students repeat.
- Point out that the past form is the same for all pronouns: I exercised, You exercised, etc. Also point out that in the question, we use the auxiliary (did) in the past, but the present form of the action word. In the answer, the past is used.
- Direct students’ attention to the chart in Activity A and ask questions about the activities: How long did Darin dance? How far did Darin walk?
- **EXPANSION:** Ask students about their activities earlier today or yesterday: Did anyone watch TV last night? How long did you watch TV? etc. Have the students ask the questions, too.

D. **Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Before students do the task, have them underline the action word in each question. Explain that these words will help them complete the answers.
- Point out the Language Note and remind students to include for in their answers.
- **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.

E. **Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.
**Real Life**

**One On One Activity**

**F. Listening (track 18): -ed sounds 1**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- **EXPANSION:** Have the student come up with other “ed” words. Write them on the board and practice their pronunciation.

**G. Activity**
- **PAIR UP with your student.** Read the first part of the directions: *Brainstorm other sports. Make a list.* Point to the box on the right. Brainstorm sports together.
- Read the rest of the directions. Make sure the student understands the significance of the W and P in the list.
- Read the example dialog with the student. Then take turns asking and answering questions about sports interests.
- **EXPANSION:** Practice introducing each other, telling what activities you play and watch.

**H. Culture Tip!**
- Have the student read the culture tip silently. Then have the student read the tip aloud. Ask the student if he/she uses a gym and, if so, to tell about the facilities and costs at his/her gym. Ask about exercise in his/her country: *Do people belong to gyms, or exercise in other ways?*

**Group Activity**

**F. Listening (track 18): -ed sounds 1**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- **EXPANSION:** Have the students come up with other “ed” words. Write them on the board and practice their pronunciation.

**G. Activity**
- **PAIR students.** Read the first part of the directions: *Brainstorm other sports. Make a list.* Point to the box on the right. As students write their lists, circulate to check that they are only listing, not discussing which activities they do. **OPTION:** Brainstorm other sports together as a class.
- Read the rest of the directions. Make sure students understand the significance of the W and P in the list.
- Model the example dialog with a student. As students talk, circulate and offer encouragement.
- **EXPANSION:** Have students introduce their partner to the class, telling what activities the partner plays and watches.

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then have a student read the tip aloud. Ask volunteers who use gyms to tell about the facilities and costs at their gym. Ask about exercise in their countries: *Do people belong to gyms, or exercise in other ways?*

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**F. Listening (track 18): -ed sounds 1**
1. danced  
2. stretch  
3. watched  
4. walk  
5. exercise  
6. jogged  
7. jumped  
8. play  
9. lifted
**One On One Activity**

I. Activity

- **PAIR UP** with your student. Read the directions out loud: *Interview your partner. Complete the gym questionnaire with your partner’s information.* Point to the questionnaire. Have the student read over the questionnaire to see that he/she understands each section.

- Point out the Language Note and go over other symbols (such as the " symbol for inch).

- Read the example dialog with the student. Then interview each other. **OPTION:** After the activity, have the student total his/her overall activity times and distances (Sunday through Saturday); total yours as well. Tally on the board who walked the farthest, played sports the longest, etc. For example:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Tina</th>
<th>Ahmed</th>
</tr>
</thead>
<tbody>
<tr>
<td>played sports / other activities</td>
<td>7 hours</td>
<td>13 hours</td>
</tr>
<tr>
<td>walked / jogged</td>
<td>2 miles</td>
<td>3 miles</td>
</tr>
</tbody>
</table>

**Before You Go**

- Remind the student that the next class is a review of Days 1–7 and a review test.

- Introduce the field trip lesson (Day 9). Talk about the purpose (practicing English in a real life situation, practicing the vocabulary and grammar that the student has learned, etc.). Make sure the student understands the date and that you are mentioning it now so that the student can make arrangements for transportation, or you can come up with the plan for transportation now. Emphasize that the next class is in the classroom, and that the field trip is the following class. Consider writing days or dates so that there is no confusion.

- Assign homework.

---

**Group Activity**

I. Activity

- **PAIR** students. Read the directions out loud: *Interview your partner. Complete the gym questionnaire with your partner’s information.* Point to the questionnaire. Have students read over the questionnaire to see that they understand each section.

- Point out the Language Note and go over other symbols (such as the " symbol for inch).

- Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** After the activity, have students total their overall activity times and distances (Sunday through Saturday). Tally on the board who walked the farthest, played sports the longest, etc. For example:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Tamson</th>
<th>Ahmed</th>
</tr>
</thead>
<tbody>
<tr>
<td>played sports / other activities</td>
<td>7 hours</td>
<td>13 hours</td>
</tr>
<tr>
<td>walked / jogged</td>
<td>2 miles</td>
<td>3 miles</td>
</tr>
</tbody>
</table>

- **EXPANSION:** Have students stand and walk around asking how tall their classmates are in order to arrange themselves based on height.

**Before You Go**

- Remind students that the next class is a review of Days 1–7 and a review test.

- Introduce the field trip lesson (Day 9). Talk about the purpose (practicing English in a real life situation, practicing the vocabulary and grammar that they have learned, etc.). Make sure everyone understands the date and that you are mentioning it now so that they can make arrangements for transportation, or make plans for transportation as a group now. Emphasize that the next class is in the classroom, and that the field trip is the following class. Consider writing days or dates so that there is no confusion.

- Assign homework.
**One on One Activity**

**J. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** If your student is more advanced, suggest that he/she work without using the word box.

**EXTRA ACTIVITY (if time permits):**
- **Simon Says** Have the student stand. Give instructions such as *Simon says, “Jump rope.”* *Simon says, “Stretch.”* If the student does not do the correct action, or does an action that isn’t accompanied by “Simon Says,” loses one point. Take turns.
- **Discussion** Ask if your student likes to watch sports. Which ones? What about in his/her native country?

**Group Activity**

**J. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** For more advanced students, suggest that they work without using the word box.

**EXTRA ACTIVITY (if time permits):**
- **Simon Says** Have students stand. Give instructions such as *Simon says, “Jump rope.”* *Simon says, “Stretch.”* Students who do not do the correct action, or do an action that isn’t accompanied by “Simon Says,” sit down.
- **What did he do?** Write the verbs (actions) on strips of paper and fold them into a ball. Have students stand in a circle. Throw the paper ball to one of the students who pulls off a strip and performs the action. Other students say what he did in the past tense. Then that student throws the word ball to another student.
- **Discussion** Ask if your students like to watch sports. Which ones? What about in their native countries?
• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 4A audio CD, and that practice is the best way to improve listening!
• B: Reading: Remind them that reading is a good way to grow vocabulary.
• C: Hello, world!: Encourage them to try at least one of the suggestions and ask which one they’ll do first. Say, *Try!*
• D: Journaling: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it’s okay to write words without complete sentences.
• Thank your students for their hard work in class today! *Thank you! Good job!*
• End class with an “exit ticket” (described in day 2) if you’d like. Or, point to something specific that they learned today.

### A. Listening (track 19): Fitness

1. Q: How long did Darin dance?
   A: He danced for 20 minutes.
2. How long did Patty stretch?
   A: She stretched for 10 minutes.
3. Q: How long did Mustafa and Sara watch football?
   A: They watched for two and a half hours.
4. Q: How far did Darin walk?
   A: He walked 13 blocks.
5. Q: How long did you exercise?
   I exercised for 45 minutes and 30 seconds
6. Q: How far did Patty jog?
   A: She jogged 26 miles!
7. Q: How long did they jump rope?
   A: They jumped rope for 8 minutes and 13 seconds.
8. Q: How long did Mustafa and Darin play ping pong?
   A: They played for two hours.
9. Q: How long did Patty lift weights?
   A: She lifted weights for 20 minutes.
### REVIEW

**DAY 8**

#### ONE ON ONE ACTIVITY

**MATERIALS**
- Board or paper + marker
- 4A audio CD, CD player

#### GROUP ACTIVITY

**MATERIALS**
- Board or paper + marker
- 4A audio CD, CD player

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#### REVIEW

- Review *How long* and *How far* from Day 7. Have the student turn to Activity J on page 42. Tell them that they will invent times and distances. Say, *Number one: How long did Matt exercise?* Invite the student to respond at random: *He exercised for 40 minutes.* etc.
- Review the homework.
- **EXTRA:** Point out that another way to say *invent* is *make up.* *Make up,* also has a couple of other meanings:
  1. creams and colors women put on their face
  2. to fix a relationship, or apologize after a fight

#### WARM UP

- Write on the board, *Review.*
- Plan to spend approximately 10 minutes on each Day Review in order to have enough time (20 minutes) for the Review Test. **OPTION:** Spend the entire 90-minute period reviewing, and send the Review Test home as homework.
- Remind the student of the field trip for the next class and confirm the plan.
**ONE ON ONE ACTIVITY**

Day 1
- Have the student turn to Day 1 on page 2 and ask questions about the pictures: *What kind of music does Mustafa like?* Then ask, *What did we study on Day 1?*

A.
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

B.
- Ask comprehension pictures about the picture: *What are these? What are those? Does Katie like books? What's the name of this book? What kind of book is it?* etc.
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then take turns asking and answering questions about the kinds of things Peg likes.

**GROUP ACTIVITY**

Day 1
- Have students turn to Day 1 on page 2 and ask questions about the pictures: *What kind of music does Mustafa like?* Then ask, *What did we study on Day 1?*

A.
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

B.
- Ask comprehension pictures about the picture: *What are these? What are those? Does Katie like books? What's the name of this book? What kind of book is it?* etc.
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.
**One on One Activity**

Day 2
- Have the student turn to Day 2 on page 8 and ask questions about the pictures: *What’s Ana’s problem?* Then ask, *What did we study on Day 2?*

C.
- Ask comprehension pictures about the picture: *Where’s the mall? Where’s the hair salon?*
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- **Expansion:** PAIR UP with your student and together practice asking for and giving directions.

**Group Activity**

Day 2
- Have students turn to Day 2 on page 8 and ask questions about the pictures: *What’s Ana’s problem?* Then ask, *What did we study on Day 2?*

C.
- Ask comprehension pictures about the picture: *Where’s the mall? Where’s the hair salon?*
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- **Expansion:** PAIR students and have them practice asking for and giving directions.
One on One Activity

Day 3
• Have the student turn to Day 3 on page 14 and ask questions about the map: What is this for? Then ask, What did we study on Day 3?

D.
• Read the directions out loud. Do the first item together. As the student works, answer any questions and offer encouragement. Check answers together.

E.
• Read the directions out loud. Look at the example together. Brainstorm words to describe in the different categories. As the student works, answer any questions and offer encouragement. **OPTION:** Give the student a focus for his/her sentences: restaurants, clothing stores, etc. Have the student read his/her sentences aloud.

Group Activity

Day 3
• Have students turn to Day 3 on page 14 and ask questions about the map: What is this for? Then ask, What did we study on Day 3?

D.
• Read the directions out loud. Do the first item together. As students work, circulate and offer encouragement. Check answers together.

E.
• Read the directions out loud. Look at the example together. Brainstorm words to describe in the different categories. As students work, circulate and offer encouragement. **OPTION:** Give the students a focus for their sentences: restaurants, clothing stores, etc. Have students read their sentences aloud. **Does the class agree?** Have students exchange papers with a partner and correct each other’s work.
**Review**

**One on One Activity**

**Day 4**
- Have the student turn to Day 4 on page 20 and ask questions about the pictures: *In picture 2, what's Betty asking? What's Jack saying?* Then ask, *What did we study on Day 4?*

**F.**
- Ask comprehension questions about the calendars: *What's happening on Saturday the 22nd? When is Partner B working?*
- PAIR UP with your student. Read the directions out loud. Read the example dialog with your student (from the picture). Then sit back-to-back and take turns asking and answering questions about your schedules. **NOTE:** Make sure the student covers the schedule for the other partner so that he/she cannot see the answers.

**Group Activity**

**Day 4**
- Have students turn to Day 4 on page 20 and ask questions about the pictures: *In picture 2, what's Betty asking? What's Jack saying?* Then ask, *What did we study on Day 4?*

**F.**
- Ask comprehension questions about the calendars: *What's happening on Saturday the 22nd? When is Partner B working?*
- PAIR students. Read the directions out loud. Have two students model the example dialog (from the picture). As students talk, circulate and offer encouragement. **OPTION:** Have volunteers perform their conversation for the class. **NOTE:** Make sure the student covers the schedule for the other partner so that he/she cannot see the answers.
ONE ON ONE ACTIVITY

Day 5
• Have the student turn to Day 5 on page 26 and ask questions about the pictures: *What's wrong?* Then ask, *What did we study on Day 5?*

G.
• Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

H.
• Have the student read the conversation. Ask comprehension questions: *Who's Betty talking to? Why is she calling the maintenance man?*
• Read the directions out loud. Go over the example together. As the student works, answer any questions and offer support. Check answers together.

I.
• PAIR UP with your student. Read the directions out loud. Practice the conversation.

GROUP ACTIVITY

Day 5
• Have students turn to Day 5 on page 26 and ask questions about the pictures: *What's wrong?* Then ask, *What did we study on Day 5?*

G.
• Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

H.
• Have students read the conversation. Ask comprehension questions: *Who's Betty talking to? Why is she calling the maintenance man?*
• Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

I.
• PAIR students. Read the directions out loud. As students talk, circulate and offer encouragement.
**ONe ONe ACTIVITY**

**Day 6**
- Have the student turn to Day 6 on page 32 and ask questions about the pictures: *Describe the cashier. Where does she work?* Then ask, *What did we study on Day 6?*

**J.**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

**K.**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then take turns practicing opposites.
- **EXPANSION:** Have the student write sentences about people and places he/she knows, using the descriptions.

