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.
TO THE TEACHER

• 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.
TO THE TEACHER - THE COLOR VOWEL™ CHART

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 (teach),
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!)?

<table>
<thead>
<tr>
<th>pencil</th>
<th>paper</th>
<th>computer</th>
<th>type</th>
<th>delete</th>
<th>Good luck.</th>
<th>________________</th>
</tr>
</thead>
</table>

Answers: pencil = RED; paper = GRAY; computer = BLUE; type = WHITE; delete = GREEN

= MUSTARD

*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>We're going to take a night class.</td>
<td>1</td>
<td>2</td>
<td>Education</td>
</tr>
<tr>
<td>The café will be on your left.</td>
<td>2</td>
<td>8</td>
<td>Information</td>
</tr>
<tr>
<td>What's it like?</td>
<td>3</td>
<td>14</td>
<td>Descriptions</td>
</tr>
<tr>
<td>Do you require a deposit?</td>
<td>4</td>
<td>20</td>
<td>Housing</td>
</tr>
<tr>
<td>This stereo is our best deal.</td>
<td>5</td>
<td>26</td>
<td>Shopping</td>
</tr>
<tr>
<td>What's the matter?</td>
<td>6</td>
<td>32</td>
<td>Health</td>
</tr>
<tr>
<td>I'd like to make an appointment.</td>
<td>7</td>
<td>38</td>
<td>Polite Offers and Requests</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>44</td>
<td>Review &amp; Test</td>
</tr>
<tr>
<td>LANGUAGE TOOL</td>
<td>LIFE SKILLS: HOW TO...</td>
<td>REAL LIFE</td>
<td>CULTURE TIPS</td>
</tr>
<tr>
<td>---------------</td>
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</tr>
<tr>
<td>The future tense: going to or will</td>
<td>Read a registration form, understand the US school system, set education goals</td>
<td>Grade card, registration form, sample GED questions</td>
<td>Laws about sending children to school</td>
</tr>
<tr>
<td>Asking information questions with “W” words</td>
<td>Read a map, interpret signs, give and follow directions</td>
<td>Downtown campus map, signs with rules, compass</td>
<td>Where to find local maps</td>
</tr>
<tr>
<td>Asking follow-up information questions</td>
<td>Use formal versus informal speech</td>
<td>World map, postcard, family tree</td>
<td>Gossip</td>
</tr>
<tr>
<td>Questions and Answers with Is/Are and Do/Does</td>
<td>Find housing and understand abbreviations</td>
<td>Newspaper classified ads, expenses checklist</td>
<td>Housing deposits</td>
</tr>
<tr>
<td>Using “which” to compare two or more items</td>
<td>Compare prices, read a credit card statement, calculate discounts</td>
<td>Credit card statement, price tags</td>
<td>Credit scores</td>
</tr>
<tr>
<td>Regular past tense verbs</td>
<td>Describe health problems, identify body parts</td>
<td>Health history form, magazine article</td>
<td>West Nile Virus</td>
</tr>
<tr>
<td>Making polite offers and requests using “could” and “would”</td>
<td>Make an appointment, speak in informal versus formal situations</td>
<td>Daily planner</td>
<td>Some places require appointments; others don’t</td>
</tr>
<tr>
<td>TITLE</td>
<td>DAY</td>
<td>PAGE</td>
<td>TOPIC</td>
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</tr>
<tr>
<td>To the Health Clinic.</td>
<td>9</td>
<td>53</td>
<td>Field Trip</td>
</tr>
<tr>
<td>You should exercise every day.</td>
<td>10</td>
<td>54</td>
<td>Health Advice</td>
</tr>
<tr>
<td>She was texting.</td>
<td>11</td>
<td>60</td>
<td>Transportation and the Law</td>
</tr>
<tr>
<td>I taught a karate class today.</td>
<td>12</td>
<td>66</td>
<td>Employment: Jobs</td>
</tr>
<tr>
<td>Do you know how to bake?</td>
<td>13</td>
<td>72</td>
<td>Employment: Skills</td>
</tr>
<tr>
<td>We stayed within our budget.</td>
<td>14</td>
<td>78</td>
<td>Finances</td>
</tr>
<tr>
<td>The credit union gave us a loan.</td>
<td>15</td>
<td>84</td>
<td>Finances</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>90</td>
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</tr>
<tr>
<td>REVIEW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advice words (modals)</td>
<td>Use opinion starters</td>
<td>Bar graph, lifestyle quiz</td>
<td>Children need to eat a healthy breakfast</td>
</tr>
<tr>
<td>Review: Past continuous</td>
<td>Understand traffic rules</td>
<td>Accident report, bike signals, short driver’s license practice test</td>
<td>Safety rules for kids in cars</td>
</tr>
<tr>
<td>Review: Regular and irregular past tense verbs</td>
<td>Tip, identify jobs, build on existing vocabulary using phrasal verbs</td>
<td>Tips</td>
<td>How to tip at a restaurant</td>
</tr>
<tr>
<td>Using “know” to talk about ability</td>
<td>Write and proofread a resume and cover letter</td>
<td>Resume, job application cover letter</td>
<td>Job references</td>
</tr>
<tr>
<td>Object pronouns: the, it, them</td>
<td>Read a pay stub, make a budget</td>
<td>Credit card statements, checklists</td>
<td>Gross versus net on a pay stub</td>
</tr>
<tr>
<td>Object and Subject pronouns</td>
<td>Read a loan statement, write a check, fill out a ledger</td>
<td>Loan statement, credit application, budget sheet</td>
<td>Credit unions</td>
</tr>
</tbody>
</table>
ONE ON ONE ACTIVITY

MATERIALS
• Board or paper + marker
• 4B Listening Tracks
• Name tags
• Reproducible: Graphic organizer
• Pronunciation Fun Book

GROUP ACTIVITY

MATERIALS
• Board or paper + marker
• 4B Listening Tracks
• Name tags, markers
• Reproducible: Graphic organizer
• Pronunciation Fun Book (1 per student)

Warm Up

• Before class, write basic class information on board: the student level (4B), your name, phone number, class start / finish times, etc. Have the student copy the information.
• Welcome the student. Introduce yourself: Example: Welcome! This is English class 4B. My name is Jane. Point to your name tag. Have the student repeat your name. 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, as in now you repeat.
• Give the student a name tag 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 such as:

  What’s your favorite food?
  What do you do in your free time?
  Where do you want to travel to?
  Do you have a nickname (special name used by family and friends)?
  What’s your dream job?
  What do you like about where you live?

• NOTE: In the reproducible section, you will find a graphic organizer. This graphic organizer can be used to help structure brainstorming. Put the central topic in the middle circle (for example, interview questions) and the sub-topics in the smaller outer circles (for example, dream job).
**ONE ON ONE ACTIVITY**

**A. Vocabulary: Predictions, plans, and decisions**
- Read the directions. Give the student a few moments to absorb the pictures and words. Explain that the student should say the words to himself/herself.
- As pronunciation practice, say the words and have the student repeat. **NOTE:** Develop a set of standard 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.
- Have the student look at the pictures. Ask, What's this? What's that?
- Ask, What's today's class about? Point to the heading at the top of the page: Education
- **NOTE:** Some students may need to review contractions. If your student is rusty, spend a few minutes on this.
- **NOTE:** The difference between a plan and a decision is subtle. For the purpose of the grammar lesson, a decision is a plan that is made in the moment. A plan has been arranged for the future sometime in the past. In general, the distinction is between whether the future expression represents a pre-thought idea, or one decided in the moment.

**B. Listening (track 2): What are your plans?**
- Read the directions. Play and/or read the audio. (Stop the audio after the first item and point out the example answer: PL. Here the use of am going to indicates a previously made plan.) Repeat the audio as necessary. Check answers together.

**GROUP ACTIVITY**

**A. Vocabulary: Predictions, plans, and decisions**
- Read the directions. 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:** 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.
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- Read the directions. Play and/or read the audio. (Stop the audio after the first item and point out the example answer: PL. Here the use of am going to indicates a previously made plan.) Repeat the audio as necessary. Check answers together.

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Lisa: Patty!
Patty: Lisa! It's great to see you.
Lisa: You, too. Happy New Year!
Patty: You, too. What are your plans for the new year?
Lisa: Well, I'm going to join the PTA. [PL]
Patty: The parent-teacher association?
Lisa: Yes. And Robert and I are going to take a class at the community college. It's called "Food and the Body." [PL]
C. The future
• We talk about the future when we make predictions, discuss plans, and make a commitment or promise. For each of these situations we use specific grammatical forms:
• When we make a prediction based on a fact we know or a belief we hold, we use going to or will: You're going to be a great teacher. / Bill will graduate this spring, then start college. Write “will not = won’t” on the board, explain that it's the negative form, and give an example: My daughter won’t take chemistry this year. She'll take it next year.
• When we talk about plans we have in place, including goals, we can use either the present continuous + a time expression (She's taking biology in the fall.) or going to (Mark wants to graduate in four years, so he is going to take 18 hours of classes each semester.)
• When we agree to do something in the moment (not planned before the moment), we use will: I'm sorry you're having trouble with math. I'll help you! Or, Oh, you spilled soda! Don't worry, I'll clean it up!
• On the board, draw a timeline, marking the future on the far right, showing that it has not occurred. Mark the present in the center and the past on the far left for context.
• Read the items in the grammar chart while pointing out the images and have the student repeat.

D. Activity
• Read the directions. Go over the example together. Explain that because the conversation is about a future plan, two answers are possible.
• As the student works, answer any questions and offer encouragement. Check answers together.
  OPTION: If your student is advanced, have them identify the situation: prediction, plan, or decision now.
  EXPANSION: After checking the activity together, practice the Q&As in PAIRS.

C. The future
• We talk about the future when we make predictions, discuss plans, and make a commitment or promise. For each of these situations we use specific grammatical forms:
• When we make a prediction based on a fact we know or a belief we hold, we use going to or will: You're going to be a great teacher. / Bill will graduate this spring, then start college. Write “will not = won’t” on the board, explain that it's the negative form, and give an example: My daughter won’t take chemistry this year. She'll take it next year.
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• On the board, draw a timeline, marking the future on the far right, showing that it has not occurred. Mark the present in the center and the past on the far left for context.
• Read the items in the grammar chart while pointing out the images and have the student repeat.

D. Activity
• Read the directions. Go over the example together. Explain that because the conversation is about a future plan, two answers are possible.
• As the student works, circulate and offer encouragement. Check answers together.
  OPTION: Call on more advanced students to identify the situation: prediction, plan, or decision now.
  EXPANSION: After students have checked the activity, have them practice the Q&As in PAIRS.
REAL LIFE

ONE ON ONE ACTIVITY

E. Activity
• PAIR UP with your student. Read the directions. Read the example dialog with the student. Explain that each card contains the other person’s missing information. The student will need to use the future structures to elicit the missing information.
• Tell the student to cover the other partner’s report card. Ask and answer questions about Roberta’s report card.
• Point out the top Language Note in blue.
• NOTE: Throughout this series, you will find (often blue) language notes in the student book. These are meant to clarify or support the lesson.
• Remind the student to say “an” before a word that begins with a vowel sound: She got an A in history class. Point out that the letter F itself isn’t a vowel, but that it’s pronounced with an “eh” at the beginning and therefore requires “an” before it.
• Point out the second Language Note showing the pronunciation for “going to.” Explain that many native speakers say “gonna” and that listening for that pronunciation may help comprehension. However, you may want to encourage the student to use "going to" when he/she speaks.
• BONUS BOX: Have the student complete the grades.
• EXPANSION: Talk about the grading system used in schools in your student’s native country.

F. Culture Tip!
• Have the student read the culture tip silently. Then have them read the tip aloud. Ask about education laws in your student’s country.
• Point out the levels of schooling in the Language Note.
• Discuss how people receive report cards on the internet and in the mail here. How often are they available?

Internet Expansion
• Use the internet to find after school tutoring help if your student has children who would benefit from this.

GROUP ACTIVITY

E. Activity
• PAIR students. Read the directions. Model the example dialog with a student. Explain that each student’s card contains the other student’s missing information. Students will need to use the future structures to elicit the missing information.
• Tell the students to cover the other partner’s report card.
• As students talk, circulate and offer encouragement.
• Point out the top Language Note in blue.
• NOTE: Throughout this series, you will find (often blue) language notes in the student book. These are meant to clarify or support the lesson.
• Remind students to say “an” before a word that begins with a vowel sound: She got an A in history class. Point out that the letter F itself isn’t a vowel, but that it’s pronounced with an “eh” at the beginning and therefore requires “an” before it.
• Point out the second Language Note showing the pronunciation for “going to.” Explain that many native speakers say “gonna” and that listening for that pronunciation may help students’ comprehension. However, you may want to encourage your students to use "going to" when they speak.
• BONUS BOX: Have students complete the grades.
• EXPANSION: Talk about the grading system used in schools in your students’ native countries.

F. Culture Tip!
• Have students read the culture tip to themselves. Then you or a student read the tip aloud. Ask students about education laws in their country.
• Point out the levels of schooling in the Language Note.
• Discuss how people receive report cards on the internet and in the mail here. How often are they available?

Internet Expansion
• Use the internet to find after school tutoring help if your students have children who would benefit from this.
One on One Activity

G. Activity
- Read the directions. Do an example question on the board together.
- Point out the Language Note: Explain that native speakers often pronounce the "t" in "thirty" and other numbers as a "d." Understanding this may help the student with listening comprehension.
- As the student works, answer any questions and offer encouragement. Check answers together.

H. Activity
- PAIR UP with your student. Read the directions. Then compare answers. Then ask questions and write your student’s answers, and answer your student’s questions.
- BONUS BOX: Be sure to have the student complete this information and encourage them to contact you if unable attend a class or for some other class-related problem. For more practice on the th sound, use pages 2 and 3 from the Pronunciation Fun booklet.
- NOTE: The “th” sound is really two sounds - the voiced th (as in leather, the, though, lather) and voiceless th (as in bath, though). The voiceless th is what shows up on pages 2 and 3 in Pronunciation Fun.

Group Activity

G. Activity
- Read the directions. Do an example question on the board together.
- Point out the Language Note: Explain that native speakers often pronounce the "t" in "thirty" and other numbers as a "d." Understanding this may help students with listening comprehension.
- As students work, circulate and offer encouragement. Check answers together.

H. Activity
- PAIR students. Read the directions. As students talk, circulate and offer encouragement.
- BONUS BOX: Be sure to have students complete this information and encourage them to contact you if they can’t attend a class or have some other class-related problem. For more practice on the th sound, use pages 2 and 3 from the Pronunciation Fun booklet.
- NOTE: The “th” sound is really two sounds - the voiced th (as in leather, the, though, lather) and voiceless th (as in bath, though). The voiceless th is what shows up on pages 2 and 3 in Pronunciation Fun.

Internet Expansion
- Use the internet to research a community college’s requirements, courses and schedules.

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.
I. Listening (track 3): What are your plans?
- Read the directions. Play and/or read the audio. (Stop the audio after the first use of “going to” - Well, I’m going to join the PTA - and ask the student to identify which sounds he/she heard.) Repeat the audio as necessary. Check answers together.
- Review the meaning of won’t (= will not) if necessary.

J. Activity
- Read the directions. Explain what a GED is. (General Education Development tests are tests that people who didn’t graduate from high school can take to certify equivalent education.)
- As the student works, answer any questions and offer encouragement. Remind the student not to look at the answers below the test! Check answers together. OPTION: You may want to do some or all of the items together. Break down the activity and its questions as needed for your student.
- NOTE: Support your student by brainstorming ideas for the essay questions before he/she starts writing. Use the graphic organizer reproducible to help.

K. Activity
- PAIR UP with your student. Read the directions. Read the example dialog with the student. Then talk about education goals.

Internet Expansion:
- Search for GED or the local state or community college on-line and look at the website together. Talk about options for studying beyond English.

Lisa: Patty!
Patty: Lisa! It’s great to see you.
Lisa: You, too. Happy New Year!
Patty: You, too. What are your plans for the new year?
Lisa: Well, I’m going to join the PTA.
Patty: The parent-teacher association?
Lisa: Yes. And Robert and I are going to take a class at the community college. It’s called “Food and the Body”
Patty: That sounds interesting.
Lisa: Yeah. I’ll email you the information. Would you be interested?
Patty: Maybe. What else?
Lisa: Well, tonight I’m attending a parent-teacher conference. Tomorrow I’m enrolling Jane in a new school. And this weekend, we’re going to meet Roberta’s new tutor. Roberta is getting a D in math and an F in history. She won’t graduate with those grades.
Patty: Don’t worry. She’s a smart kid. She’ll graduate.
Homework

• Give students an overview of the page. Emphasize the importance of studying English outside of class, including doing homework.

• A: Listening: Explain that they need the 4B audio CD for this activity. Explain 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 students to try at least one of the suggestions. Say, Try!

• D: 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.

• 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 class, which asks students to recall three things about class - can be sentences, vocabulary, etc - or for feedback on the session in terms of what lesson parts helped or didn’t.

A. Listening (track 4): What are your plans?

Lisa: Patty!
Patty: Lisa! It’s great to see you.
Lisa: You, too. Happy New Year!
Patty: You, too. What are your plans for the new year?
Lisa: Well, I’m going to join the PTA.
Patty: The parent-teacher association?
Lisa: Yes. And Robert and I are going to take a class at the community college. It’s called “Food and the Body”
Patty: That sounds interesting.

Lisa: Yeah. I’ll email you the information. Would you be interested?
Patty: Maybe. What else?
Lisa: Well, tonight I’m attending a parent-teacher conference. Tomorrow I’m enrolling Jane in a new school. And this weekend, we’re going to meet Roberta’s new tutor. Roberta is getting a D in math and an F in history. She won’t graduate with those grades.
Patty: Don’t worry. She’s a smart kid. She’ll graduate.
One On One Activity

MATERIALS
- Board or paper + marker
- 4B Listening Tracks
- Name tags, markers (1 per student)
- Reproducible: Wh- Match Handout (1 sheet per pair)
- Scissors
- Dice
- OPTIONAL: local map / phone book with local map or printed map from the internet
- Sheets of paper (1 per student)
- Pronunciation Fun Booklet

Group Activity

MATERIALS
- Board or paper + marker
- 4B Listening Tracks
- Name tags, markers (1 per student)
- Reproducible: Wh- Match Handout (1 sheet per pair)
- Scissors (1 per pair)
- Dice (1 per pair)
- OPTIONAL: local map / phone book with local map or printed map from the internet
- Sheets of paper (1 per student)
- Pronunciation Fun Booklet (1 per student)

REVIEW
- As a way to start each class, consider having an “entrance ticket” (similar to the “exit ticket” described on the homework page). Provide the student with several questions about the previous class and give them a few minutes to answer them. The questions can be as simple as making a list of three words from the previous class, or they can ask the student to answer more complicated questions.
- Review will and going to from Day 1. Practice going to and the present continuous for future plans by asking the student about his/her upcoming plans: later that day, the next day, next weekend, etc. Marco, what are you doing this afternoon? / Vanessa, are you going to go to a movie this weekend?
- PAIR UP with your student and have them practice using will by asking each other favors. Write prompts on the board to get started: open the door for me do my homework for me call me tonight take notes for me tomorrow
- Review the homework.