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**GROUP ACTIVITY**

**Day 6**
- Have students turn to Day 6 on page 32 and ask questions about the pictures: *Describe the cashier. Where does she work?* Then ask, *What did we study on Day 6?*

**J.**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

**K.**
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.
- **EXPANSION:** Have students write sentences about people and places they know using the descriptions.
**ONE ON ONE ACTIVITY**

**Day 7**
- Have the student turn to Day 7 on page 38 and ask questions about the pictures: *What did Patty do yesterday? For how long? How far?* Then ask, *What did we study on Day 7?*

**L.**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with your student. Then take turns asking and answering questions about the activities in the pictures.

**GROUP ACTIVITY**

**Day 7**
- Have students turn to Day 7 on page 38 and ask questions about the pictures: *What did Patty do yesterday? For how long? How far?* Then ask, *What did we study on Day 7?*

**L.**
- PAIR students. Read the directions out loud. Have two students model the example dialog. As students talk, circulate and offer encouragement.
Review Test (Days 1–7)

• Encourage students to read the directions out loud and do the activities on their own. If students are anxious about the notion of taking a test, you may want to ease their stress by doing the first item together as an example. As students work, circulate and offer encouragement.
• Go through the directions for each of the three sections before the student starts.
• Sections A and B should take about 10 minutes total, and Section C should take about 10 minutes. If students are unable to finish the test during the class period, you can assign it as homework.
• After students have finished, review the answers together. **OPTION:** Quickly check two or three advanced students’ test, then assign those students to groups, and have students check their tests in groups. Or, review the answers at the next class. Be sure that students make corrections and that missed material is reviewed.
• Students who score 80-90% should be ready to move on. We suggest that any missed questions are reviewed. Students who score lower than 80% should spend time reviewing the material that was missed and try the test again, either in class or as homework.

A. Complete the sentences. Use the word box for help.
• Section A features one vocabulary item from each of the seven days (Days 1–7), in chronological order.
• You may want to have students put down their pencils at the end of Section A to introduce Section B.

B. Circle the answers.
• Sections B features grammar or pronunciation items from each of the first seven days in order.
• You may want to have students put down their pencils after Section B so that you can introduce Section C. If you are not stopping students after Section B, point out that the test continues on page 52.

C. Answer the questions.
• Section C features “real life” types of questions and activities from each of the first seven days in order.
• Because the items in this section are varied, students may have more questions as they work their way through. If a particular question is recurring, consider stopping the class, to explain it to the entire class at once.
• When grading these questions, the focus should be on the target concept. Ask yourself, **what is this question testing?**

Before You Go
• Remind students that the next class is a field trip to the recreation center. Remind them to be on time and to bring their student books and a pen. Make sure everyone has your phone number and transportation to the recreation center. **OPTIONS:** 1) If students are traveling independently to the recreation center, have them turn to Day 9 and write the recreation center’s address and directions on the page. 2) Assign Part A of p 53 as homework.
• Assign homework.

Teacher Note: Preparing for the field trip
• Having a successful field trip is a result of planning. Read the first section of this book (“To The Teacher”) to learn about the field trip.
• Remember, your students will be nervous. Ease nerves by deciding on how you will get to the recreation center. If possible, go together using the form of transportation your student(s) would typically take.
• Keep in mind that the purpose of the field trip is to practice what you have been discussing in class in a real world situation.
• Practice the dialogs needed ahead of time. Ask follow-up questions to debrief the field trip afterwards.
• Call ahead to let the bus station know that you will be coming. Ask if there will be someone available to answer questions.
A. Complete the sentences.

USE THESE WORDS:

<table>
<thead>
<tr>
<th>dryer</th>
<th>home</th>
<th>miles</th>
<th>slower</th>
</tr>
</thead>
<tbody>
<tr>
<td>mechanic</td>
<td>kind</td>
<td>shy</td>
<td></td>
</tr>
</tbody>
</table>

1. What _________________ of movies do you like?
2. Take your car to my _________________. He can fix any problem.
3. Highway 10 is _________________ than Interstate 70, but it's more beautiful.
4. Would you like to go _________________? You look tired.
5. The _________________ is smoking! Turn it off!
6. Your friend talked a lot. He wasn’t _________________.
7. Q: How far did you walk?   A: I walked three _________________.

B. Circle the answers.

1. I ___ like horror movies.
   a. don't  
   b. doesn't  
   c. does not
2. Excuse me. ___ you tell me where the hair salon is?
   a. Are  
   b. Do  
   c. Could
3. ___ is faster: flying or taking the train?
   a. Who  
   b. What  
   c. Which
4. I’d like to get a coffee with you, ___ I don’t have time.
   a. and  
   b. but  
   c. or
5. The pipes are ___.
   a. leaking  
   b. leaks  
   c. leak
6. ___ the stores crowded?
   a. Was  
   b. Were  
   c. How
7. ___ did you play ping-pong?
   a. What  
   b. How far  
   c. How long
C. Answer the questions.

1. What kind of music, books, or movies do you like?

________________________________________________________________________________________

2. Could you tell me where the bathroom is?

________________________________________________________________________________________

3. What is the fastest route from your home to the grocery store?
   (Give directions.) _____________________________________________________________________
   _____________________________________________________________________________________

4. Would you like a coffee? __________

5. Would you like to go to a movie?

6. Check (□) the problems in your household. Then write a sentence about one problem.

7. Look at the picture. Describe the people and the place.

________________________________________________________________________________________

8. Circle the activities you like to do.

   dance  stretch  play soccer  walk
   jog    watch tennis  lift weights  hike
MATERIALS: Extra pens

NOTE
• As you plan your field trip, keep in mind that the book’s suggestion is just that. Take your student to a location that will be helpful for him or her in the long-run. The goal is to provide your student with the opportunity to engage in the community in English and, in some instances, connect to resources of which he or she may not be aware.

REVIEW
• Check to see that students have their books and pens.
• Once everyone has arrived, give an overview of the visit. It’s up to you how you want to structure it and what other activities—games, conversation, etc.—you want to include.
• Establish a meeting place and time and have students complete the orange blue box at the bottom of the page.
• Before you have students work from the book, briefly review the activities. As students work, make yourself available for questions. OPTION: You may want to PAIR / GROUP students.
• Although the purpose of the field trip is largely to allow students to experience English in a real-world setting and recording “correct” answers isn’t the focus, you may want to complete the activities yourself so that you can check student answers later.

A. Complete the questions. Write one more.
• Have students complete item 3 before entering the recreation center. Check their questions.

B. Ask someone your questions. Write the answers.
• You may want to clear this activity with the appropriate official(s) beforehand.

C. Now look around. Check the things the recreation center has.
• Encourage students to explore the recreation center.

CONCLUSION
• At the end of the visit, you may want to discuss the students’ experience for 15 minutes or so. OPTION: Review the field trip at the start of Day 10.
• Review the activities on the page generally.
• Ask experiential questions such as How was it? Did you understand the answers people gave you?
• After the discussion, make sure all students are accounted for and have a means for getting home. Remind students of the date and time of the next class (Day 10).
# Housing

## Day 10

### One on One Activity

**Materials**
- Board or paper + marker
- 4A audio CD, CD player
- Optional: Real estate rental brochures, newspaper rental sections, simple sample lease downloaded from the internet

### Group Activity

**Materials**
- Board or paper + marker
- 4A audio CD, CD player
- Optional: Real estate rental brochures, newspaper rental sections, simple sample lease downloaded from the internet

### Review

- Optional: Review the field trip experience (Day 9).

### Warm Up

- Write these questions on the board and discuss them with your student.
  - Where do you live?
  - Do you own a house or rent an apartment?
  - When did you move in?
  - Do you like your neighbors? Describe them.
  - Is the area (neighborhood) quiet? Safe? Describe it.

- Write these questions on the board and have students discuss in pairs.
  - Where do you live?
  - Do you own a house or rent an apartment?
  - When did you move in?
  - Do you like your neighbors? Describe them.
  - Is the area (neighborhood) quiet? Safe? Describe it.
**One on One Activity**

**A. Vocabulary: Housing**
- Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words out loud.
- As pronunciation practice, say the words and have the student repeat.
- Have the student look at the pictures. Ask, What's this? What's that?
- Ask, What are we learning today?

**B. Listening (track 20): I have a new apartment!**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**Extra Activities:**
- **Reading** If you think your student would be up for the challenge, bring in a passage from The House on Mango Street, by Sandra Cisneros. The book lends itself wonderfully to this lesson.
- **Pronunciation Extras: p and b Sounds** See column on right.
- **Vocabulary** Talk about the difference between types of housing.
  - apartment = rental unit connected to other units (all units share walls)
  - condo = like an apartment, but the individual unit is owned and the land is communal
  - townhouse = the individual unit and land is owned, but the units share walls
  - single family home = the home does not share a wall with another unit
- Additionally, point out that sounds good = okay = I like it.

**Group Activity**

**A. Vocabulary: Housing**
- Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have the student repeat.
- Have students look at the pictures. Ask, What's this? What's that?
- Ask, What are we learning today?

**B. Listening (track 20): I have a new apartment!**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**Extra Activities:**
- **Pronunciation Extras: p and b Sounds**
  - Write the following sound categories and words on the board and demonstrate by exaggerating the correct pronunciation. **NOTE:** The difference between these sounds is airflow. (The p sound is voiceless and sometimes aspirated, while the b sound is voiced and not aspirated.)
    1. p
    2. b
    - pike
    - bike
    - parking
    - barking
    - petty
    - Betty
    - packed
    - backed
- Make sure the students can hear the difference of the sounds by asking them to identify the word they hear (either by pointing to it or by saying it’s sound 1 or 2). Then ask them to pronounce the words several times. Repetition is important, but if a student continues to struggle with certain sounds move on and come back to it.

**B. Listening (track 20): I have a new apartment!**
Betty: Guess what? I have a new apartment!
Mustafa: That’s great. Tell me about it.

[3] So I visited the realtor’s office.
[4] And she showed me the apartment.

Mustafa: Did you check out the area?
Betty: Yes, I did. I checked out the area. It’s perfect! It’s safe, quiet and near shopping and restaurants.
[5] So I signed a lease!
[7] And moved out!
[8] Then I moved in.
[9] Mustafa: Did you meet your neighbors?
**LANGUAGE TOOLS**

**ONE ON ONE ACTIVITY**

C. Past: Did + regular
- This chart focuses on regular past tense verbs and yes/no questions with Did: Did you sign a lease? (The other way to form yes/no questions is with be: Are you busy?)
- Remind the student that you studied “regular action words in the past” (regular past tense) on Day 7.
- Read the items in the grammar chart and have the student repeat. Point out that the past form is the same for all pronouns: I moved out, You moved out, etc. Also point out that in the question and in the negative long answer, the present form of the action word is used, but in the affirmative long answer, the past form is used.
- Point to the pictures in Activity A and ask what all of the words have in common (all about moving, all end in -ed). Then ask comprehension questions using the pictures, checking that the student uses correct pronunciation of the -ed ending: Q: Did Betty sign a lease? A: Yes, she did. She signed a lease.
- **NOTE:** Although the chart contains both the short and long answers, in natural speech native speakers typically respond with just yes or no, and clarification or new information. For example: Q: Did you move out? A: Yes. I love my new place. However, for the sake of practicing the target structure (here, regular past tense verbs), short and long answers are included. Feel free to encourage students to give more “organic” answers once they’ve demonstrated an understanding of the structure.

D. Activity
- Read the directions out loud and go over the example. As the student works, answer any questions and offer encouragement. **OPTION:** Before the student does the task, have them underline the action word in each question. Explain that these words will help the student form the long answer (add -ed).
- **EXPANSION:** After checking the activity together, practice the Q&As in PAIRS.

E. Activity
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. **OPTION:** Before checking the activity, have them underline the action word in each question. Explain that these words will help them form the long answer (add -ed).
- **EXPANSION:** After checking the activity together, practice the Q&As in PAIRS.

F. Listening (track 21): -ed sounds 2

<table>
<thead>
<tr>
<th>searched the ads</th>
<th>checked out the area</th>
</tr>
</thead>
<tbody>
<tr>
<td>sounded good</td>
<td>signed a lease</td>
</tr>
<tr>
<td>visited the office</td>
<td>packed my things</td>
</tr>
<tr>
<td>showed the apartment</td>
<td>cleaned the oven</td>
</tr>
<tr>
<td></td>
<td>moved out</td>
</tr>
<tr>
<td></td>
<td>moved in</td>
</tr>
<tr>
<td></td>
<td>unpacked</td>
</tr>
<tr>
<td></td>
<td>talked with her new neighbor</td>
</tr>
</tbody>
</table>

**GROUP ACTIVITY**

C. Past: Did + regular
- This chart focuses on regular past tense verbs and yes/no questions with Did: Did you sign a lease? (The other way to form yes/no questions is with be: Are you busy?)
- Remind students that they studied “regular action words in the past” (regular past tense) on Day 7.
- Read the items in the grammar chart and have students repeat. Point out that the past form is the same for all pronouns: I moved out, You moved out, etc. Also point out that in the question and in the negative long answer, the present form of the action word is used, but in the affirmative long answer, the past form is used.
- Point to the pictures in Activity A and ask what all of the words have in common (all about moving, all end in -ed.) Then ask comprehension questions using the pictures, checking that students use correct pronunciation of the -ed ending: Q: Did Betty sign a lease? A: Yes, she did. She signed a lease.
- **NOTE:** Although the chart contains both the short and long answers, in natural speech native speakers typically respond with just yes or no, and clarification or new information. For example: Q: Did you move out? A: Yes. I love my new place. However, for the sake of practicing the target structure (here, regular past tense verbs), short and long answers are included. Feel free to encourage students to give more “organic” answers once they’ve demonstrated an understanding of the structure.