Warm Up
- Ask the student to match the words. Then explain that wh- words (also called information words) give us details in these areas.
A. Vocabulary: Directions

Warm Up
- Ask students to match the words. Then explain that wh- words (also called information words) give us details in these areas.
B. Listening (track 5): Information questions

AJ: The Student Lab. This is AJ. How can I help you?
Claudia: Hi. I’m calling about your English conversation classes. I saw a flyer at the gym.
AJ: Sure. What are your questions?
Claudia: Who’s teaching the class next term?
AJ: The teacher is going to be Nancy Kelly. She’s a great teacher.
Claudia: Oh, good. What’s the class going to be about? I mean, will we talk about culture or history or what?
AJ: You’ll talk about all subjects.
Claudia: When will the new term begin?
AJ: It’s going to start on the 13th.
Claudia: And, where are we going to meet?
AJ: You’ll meet at the bookstore.
Claudia: Could you tell me how to get there?
AJ: From the North Parking Lot, walk south on 53rd St. for three blocks. You’ll pass the library on your left and Classrooms A-M on your right.
Claudia: Okay.
AJ: At Avenue M, turn left. Go east one block. The bookstore will be on your right. It’s between admissions and Ringo’s. I’ll send you a map.
Claudia: Great! Last question: How much will the tuition be?
AJ: It won’t be more than $40 per class. I’m not sure about books—I’ll ask Nancy and then I’ll call you back, okay?
Claudia: Great.
AJ: What’s your number?
C. Information questions
• This chart focuses on information questions. Refer the student to the warm-up activity on the board in which he/she matched the *wh-* words to the situations.
• Read the items in the grammar chart and have the student repeat. You may want to point out that although the examples all use the future tense, *wh-* words can be used in any tense: *Who was your favorite teacher when you were a child? What did you eat for breakfast? etc.*

D. Activity
• Read the directions. Go over the example together. Ask what another possible answer for the first question could be (*is going to teach*). Explain that because it’s an established plan, either the *be going to* or present continuous form is correct for the question. However, for the answer, *is being* would not be correct because we do not often use *be* in the present continuous.
• 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.

**EXTRA ACTIVITY (if time permits):**
• *Wh- Match* PAIR UP with your student. With scissors, cut out the strips on the *Wh- Match* Handout and place face-down on a table. Partner A turns over two strips, trying to find a match the *wh-* words with its function: *Who – Asks about a person.* 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 that you and the student say the words on the cards when they are turned over so that this isn’t a silent activity.
**One On One Activity**

**E. Activity**
- PAIR UP with your student. Read the directions. Read the example dialog with the student. Then ask and answer questions about locations on the map. **OPTION:** Write a list of destinations (from the map) on the board to help guide the student in his/her questions: the student clinic, the bookstore, etc.
- Point out the Language Note. Use items in the classroom to demonstrate *far* and *close*.

**F. Activity**
- PAIR UP with your student. Use a die. Read the directions. Read the example dialog with the student. Explain that there may be more than one correct answer for each square. Remind the student to use the future forms.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then have them read the tip aloud. **OPTION:** Show the student what a local map of your area looks like, or point out a map in a local phone book. If time allows, invite the student to identify where he/she lives and other known locations on the map.

**Pronunciation Extra**
- Practice the pronunciation of *s* vs *z* using page 3 of *Pronunciation Fun*. A simple way of illustrating the difference between these sounds is by having your student place a hand on his/her throat. *Z* is a voiced sound, which means the vocal chords vibrate. In contracts, *S* is unvoiced so the vocal chords won’t vibrate.

**Group Activity**

**E. Activity**
- PAIR students. Read the directions. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Write a list of destinations (from the map) on the board to help guide pairs in their conversations: the student clinic, the bookstore, etc.
- Point out the Language Note. Use items in the classroom to demonstrate *far* and *close*.

**F. Activity**
- PAIR students. Give each pair a die. Read the directions. Read the example dialog with the student. Explain that there may be more than one correct answer for each square. Remind them to use the future forms.
- As students play the game, circulate and offer encouragement.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then have them read the tip aloud. **OPTION:** Show the student what a local map of your area looks like, or point out a map in a local phone book. If time allows, invite the student to identify where he/she lives and other known locations on the map.

**Pronunciation Extra**
- Practice the pronunciation of *s* vs *z* using page 3 of *Pronunciation Fun*. A simple way of illustrating the difference between these sounds is by having your students place a hand on their throats. *Z* is a voiced sound, which means the vocal chords vibrate. In contracts, *S* is unvoiced so the vocal chords won’t vibrate.
H. Activity
• PAIR UP with your student. Read the first two steps of the directions together. Do an example together, writing the first information question for each of you on the board: When is Angela going to go to college? Where is Tanya going to go to college?
• When the student has completed writing information questions, read the rest of the directions together. Explain that each text has the other person’s missing information. Make sure the student covers the partner’s information.
• Model an example dialog with the student: A: When is Angela going to go to college? B: She’s going to go to college in the fall. OPTION: Point out the short answer option: In the fall.
• Then ask and answer questions about the missing information.
• NOTE: This activity is an information gap exercise, where two people must work together to complete the set of information that they’re given. The twist with this activity is that each partner has to write the questions in order to get the information he/she needs!

Internet Expansion
• Use mapquest, google maps or another on-line mapping program to find different locations, such as the student’s neighborhood, state or country of origin.

Before You Go ...
• Encourage the student to ask questions about any part of the lesson he/she didn’t understand.
ONE ON ONE ACTIVITY

I. Activity
• Read the directions. 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 activity as a Q&A with student.

J. Activity
• PAIR UP with your student. Read the directions. OPTIOPN: Together discuss the meanings of the signs. Does the student agree with the rules?

K. Activity
• PAIR UP with your student. Read the directions. Read the example dialog. Then have a conversation about the future. OPTIOPN: Prompt the student to identify what aspect of the future he/she is talking about (predictions) and therefore what forms he/she can use (will and going to).
• OPTIOPN: Use the graphic organizer format from day 1 to help map the conversation. Some students may find it challenging to think about this topic without prompts.

EXTRA ACTIVITY (if time permits)
• Tic Tac Toe On the board, draw a tic tac toe grid and have the student copy on a sheet of paper. As you dictate location, directions and school vocabulary words from the lesson (page 8 in the student book), the student writes words into his/her grid randomly. Then PAIR UP with your student. Before a partner can claim a square (make an X or O), he/she must ask an information question, using the word in the space correctly.

GROUP ACTIVITY

I. Activity
• Read the directions. 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 activity as a Q&A in PAIRS.

J. Activity
• PAIR students. Read the directions. As students talk, circulate and offer encouragement. OPTIOPN: As a class, discuss the meanings of the signs. Do students agree with the rules?

K. Activity
• PAIR students. Read the directions. Model the example dialog. Prompt students to identify what aspect of the future they are talking about (predictions) and therefore what forms they can use (will and going to).
• OPTIOPN: Before students start, use the graphic organizer format from day 1 to help map the conversation. Some students may find it challenging to think about this topic without prompts.
• As students talk, circulate and offer encouragement. OPTIOPN: Have volunteers perform their conversation for the class.

EXTRA ACTIVITY (if time permits)
• Tic Tac Toe On the board, draw a tic tac toe grid and have students copy on a sheet of paper. As you dictate location, directions and school vocabulary words from the lesson (page 8 in the student book), students write them into their grids randomly. Then PAIR students. Each pair plays a game of tic tac toe. Before a student can claim a square (make an X or O), he or she must ask an information question, using the word in the space correctly.
**HOMEWORK**

- Encourage students to do the homework.

**A: Listening:** Remind students that this activity requires the 4B 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. 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.

- Thank your students for their hard work in class today! *Thank you! Good work!* End the class with an “exit ticket” (described in day 1) if you’d like.

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**B. Listening (track 6): Information questions**

**AJ:** The Student Lab. This is AJ. How can I help you?

**Claudia:** Hi. I’m calling about your English conversation classes. I saw a flyer at the gym.

**AJ:** Sure. What are your questions?

**Claudia:** Who’s teaching the class next term?

**AJ:** The teacher is going to be Nancy Kelly. She’s a great teacher.

**Claudia:** Oh, good. What’s the class going to be about? I mean, will we talk about culture or history or what?

**AJ:** You’ll talk about all subjects.

**Claudia:** When will the new term begin?

**AJ:** It’s going to start on the 13th.

**Claudia:** And where are we going to meet?

**AJ:** You’ll meet at the bookstore.

**Claudia:** Could you tell me how to get there?

**AJ:** From the North Parking Lot, walk south on 53rd St. for three blocks. You’ll pass the library on your left and Classrooms A-M on your right.

**Claudia:** Okay.

**AJ:** At Avenue M, turn left. Go east one block. The bookstore will be on your right. It’s between admissions and Ringo’s. I’ll send you a map.

**Claudia:** Great! Last question: How much will the tuition be?

**AJ:** It won’t be more than $40 per class. I’m not sure about books—I’ll ask Nancy and then I’ll call you back, okay?

**Claudia:** Great.

**AJ:** What’s your number?
**One on One Activity**

**MATERIALS**
- Board or paper + marker
- 4B Listening Tracks
- Reproducible: Practice postcard (1 per student)
- Reproducible: Family Tree Handout (1 per student)
- World map
- Blank piece of paper (1 per student)

**Group Activity**

**MATERIALS**
- Board or paper + marker
- 4B Listening Tracks
- Reproducible: Practice postcard (1 per student)
- Reproducible: Family Tree Handout (1 per student)
- World map
- Blank piece of paper (1 per student)

**REVIEW**
- Start the class with an “entrance ticket” (described in day 1), if you’d like.
- Review information questions from Day 2.
- Elicit *wh-* words from the student. Then explain the following **ICEBREAKER: 20 information questions**. Stand up facing each other. Partner A asks Partner B an information question. Partner B answers then asks Partner A a different information question, and so on. Encourage the student to use the future (*What are you going to do this weekend?*).
- Review the homework.

**Warm Up**
- Gesture out the window and ask a student, *What's the weather like today?* Accept short or full-sentence answers: *Cold. / It's cold.* **OPTION:** Continue with other similar subjects, keeping the focus on the question, *What's it like?* and simple descriptions.
One on One Activity

A. Vocabulary: Descriptions
- Read the directions. Give the student a few moments to absorb the pictures and words. Remind the student to say the words quietly or to himself/herself.
- 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's today's class about?

B. Listening (track 7): Welcome our new student.
- Read the first part of the directions: Check the descriptions you hear. Point to the pictures and the description words below each picture. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) As the student listens, check that he/she is only listening and checking the descriptions. Repeat the audio as necessary. Check answers together.
- Read the rest of the directions—steps 1 and 2. Model the example. Then talk about the people and places in Brazil.
- Explain the difference between funny and fun.

PRONUNCIATION EXTRA: Help the student hear the GREEN TEA sound in the following words:
- beach  friendly  
- nosy  lazy
- Remember to reference the Color Vowel™ Chart in the back of the student book.
- Write the words on the board or paper and have the students repeat the sounds by exaggerating them.
- Talk about what the mouth does to make the ee sound (our mouth opens wide, like we’re smiling.)
- This tip is also explained on page 6 of Pronunciation Fun.

Group Activity

A. Vocabulary: Descriptions
- Read the directions. 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 the student look at the pictures. Ask, What's this? What's that?
- Ask, What's today's class about?

B. Listening (track 7): Welcome our new student.
- Read the first part of the directions: Check the descriptions you hear. Point to the pictures and the description words below each picture. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) As students listen, circulate to check that they are only listening and checking the descriptions. Repeat the audio as necessary. Check answers together.
- Read the rest of the directions—steps 1 and 2. Model the example. As students talk, circulate and offer encouragement.
- Explain the difference between funny and fun.

PRONUNCIATION EXTRA: Help the students hear the long ee sound in the following words:
- beach  friendly  
- nosy  lazy
- Write the words on the board or paper and have the students repeat the sounds by exaggerating them.
- Talk about what the mouth does to make the ee sound (when we say ee, our mouth opens wide horizontally, like we’re smiling.)
- This tip is also explained on page 6 of Pronunciation Fun.

B. Listening (track 7): Welcome our new student.

Nancy: Class, welcome our new student, Claudia Cruz. Claudia’s from Brazil. Claudia, please tell us about Brazil. What’s it like?
Claudia: Well, it’s a fascinating place. We have beautiful beaches, amazing wildlife, a famous river: the Amazon River. We have delicious food, and we have fun festivals, including the Carnival festival.
Nancy: What are the people like?
Claudia: Well, 191 million people live in Brazil. The people are all colors and all personalities. They’re all talkative and friendly. Some people are nosy—they want to know your business.
Nancy: What are your friends like?
Claudia: My friends are funny.
Nancy: What’s your family like?
Claudia: I have a small family. They’re very hardworking. We’re normal.
C. More information questions
• This chart focuses on the information questions
  What is ___ like? and How is ___?
• Explain that we use these two forms for information
  question to ask generally about a person, place,
  or thing. Explain that we typically use the simple
  present or simple past when using these information
  questions: What is she like? / What was she like? /
  How is the weather there? / How was the weather
  there?
• Read the items in the grammar chart and have the
  student repeat.
• Point out the Language Note. Explain that it’s
  important to understanding informal speaking—
  but not necessarily use—in order to improve
  comprehension.
• EXPANSION: As a way to practice the structure,
  ask questions about food in your student’s native
  country. Have the student ask you, too!

D. Activity
• Read the directions. 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 student.

E. Activity
• Read the directions. 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.
• BONUS BOX: Be sure the student answers the
  personalized question. OPTION: Have a short
  discussion about specialty foods: What’s the food in
  Chile like, Celia?

F. Activity
• PAIR UP with your student. Read the directions.
  Read the example dialog with the student. Then
  talk about the pictures in Activity A.
• Point out the Language Note and explain the
  difference between What is he like? and What does he
  like?
**REAL LIFE**

**ONE ON ONE ACTIVITY**

**G. Activity**
- **Bonus Box:** Point out the map and encourage the student to add the country names he/she knows.
- **Read Step 1:** *Find your country on the map and circle it.* Point to the map.
- **Read Step 2:** Point out the box labeled "Places and Things." Do an example together.
- **Read Step 3:** Point out the box labeled "People." Do an example together.
- As the student works, answer any questions and offer encouragement. **OPTION:** Ask the student about places, things, or the people in the student’s country: *Diego, what’s the food like in Spain?*
- Ask the student to point out where he/she is from on the map. Compare the location to where he/she lives now! **EXPANSION:** Or, if you have access to the internet, show the student how to use a mapping program (such as Google Earth, or Mapquest) to visualize these locations.

**H. Culture Tip!**
- Have the student read the culture tip silently. Then have them read the tip aloud. Ask the student about gossip in his/her community: *Is it common? Is it bad? Does the student himself/herself gossip? What are examples of gossip?*
- Point out the Language Note. Ask the student for other things to say when someone asks for personal information, such as *I prefer not to answer that.*
- As an expansion, talk about what *rumor* means. (A rumor is something that you heard, but you don’t know if it is true.) What are some examples of *rumors?*

**GROUP ACTIVITY**

**G. Activity**
- **Bonus Box:** Point out the map and encourage students to add the country names they know.
- **Read Step 1:** *Find your country on the map and circle it.* Point to the map.
- **Read Step 2:** Point out the box labeled "Places and Things." Do an example together.
- **Read Step 3:** Point out the box labeled "People." Do an example together.
- As students work, circulate and offer encouragement. **OPTION:** In a controlled practice, ask individual students about places, things, or the people in their country: *Diego, what’s the food like in Spain?*
- Ask the students to point out where they’re from on the map. Compare the location to where they live now! **EXPANSION:** Or, if you have access to the internet, show the students how to use a mapping program (such as Google Earth, or Mapquest) to visualize these locations.

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then you or a student read the tip aloud. Ask students about gossip in their communities: *Is it common? Is it bad? Do they gossip? What are examples of gossip?*
- Point out the Language Note. Ask students for other things to say when someone asks for personal information, such as *I prefer not to answer that.*
- As an expansion, talk about what *rumor* means. (A rumor is something that you heard, but you don’t know if it is true.) What are some examples of *rumors?*
I. Activity
• PAIR UP with your student. Read the directions. Read the example dialog with the student. Then ask and answer questions about each other’s countries.
• Point out the Language Note. Explain that we often use “a little” when we want to soften something negative: She’s a little strange.

PRONUNCIATION EXTRA: Point out the difference between the /v/ and /b/ sound:

very/bery
vote/boat

• Write the words on the board or paper and have the student repeat the sounds after you, exaggerating the sounds.
• Talk about what the mouth does to make the b vs the v sounds (when we say b, our lips touch each other, when we say v, our top teeth touch our bottom lip).
• This tip is also on page 2 in Pronunciation Fun.
• NOTE: Have your student place a finger horizontally above the upper lip. When they do this, they can put their lips together to make the /b/ sound.

J. Activity
• Have the student read the postcard. Then ask general comprehension questions: Who wrote the card? Who is receiving the card? etc.
• Read the rest of the directions. Give the student a Practice Postcard. As the student works, answer any questions and offer encouragement. Review the student’s for errors, focusing on the target grammar structures. OPTION: Encourage the student to send his/her postcard! Or, write postcards to each other and exchange them in class.
• Ask specific follow-up questions about what the student writes on his/her postcard.

Before You Go ...
• Encourage the student to bring a housing ad to the next class. NOTE: These suggestions are just suggestions. Bringing real items into the classroom can help make the relevance of an activity clearer.
• Encourage the student to ask questions about any part of the lesson he/she didn’t understand.

GROUP ACTIVITY

I. Activity
• PAIR students. Read the directions. Model the example dialog with a student. As students talk, circulate and offer encouragement. OPTION: Have volunteers perform for the class.
• Point out the Language Note. Explain that we often use “a little” when we want to soften something negative: She’s a little strange.

PRONUNCIATION EXTRA: Point out the difference between the /v/ and /b/ sound:

very/bery
vote/boat

• Write the words on the board or paper and have the students repeat the sounds after you, exaggerating the sounds.
• Talk about what the mouth does to make the b vs the v sounds (when we say b, our lips touch each other, when we say v, our top teeth touch our bottom lip).
• This tip is also on page 2 in Pronunciation Fun.
• NOTE: Have your students place a finger horizontally above the upper lip. When they do this, they can put their lips together to make the /b/ sound.

J. Activity
• Have students read the postcard. Then ask general comprehension questions: Who wrote the card? Who is receiving the card? Where does Claudia live? etc.
• Read the rest of the directions. Give each student a Practice Postcard. As students work, circulate and offer encouragement. Review postcards for errors, focusing on the target grammar structures.

OPTIONS: 1) Have volunteers read their postcards aloud. 2) Encourage students to send their postcards! Or, have students write one to a classmate and exchange them in class.
• Ask follow-up questions about what the students write on their postcards.

Before You Go ...
• Encourage students to bring a housing ad to the next class. NOTE: These suggestions are just suggestions. Bringing real items into the classroom can make the relevance of an activity clearer.
• Encourage students to ask questions
**ONE ON ONE ACTIVITY**

### K. Activity
- Give the student a **Family Tree Handout**. Help them fill out the family tree diagram. Consider doing an example on the board. As the student works, answer any questions and offer encouragement.
- After the student has completed his/her family tree, have the student write about a special family member. Point out the example in the book.
- Encourage the student to be specific in his/her descriptions.
- **EXPANSION**: After the student has finished his/her sentences, have the student tell you about the special family member.

### L. Activity
- Read the directions. Do the first item together. As the student works, answer any questions and offer encouragement.
- Ask follow-up questions to get the student talking about what he/she wrote. For example, *Why do you like Project Fashion?*
- Check answers together.

### M. Activity
- PAIR UP with your student. Read the directions. Read the example dialog with the student. Then talk about a place you love.

### Internet Expansion (if time permits)
- Search on-line for the meaning of your and your student’s family and first names.

**GROUP ACTIVITY**

### K. Activity
- Give each student a **Family Tree Handout**. Help students fill out the family tree diagram. Consider doing an example together on the board. As students work, circulate and offer encouragement.
- After students have completed their family trees, have them write about a special family member. Point out the example in the book.
- Encourage the students to be very specific in their descriptions.
- **EXPANSION**: After students have finished their sentences, have them tell the class about their special family member.

### L. Activity
- Read the directions. Do the first item together. As students work, circulate and offer encouragement. Check answers together.

### M. Activity
- PAIR students. Read 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.

### 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 students copy the information on a sheet of paper.

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

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

Students mingle, asking, *Where are you from? What’s it like? How’s the ____?* Students make a checkmark when they find someone from that region, write the person’s name, and take notes. Students sit down when they’ve checked all of the items on the grid.
• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 4B 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. Say, *Give it a 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! *Great effort! See you next time!* End the class with an “exit ticket”.

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### A. Listening (track 8): Welcome our new student.