D. Activity
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. **OPTION:** Before students do the task, have them underline the action word in each question. Explain that these words will help them form the long answer (add -ed).
- **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.

E. Activity
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. **OPTION:** Before checking the activity, have them underline the action word in each question. Explain that these words will help them form the long answer (add -ed).
- **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.
One on One Activity

F. Listening (track 21): -ed sounds 2
- Read the directions out loud. Explain that the student may hear other words, but should listen specifically for the -ed ending. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers.

G. Activity
- Direct the student’s attention to the ads and ask comprehension question. What are these? (ads) What kind of ads? (housing ads) Where do you find these ads? (in the newspaper, on Craig’s List, on community bulletin boards) etc.
- PAIR UP with your student. Read the directions out loud. Explain that you will discuss the answers, not write them. Do the first item as an example. Then take turns asking and answering questions about the ads.
- EXPANSION: Look at the real estate ads you brought. Ask questions and discuss the content.

H. Culture Tip!
- Have the student read the culture tip silently. Then have the student read the tip aloud. Refer the student to the terms references, identification, proof of income, and credit history. Ask the student for examples of good references, examples of identification, and examples of proof of income.
- How much is a typical deposit? See The Immigrant Guide for related information.
- EXPANSION: Look at the sample lease you brought. Ask questions and discuss the content.

Group Activity

F. Listening (track 21): -ed sounds 2
- Read the directions out loud. Explain that they may hear other words, but should listen specifically for the -ed ending. Play and/or read the audio. Stop the audio after the first item and point out the example answer. Repeat audio as necessary. Check answers.

G. Activity
- Direct students’ attention to the ads and ask comprehension question. What are these? (ads) What kind of ads? (housing ads) Where do you find these ads? (in the newspaper, on Craig’s List, on community bulletin boards) etc.
- PAIR students. Read the directions out loud. Explain that they are to answer the questions by speaking, not writing. Do the first item as an example. As students talk, circulate and offer encouragement.
- EXPANSION: Look at the real estate ads you brought. Ask questions and discuss the content.

H. Culture Tip!
- Have students read the culture tip to themselves. Then have a student read the tip aloud. Refer them to the terms references, identification, proof of income, and credit history. Ask students for examples of good references, examples of identification, and examples of proof of income.
- How much is a typical deposit? See The Immigrant Guide for related information.
- EXPANSION: Look at the sample lease you brought. Ask questions and discuss the content.

F. Listening (track 21): -ed sounds 2
- searched the ads
- sounded good
- visited the office
- showed the apartment
- checked out the area
- signed a lease
- packed my things
- cleaned the oven
- moved out
- moved in
- unpacked
- talked with her new neighbor
**REAL LIFE**

**ONE ON ONE ACTIVITY**

I. Activity
- PAIR UP with your student. Read the directions out loud. Then discuss which apartment is best for your student’s situations.

J. Activity
- PAIR UP with your student. Read the directions out loud. Brainstorm housing search ideas together.
- **INTERNET EXPANSION**: Show the student options for looking for housing on-line on websites such as Craig’s List.

K. Activity
- Point out the list of moving expenses and ask comprehension questions: What’s a “deposit”? What are some examples of “utilities”?
- PAIR UP with your student. Read the directions out loud. Have the student come up with the other expenses and try to total the expenses.

**Before You Go**
- Invite the student to bring his/her checkbook the next class.
- Assign homework.

**GROUP ACTIVITY**

I. Activity
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. Check answers together.

J. Activity
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION**: Do the activity on the board as a class.
- **INTERNET EXPANSION**: Show the student options for looking for housing on-line on websites such as Craig’s List.

K. Activity
- Point out the list of moving expenses and ask comprehension questions: What’s a “deposit”? What are some examples of “utilities”?
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. Check answers together.

**Before You Go**
- Invite students who have a checkbook to bring it to the next class.
- Assign homework.
**One on One Activity**

**L. Activity**
- Read the directions out loud. Point out the blue abbreviation box. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** If your student is more advanced, suggest that he/she work without using the word box.

**M. Activity**
- **PAIR UP** with your student. Read the first part of the directions: *Write the past form of the words in your list.* Point to the two lists. Go over the examples together. As the student works, answer any questions and offer encouragement. Check answers together.
- Read the rest of the directions. Model an example with the student: You: *Search.* Student: *Searched.* Then practice past tense forms.

**N. Activity**
- Read the first part of the directions. Write a few of the example prepositions on the board. The student does not need to understand the technicality of prepositions if that is too complicated. You want them to understand the purpose of the words.
- Tell the student to read the paragraph. Ask if there are questions.
- Ask comprehension questions about the preposition rules: *When do we use in?*, etc.
- Read the second part of the directions. Ask the student to fill in the correct preposition in the blank lines. Check answers together.

**Group Activity**

**L. Activity**
- Read the directions out loud. Point out the blue abbreviation box. Go over the example together. As the student works, circulate and offer encouragement. Check answers together. **OPTION:** For more advanced students, suggest that they work without using the word box.

**M. Activity**
- **PAIR students.** Read the first part of the directions: *Write the past form of the words in your list.* Point to the two lists. Go over the examples together. As students work, circulate and offer encouragement. Check answers together.
- Read the rest of the directions. Model an example with a student: You: *Search.* Student: *Searched.*
- As students talk, circulate and offer encouragement.

**N. Activity**
- Read the first part of the directions. Writing a few of the example prepositions on the board. The students do not need to understand the technicality of prepositions if that is too complicated for them. You want them to understand the purpose of the words.
- Tell students to read the paragraph. Ask if there are questions.
- Ask comprehension questions about the preposition rules: *When do we use in?*, etc.
- Read the second part of the directions. Ask students to fill in the correct preposition in the blank lines. **OPTION:** Do this as a group.
- Check answers together.

**EXTRA ACTIVITY (if time permits):**
- **Musical chairs** Arrange chairs in a circle, facing out, with students around the outside of the circle. There should be one less chair than student. Tell students to walk until they hear a *-ed* action word. Read the audioscript from Activity A. When students hear an *-ed* word, they must find a seat. The student who doesn’t find a seat is out of the game and takes a chair with them.
• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 4A audio CD, and that practice is the best way to improve listening!
• **B: Reading:** Remind them that reading is a good way to grow vocabulary.
• **C: Hello, world!** Encourage them to try at least one of the suggestions and ask which one they’ll do first. Say, *Try!*
• **D: Journaling:** Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it’s okay to write words without complete sentences.
• Thank your students for their hard work in class today! *Thank you! Good job!*
• End class with an “exit ticket” (described in day 2) if you’d like. Or, point to something specific that they learned today.

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**A. Listening (track 22): I have a new apartment!**

Betty: Guess what? I have a new apartment!
Mustafa: That’s great. Tell me about it.

Betty: Well, I searched the apartment ads. One sounded really good. So I visited the realtor’s office. And she showed me the apartment.

Mustafa: Did you check out the area?

Betty: Yes, I did. I checked out the area. It’s perfect! It’s safe, quiet and near shopping and restaurants. So I signed a lease!

Betty: At my old place, I packed my things and I moved out! Then I moved in.

Mustafa: Did you meet your neighbors.

Betty: Yes. I talked with a neighbor.
**One On One Activity**

**MATERIALS**
- Board or paper + marker
- 4A audio CD, CD player
- Reproducible: Past / Present Strips (1 set)

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**Group Activity**

**MATERIALS**
- Board or paper + marker
- 4A audio CD, CD player
- Reproducible: Past / Present Strips (1 set per pair)

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**REVIEW**
- Review the regular past tense verbs from Day 10 with this **ICEBREAKER: A Moving Story** – Write the base forms of the target words from Day 10 on the board (*move*, *talk to*, etc.). You start the game by saying a sentence in the past tense with a word from the board: *Yesterday, Betty moved out of her apartment*. The student continues the story with a sentence that uses another word from the board, and so on. **OPTION:** The next person repeats the previous sentence before adding a sentence.
- Review the homework.

**WARM UP**
- On the left side of the board, write the present tense form of a handful of the target words from today’s lesson: *go*, *have*, *stand*, *meet*, etc. On the right side of the board, write the corresponding past tense forms, in mixed order: *met*, *had*, *went*, *stood*, etc.
- Have the student think about which words match. Then have the student try to match the pairs.
- Explain that today’s lesson is about irregular action words in the past.

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**REVIEW**
- Review the regular past tense verbs from Day 10 with this **ICEBREAKER: A Moving Story** – Write the base forms of the target words from Day 10 on the board (*move*, *talk to*, etc.). Assign one student to stand at the board and mark off the words as they’re used. The rest of the class sits in a circle. You start the game by saying a sentence in the past tense with a word from the board: *Yesterday, Betty moved out of her apartment*. The next person continues the story with a sentence that uses another word from the board, and so on. **OPTION:** The next person repeats the previous sentence before adding a sentence.
- Review the homework.

**WARM UP**
- On the left side of the board, write the present tense form of a handful of the target words from today’s lesson: *go*, *have*, *stand*, *meet*, etc. On the right side of the board, write the corresponding past tense forms, in mixed order: *met*, *had*, *went*, *stood*, etc.
- Have students, from their seats, think about which words match. Then have one volunteer at a time approach the board and try to match a pair.
- Explain that today’s lesson is about irregular action words in the past.
**ONe ONe ACTIVITY**

**A. Vocabulary: Banking**
- Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student should say the words out loud.
- As pronunciation practice, say the words and have the student repeat.
- Have the student look at the pictures. Ask, *What's this? What's that?*
- Ask, *What are we learning today?*

**B. Listening (track 23): I went to the bank.**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**GROUP ACTIVITY**

**A. Vocabulary: Banking**
- Read the directions out loud. Give students a few moments to absorb the pictures and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat.
- Have students look at the pictures. Ask, *What's this? What's that?*
- Ask, *What are we learning today?*

**B. Listening (track 23): I went to the bank.**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**B. Listening (track 23): I went to the bank.**
Ana: Hi Luli.
Luli: Hi Ana! What did you do yesterday?
Ana: I went to the bank to open a couple of accounts.
Luli: What kind of accounts?
Ana: A checking account and a savings account.
Luli: Did you have an appointment?
Ana: No. First, I stood in line for 10 minutes, then I met with a banker. I gave her my passport and driver’s license, and she made copies. Next, I did some paperwork and after that I made an opening deposit.
Luli: An opening deposit. What’s that?
Ana: It’s a small amount of money you need to open account. My bank required a $25 minimum opening deposit.
Luli: Oh. Did you bring proof of address?
Ana: Yes. I brought an electric bill. Then the banker gave me a debit card. It was easy.
Luli: Did you get a checkbook?
Ana: Yes. I got a checkbook. I wrote two checks this morning!
Luli: Oh.
One on One Activity

C. Past: Did + irregular
- This chart focuses on irregular past tense verbs and yes/no questions with Did.
- Read the items in the grammar chart and have the student repeat. Point out that in the question and in the negative long answer, the present form of the action word is used, but in the affirmative long answer, the past form is used.
- Ask the student yes/no questions about the pictures in Activity A: Did Ana go to the bank?

D. Activity
- Read the directions out loud. Go over the example together and point out the pattern for yes and no responses and that the past form is the same for all pronouns: I went, You went, etc.
- As the student works, answer any questions and offer encouragement. Check answers together.
- EXPANSION: After the student has checked the activity, practice asking questions and giving answers using the pictures in Activity A. Example: Q: Did Ana meet with a banker? A: Yes. She met with a banker. For weaker students, elicit questions first and write them on the board.

E. Activity
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then take turns saying sentences in the present and the past with the verbs from Activity D.

EXTRA ACTIVITIES (if time permits):
- Memory PAIR UP with your student. Give the student a set of Past/Present Strips to place face down on a table. Partner A turns over two strips, trying to find a match (present and past tense of the same word). If the two strips match, Partner A takes them and goes again. If not, the strips are returned facedown, and it is Partner B’s turn.
- Make sure the student says the words as he/she turns over the strips.
- NOTE: You'll use the strips again on Day 12.
- Go Fish An alternate reinforcement activity using Past/Present Strips is Go Fish. Deal a few cards to both you and your student leaving the rest in a pile. The game proceeds by the student asking you for the related verb in order to make a pair. If you don’t have the word, then the student pulls from the pile.

Group Activity

C. Past: Did + irregular
- This chart focuses on irregular past tense verbs and yes/no questions with Did.
- Read the items in the grammar chart and have students repeat. Point out that in the question and in the negative long answer, the present form of the action word is used, but in the affirmative long answer, the past form is used.
- Ask students yes/no questions about the pictures in Activity A: Did Ana go to the bank?