**Nancy:** Class, welcome our new student, Claudia Cruz. Claudia’s from Brazil. Claudia, please tell us about Brazil. What’s it like?

**Claudia:** Well, it’s a fascinating place. We have beautiful beaches, amazing wildlife, a famous river: the Amazon River. We have delicious food, and we have fun festivals, including the Carnival festival.

**Nancy:** What are the people like?

**Claudia:** Well, 191 million people live in Brazil. The people are all colors and all personalities. They’re all talkative and friendly. Some people are nosy—they want to know your business.

**Nancy:** What are your friends like?

**Claudia:** My friends are funny.

**Nancy:** What’s your family like?

**Claudia:** I have a small family. They’re very hardworking. We’re normal.
One On One Activity

MATERIALS
- Board + marker
- 4B Listening Tracks
- OPTION: Relevant newspaper or magazine to help with discussion about housing

REVIEW
• Start the class with an “entrance ticket” (described in day 1), if you’d like.
• Review How is / was ___? and What is / was ___ like? from Day 3. Ask the student about places he/she has been: Think of a place you visited and liked. Where did you go and what was it like?
• Review the homework.

Warm Up
• PAIR UP with your student. Write this discussion starter on the board and have a short discussion: What’s your house or apartment like? OPTION: Use the graphic organizer from Day 1 to help organize the conversation.

Group Activity

MATERIALS
- Board or paper + marker
- 4B Listening Tracks
- OPTION: Relevant newspaper or magazine to help with discussion about housing

REVIEW
• Start the class with an “entrance ticket” (described in day 1), if you’d like.
• Review How is / was ___? and What is / was ___ like? from Day 3. Ask student about places they’ve been: Think of a place you visited and liked. Raise your hand when you are ready to describe it. Okay, Miguel, where did you go and what was it like?
• Review the homework.

Warm Up
• PAIR students. Write this discussion starter on the board and instruct students to have a short discussion: What’s your house or apartment like? OPTION: Use the graphic organizer from Day 1 to help organize the conversation.
• As student talk, circulate and listen to be sure they’re staying on the topic of housing.
• Talk about any words the students didn’t understand, (such as yeah).
A. Vocabulary: Housing
• Read the directions. Give the student a few moments to absorb the pictures and words. Remind the student to say the words quietly or to himself/herself.
• 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's today's class about?

B. Listening (track 9): The two-bedroom apartment
• Read the directions. Explain that these are Claudia’s incomplete notes and that the student will complete the notes with the information the landlord gives.
• Play and/or read the audio. (Stop the audio after the first item and complete it together: deposit required = $ one month’s rent OR $1,575) Repeat the audio as necessary. Check answers together.
• Then have the student listen again and decide which of the two images the landlord is describing.
• Talk about any words the student didn’t understand. Some challenging words may be: required = have to have provided = included balcony = an outdoor living space above the first floor

B. Listening (track 9): The two-bedroom apartment
Claudia: Hi. I’m calling about the 2-bedroom apartment. Is it still available?
Dino: Yeah, it is.
Claudia: Is the lease a 12-month lease?
Dino: Yeah, but it’s negotiable.
Claudia: Great. Do you require a deposit?
Dino: Yeah, I do. One month’s rent.
Claudia: Do you require references?
Dino: Yeah, two. For example, an employer and a past landlord. No relatives.
Claudia: I see. Is the rent negotiable?
Dino: No, it’s not. But the $1,575 includes utilities.
Claudia: Does the apartment have a bathtub?
Dino: Nope. Just a shower. Also, it has a balcony. That’s not in the ad.
Claudia: Are the bedrooms large?
Dino: No, they’re not. They’re small.
Claudia: Is parking provided?
Dino: Well, we have free parking on the street and a bike rack.
Claudia: Does the neighborhood have many stores?
Dino: Yeah. And there’s a park across the street.
Claudia: Could I come by to see the area?
Dino: Sure. The address is 3129 Forest Lane, Apartment 4C.
C. Yes / No question

- This chart focuses on the correct syntax for forming yes/no questions, both those beginning with Is / Are and those beginning with Do / Does:
- Form of Be + subject + description: Is the apartment nice?
- Form of Do + subject + verb (+ other information): Does the bathroom have a shower?
- Read the items in the grammar chart and have the students repeat. Point out that the verb forms in the answers match the forms in the questions because they all refer to the same subject.

D. Listening (track 10): The two-bedroom apartment

- Read the first part of the directions: Complete the questions. . . . Point to the questions. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.)
- Repeat the audio as necessary.
- Read the rest of the directions. Check answers together.
- EXPANSION: After checking the activity together, practice the conversation in PAIRS.

Dino: No, it’s not. But the $1,575 includes utilities.
Claudia: Does the apartment have a bathtub?
Dino: Nope. Just a shower. Also, it has a balcony. That’s not in the ad.
Claudia: Are the bedrooms large?
Dino: No, they’re not. They’re small.
Claudia: Is parking provided?
Dino: Well, we have free parking on the street and a bike rack.
Claudia: Does the neighborhood have many stores?
Dino: Yeah. And there’s a park across the street.
Claudia: Could I come by to see the area?
Dino: Sure. The address is 3129 Forest Lane, apartment 4C.
ONE ON ONE ACTIVITY

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

F. Activity
• Read the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. Point out the Language Notes. OPTION: Talk about the pros and cons of a sublet.

G. Culture Tip!
• Have the student read the culture tip silently. Then have them read the tip aloud. Ask the student about his/her experiences with landlords. What is considered normal wear-and-tear? Has anyone ever lost his/her deposit? What happened? Have you ever had problems with a landlord? What happened? Have you ever had a nice landlord?

EXTRA ACTIVITY (if time permits):
• Discussion – Together decide on the best apartment in Activity F. Have the student talk about the features he/she likes and doesn’t like in an apartment.
• Then, talk about negotiating. Is negotiating common in your country? Do you negotiate a lot in the US? For what?

GROUP ACTIVITY

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

F. Activity
• Read the directions. Go over the example together. As students work, circulate and offer encouragement. Check answers together. Point out the Language Notes. OPTION: Talk about the pros and cons of a sublet.

G. Culture Tip!
• Have students read the culture tip to themselves. Then you or a student read the tip aloud. Ask students about their experiences with landlords. What is considered normal wear-and-tear? Has anyone ever lost his/her deposit? What happened? Have you ever had problems with a landlord? What happened? Have you ever had a nice landlord?

EXTRA ACTIVITY (if time permits):
• Group Discussion – As a class, vote on the best apartment in Activity F. Have students talk about the features they like and don’t like in an apartment.
• Then, talk about negotiating. Is negotiating common in your country? Do you negotiate a lot in the US? For what?
**REAL LIFE**

**ONE ON ONE ACTIVITY**

**H. Activity**
- PAIR UP with your student. Read the directions. Model the two first lines of the conversation with the student. Point out the box of questions to the right. Encourage the student to read those before starting the activity.
- Then together write a conversation about a housing search.

**I. Activity**
- PAIR UP with your student. Read the first part of the directions. Point to the list of housing expenses. As the student reads, check that he/she is only reading and checking the list, not yet discussing.
- Read the rest of the directions. Read the example dialog with the student. Then talk about expenses. What's the most expensive item? What are some unusual housing expenses the student has?

**Internet Expansion (if time permits):**
- Search on-line for housing.

**Before You Go ...**
- Encourage the student to bring a coupon for anything to the next class. **NOTE:** These suggestions are just that, suggestions. Bringing real items into the classroom often helps makes the relevance of an activity clearer.
- Encourage the student to ask questions about any part of the lesson he/she didn't understand.

**GROUP ACTIVITY**

**H. Activity**
- PAIR students. Read the directions. Model the two first lines of the conversation with a student. Point out the box of questions to the right. Encourage students to read those before starting the activity.
- As students talk, circulate and offer encouragement. **OPTION:** Have volunteers perform their conversation for the class.

**I. Activity**
- PAIR students. Read the first part of the directions. Point to the list of housing expenses. As students read, circulate to check that they are only reading and checking the list, not yet discussing.
- Read the rest of the directions. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** As a class, discuss housing expenses. What's the most expensive item? What are some unusual housing expenses students have?

**Internet Expansion (if time permits):**
- Search on-line for housing.

**Before You Go ...**
- Encourage students to bring a coupon for anything to the next class. **NOTE:** These suggestions are just that, suggestions. Bringing real items into the classroom often helps makes the relevance of an activity clearer.
- Encourage students to ask questions about any part of the lesson they didn't understand.
**ONE ON ONE ACTIVITY**

**J. Activity**
- Read the first part of the directions. Point to the pictures. As the student reads, check that he/she is only circling the correct words, not yet completing the sentences below.
- Read the rest of the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

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

**L. Activity**
- PAIR UP with your student. Read the directions. Read the example dialog. Then discuss the questions.

**EXTRA ACTIVITIES (if time permits)**
- **Timed descriptions** Have the student refer to the abbreviations in Activity E. Take turns with the following process.
  - First, your student picks one of the abbreviations and keeps it in mind. He/she must describe the word or phrase to get you to guess it in as short of a time as possible.
- **Internet Expansion** Show the student how to find local apartment ads on craigslist.org. This can often be good for temporary housing. Make sure the student understands never to send money before meeting someone in person because there are many scams on craigslist and other housing sites.

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**GROUP ACTIVITY**

**J. Activity**
- Read the first part of the directions. Point to the pictures. As students read, circulate to check that they are only circling the correct words, not yet completing the sentences below.
- Read the rest of the directions. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

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

**L. Activity**
- PAIR students. Read the directions. Model the example dialog. As students talk, circulate and offer encouragement.

**EXTRA ACTIVITIES (if time permits)**
- **Timed descriptions** Have the students refer to the abbreviations in Activity E for this activity.
  - First, you start. Pick one of the abbreviations and keeps it in mind as you describe the word or phrase to get your to guess it in as short of a time as possible. Whoever guess correctly first takes your place.
- **Internet Expansion** Show the students how to find local apartment ads on craigslist.org. This can often be good for temporary housing. Make sure students understand that they should never send money before meeting someone in person because there are many scams on craigslist and other housing sites.
Homework

• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 4B 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. Say, You can do it!
• 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! Way to go! End the class with an “exit ticket”.

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A. Listening (track 11): The two-bedroom apartment

Claudia: Hi. I’m calling about the 2-bedroom apartment. Is it still available?
Dino: Yeah, it is.
Claudia: Is the lease a 12-month lease?
Dino: Yeah, but it’s negotiable.
Claudia: Great. Do you require a deposit?
Dino: Yeah, I do. One month’s rent.
Claudia: Do you require references?
Dino: Yeah, two. For example an employer and a past landlord. No relatives.
Claudia: I see. Is the rent negotiable?
Dino: No, it’s not. But the $1,575 includes utilities.

Claudia: Does the apartment have a bathtub?
Dino: Nope. Just a shower. Also, it has a balcony.
That’s not in the ad.
Claudia: Are the bedrooms large?
Dino: No, they’re not. They’re small.
Claudia: Is parking provided?
Dino: Well, we have free parking on the street and a bike rack.
Claudia: Does the neighborhood have many stores?
Dino: Yeah. And there’s a park across the street.
Claudia: Could I come by to see the area?
Dino: Sure. The address is 3129 Forest Lane, Apartment 4C.
## One on One Activity

### MATERIALS
- Board or paper + marker
- 4B Listening Tracks
- Magazine images of people and things to demonstrate target vocabulary
- Optional: Consumer Reports magazine
- Optional: Credit report
- Optional: A timer
- Optional: Calculator

### REVIEW
- Start the class with an “entrance ticket” (described in day 1), if you’d like.
- Review yes/no questions from Day 4. Explain the following ICEBREAKER: 20 yes/no questions.
  - Stand up facing each other. Partner A asks Partner B a yes/no question beginning with *Is / Are or Do / Does*. Encourage the student to give short answers with the verb: *Q: Do you like ice cream? / A: Yes, I do.* Partner B answers then asks Partner A a different yes/no question, and so on.
- Review the homework.

### Warm Up
- Present two magazine images—for example two attractive household items (rug, curtains, etc.). Present one image and ask, *Is this___ pretty?* Then present the second and repeat the question. Then present both and ask, *Which ___ is prettier?*
- Make sure the student qualifies his/her answers (*Why do you think this one is prettier?*).

## Group Activity

### MATERIALS
- Board or paper + marker
- 4B Listening Tracks
- Magazine images of people and things to demonstrate target vocabulary
- Optional: Consumer Reports magazine
- Optional: Credit report
- Optional: A timer
- Optional: Calculator

### REVIEW
- Start the class with an “entrance ticket” (described in day 1), if you’d like.
- Review yes/no questions from Day 4. Explain the following ICEBREAKER: 20 yes/no questions.
  - Have students stand in a circle. Student A asks the student next to them (Student B) a yes/no question beginning with *Is / Are or Do / Does*. Encourage students to give short answers with the verb: *Q: Do you like ice cream? / A: Yes, I do.* Student B answers then asks the student next to them (Student C) a different yes/no question, and so on around the circle. A student who can’t think of a yes/no question must sit/leave the game. The last student standing is the winner.
- Review the homework.

### Warm Up
- Present two magazine images—for example two attractive household items (rug, curtains, etc.). Present one image and ask, *Is this___ pretty?* Then present the second and repeat the question. Then present both and ask, *Which ___ is prettier?*
- Make sure students qualify their answers (*Why do you think this one is prettier?*).
ONE ON ONE ACTIVITY

A. Vocabulary: Housewares

- Read the directions. Give the student a few moments to absorb the pictures and words. Remind the student to say the words quietly or to himself/herself.
- 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’s today’s class about?

B. Listening (track 12): We’re looking for a coffee maker.

- Read the first part of the directions. Point to the descriptions in the left-hand column. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.)
- As the student reads, check that he/she is only checking the description words. Repeat the audio as necessary. Check answers together.
- Read the rest of the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

GROUP ACTIVITY

A. Vocabulary: Housewares

- Read the directions. 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 the student look at the pictures. Ask, What’s this? What’s that?
- Ask, What’s today’s class about?

B. Listening (track 12): We’re looking for a coffee maker.

- Read the first part of the directions. Point to the descriptions in the left-hand column. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.)
- As students read, circulate to check that they are only checking the description words. Repeat the audio as necessary. Check answers together.
- Read the rest of the directions. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

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1. Couple: Hello. We’re looking for a coffee maker.
   Salesperson: Here, this coffee maker is our best deal. It makes 8 cups in 30 seconds. And it’s only $52.50.
   Couple: Wow. But $52.50. It’s expensive.

2. Woman: Excuse me. Is this a high quality microwave?
   Salesperson: No. But here, this one is high quality. And it’s quiet.
   Woman: Nice. $299.25. Hmm.

3. Woman: Hi. I’m looking for an affordable rug.
   Salesperson: At $1,085.13, this rug is our most affordable rug.
   Woman: But it’s ugly.

4. Salesperson: This stereo is our best deal.
   Man: $1,420.90. Is it loud?
   Salesperson: Yes. It’s our loudest.

5. Woman: Excuse me. I want a quiet vacuum.
   Salesperson: For $266.60, this one is a good deal. And it’s quiet.

6. Woman: How much is this mirror?
   Salesperson: It’s $19.99.
   Woman: Oh. It’s pretty.

7. Woman: Which alarm clock do you like better?
   Man: I like this $8 alarm clock better than that $7 clock. But they both look cheap.

8. Man: Are your cribs on sale?
   Salesperson: Yes. They’re all $179.75. But this one is the highest quality, so it’s the best deal.
C. Comparisons
• This chart focuses on the comparative and superlative forms of adjectives.
• When comparing two things, we typically add -er to the end of the adjective or add more before the adjective. We follow the adjective in both case with than: That chair is larger than this chair. There are also a few exceptions, including good – better and bad – worse.
• To declare which of three or more items is superlative, we typically add -est to the end of the adjective or add the most before the adjective. We may or may not repeat the category: That chair is the largest (chair in the room). Here there are also a few exceptions, including good – the best and bad – the worst.
• Read the items in the grammar chart and have the student repeat. Then refer the student back to the products and descriptions on the previous page and ask questions: Which kitchen item is more expensive? etc.
• Explain that when asking a question about a choice between two or more items, we use the word Which. Point out the Language Note and explain that these are short answers to Which questions, but they must be accompanied by physical gestures: Q: Which rug do you like? A: (pointing) I like that one.
• NOTE: Libraries have copies of Consumer Reports magazines. Bring one in and look at how they compare products. Or, take a field trip to the library!

D. Activity
• Read the directions. 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.

Internet Expansion
• Show the student how to use an on-line comparison shopping program, such as Biz Rate.

C. Comparisons
• This chart focuses on the comparative and superlative forms of adjectives.
• When comparing two things, we typically add -er to the end of the adjective or add more before the adjective. We follow the adjective in both case with than: That chair is larger than this chair. There are also a few exceptions, including good – better and bad – worse.
• To declare which of three or more items is superlative, we typically add -est to the end of the adjective or add the most before the adjective. We may or may not repeat the category: That chair is the largest (chair in the room). Here there are also a few exceptions, including good – the best and bad – the worst.
• Read the items in the grammar chart and have students repeat. Then refer students back to the products and descriptions on the previous page and ask questions: Which kitchen item is more expensive? etc.
• Explain that when asking a question about a choice between two or more items, we use the word Which. Point out the Language Note and explain that these are short answers to Which questions, but they must be accompanied by physical gestures: Q: Which rug do you like? A: (pointing) I like that one.
• NOTE: Libraries have copies of Consumer Reports magazines. Bring one in and look at how they compare products. Or, take a field trip to the library!

D. Activity
• Read the directions. 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.

Internet Expansion
• Show the students how to use an on-line comparison shopping program, such as Biz Rate.
One on One Activity

E. Activity
• PAIR UP with your student. Read the first step. Point to the list of questions below. Consider doing a practice question on the board. As the student reads and writes more questions, answer any questions and offer encouragement.
• Read the rest of the directions. Read the example dialog with the student. Then take turns answering and asking questions. **OPTION:** For a more advanced student, suggest that he/she work without using the word box.

F. Activity
• Read the directions. Look at the vacuum cleaner price together.
• As the student works, answer any questions and offer encouragement. Check answers together.
• **EXPANSION:** Have a short discussion about ethics. What does the student do if he/she finds a mistake on his/her statement or receipt? Does the student say something if the mistake is in the student’s favor? Another expansion option would be to show students how to calculate interest paid on credit card balances.

G. Culture Tip!
• Have the student read the culture tip silently. Then have them read the tip aloud. **OPTION:** Bring in a copy of a credit report. (If it’s your own report, you can photocopy and black out any personal information you don’t want to share.) Explain how the student can get a free credit report and how to read it.
• **NOTE:** A good site for this is [annualcreditreport.com](http://annualcreditreport.com).
• Refer to *The Immigrant Guide* for more information on this topic.

Group Activity

E. Activity
• PAIR students. Read the first step. Point to the list of questions below. Consider doing a practice question on the board. As students read and write more questions, circulate and offer encouragement.
• Read the rest of the directions. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** For more advanced students, suggest that they work without using the word box.

F. Activity
• Read the directions. Look at the vacuum cleaner price together.
• As students work, circulate and offer encouragement. Check answers together.
• **EXPANSION:** Have a short classroom discussion about ethics. What do students do if they find a mistake on their statement or receipt? Do they say something if the mistake is in their favor? Another expansion option would be to show students how to calculate interest paid on credit card balances.

G. Culture Tip!
• Have students read the culture tip to themselves. Then you or a student read the tip aloud. **OPTION:** Bring in a copy of a credit report. (If it’s your own report, you can photocopy and black out any personal information you don’t want to share.) Explain how students can get a free credit report and how to read it.
• **NOTE:** A good site for this is [annualcreditreport.com](http://annualcreditreport.com).
• Refer to *The Immigrant Guide* for more information on this topic.
**ONE ON ONE ACTIVITY**

**H. Activity**
- Read the first part of the directions. Point to the sign. As the student reads, check that he/she is only reading, not answering the questions. Follow up with general comprehension questions: *What’s on sale today? What does “off” mean?*
- Read the rest of the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** Consider doing the entire activity together as working with percentages can be difficult for some students. As an option, show the calculation on a calculator.