D. Activity
- Read the directions out loud. Go over the example together and point out the pattern for yes and no responses and that the past form is the same for all pronouns: I went, You went, etc.
- As students work, circulate and offer encouragement. Check answers together.
- EXPANSION: After students have checked the activity, have them practice asking questions and giving answers using the pictures in Activity A in PAIRS. Example: Q: Did Ana meet with a banker? A: Yes. She met with a banker. For weaker students, elicit questions first and write them on the board.

E. Activity
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.
- EXPANSION: Do the activity as a class, divided into two TEAMS: Team A and Team B.

EXTRA ACTIVITIES (if time permits):
- Memory PAIR students. Give each pair a set of Past/Present Strips to place face down on a table. Partner A turns over two strips, trying to find a match (present and past tense of the same word). If the two strips match, Partner A takes them and goes again. If not, the strips are returned facedown, and it’s Partner B’s turn. Make sure the students say the words as they turn over the strips.
- NOTE: You’ll use the strips again on Day 12.
- Go Fish An alternate reinforcement activity using Past/Present Strips is Go Fish. Deal a few cards to students in groups of 3-4 leaving the rest in a pile. The game proceeds by students asking each other for the related verb in order to make a pair. If you don’t have the word, then the student pulls from the pile.
**REAL LIFE**

**ONE ON ONE ACTIVITY**

F. Activity
- Pair up with your student. Read the directions out loud. Point out that he/she should give short answers. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- Expansion: Have the student write in the long answers under or beside the short answers.
- After the student has completed the conversations, practice them together.

**EXTRA ACTIVITY (if time permits):**
- Discussion – Together discuss this question: *What are the benefits of having a checking account?* Answers may include safety, convenience, proof of payment, way to cash incoming checks, way to track spending, way to pay bills, and way to establish credit.

G. Culture Tip!
- Have the student read the culture tip silently. Then have the student read the tip aloud. Ask if the student has a checking account, and, if so, if he/she had any problems using temporary checks. Brainstorm some solutions to the problems.
- To continue with this discussion ask other questions, such as what the banking system in the student’s country is like. Do they use checks?, etc.
- Ask if the student pays any bills with auto pay.

**GROUP ACTIVITY**

F. Activity
- Pair students. Read the directions out loud. Point out that they should give short answers. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- Expansion: Have the students write in the long answers under or beside the short answers.
- After students have completed the conversations, model the first one with a student as an example. As students talk, circulate and offer encouragement.

**EXTRA ACTIVITY (if time permits):**
- Group Discussion – As a group, discuss this question: *What are the benefits of having a checking account?* Answers may include safety, convenience, proof of payment, way to cash incoming checks, way to track spending, way to pay bills, and way to establish credit.

G. Culture Tip!
- Have students read the culture tip to themselves. Then have a student read the tip aloud. Ask if anyone has a checking account, and, if so, if they had any problems using temporary checks. Brainstorm some solutions to the problems.
- To continue with this discussion ask other questions, such as what the banking systems in the students’ countries are like. Do they use checks?, etc.
- Ask if the students pay any bills with auto pay.
**ONE ON ONE ACTIVITY**

H. Activity
- Generate examples of monthly expenses and write them on the board.
- Read the directions out loud. Do an example together. As the student works, answer any questions and offer encouragement. Make sure that the student totals his/her expenses. Discuss your expenses. Ask, *What's your biggest expense?*

I. Activity
- Review the parts of the sample check by asking the student questions such as *What's this? What goes here? What does this mean?*
- Read the directions out loud.
- If you think this will be a challenging list of questions for students to answer, talk through the answers to the questions before students write their responses.

**EXTRA INTERNET ACTIVITY:**
- If your student has internet access, consider visiting the student's bank. You can set up an appointment for a teller or baker to help the student set up online banking.

**Before You Go**
- Encourage the student to ask questions about any part of the lesson that wasn't clear.
- Assign homework.

**GROUP ACTIVITY**

H. Activity
- Generate examples of monthly expenses and write them on the board.
- Read the directions out loud. Do an example together. As the student works, circulate and offer encouragement. Make sure that students total their expenses. **OPTION:** Have volunteers share their information. Ask, *What's your biggest expense, Leila? What's yours, Andre?*

I. Activity
- Review the parts of the bank statement by asking students questions such as *What's this? What goes here? What does this mean?*
- Read the directions out loud.
- If you think this will be a challenging list of questions for students to answer, talk through the answers to the questions before students write their responses.
- Have students check answers together, then check as a class.

**Before You Go**
- Encourage students to ask questions about any part of the lesson they didn't understand.
- Assign homework.
**ONE ON ONE ACTIVITY**

**K. Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then take turns talking about accomplished goals.
- **OPTION:** Ask the student to expand his/her answers. Ask *why?*

**L. Activity**
- Review the parts of the bank application.
- PAIR UP with your student. Read the directions out loud.
- Do the activity interview-style, with Partner A as the bank customer and Partner B the banker.
- Model an example dialog with the student, for example: *A: Hello. Welcome to Southeast Bank. B: Hello. A: How can I help you today? B: I would like to open a savings account.** OPTIONS: 1) Write a dialog on the board for the student to follow. 2) Have the student first write a dialog, then complete the application as you perform the dialog. For example, you ask *What is your first name,* and fill in the blank like when the student answers.
- **NOTE:** Tell the student not to write his/her complete social security number on this form. This number should be kept private. Talk about when it’s appropriate to give out a social security number.

**M. Listening (track 24): Check!**
- Point out the Language Note. Ask the student for an example of an English word that has more than one meaning: *check, fall, spring, can, band, duck, place,* etc.
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and discuss the answer together.) Repeat the audio as necessary. Check answers together.
- **NOTE:** Check was chosen for this exercise because it is a central word to this lesson. However, your student may benefit by practicing other common homonyms (words that sound the same, but have different meanings). Visit the internet for worksheets and review lessons on homonyms. Superteacherworksheets.com is a great resource.

**GROUP ACTIVITY**

**K. Activity**
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.
- Ask the students to expand on their answers. Ask *why?*
- **OPTION:** Have volunteers perform their conversation for the class.

**L. Activity**
- Review the parts of the bank application.
- PAIR students. Read the directions out loud.
- Have students do the activity interview-style.
- Model an example dialog with a student, for example: *A: Hello. Welcome to Southeast Bank. B: Hello. A: How can I help you today? B: I would like to open a savings account.** OPTIONS: 1) Write a dialog on the board for students to follow. 2) Have students first write a dialog, then complete the application as they perform the dialog asking each other interview questions to fill out the application.
- As students talk, circulate and offer encouragement. **OPTION:** Have volunteers perform their conversation for the class.
- **NOTE:** Tell the student not to write his/her complete social security number on this form. This number should be kept private. Talk about when it’s appropriate to give out a social security number.

**M. Listening (track 24): Check!**
- Point out the Language Note. Ask students for an example of an English word that has more than one meaning: *check, fall, spring, can, band, duck, place,* etc.
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and discuss the answer together.) Repeat the audio as necessary. Check answers together.
- **NOTE:** Check was chosen for this exercise because it is a central word to this lesson. However, your student may benefit by practicing other common homonyms (words that sound the same, but have different meanings). Visit the internet for worksheets and review lessons on homonyms. Superteacherworksheets.com is a great resource.

2. She wrote a check next to Matt’s name.
3. Check answers with a partner.
• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 4A audio CD, and that practice is the best way to improve listening!
• B: Hello, world!: Encourage them to try at least one of the suggestions and ask which one they’ll do first. Say, Try!
• C: Journaling: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it’s okay to write words without complete sentences. As always, this journal topic is simply a suggestion. Other possible options could be to write about what you would like to save for in the future.
• Thank your students for their hard work in class today! Thank you! Good job!
• End class with an “exit ticket” (described in day 2) if you’d like. Or, point to something specific that they learned today.

A. Listening (track 25): I went to the bank.
Ana: Hi Luli.
Luli: Hi Ana! What did you do yesterday?
Ana: I went to the bank to open a couple of accounts.
Luli: What kind of accounts?
Ana: A checking account and a savings account.
Luli: Did you have an appointment?
Ana: No. I stood in line for 10 minutes, then I met with a banker. I gave her my passport and driver’s license, and she made copies. Next, I did some paperwork and after that I made an opening deposit.
Luli: An opening deposit. What’s that?
Ana: It’s a small amount of money you need to open account. My bank required a $25 minimum opening deposit.
Luli: Oh. Did you bring proof of address?
Ana: Yes. I brought an electric bill. Then the banker gave me a debit card. It was easy.
Luli: Did you get a checkbook?
Ana: Yes. I got a checkbook. I wrote two checks this morning!
Luli: Oh.
**Crime and Laws**

**Day 12**

### One On One Activity

<table>
<thead>
<tr>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Board or paper + marker</td>
</tr>
<tr>
<td>• 4A audio CD, CD player</td>
</tr>
<tr>
<td>• Reproducible: Past / Present Strips (1 set)</td>
</tr>
<tr>
<td>• Adhesive tape</td>
</tr>
<tr>
<td>• OPTIONAL: timer (1)</td>
</tr>
</tbody>
</table>

### Group Activity

<table>
<thead>
<tr>
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</tr>
</thead>
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<td>• Reproducible: Past / Present Strips (1 set per pair)</td>
</tr>
<tr>
<td>• Adhesive tape</td>
</tr>
</tbody>
</table>

### REVIEW
- Review irregular past tense from Day 11 with this ICEBREAKER: Memory PAIR UP with your student. Give the student a set of Past / Present Strips to place face down on a table. Partner A turns over two strips, trying to find a match (present and past tense of the same word). If the two strips match, Partner A must make a correct sentence in the past. If the sentence is correct, the player takes the strips and goes again. If not, the strips are returned facedown, and it is Partner B’s turn.
- Review the homework.

### WARM UP
- Draw a spider diagram on the board and write the word *Crimes* in the middle. PAIR UP with your student and brainstorm examples of crimes. Invite the student to write his/her examples on the board. Review as a class.
A. Vocabulary: Crimes
• Introduce the reading and the story parts: This is a short story about a boy named Victor. Victor had many problems. What’s the title of the story? What’s happening in the pictures?
• Read the directions out loud. Give the student a few moments to absorb the pictures, title, and boldfaced words. Remind the student to say the words out loud.
• As pronunciation practice, say the words and have the student repeat.
• Have the student look at the pictures. Ask, What’s this? What’s that?
• Ask, What do you think the story is about? What are we learning today?

B. Listening (track 26): He was getting into trouble.
• Read the directions out loud. Tell the student that as they listen, he/she should think about the question, Who is telling the story? Play and/or read the audio. Repeat the audio as necessary. Discuss the answer together. OPTION: Have the student read the story through before you play the audio. Review any unknown vocabulary, or have the student consult his/her dictionary.

B. Listening (track 26): He was getting into trouble.
Lan: Three years ago my teenage son Victor was having problems.
He was getting into trouble at school.
He was staying out late. He was drinking. He was doing drugs. He was hanging out with gang members.

He and his friends were committing crimes. For example, they were breaking windows, tagging buildings, and stealing bicycles.
And they were harassing people on the street. They were acting like dangerous criminals.
Victor and his friends were breaking the law, and the police were calling them suspects. But the police weren’t catching them in the act.
**C. Past continuous: What**
- This chart focuses on information questions with the past continuous (simple past tense of *be + action word + -ing*): I was breaking the law.
- On the board, draw a timeline and explain that this is when we use the past continuous tense.
- Read the items in the grammar chart and have the student repeat. Point out that only *was* and *were* are in the past form. Although the action was happening in the past, the verb itself only adds *-ing*.

**D. Activity**
- Ask comprehension questions about the pictures:
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- **EXPANSION:** After checking the activity together, practice the Q&As in PAIRS.

**E. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- **EXPANSION:** After checking the activity together, practice the Q&As in PAIRS.

**C. Past continuous: What**
- This chart focuses on information questions with the past continuous (simple past tense of *be + action word + -ing*): I was breaking the law.
- On the board, draw a timeline and explain that this is when we use the past continuous tense.
- Read the items in the grammar chart and have students repeat. Point out that only *was* and *were* are in the past form. Although the action was happening in the past, the verb itself only adds *-ing*.

**D. Activity**
- Ask comprehension questions about the pictures:
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.

**E. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.
ONE ON ONE ACTIVITY

F. Activity
- Review the police report and check that the student understands all of the sections.
- Point out the Language Note. Explain that these are a few examples—that there are other ethnicities and races.
- Ask questions about some of the provided information: What's Victor's last name? What's the date of the report?
- Explain that the report is partially completed, and the student will complete the rest after he/she re-reads the story in Activity A.
- Read the directions out loud. Direct the student to the reading in Activity A. OPTION: Have the student read the story aloud.
- Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- Talk about the difference between being arrested and being convicted.

G. Activity
- PAIR UP with your student. Read the directions out loud. Explain that this is a speaking activity; the student won't write answers. Then take turns asking and answering questions about the police report.

H. Culture Tip!
- Have the student read the culture tip silently. Then have the student read the tip aloud.

EXTRA ACTIVITY (if time permits):
- Discussion – Together discuss this question: What are some other ways to keep your neighborhood safe?