**Before You Go ...**
- Encourage the student to bring the can, wrapper, or other packaging from a favorite food to the next class. **NOTE:** These suggestions are just that, suggestions. Bringing real items into the classroom often helps make the relevance of an activity clearer.
- Encourage the student to ask questions about any part of the lesson he/she didn’t understand.

**EXTRA ACTIVITY (if time permits):**
- **Alphabet Story** – Sit across from your student. The first person says a household item beginning with the letter *a* (armchair, alarm clock, armoire, etc.). The next person says a word beginning with *b*, and so on. **OPTIONS:** 1) The next person repeats the previous words before adding a word. 2) Add a timer for a sense of excitement. 3) Begin at the end of the alphabet. 4) For lower level the student, require that the word only contain the letter, not begin with it. 5) For a higher level student, try to make a story: Example: Amy / buys / carrots / downtown / every / Friday ... 5) Give students pictures of household items and have them choose their object from the pictures.

**GROUP ACTIVITY**

**H. Activity**
- Read the first part of the directions. Point to the sign. As students read, circulate to check that they are only reading, not answering the questions. Follow up with general comprehension questions: *What’s on sale today? What does “off” mean?*
- Read the rest of the directions. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Consider doing the entire activity as a class as working with percentages can be difficult for some students. As an option, show the calculation on a calculator.

**Before You Go ...**
- Encourage students to bring the can, wrapper, or other packaging from a favorite food to the next class. **NOTE:** These suggestions are just that, suggestions. Bringing real items into the classroom often helps make the relevance of an activity clearer.
- Encourage students to ask questions about any part of the lesson they didn’t understand.

**EXTRA ACTIVITY (if time permits):**
- **Alphabet Story** – Sit in a circle. The first person says a household item beginning with the letter *a* (armchair, alarm clock, armoire, etc.). The next person says a word beginning with *b*, and so on. **OPTIONS:** 1) The next person repeats the previous words before adding a word. 2) Add a timer for a sense of excitement. 3) Begin at the end of the alphabet. 4) For lower level students, require that the word only contain the letter, not begin with it. 5) For a group of higher level students, have them try to make a story: Example: Amy / buys / carrots / downtown / every / Friday ... 5) Give students pictures of household items and have them choose their object from the pictures.
**One on One Activity**

I. Listening (track 13): Numbers
- Read 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.

J. Activity
- Read the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** Consider doing the entire activity together as math/word problems can be difficult for some students.

K. Activity
- Read the directions and example with your student. Have a conversation based on the prompt.

L. Activity
- Have the student read the blue Language Note. Answer any questions. Ask comprehension questions to check the student’s understanding: *When do we use in?* etc.
- Consider writing a few of the examples from the Language Note on the board. While the student may know other uses of prepositions, keep the focus on prepositions of location.
- Then read the rest of the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** With the student who struggles with *in* and *on*, ask questions to elicit answers that demonstrate that *in* refers to a location with borders and *on* refers to surface locations. For example, *Where were the pastries?* (In the basket.) *Where was the feast?* (On the table.)

**Group Activity**

I. Listening (track 13): Numbers
- Read 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.

J. Activity
- Read the directions. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Consider doing the entire activity as a class as math/word problems can be difficult for some students.

K. Activity
- Read the directions and example with your students. Pair students. As they talk, walk around and offer encouragement.

L. Activity
- Have students read the blue Language Note. Answer any questions. Ask comprehension questions to check understanding: *When do we use in?* etc.
- Write a few of the examples from the Language Note on the board. While students may know other uses of prepositions, keep the focus on the two listed.
- Read the rest of the directions. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** For students who struggle with *in* and *on*, ask questions to elicit answers that demonstrate that *in* refers to a location with borders and *on* refers to surface locations. For example, *Where were the pastries?* (In the basket.) *Where was the feast?* (On the table.)

**PRONUNCIATION EXTRA:** Number Stress


- Write the words on the board or paper and have the students repeat focusing on word stress.
- Then, say the word and have the students point to what they hear. After, give a student a chance to be the caller.

**NOTE:** When counting, the stress on *-teen* words shifts to the first syllable.
Homework

• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 4B 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. 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.
• Thank your students for their hard work in class today! *Nice effort today!* End the class with an “exit ticket”.

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**A. Listening (track 14): We’re looking for a coffee maker.**

1. Couple: Hello. We’re looking for a coffee maker. Salesperson: Here, this coffee maker is our best deal. It makes 8 cups in 30 seconds. And it’s only $52.50. Couple: Wow. But $52.50. It’s expensive.

2. Woman: Excuse me. Is this a high quality microwave? Salesperson: No. But here, this one is high quality. And it’s quiet. Woman: Nice. $299.25. Hmm.

3. Woman: Hi. I’m looking for an affordable rug. Salesperson: At $1,085.13, this rug is our most affordable rug. Woman: But it’s ugly.

4. Salesperson: This stereo is our best deal. Man: $1,420.90. Is it loud? Salesperson: Yes. It’s our loudest.

5. Woman: Excuse me. I want a quiet vacuum. Salesperson: For $266.60, this one is a good deal. And it’s quiet.


7. Woman: Which alarm clock do you like better? Man: I like this $8 clock better than that $7 clock. But they both look cheap.

8. Man: Are your cribs on sale? Salesperson: Yes. They’re all $179.75. But this one is the highest quality, so it’s the best deal.
### Health Day 6

#### One on One Activity

<table>
<thead>
<tr>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Board or paper + marker</td>
</tr>
<tr>
<td>- 4B Listening Tracks</td>
</tr>
<tr>
<td>- Reproducible: Injury Cards (1 set per pair)</td>
</tr>
</tbody>
</table>

#### Group Activity

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### REVIEW
- Start the class with an “entrance ticket” (described in day 1), if you’d like.
- Review comparisons from Day 5. Use classroom items and students volunteers themselves. For example, ask, *Which is bigger? The red chair or the black chair?* etc.
- Review the homework.

#### Warm Up
- Warm up with this **ICEBREAKER: The Hokey Pokey Song**: Write the lyrics on the board and review with students. Then stand in a circle and invite students to join you in singing and physically acting out the song:
  - You put your right hand in, You put your right hand out,
  - You put your right hand in, And you shake it all about,
  - You do the hokey pokey and you turn yourself around,
  - That’s what it’s all about.
- Continue with other body parts from the vocabulary list.
ONE ON ONE ACTIVITY

A. Vocabulary: Injuries
• Read the directions. Give the student a few moments to absorb the pictures and words. Remind the student to say the words quietly or to himself/herself.
• 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's today's class about?
• Point out the Language Note. Explain that these are three similar ways of asking about a problem.
• OPTION: There are a number of websites with body diagrams and basic quizzes if you would like to provide your student with more practice.

B. Listening (track 15): What's the matter?
• Read 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.

PRONUNCIATION EXTRA: Point out the difference between the /ch/ and /sh/ sound: chin/shin
• Write the words on the board or paper and have the student repeat the sounds after you, exaggerating the sounds.
• Talk about what the mouth does to make the ch vs the sh sounds. When we say ch, the tip of the tongue touches the top of the mouth, when we say sh, the sides of the tongue touch the top of the mouth. Additionally, the sh sound can be sustained, while the ch cannot.

GROUP ACTIVITY

A. Vocabulary: Injuries
• Read the directions. 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 the student look at the pictures. Ask, What's this? What's that?
• Ask, What's today's class about?
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• OPTION: There are a number of websites with body diagrams and basic quizzes if you would like to provide your students with more practice.

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• Write the words on the board or paper and have the students repeat the sounds after you, exaggerating the sounds.
• Talk about what the mouth does to make the ch vs the sh sounds. When we say ch, the tip of the tongue touches the top of the mouth, when we say sh, the sides of the tongue touch the top of the mouth. Additionally, the sh sound can be sustained, while the ch cannot.

B. Listening (track 15): What's the matter?

1. A: What's the matter?
   B: I cut my finger.

2. A: What happened?
   B: I bruised my shin.

3. A: What's wrong?
   B: I have a sprained ankle.

4. A: What's the matter?
   B: I have a broken nose.
C. Word families

- This chart focuses on the connection between nouns and verbs, and the regular and irregular forms of simple past tense verbs.
- Many English words have various grammatical forms, for example *a cut* (noun) and *cut* (verb). Simple past verbs are either regular (ending in *–ed*) or irregular, meaning it ends in another way. Even irregulars have patterns, however. See the chart of irregular verbs in the Appendix. **OPTION:** Review common irregular verbs *have-had, go-went, eat-ate, be-was/were.* For each verb write the present or the past form on the board and elicit the matching verb from the student.
- Read the items in the grammar chart and have the student repeat.
- Point out the Language Note. Explain that are descriptions that commonly go with these injuries.
- Remind the student about the *-ed* endings and how they are pronounced.

D. Activity

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

E. Activity

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

**EXTRA ACTIVITY (if time permits):**

- **Memory 2** Explain that this activity is about remembering details of a story that happened in the past. Divide the class into two TEAMS. Tell a player on Team A a short story about someone named Todd being injured, but throw in other details to slightly distract: *Yesterday my friend Todd was playing soccer. He sprained his ankle and he bruised his knee. It was a sunny day, and there were lots of people in the park.* (Use vocab and structures from the lesson. Be sure the story contains words the student know, or pre-teach the student.) Then ask, *What happened to Todd?* The student tries to recall and answer using the correct forms and vocabulary.

**GROUP ACTIVITY**

C. Word families

- This chart focuses on the connection between nouns and verbs, and the regular and irregular forms of simple past tense verbs.
- Many English words have various grammatical forms, for example *a cut* (noun) and *cut* (verb). Simple past verbs are either regular (ending in *–ed*) or irregular, meaning it ends in another way. Even irregulars have patterns, however. See the chart of irregular verbs in the Appendix. **OPTION:** Review common irregular verbs *have-had, go-went, eat-ate, be-was/were.* For each verb write the present or the past form on the board and elicit the matching verb from students.
- Read the items in the grammar chart and have students repeat.
- Point out the Language Note. Explain that are descriptions that commonly go with these injuries.
- Remind students about the sounds for *-ed* endings.