GROUP ACTIVITY

F. Activity
- Review the police report and check that students understand all of the sections.
- Point out the Language Note. Explain that these are a few examples—that there are other ethnicities and races.
- Ask questions about some of the provided information: What's Victor's last name? What's the date of the report?
- Explain that the report is partially completed, and students will complete the rest after they re-read the story in Activity A.
- Read the directions out loud. Direct the students to the reading in Activity A. OPTION: Have students take turns reading the story aloud.
- Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- Talk about the difference between being arrested and being convicted.

G. Activity
- PAIR students. Read the directions out loud. Explain that this is a speaking activity; students won't write answers. Model an exchange with a student. As students talk, circulate and offer encouragement.
- Have volunteers perform for the class.

H. Culture Tip!
- Have students read the culture tip to themselves. Then have a student read the tip aloud.

EXTRA ACTIVITY (if time permits):
- Group Discussion – As a group, discuss this question: What are some other ways to keep your neighborhood safe?
Real Life

One On One Activity

I. Activity
• PAIR UP with your student. Read the directions out loud. *Step 1: Describe the activity.* Read the example dialog with the student. Then take turns asking and answering questions about the other activities. Be sure the student uses the past continuous.
• Step 2: Take turns asking, *Was he/she breaking the law?* (Instruct the student to cover the answers below the activity until he/she has finished all of the items.): Discuss the answers. Does the student agree with the law in all cases?
• **EXPANSION:** Have students discuss why each item is or is not considered breaking the law. Talk about the public consequences of illegal actions. Talk about legal ramifications in the student’s country regarding the different situations.
• Talk about littering. What are the consequences for littering your community? What about in the student’s native community?

Before You Go
• Invite the student to bring his/her resume to the next class.
• Assign homework.

Group Activity

I. Activity
• PAIR students. Read the directions out loud. *Step 1: Describe the activity.* Model the example dialog with a student. Then have pairs turns asking and answering questions about the other activities. Be sure that students uses the past continuous.
• Step 2: Have pairs turns asking, *Was he/she breaking the law?* (Instruct the class to cover the answers below the activity until everyone has finished all of the items.): Pairs the answers. **OPTION:** Discuss: Do students agree with the law in all cases?
• **EXPANSION:** Have students discuss why each item is or is not considered breaking the law. Talk about the public consequences of illegal actions. Talk about legal ramifications in the students’ countries regarding the different situations.
• Talk about littering. What are the consequences for littering your community? What about in the students’ native communities?

Before You Go
• Invite students to bring their resume to the next class.
• Assign homework.
**ONE ON ONE ACTIVITY**

**J. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

**K. Activity**
- Review the two images. Ask, *What's Jill doing? What's the problem?*
- Read the directions out loud. Look at the example sentence together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** Invite the student to read his/her story aloud.
- **EXPANSION:** Discuss problems and changes you and the student would like to see in your neighborhoods.

**L. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** If your student is more advanced, suggest that he/she work without using the word box.

**GROUP ACTIVITY**

**J. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

**K. Activity**
- Review the two images. Ask, *What's Jill doing? What's the problem?*
- Read the directions out loud. Look at the example sentence together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Invite volunteers to share their story with the class.
- **EXPANSION:** As a class, discuss problems and changes students would like to see in their neighborhood.

**L. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** For more advanced students, suggest that they work without using the word box.
Homework

- Encourage students to do the homework.
- **A: Listening:** Remind students that this activity requires the 4A audio CD, and that practice is the best way to improve listening!
- **B: Reading:** Remind them that reading is a good way to grow vocabulary.
- **C: Hello, world!** Encourage them to try at least one of the suggestions and ask which one they’ll do first. Say, *Try!*
- **D: Journaling:** Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it’s okay to write words without complete sentences. Other possible journal entry topics could be to write about crime in your country or write about a crime that was committed against you or a friend.
- Thank your students for their hard work in class today! *Thank you! Good job!*
- End class with an “exit ticket” (described in day 2) if you’d like. Or, point to something specific that they learned today.

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**A. Listening (track 27): He was getting into trouble.**

Lan: Three years ago my teenage son Victor was having problems. He was getting into trouble at school. He was staying out late. He was drinking. He was doing drugs. He was hanging out with gang members.

He and his friends were committing crimes. For example, they were breaking windows, tagging buildings, and stealing bicycles. Also they were harassing people on the street. They were acting like dangerous criminals. Victor and his friends were breaking the law, and the police were calling them suspects. But the police weren’t catching them in the act.
### GROUP ACTIVITY

**MATERIALS**
- Board or paper + marker  
- 4A audio CD, CD player  
- Reproducible: Crime Pictures (1 set)  
- Fly swatters (1)  
- OPTIONAL: timer (1)  
- Reproducible: Job Application (2)  
- OPTIONAL: your resume  
- OPTIONAL: The Immigrant Guide

**REVIEW**
- Review the past continuous from Day 12 with this ICEBREAKER: Who dunnit? – Tell students that they are going to imagine that there was a crime in their city or town last night. Explain the scenario: Someone tagged the library last night at 6 p.m. Someone saw a crime and called 911. They are looking for someone with paint on his or her hands. Make sure that everyone understands the story.
- Then explain that one person in the room is the criminal. Hand out a Crime Pictures to each student; be sure that the criminal card (at the car wash, washing my car) is distributed. Encourage students to mingle and ask, Where were you at 6 p.m.? What were you doing? After students have had a chance to mingle, ask, Who did it?
- Review the homework.

**WARM UP**
- Flip the classroom lights off and ask, What did you do? (You turned off the lights.) Write turned off on the board. Explain that in English many action words are made up of two (or more) words. We call these *phrasal verbs.*
- Write the following on the board:

  fill    up  
  drop    out  
  follow  off

- With his/her book closed, have the student try to match the words on the left with the words on the right, and to explain the meaning. **NOTE:** While there are several correct answers, the phrasal verbs you should be concentrating on are the ones in the vocabulary section of today’s lesson: fill out, drop off, follow up.
B. Listening (track 28): I’m reading the job postings.

- Read the directions out loud. Have the student try to guess which action words from the box match the pictures. (There is one extra: be responsible for.)
- Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- EXPANSION: Point out the Language Note and explain that in informal English, native speakers often say gonna instead of going to. Play the audio again and have the student raise his/her hand each time they hear gonna.
- Ask comprehension and follow-up questions. For example, what do you think the qualifications are for this job?

EXTRA ACTIVITY (if time permits):
- **Fly swatter** Write going to and gonna on the board. Have the student stand at the board, fly swatter in hand. You read sentences with going to from the audioscript, randomly saying going to or gonna. The student tries to quickly swat the pronunciation you use. **OPTION:** Add a timer for a sense of excitement.

B. Listening (track 28): I’m reading the job postings.

Jack: Hi Darin. What are you doing?
Darin: I’m reading the student job postings.
Jack: Are you going to apply for a position?
Darin: Yes. I’m going to apply for the office manager position.
Jack: What’s the salary?
Darin: It’s $31k.
Jack: Ah. What are the duties?
Darin: The ad says, “The office manager is responsible for office organization.”
Jack: Oh.

Darin: Anyway, I’m going to fill out the application tomorrow.
Jack: Are you going to drop off your application tomorrow?
Darin: No. The deadline is on Monday. So, I’m going to look it over on Saturday. Then I’m going to drop it off on Monday. After that, I’m going to follow up with a call on the 23rd.
Jack: Sounds good.
C. Future: Be + going to
• This chart focuses on forming the future tense with be going to.
• We use going to for things that are facts or 100 percent certain, and with plans.
• On the board, draw a timeline and explain that this is when we use going to.
• Read the items in the grammar chart and have the student repeat.
• Refer to the picture story in Activity A. Ask yes/no questions about Darin’s actions (Is Darin going to fill out an application?). Follow up with the question, When? (Tomorrow.)

D. Activity
• Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. OPTION: Before the student does the task, have them underline the action words in each question. Explain that these words will help the student complete the answers (along with the correct form of be going to).
• EXPANSION: After checking the activity together, practice the Q&As in PAIRS.

EXTRA ACTIVITY (if time permits):
• Apply yourself. PAIR UP with your student. Give the student a Job Application. Review the sections on the application and ask for questions about anything that is unclear. Then have the student complete the application with his/her information. As the student works, answer any questions and offer encouragement. OPTION: Role-play a job interview with the student.

C. Future: Be + going to
• This chart focuses on forming the future tense with be going to.
• We use going to for things that are facts or 100 percent certain, and with plans.
• On the board, draw a timeline and explain that this is when we use going to.
• Read the items in the grammar chart and have students repeat.
• Refer to the picture story in Activity A. Ask yes/no questions about Darin’s actions (Is Darin going to fill out an application?). Follow up with the question, When? (Tomorrow.)

D. Activity
• Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. OPTION: Before students do the task, have them underline the action words in each question. Explain that these words will help them complete the answers (along with the correct form of be going to).
• EXPANSION: After students have checked the activity, have them practice the Q&As in PAIRS.

EXTRA ACTIVITY (if time permits):
• Apply yourself. PAIR students. Give each student a Job Application. Review the sections on the application and ask for questions about anything that is unclear. Then have students complete the application with their information. As students work, circulate and offer encouragement. OPTION: Role-play a job interview with volunteers.
**ONE ON ONE ACTIVITY**

**E. Activity**
- Ask comprehension questions about Darin’s resume: *What’s his address? What are his skills? Can he speak English?*
- Read the directions out loud. Review each section of the résumé together. As the student works, answer any questions and offer encouragement.

**F. Culture Tip!**
- Have the student read the culture tip silently. Then have the student read the tip aloud. You might want to post the websites or phone numbers of local agencies that need volunteers. Or, if your student has kids in elementary or middle school, suggest volunteering there. If appropriate, see if you can schedule a class at a volunteer agency or site, so that your student can see volunteers in action.
- If time permits, have your student read out loud the section about volunteering in *The Immigrant Guide*.

**GROUP ACTIVITY**

**E. Activity**
- Ask comprehension questions about Darin’s resume: *What’s his address? What are his skills? Can he speak English?*
- Read the directions out loud. Review each section of the résumé together. As the student works, circulate and offer encouragement. **OPTIONS:** 1)PAIR students and have them check for spelling errors in each other’s resume. 2)PAIR students who brought a resume from home and have them review each other’s résumé for errors and improvements.

**F. Culture Tip!**
- Have students read the culture tip to themselves. Then have a student read the tip aloud. You might want to post the websites or phone numbers of local agencies that need volunteers. **OPTION:** Invite a representative from a local agency to speak during class time about volunteer opportunities.
- If time permits, have your students read out loud the section about volunteering in *The Immigrant Guide*. 
**ONE ON ONE ACTIVITY**

**G. Activity**
- PAIR UP with your student. Read the first part of the directions: Read the employment postings. Point to the job postings. Ask, What abbreviations do you see? What do the abbreviations mean?
- As the student reads, answer any questions and offer encouragement. Review abbreviations together on the board.
- Read the rest of the directions. Explain that together you are going to discuss the details of the jobs, using the future tense with going to.
- Read the example dialog with the student. Then take turns asking and answering When questions.
- Remind the student to circle the job that is the most interesting to them.

**H. Activity**
- PAIR UP with your student. Read the directions out loud. Explain that here to “set a goal” means to write it down. Do an example together. As the student works, answer any questions and offer encouragement.
- Read the example dialog with the student. Then take turns talking about job goals.

**INTERNET EXPANSION**
- Use on-line sites to check out job opportunities. Even free newspapers sometimes have job listings that could be useful for some students.

**Before You Go**
- Invite the student to bring a planner or calendar to the next class.
- Assign homework.

**GROUP ACTIVITY**

**G. Activity**
- PAIR students. Read the first part of the directions: Read the employment postings. Point to the job postings. Ask, What abbreviations do you see? What do the abbreviations mean?
- As students read, circulate and offer encouragement. Review abbreviations together on the board.
- Read the rest of the directions. Explain that students are going to discuss the details of the jobs, using the future tense with going to. Model the example dialog with a student.
- As students talk, circulate and offer encouragement.
- Remind students to circle the job that is the most interesting to them.

**H. Activity**
- Read the directions out loud. Explain that here to “set a goal” means to write it down. Go over the example together. As students work, circulate and offer encouragement.
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.
  **OPTION:** Invite volunteers to share their goals with the class.

**INTERNET EXPANSION**
- Use on-line sites to check out job opportunities. Even free newspapers sometimes have job listings that could be useful for some students.

**Before You Go**
- Invite students to bring a planner or calendar to the next class.
- Assign homework.
**ONE ON ONE ACTIVITY**

**I. Activity**
- PAIR UP with your student. Read the directions out loud. Explain that Marcos, Nevila, and Inez are job candidates with different skills and that you each have some, but not all, of the information.
- Read the example dialog with the student. Then take turns asking and answering questions about the candidates’ skills. Check answers together.

**J. Activity**
- Read the first sentence of the directions. Write ask; call; listen to; talk to on the board. Explain that with some words we do not use to.
- Read the sentences on the left with your student. Ask the student to underline words followed by to in the first column.
- Read the second part of the directions. Read the sentences in column 2 and have the student write to on the blank line, or leave it blank. Check answers.
- NOTE: You may need to make the distinction between this exercise (adding to to the end of a verb as a preposition, creating a phrasal verb) and the use of to at the beginning of a verb to form an infinitive (to walk), or before a noun as a preposition (to the student). If this will be too much information for your student, at least be aware of the distinction for yourself, as it will make the explanation more clear.

**EXTRA ACTIVITY (if time permits):**
- **Intercambio jazz chant** (track 35) Write the following chant on the board, including the Xs.

<table>
<thead>
<tr>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: <strong>When's</strong> class gonna <strong>start</strong> today?</td>
<td>X</td>
</tr>
<tr>
<td>B: <strong>It's</strong> gonna <strong>start</strong> at <strong>8</strong> today.</td>
<td>X</td>
</tr>
</tbody>
</table>

- Model the chant by reading and clapping on the Xs. Have the student repeat. Explain that English is a rhythmic (stress-timed) language and that the Xs indicate where the stress should fall. Also point out that **When's** and **gonna** are informal and commonly used.

**GROUP ACTIVITY**

**I. Activity**
- PAIR students. Read the directions out loud. Explain that Marcos, Nevila, and Inez are job candidates with different skills and that each partner has some, but not all, of the information.
- Model the example dialog with a student. As students talk, circulate and offer encouragement. Check answers together.

**J. Activity**
- Read the first sentence of the directions. Write ask; call; listen to; talk to on the board. Explain that with some words we do not use to.
- Read the sentences on the left with the students. Ask the student to underline words followed by to in the first column.
- Read the sentences in column 2 and have the students write to on the blank line, or leave it blank. Check answers together.
- NOTE: You may need to make the distinction between this exercise (adding to to the end of a verb as a preposition, creating a phrasal verb) and the use of to at the beginning of a verb to form an infinitive (to walk), or before a noun as a preposition (to the student). If this will be too much for your students, at least be aware of the distinction yourself, as it will make the explanation more clear.

**EXTRA ACTIVITY (if time permits):**
- **Intercambio jazz chant** (track 35) Write the following chant on the board, including the Xs.

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<td>X</td>
</tr>
</tbody>
</table>

- Model the chant by reading and clapping on the Xs. Have students repeat. Explain that English is a rhythmic (stress-timed) language and that the Xs indicate where the stress should fall. Point out that **When's** and **gonna** are informal and commonly used.

**EXTRA ACTIVITY. Listening (track 35): Intercambio jazz chant**

A: **When's** class gonna **start** today?  
B: **It's** gonna **start** at **8** today.
• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 4A audio CD, and that practice is the best way to improve listening!
• **B: Reading:** Explain that reading is a good way to grow vocabulary.
• **C: Hello, world!:** Encourage them to try at least one of the suggestions and ask which one they’ll do first. Say, *Try just one!*
• **D: Journal:** Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry with your students, do one now. Remind students that it’s okay to write words without complete sentences.
• End class with an “exit ticket” (described in day 2) if you’d like. Or, point to something specific that they learned today.
• Thank your students for their hard work in class today! We’re almost finished with Book 4A!

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**A. Listening (track 29): I’m reading the job postings.**

Jack: Hi Darin. What are you doing?
Darin: I’m reading the student job postings.
Jack: Are you going to apply for a position?
Darin: Yes. I’m going to apply for the office manager position.
Jack: What’s the salary?
Darin: It’s $23k.
Jack: Ah. What are the duties?
Darin: The ad says, “The office manager is responsible for office organization.”

Jack: Oh.
Darin: Anyway, I’m going to fill out the application tomorrow.
Jack: Are you going to drop off your application tomorrow?
Darin: No. The deadline is on Monday. So, I’m going to look it over on Saturday. Then I’m going to drop it off on Monday. Then, I’m going to follow up with a call on the 23rd.
Jack: Sounds good.
# One on One Activity

**MATERIALS**
- Board or paper + marker
- 4A audio CD, CD player
- OPTIONAL: planner (1)

**GROUP Activity**

**MATERIALS**
- Board or paper + marker
- 4A audio CD, CD player
- OPTIONAL: planner (1)
- Reproducible: Schedule Strips (1 per student)

## Review
- Review the future tense from Day 13. Draw the current week on the board along with dates and ask the student about his/her plans: *What are you going to do on Friday? What are you going to do on the 22nd?* Share information about your plans.
- Review the homework.

## Warm Up
- Refer to the calendar on the board again, this time using the information that the student previously gave you to create questions: *When am I going to go grocery shopping? When am I going to work?*
ONE ON ONE ACTIVITY

A. Vocabulary: Schedules
• Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the students to say the words out loud.
• As pronunciation practice, say the words and have the student repeat.
• Have the student look at the pictures. Ask, What's this? What's that?
• Ask, What are we learning today?

B. Listening (track 30): When?
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

GROUP ACTIVITY

A. Vocabulary: Schedules
• Read the directions out loud. Give students a few moments to absorb the pictures and words. Remind them to say the words quietly or to themselves.
• As pronunciation practice, say the words and have students repeat.
• Have students look at the pictures. Ask, What's this? What's that?
• Ask, What are we learning today?

B. Listening (track 30): When?
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

B. Listening (track 30): When?
Employee: Darin, when is the meeting going to start?
Darin: It’s going to start at noon.

Employee: Darin, when is your friend going to stop by?
Darin: She’s going to stop by after lunch.

Employee: Darin, when is the MailExpress guy going to pick up our packages?
Darin: He’s going to pick up the packages between 1:30 and 2:20 p.m.

Employee: Darin, when are they going to deliver my new chair?
Darin: They’re going to deliver it this afternoon. Around 3 p.m.

Employee: When are they going to work on the air-conditioner?
Darin: They’re going to work on it from 3:00 to 4:45 p.m.

Employee: When is the bus going to get here?
Darin: Soon! It’s going to get here soon!
C. **Future: When + going to**
- This chart focuses on information questions with *When*, about future events.
- Remind the student that he/she studied *going to* on Day 13. Ask the student to draw on the board a timeline that expresses the future.
- Read the items in the grammar chart and have the student repeat. Point out that neither *going to* or the action words change form. Only the *be* verbs (*am, is, are*) change, and they are in the present tense form, which the student already knows.
- Using the images in Activity A, ask the student about activities in Darin’s office: *When is the meeting going to start? When is the bus going to get there?*

D. **Activity**
- Read the directions out loud. Go over the example together. Explain that not all of the words needed are provided—the student will need to come up with the missing words. As the student works, answer any questions and offer encouragement. Check answers together.

E. **Activity**
- Read the directions out loud. Make sure that the student understands that he/she has to first read the question in Activity D, then look at the clock in Activity E in order to write the correct answers.
- Go over the example together.
- Go over times on clocks before doing the exercise to avoid confusion.
- As the student works, answer any questions and offer encouragement. Check answers together.
- **EXPANSION:** After the student has checked the activity, practice the Q&As (combined, from Activity D and E) in PAIRS.

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C. **Future: When + going to**
- This chart focuses on information questions with *When*, about future events.
- Remind students that they studied *going to* on Day 13. Ask a volunteer to draw on the board a timeline that expresses the future.
- Read the items in the grammar chart and have students repeat. Point out that neither *going to* or the action words change form. Only the *be* verbs (*am, is, are*) change, and they are in the present tense form, which the students already know.
- Using the images in Activity A, ask students about activities in Darin’s office: *When is the meeting going to start? When is the bus going to get there?*

D. **Activity**
- Read the directions out loud. Go over the example together. Explain that not all of the words needed are provided—students will need to come up with the missing words. As students work, circulate and offer encouragement. Check answers together.

E. **Activity**
- Read the directions out loud. Make sure that students understand that they have to first read the question in Activity D, then look at the clock in Activity E in order to write the correct answers.
- Go over the example together.
- Go over times on clocks before doing the exercise to avoid confusion.
- As students work, circulate and offer encouragement. Check answers together.
- **EXPANSION:** After students have checked the activity, have them practice the Q&As (combined, from Activity D and E) in PAIRS and then present to the class.
**One on One Activity**

**F. Activity**
- Read the first part of the directions: *Read the list of daily activities.* Point to the list. As the student reads, check that he/she is only reading.
- Read the next step: *Write three more.* **OPTION:** Brainstorm activities together on the board.
- Read the final step: *Check the activities you are going to do tomorrow.*
- As the student works, answer any questions and offer encouragement. Review answers together.
- Encourage your student to do some form of exercise. Consider having a conversation class outside with your student while you walk together!

**G. Activity**
- Direct the student’s attention to the daily planner (also called a planner). Ask the student who brought a planner to show his/hers. **OPTIONS:** 1) Circulate a planner that you brought. 2) If the student brought a planner from home, have them use it for this activity. **NOTE:** Often insurance, or other companies, will give free planners to their clients. If your student doesn’t have one, consider asking for one for free!
- Read the directions out loud. Do an example together on the board.
- As the student works, answer any questions and offer encouragement.

**H. Culture Tip!**
- Have the student read the culture tip silently. Then have the student read the tip aloud. Ask the student to talk about the overtime policy at his/her job.

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**Group Activity**

**F. Activity**
- Read the first part of the directions: *Read the list of daily activities.* Point to the list. As students read, circulate to check that they are only reading.
- Read the next step: *Write three more.* **OPTION:** Brainstorm activities together on the board.
- Read the final step: *Check the activities you're going to do tomorrow.*
- As students work, circulate and offer encouragement. Review answers together.
- Encourage your students to do some form of exercise. Consider having a conversation class outside with your students while you walk together!

**G. Activity**
- Direct students’ attention to the daily planner (also called a planner). Ask a volunteer who brought a planner to show his/hers. **OPTIONS:** 1) Circulate a planner that you brought. 2) If students brought a planner from home, have them use it for this activity. **NOTE:** Often insurance, or other companies, will give free planners to their clients. If your students don’t have one, consider asking for one for free! Use it as part of your class.
- Read the directions out loud. Do an example together on the board.
- As students work, circulate and offer encouragement.

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then have a student read the tip aloud. Ask volunteers to talk about the overtime policy at their job.
**I. Activity**
- PAIR UP with your student. Read the directions out loud. Make clear that Partner A should look at Partner B’s checklist in Activity F, and that Partner B should look at his/her daily planner in Activity G.
- Read the example dialog with the student. Then take turns asking and answering questions about plans.
- Point out the language note. Explain that *When’re* and *gonna* are not correct uses of the English language, but that they may hear the words pronounced this way in informal or fast speaking. These forms should never be written.

**J. Activity**
- Read the first part of the directions: Look at the calendar and Darin’s goals. Point to the calendar. As the student reads, check that he/she is only reading. Then ask comprehension questions about the calendar: *What’s Darin going to do in April? What’s the month after April?*
- Read Step 2: *Write your goals*. Indicate the box where the student should record his/her goals. Do an example together. As the student works, answer any questions and offer encouragement.
- When the student has finished writing his/her goals, read Step 3: *Talk about goals with your partner*. Read the example dialog with the student. Then take turns asking and answering questions about goals.

**Before You Go**
- Invite the student to bring a calculator to the next class.
- Assign homework.

**GROUP ACTIVITY**

**I. Activity**
- PAIR students. Read the directions out loud. Make clear that Partner A should look at Partner B’s checklist in Activity F, and that Partner B should look at his/her daily planner in Activity G.
- Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Have volunteers perform their conversation for the class.
- Point out the language note. Explain that *When’re* and *gonna* are not correct uses of the English language, but that they may hear the words pronounced this way in informal or fast speaking. These forms should never be written.

**J. Activity**
- Read the first part of the directions: Look at the calendar and Darin’s goals. Point to the calendar. As students read, circulate to check that they are only reading. Then ask comprehension questions about the calendar: *What’s Darin going to do in April? What’s the month after April?*
- Read Step 2: *Write your goals*. Indicate the box where students should record their goals. Do an example together. As students work, circulate and offer encouragement.
- When students have finished writing their goals, read Step 3: *Talk about goals with your partner*. Model the example dialog with a student. As students talk, circulate and offer encouragement.

**Before You Go**
- Invite students to bring a calculator to the next class.
- Assign homework.
**ONE ON ONE ACTIVITY**

**K. Activity**
- PAIR UP with your student. Go over the example together. Point out that the example is in the past. Explain that the student can use the past, the present, or the future to tell his/her story, but should use the same tense throughout. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** Have the student read his/her story aloud.

**GROUP ACTIVITY**

**K. Activity**
- PAIR students. Go over the example together. Point out that the example is in the past. Explain that students can use the past, the present, or the future to tell their story, but should use the same tense throughout. As students talk and work, circulate and offer encouragement.  **OPTION:** Have volunteers read their story to the class.

**EXTRA ACTIVITY (if time permits):**
- **On schedule** Give each student a Schedule Strip and instruct students to find the person who has the answer or question that matches their strip. Students aren’t allowed to look at each other’s strips. Rather, they should say their sentence aloud until they find their match. Matched pairs form a line at the front of the room. When all strips have been matched, instruct students to trade strips with someone (not their current partner), and the game starts again.
• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 4A audio CD, and that practice is the best way to improve listening!
• **B: Hello, world!** Encourage them to try at least one of the suggestions and ask which one they’ll do first. Say, *Try!*
• **C: Journaling:** Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it’s okay to write words without complete sentences.
• End class with an “exit ticket” (described in day 2) if you’d like. Or, point to something specific that they learned today.
• Thank your students for their hard work in class today! *Thank you! Good job! You did great!*

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### A. Listening (track 31): When?

**Employee:** Darin, when is the meeting going to start?
**Darin:** It’s going to start at noon.

**Employee:** Darin, when is your friend going to stop by?
**Darin:** She’s going to stop by after lunch.

**Employee:** Darin, when is the MailExpress guy going to pick up packages?
**Darin:** He’s going to pick up packages between 1:30 and 2:20 p.m.

**Employee:** Darin, when is my new chair going to be delivered?
**Darin:** It’s going to be delivered this afternoon. Around 3 p.m.

**Employee:** When are they going to work on the air-conditioner?
**Darin:** They’re going to work on it from 3:00 to 4:45 p.m.

**Employee:** When is the bus going to get here?
**Darin:** Soon! It’s going to get here soon!
**FOOD AND MONEY**

**DAY 15**

**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 4A audio CD, CD player
- OPTIONAL: calculator (1)
- OPTIONAL: coupons

**REVIEW**
- Review *going to* with time from Day 14. Elicit time expressions from the student and write them on the board: around noon, between 9 and 10, etc. Then have the student write a story describing the events that are going to occur in his/her day (today or tomorrow).
- Review the homework.

**WARM UP**
- Have the student read the title of the lesson, then shut his/her book. Ask, *What do you think today's lesson is about?* Draw a spider diagram (as demonstrated in the notes for Day 12) on the board, with pizza in the middle. Have the student brainstorm related ideas. Prompt them with questions such as, *When do you get pizza? What other foods go with pizza? What other actions go with "get"?*

**GROUP ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 4A audio CD, CD player
- OPTIONAL: calculator (1)
- OPTIONAL: coupons

**REVIEW**
- Review *going to* with time from Day 14. Elicit time expressions from the students and write them on the board: around noon, between 9 and 10, etc. Then have them write a story describing the events that are going to occur in their day (today or tomorrow).
- Review the homework.

**WARM UP**
- Have students read the title of the lesson, then shut their book. Ask, *What do you think today's lesson is about?* Draw a spider diagram (as demonstrated in the notes for Day 12) on the board, with pizza in the middle. Have students brainstorm related ideas. Prompt them with questions such as, *When do you get pizza? What other foods go with pizza? What other actions go with "get"?*
One on One Activity

A. Vocabulary: Countables and noncountables
• Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words out loud.
• As pronunciation practice, say the words and have the student repeat.
• Have the student look at the pictures. Ask, What’s this? What’s that?
• Ask, What are we learning today?

B. Listening (track 32): How many? How much?
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

Group Activity

A. Vocabulary: Countables and noncountables
• Read the directions out loud. Give students a few moments to absorb the pictures and words. Remind them to say the words quietly or to themselves.
• As pronunciation practice, say the words and have students repeat.
• Have students look at the pictures. Ask, What’s this? What’s that?
• Ask, What are we learning today?

B. Listening (track 32): How many? How much?
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

B. Listening (track 32): How many? How much?
Jack: Betty and I are planning a party for a student, Helena. She’s going to move to Canada for a job. Would you like to help us plan the party?
Mustafa: Sure! How many people are you going to invite?
Jack: We’re going to invite 40 people.
Mustafa: How many balloons are you going to buy?
Jack: We’re going to buy a dozen balloons.
Mustafa: How many pizzas are you going to order?
Jack: We’re going to order 12 pizzas.
Mustafa: How many boxes of salad are you going to order?
Jack: We’re going to order 20 boxes of salad.
Mustafa: How much soda are you going to get?
Jack: We’re going to get a half dozen bottles of soda.
Mustafa: How much cake are you going to get?
Jack: We’re going to get about 40 pieces of cake.
Mustafa: How much ice cream are you going to get?
Jack: We’re going to get about three cartons.
Mustafa: How many flowers are you going to buy?
Jack: We’re not going to get any flowers.
Mustafa: How much money are you going to spend?
Jack: We’re going to spend about $200.
C. Countables and noncountables

- This chart focuses on count and noncount nouns.
- Countables refer to things that you can count individually: flowers, cookies, people. Noncountables are things that can't be enumerated unless they're broken down into pieces or containers: soda (bottles of soda are countable); cake (pieces of cake are countable), money (dollars are countable), etc.
- Read the items in the grammar chart and have the student repeat.
- Have the student practice using How many and How much with the items in Activity A. On the board, write How many and How much ... are you going to get?
- Point to picture on page 84 and say the name of the item, for example, Balloons. Then gesture to the board a shrug, prompting the student to say, How many. Confirm correct answers and gesture for the student to produce a complete sentence: How many balloons are you going to get?
- Continue with other items in Activity A until the student is confident in his/her usage of How many and How much.

D. Activity

- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. EXPANSION: After checking the activity, practice the conversation in PAIRS.

C. Countables and noncountables

- This chart focuses on count and noncount nouns.
- Countables refer to things that you can count individually: flowers, cookies, people. Noncountables are things that can't be enumerated unless they're broken down into pieces or containers: soda (bottles of soda are countable); cake (pieces of cake are countable), money (dollars are countable), etc.
- Read the items in the grammar chart and have the students repeat.
- Have student practice using How many and How much with the items in Activity A. On the board, write How many and How much ... are you going to get?
- Point to picture on page 84 and say the name of the item, for example, Balloons. Then gesture to the board a shrug, prompting students to say, How many. Confirm correct answers and gesture for a volunteer to produce a complete sentence: How many balloons are you going to get?
- Continue with other items in Activity A until students are confident in their usage of How many and How much.
**REAL LIFE**

**ONE ON ONE ACTIVITY**

**E. Activity**
- Read the directions out loud. Explain that the student should imagine that he/she is going to host a party. Look at the picture together and ask comprehension questions about the prices: How much is one apple? How much are the boxed salads?
- As the student works, answer any questions and offer encouragement.

**F. Activity**
- Read Step 1: Check the items you bought in Activity E. Point to the picture in Activity E.
- Read Step 2. Do an example on the board showing how the receipt works.
- As the student completes the receipt, answer any questions and offer encouragement.
- Once the student has filled in the receipt, read the final step: Add up the items and write the total. Help the student with the math.

**H. Culture Tip!**
- Have the student read the culture tip silently. Then have the student read the tip aloud. Talk about drinking laws in the student’s country. Talk about drinking and driving and the serious consequences of doing so.
- Discuss the consequences for underage drinking. Ask, What would you say if a teenager offered you $20 to buy alcohol for them.

**GROUP ACTIVITY**

**E. Activity**
- Read the directions out loud. Explain that students should imagine that they are going to host a party. Look at the picture together and ask comprehension questions about the prices: How much is one apple? How much are the boxed salads?
- As students work, circulate and offer encouragement.

**F. Activity**
- Read Step 1: Check the items you bought in Activity E. Point to the picture in Activity E.
- Read Step 2. Do an example on the board showing how the receipt works.
- As students complete the receipt, circulate and offer encouragement.
- Once students have filled in the receipt, read the final step: Add up the items and write the total. Help students with the math. **OPTION:** Ask students to share their totals to determine who spent the most.

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then have a student read the tip aloud. Talk about drinking laws in the students’ countries. Talk about drinking and driving and the serious consequences of doing so.
- Discuss the consequences for underage drinking. Ask, What would you say if a teenager offered you $20 to buy alcohol for them.
**ONE ON ONE ACTIVITY**

**H. Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then take turns asking and answering questions about the items you each bought.
- Point out the Language Notes.

**I. Activity**
- Direct the student’s attention to the coupon and ask comprehension questions: **Who is offering the coupon?** Who uses the coupon? **How much is the coupon for?** What can the coupon be used for?
- Read the directions out loud. Do each step of the activity together. When the student gets to the math portion (items 2 and 3), do examples on the board to help the student calculate the percentages.
  - **OPTION:** Offer a calculator so the student can confirm his/her answers.
  - **EXPANSION:** Bring an assortment of coupons to class. Have the student read them for limiting conditions (such as dates or particular items). Talk about the use of coupons in the student’s native country.
- Talk about the following situation: **At the store, if a sign says 10 or $10, do you need to buy 10 items, or can you buy one for $1?**
  - **Except** = all items, but not including drinks, music, or flowers.

**Before You Go**
- Remind the student that the next class is a review of Days 10–15 and a review test.
- Assign homework.

**GROUP ACTIVITY**

**H. Activity**
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.
- Point out the Language Notes.

**I. Activity**
- Direct students’ attention to the coupon and ask comprehension questions: **Who is offering the coupon?** Who uses the coupon? **How much is the coupon for?** What can the coupon be used for?
- Read the directions out loud. Do each step of the activity together. When students get to the math portion (parts 2 and 3), do examples on the board to help them calculate the percentages.
  - **OPTION:** Offer a calculator so students can confirm their answers.
  - **EXPANSION:** Bring an assortment of coupons to class. Have the student read them for limiting conditions (such as dates or particular items). Talk about the use of coupons in the students’ native countries.
- Talk about the following situation: **At the store, if a sign says 10 or $10, do you need to buy 10 items, or can you buy one for $1?**
  - **Except** = all items, but not including drinks, music, or flowers.

**Before You Go**
- Remind students that the next class is a review of Days 10–15 and a review test.
- Assign homework.
J. Listening (track 34): Goals
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

K. Activity
• Read the directions out loud. Ask comprehension questions about the pictures. How many CDs are in Picture A? How many books are in Picture B? etc.
• As the student works, answer any questions and offer encouragement. Check answers together.

EXTRA ACTIVITY (if time permits):
• Apple Tree Tell the student that you are thinking of a party item (use food and other words from the lesson, or other party-related vocabulary that you know the student knows). Write blanks in place of letters. Draw a tree with several apples and a letter box for incorrect guesses. The student calls out a letter. If the student is correct, you write the letter in the blank and the student goes again. If the student is incorrect, you write the letter in the Incorrect Letter box and erase one of the apples. Continue until the party item word is filled in and/or the tree loses all of its apples.

J. Listening (track 33): Goals
A: I’m going to meet five goals this month.
1. I’m going to read three books on Asian history.
2. I’m going listen to five new jazz CDs.
3. I’m going to stretch for 20 minutes in the morning.
4. I’m going to study English at night.
5. I’m going to eat two apples a day.
Homework

• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 4A audio CD, and that practice is the best way to improve listening!
• B: Hello, world!: Encourage them to try at least one of the suggestions and ask which one they’ll do first. Say, Try!
• C: Journal: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry with your students, do one now. Remind students that it’s okay to write words without complete sentences. Another fun journal topic could be to write about the best party the student has ever given.
• End class with an “exit ticket” (described in day 2) if you’d like. Or, point to something specific that they learned today.
• Thank your students for their hard work in class today! Thank you! Good job!

A. Listening (track 34): How many? How much?
Jack: Betty and I are planning a party for a student, Helena. She’s going to move to Canada for a job. Would you like to help us plan the party?
Mustafa: Sure! How many people are you going to invite?
Jack: We’re going to invite 40 people.
Mustafa: How many balloons are you going to buy?
Jack: We’re going to buy a dozen balloons.
Mustafa: How many pizzas are you going to order?
Jack: We’re going to order twelve pizzas.
Mustafa: How many boxes of salad are you going to order?
Jack: We’re going to order twenty boxes of salad.
Mustafa: How much soda are you going to get?
Jack: We’re going to get a half dozen bottles of soda.
Mustafa: How much cake are you going get?
Jack: We’re going to get about 40 pieces of cake.
Mustafa: How much ice cream are you going get?
Jack: We’re going to get about three cartons.
Mustafa: How many flowers are you going to buy?
Jack: We’re not going to get any flowers.
Mustafa: How much money are you going to spend?
Jack: We’re going to spend about $200.
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker
- Markers (1 per group)
- OPTIONAL: treats

**GROUP ACTIVITY**

**MATERIALS**
- Board or paper + marker
- Markers (1 per group)
- OPTIONAL: treats

**REVIEW**
- Review countables and noncountables from Day 15, using classroom objects: *How many pens do you have? How much paper do I have?*** OPTION: Use the treats you and the student brought for the party today to practice *How many?* and *How much?*
- Review the homework.

**WARM UP**
- Write on the board, *Review.*
- Plan to spend approximately 10 minutes on each day in order to have enough time (20 minutes) for the test. **OPTION:** Spend the entire 90-minute period reviewing, and send the test home as homework.

**REVIEW**
- Review countables and noncountables from Day 15, using classroom objects: *How many pens do you have? How much paper do I have?*** OPTION: Use the treats your and students brought for the party today to practice *How many?* and *How much?*
- Review the homework.

**WARM UP**
- Write on the board, *Review.*
- Plan to spend approximately 10 minutes on each day in order to have enough time (20 minutes) for the test. **OPTION:** Spend the entire 90-minute period reviewing, and send the test home as homework.
**ONE ON ONE ACTIVITY**

**Day 10**
- Have the student turn to Day 10 on page 54 and ask questions about the pictures: Did Betty move? Then ask, What did we study on Day 10?

A.
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then take turns forming the past. Listen for and correct incorrect -ed pronunciation.

B.
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** Have the student read his/her sentences aloud.

**GROUP ACTIVITY**

**Day 10**
- Have students turn to Day 10 on page 54 and ask questions about the pictures: Did Betty move? Then ask, What did we study on Day 10?

A.
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. Listen for and correct incorrect -ed pronunciation.

B.
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Have volunteers share their sentences with the class.
**ONE ON ONE ACTIVITY**

Day 11
- Have the student turn to Day 11 on page 60 and ask questions about the pictures: *Did Ana go to the bank?* Then ask, *What did we study on Day 11?*

C.
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Elicit order words from the student before starting. Then take turns asking and answering questions about what Ana did yesterday.

D.
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. **OPTIONS:**
  1) Together brainstorm kinds of utilities and write a list on the board. Estimate amounts. 2) If the student owns rather than rents, have the student write a check for his/her mortgage.

**GROUP ACTIVITY**

Day 11
- Have students turn to Day 11 on page 60 and ask questions about the pictures: *Did Ana go to the bank?* Then ask, *What did we study on Day 11?*

C.
- PAIR students. Read the directions out loud. Elicit order words from students before starting. Model the example dialog with a student. As students talk, circulate and offer encouragement.

D.
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. **OPTIONS:**
  1) As a class, brainstorm kinds of utilities and write a list on the board. Estimate amounts. 2) If students own rather than rent, have them write a check for their mortgage.
**One on One Activity**

**Day 12**
- Have the student turn to Day 12 on student page 66 and ask questions about the pictures: *What was Victor doing?* Then ask, *What did we study on Day 12?*

**E.**
- Ask comprehension questions about the pictures. *What did Darin drop off?* (An application)
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

**Group Activity**

**Day 12**
- Have students turn to Day 12 on student page 66 and ask questions about the pictures: *What was Victor doing?* Then ask, *What did we study on Day 12?*

**E.**
- Ask comprehension questions about the pictures. *What did Darin drop off?* (An application)
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
ONE ON ONE ACTIVITY

Day 13
• Have the student turn to Day 13 on student page 72 and ask questions about the pictures: *Is Darin going to fill out an application?* Then ask, *What did we study on Day 13?*

F.
• PAIR UP with your student.
• Read the directions out loud. Be sure that the student understands the structure he/she is to use.
• Read the example with the student. Then, have the student complete the sentences about himself. Check answers.

G.
• Read the directions out loud. Have the student complete the sentences about friends or family (ask them to include some in plural). **OPTION:** Do exercises orally, rather than written. **EXPANSION:** Ask and answer questions about the sentences.

GROUP ACTIVITY

Day 13
• Have students turn to Day 13 on student page 72 and ask questions about the pictures: *Is Darin going to fill out an application?* Then ask, *What did we study on Day 13?*

F.
• PAIR students.
• Read the directions out loud.
• As students work, circulate and offer encouragement. Check answers together.

G.
• Read the directions out loud. Have the students complete the sentences about friends or family (ask them to include some in plural). **OPTION:** Do exercises orally, rather than written. **EXPANSION:** Ask and answer questions about the sentences.
**One on One Activity**

**Day 14**
- Have the student turn to Day 14 on student page 78 and ask questions about the pictures: *When are they going to deliver his chair?* Then ask, *What did we study on Day 14?*

**H.**
- Read the directions out loud. Explain that the student needs to look at the calendar in order to write the sentences. Go over the example together.
- As the student works, answer any questions and offer encouragement. Check answers together.

**I.**
- Read the directions out loud. Tell the student to put the words in chronological order. Go over the example together. As the student works, answer any questions and offer support. Check answers together.

**Group Activity**

**Day 14**
- Have students turn to Day 14 on student page 78 and ask questions about the pictures: *When are they going to deliver his chair?* Then ask, *What did we study on Day 14?*

**H.**
- Read the directions out loud. Explain that students need to look at the calendar in order to write the sentences. Go over the example together. As students work, circulate and offer encouragement. Have students check answers in PAIRS.

**I.**
- Read the directions out loud. Go over the example together. Tell the students to put the words in chronological order. As students work, circulate and offer encouragement. Check answers together.
- **EXPANSION:** Write “8 a.m.” on the board and verbally assign each student a specific time. (Don’t assign this morning, this evening, etc.) Do an example together by having students say their assigned time aloud. Ask, *What time comes after 8 a.m.?* The student with the next earliest time should line up first, and so on. Let students work out the remaining order. As students work, circulate and offer support.
**ONE ON ONE ACTIVITY**

**Day 15**
- Have the student turn to Day 15 on student book page 84 and ask questions about the pictures: *How many pizzas are they going to get?* Then ask, *What did we study on Day 15?*

**J.**
- PAIR UP with your student. Read the directions out loud. Point out the example answers and read the example dialog with the student. Then take turns saying and spelling the vocabulary words.
- **EXPANSION:** Play a game of bingo using the “Write” cards. (The student should use the cards on the right—the ones he/she filled in. For the first round, use the top card.) As you randomly call out food and money words, the student crosses out those on his/her list. When three words in a row (across, down, or diagonally) are crossed out, the student shouts, *Bingo!* Have the student use the B card for the second round.

**GROUP ACTIVITY**

**Day 15**
- Have students turn to Day 15 on student book page 84 and ask questions about the pictures: *How many pizzas are they going to get?* Then ask, *What did we study on Day 15?*

**J.**
- PAIR students. Read the directions out loud. Model the example with a student and point out the example answers. As students talk, circulate and offer encouragement.
- **EXPANSION:** Play a game of bingo using the “Write” cards. (Students should use the cards on the right—the ones they filled in. Partner A will use the top card, Partner B the bottom card.) As you randomly call out food and money words, students cross out those on their list. When three words in a row (across, down, or diagonally) are crossed out, students shout, *Bingo!* Half of the class should have a bingo at the same time. Have students use the read card for the second round.
Review Test (Days 10–15)

- Encourage students to read the directions out loud and do the activities on their own. If students are anxious about the notion of taking a test, you may want to ease their stress by doing the first item together as an example. As students work, circulate and offer encouragement.
- If students are unable to finish the test during the class period, you can assign it as homework. Sections A and B should take about 10 minutes total, and Section C should take about 10 minutes.
- After students have finished, review the answers together. OPTION: Quickly check two or three advanced students’ tests, then assign those students to groups, and have students check their tests in groups.
- Students who score 80-90% should be ready to move on. We suggest that any missed questions be reviewed. Students who score lower than 80% should spend time reviewing the material that was missed and try the test again, either in class or as homework.

A. Complete the sentences. Use the word box for help.

- Section A features one vocabulary item from each of the six days (Days 10–15), in chronological order.
- You may want to have students put down their pencils at the end of Section A so that you can introduce Section B.

B. Circle the answers.

- Sections B features grammar or pronunciation items from each of the six days (Days 10–15), in chronological order.
- You may want to have students put down their pencils after Section B so that you can introduce Section C. If you are not stopping students after Section B, point out that the test continues on page 52.

C. Answer the questions.

- Section C features “real life” types of questions and activities from each of the six days (Days 10–15), in chronological order.
- Because the items in this section are varied, students may have more questions as they work their way through.
- If a particular question is recurring, consider stopping the class, directing all students to the item, and explaining it.
- When grading these questions, the focus should be on the target concept. Ask yourself, what is this question testing?

CONCLUSION:

- Congratulate everyone on completing the term and learning so much! OPTION: Enjoy treats.
- Have students exchange books and write nice messages to each other.
- Remind everyone when the next term begins and encourage them to continue studying and practicing English!

The next term begins on ____________________.
A. Complete the sentences. Use the correct form.

USE THESE WORDS:

<table>
<thead>
<tr>
<th>around</th>
<th>hang out</th>
<th>piece</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>pack</td>
<td>tomorrow</td>
</tr>
</tbody>
</table>

1. My girlfriend was upset. She ________ her things and moved out.

2. Yesterday I ________ to the bank. Then I stood in line.

3. My daughter was ________ with gang members.

4. ________ I’m going to apply for the housekeeping position at the hotel.

5. Fred usually gets here late--__________ 11:00.

6. I’m going to eat three ________ of pizza.

B. Circle the correct words.

1. Q: Did she move / moved out?
   A: Yes, she did.

2. Q: Did you have an appointment?
   A: Yes, I did. I have / had an appointment.

3. Q: What was she doing?
   A: She was getting /gets into trouble at school.

4. Q: Are you going to drop out / drop off the application tomorrow?
   A: No. I’m going to drop off the application on Monday.

5. Q: When is the class going to start?
   A: It’s / They’re going to start at 10 a.m.

6. Q: How much / many pizzas are you going to order?
   A: I’m going to order two pizzas.
C. Answer the questions.

1. Make a short list of moving expenses.

2. What was the balance before the ATM withdrawal? ____________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Type</th>
<th>Withdrawals</th>
<th>Deposits</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.08.13</td>
<td>Previous balance</td>
<td></td>
<td></td>
<td></td>
<td>38.96</td>
</tr>
<tr>
<td>11.10.13</td>
<td>Payroll Deposit</td>
<td></td>
<td></td>
<td>1025.25</td>
<td>1064.21</td>
</tr>
<tr>
<td>11.10.13</td>
<td>Xcel Energy</td>
<td>Ck1351</td>
<td>39.51</td>
<td></td>
<td>1024.70</td>
</tr>
<tr>
<td>11.12.13</td>
<td>ATM Withdrawl</td>
<td>ATM</td>
<td>100.00</td>
<td></td>
<td>924.70</td>
</tr>
<tr>
<td>11.14.13</td>
<td>Bank Fee</td>
<td>Fee</td>
<td>15.00</td>
<td></td>
<td>909.70</td>
</tr>
<tr>
<td>11.15.13</td>
<td>Kroger Grocery</td>
<td>Debit</td>
<td>59.61</td>
<td></td>
<td>850.09</td>
</tr>
</tbody>
</table>

3. Read the activities. Was Joe breaking the law? Write Y (Yes) or N (No).
   - ___ Smoking on a bus.
   - ___ Drinking a beer in his parked car at the park.
   - ___ Painting his garage purple.
   - ___ Leaving his cat at home alone for a month.

4. Read the job ad. When is the position going to start?

   **Small Business needs PT accountant.** Start ASAP!
   Salary: $26k. Call 415.555.0978 to make an appointment.

5. Write three goals. Use going to.
   - tomorrow: _________________________________________
   - on (date): ________________________________________
   - in (month): _______________________________________

6. Look at the receipt on the right. Write the totals.

   Coupon = 10% discount
   TOTAL: $ ________________________

Extra! Write complete sentences.

a. What are you doing? _________________________________________

b. What did you do yesterday? ____________________________________
Reproducible Section
<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>from the library</td>
<td>to the post office</td>
</tr>
<tr>
<td>from the fire department</td>
<td>to the drugstore</td>
</tr>
<tr>
<td>from the mechanic</td>
<td>to the hardware store</td>
</tr>
<tr>
<td>from the drugstore</td>
<td>to the courthouse</td>
</tr>
<tr>
<td>from the restaurant</td>
<td>to the car wash</td>
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<tr>
<td>from the mall</td>
<td>to the parking lot</td>
</tr>
<tr>
<td>from the post office</td>
<td>to the fire department</td>
</tr>
<tr>
<td>from the courthouse</td>
<td>to the mechanic</td>
</tr>
<tr>
<td>from the hardware store</td>
<td>to the drugstore</td>
</tr>
<tr>
<td>from the courthouse</td>
<td>to the restaurant</td>
</tr>
<tr>
<td>from the hair salon</td>
<td>to the restaurant</td>
</tr>
<tr>
<td>from the car wash</td>
<td>to the mall</td>
</tr>
<tr>
<td>from the parking lot</td>
<td>to the library</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
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<td>have</td>
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<tr>
<td>do</td>
<td>did</td>
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<tr>
<td>get</td>
<td>got</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
</tr>
</tbody>
</table>
Day 13 - Crime
JOB APPLICATION

PERSONAL INFORMATION:

Date: _______________________

First Name: __________________________        Last Name: _______________________________

Birthdate (MM/DD/YY): ________________        Phone Number: ___________________________

Address: _________________________________________________________________________

Email Address: __________________________________________________________________

SCHEDULE:

What days can you work? ___________________________________________________________

What time can you work? ___________________________________________________________

Part-time or Full-time? ___________________________________________________________

What job skills do you have? Check [X] the jobs.

- custodian
- server
- housekeeper
- cashier
- mechanic
- cook
- landscaper
- painter
- carpenter
- teacher
- nanny
- other: ______________________________________________________________________
- other: ______________________________________________________________________

REFERENCES: Contact Information / Relationship to Applicant / Phone Numbers

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

Signature: ______________________________________________________________________
When is the meeting going to start?

The meeting is going to start at noon.

When is your friend going to stop by?

My friend going to stop by after lunch.

When is the MailExpress guy going to pick up packages?

The MailExpress guy is going to pick up packages between 1:30 and 2:20 p.m.

When is my new chair going to be delivered?

Your new chair is going to be delivered this afternoon. Around 3 p.m.

When are the workers going to work on the air-conditioner?

The workers are going to work on the air-conditioner from 3:00 to 4:45 p.m.

When is the bus going to get here?

The bus is going to get here soon!
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Our series:

• Is fun, engaging and easy to use
• Is structured into 16 lessons with regular review activities
• Uses up-to-date methodologies for teaching English to adults
• Emphasizes the four language skills of reading, writing, listening and speaking
• Focuses on real-life everyday situations
• Contains cultural tips to help students avoid conflicts
• Has listening tracks to provide the opportunity to hear a variety of English speakers

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