D. Activity

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

E. Activity

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

**EXTRA ACTIVITY (if time permits):**

- **Memory 2** Explain that this activity is about remembering details of a story that happened in the past. Divide the class into two TEAMS. Tell a player on Team A a short story about someone named Todd being injured, but throw in other details to slightly distract: *Yesterday my friend Todd was playing soccer. He sprained his ankle and he bruised his knee. It was a sunny day, and there were lots of people in the park.* (Use vocab and structures from the lesson. Be sure the story contains words the student know, or pre-teach them.) Then ask, *What happened to Todd?* The Team A player tries to recall and answer using the correct forms and vocabulary. If the player doesn’t know or guesses incorrectly, then Team B goes. If neither side recounts the story correctly, give the answer. Then begin with a Team B player and a new story, and so on.
**F. Activity**
- PAIR UP with your student. Use a set of Injury Cards. Read the steps.
- Model an exchange with the student: A: *What's the matter?* B: *She has a broken leg.* **OPTION:** Use the first person (*I*) to talk about the problem in the picture: *I have a broken leg.*
- Then start the game.

**G. Activity**
- Explain that the student is going to complete a health history form with his/her own information. Encourage the student to make up information if he/she is uncomfortable sharing true information. **OPTION:** Draw a sample form on the board and complete it with your own (true or not) information.
- As the student works, answer any questions and offer encouragement.
- Point out the Language Note. Make a list of common allergies on the board.
- A quick internet search for "health history forms" will also pull up a number of printable options to practice with.

**NOTE:** Make sure to correct the pronunciation of *height* (versus *heat, hate*) and *weight* (versus *white, wheat*).
- **INTERNET EXPANSION:** Visit the livingintheus.org website for a link to a sample health form online.

**H. Culture Tip!**
- Have the student read the culture tip silently. Then have them read the tip aloud. Ask the student to volunteer the kinds of preventative practices he/she uses to avoid insect bites.
- Talk about what regions or areas have the most mosquitos and ticks.

**F. Activity**
- PAIR students. Give each pair a set of Injury Cards. Read the steps.
- Model an exchange with a student: A: *What's the matter?* B: *She has a broken leg.* **OPTION:** Students can use the first person (*I*) to talk about the problem in the picture: *I have a broken leg.*
- As students talk, circulate and offer encouragement.

**G. Activity**
- Explain that students are going to complete a health history form with their own information. Encourage them to make up information if they're uncomfortable sharing true information. **OPTION:** Draw a sample form on the board and complete it with your own (true or not) information.
- As students work, circulate and offer encouragement.
- Point out the Language Note. Make a list of common allergies on the board.
- A quick internet search for "health history forms" will also pull up a number of printable options to practice with.

**NOTE:** Make sure to correct the pronunciation of *height* (versus *heat, hate*) and *weight* (versus *white, wheat*).
- **INTERNET EXPANSION:** Visit the livingintheus.org website for a link to a sample health form online.

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then you or a student read the tip aloud. Ask students to volunteer the kinds of preventative practices they use to avoid insect bites.
- Talk about what regions or areas have the most mosquitos and ticks.
**ONE ON ONE ACTIVITY**

**I. Activity**
- Read the directions. Remind the student that he/she doesn’t have to use true information.
  **OPTION:** Draw a partial sample form on the board and complete it with your own (true or not) information.
- As the student works, answer any questions and offer encouragement. Check answers together.

**J. Listening (track 16): Similar sounds**
- Read the directions. Play and/or read the audio. Repeat the audio as necessary. Check answers together.

**K. Activity**
- PAIR UP with your student. Read the directions. Encourage the student to imagine that one of you is the doctor, the other the patient. Encourage the student to add emotions and actions as he/she talks.
- Read the example dialog with the student. Then have an exchange about the health history form.

**Internet Expansion (if time permits)**
- Search on-line for local clinics or medical centers. Help the student find the nearest hospital.
- Search on-line, or read the first aid section of *The Immigrant Guide*, for what to include in a basic first aid kit, and put one together with your student.

**Before You Go ...**
- Encourage the student to ask questions about any part of the lesson he/she didn’t understand.

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**GROUP ACTIVITY**

**I. Activity**
- Read the directions. Remind students that they don’t have to use true information. **OPTION:** Draw a partial sample form on the board and complete it with your own (true or not) information.
- As students work, circulate and offer encouragement. Check answers individually.

**J. Listening (track 16): Similar sounds**
- Read the directions. Play and/or read the audio. Repeat the audio as necessary. Check answers together.

**K. Activity**
- PAIR students. Read the directions. Encourage students to imagine that one partner is the doctor, the other the patient. Encourage them to add emotions and actions as they talk.
- Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Have volunteers perform their conversation for the class.

**Internet Expansion (if time permits)**
- Search on-line, or read the first aid section of *The Immigrant Guide*, for local clinics or medical centers. Help the student find the nearest hospital.

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

**L. Activity**
- Before the student starts the activity, ask the student to "preview" the article—look at the heading and the pictures. Ask the student to predict what the article is about.
- Read the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

**M. Activity**
- PAIR UP with your student. Read the directions. Read the example dialog with the student. Then talk about dreams.

**GROUP ACTIVITY**

**L. Activity**
- Before students start the activity, ask them to "preview" the article—look at the heading and the pictures. Ask them to predict what the article is about.
- Read the directions. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

**M. Activity**
- PAIR students. Read the directions. Model the example dialog with a student. As students talk, circulate and offer encouragement.
• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 4B 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. Say, *Try!*
• **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.
• Thank your students for their hard work in class today! *Bravo!*
• Point to something the students did well today and end the class with an “exit ticket”.

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### B. Listening (track 17): What’s the matter?

1. A: What’s the matter?  
   B: I cut my finger.
2. A: What happened?  
   B: I bruised my shin.
3. A: What’s wrong?  
   B: I have a sprained ankle.
4. A: What’s the matter?  
   B: I have a broken nose.
One on One Activity

**MATERIALS**
- Board or paper + marker
- 4B Listening Tracks

**REVIEW**
- Start the class with an “entrance ticket” (described in day 1), if you’d like.
- Review the simple past from Day 6. Ask the student to share a dream he/she had. On the board, write any irregular past tense verbs you hear. (Make corrections as necessary.) Then ask the student to say the simple present form.
- Review the homework.

**Warm Up**
- On the board, write the following conversations before class starts. Model each conversation with the student. Then ask the student, Which conversation is more polite? Why? Point out the words that make the conversation on the right polite.


- **OPTION:** Ask Do you remember your dreams? Ask the student to recall a dream he/she has add.
- Briefly touch upon the difference between *remember* and *remind*.
- Tell the student about a dream you had. Have them recount the dream.

Group Activity

**MATERIALS**
- Board or paper + marker
- 4B Listening Tracks

**REVIEW**
- Start the class with an “entrance ticket” (described in day 1), if you’d like.
- Review the simple past from Day 6. Ask volunteers to share a dream they had. As Student A tells his dreams, write any irregular past tense verbs you hear. (Make corrections as necessary.) Then ask Student B to recount Student A’s dream: T: Monica, what did Abdir dream about? M: He dreamed that he went to the moon. …
- Review the homework.

**Warm Up**
- On the board, write the following conversations before class starts. Choose volunteers to model each conversation. Then ask this class, Which conversation is more polite? Why? Point out the words that make the conversation on the right polite.


- **OPTION:** Ask Do you remember your dreams? Ask a student to recall a dream he/she has add.
- Briefly touch upon the difference between *remember* and *remind*.
- Tell the students about a dream you had. Have them recount the dream.
POLITE OFFERS AND REQUESTS

ONE ON ONE ACTIVITY

A. Vocabulary: Health problems
- Read the directions. Give the student a few moments to absorb the pictures and words. Remind the student to say the words quietly or to himself/herself.
- 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's today's class about?

B. Listening (track 18): May I help you?
- Read the directions. Explain that the student will hear three phone conversations. Play and/or read the audio. (Stop the audio after the first item and answer the question together.) Repeat the audio as necessary. Check answers together.

Pronunciation Extra
- There are several challenging pronunciation components in this vocabulary list. Choose one of the following to focus on:
  * th in arthritis and therapist
  * asthma: spelling does not equal pronunciation
  * syllable stress with multi-syllabic words
- Be sure to demonstrate the correct pronunciation and have your student repeat several times.

GROUP ACTIVITY

A. Vocabulary: Health problems
- Read the directions. 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 the student look at the pictures. Ask, What's this? What's that?
- Ask, What's today's class about?

B. Listening (track 18): May I help you?
- Read the directions. Explain that they will hear three phone conversations. Play and/or read the audio. (Stop the audio after the first item and answer the question together as a class.) Repeat the audio as necessary. Check answers together.

Pronunciation Extra
- There are several challenging pronunciation components in this vocabulary list. Choose one of the following to focus on:
  * th in arthritis and therapist
  * asthma: spelling does not equal pronunciation
  * syllable stress with multi-syllabic words
- Be sure to demonstrate the correct pronunciation and have your students repeat several times.

B. Listening (track 18): May I help you?

1. Receptionist: Hello. County Clinic. May I help you?
Nancy: Yes, you may. I'd like to make an appointment.
Receptionist: Certainly. Your name, please?
Nancy: Nancy Kelly
Receptionist: Could you describe your condition?
Nancy: Sure. I have high blood pressure.

2. Receptionist: County Clinic. May I help you?
Patty: Yes. This is Patty Brown. I'm a patient. May I speak to Nurse Pell?
Receptionist: I'm sorry. She's busy. May I take a message?
Patty: No thanks. I'll call later.

3. Receptionist: County Clinic. May I help you?
Lisa Jones: May I leave a message for the nurse.
Receptionist: Certainly. Would you spell your name, please? And, what is your phone number?
Lisa: No problem. It's Lisa Jones: L-i-s-a J-o-n-e-s. My number is...
**C. Polite offers and requests**

- This chart focuses on forming polite questions and answers.
- Read the items in the grammar chart and have the student repeat.
- Point out the Language Note about contractions. Explain that the student doesn’t have to use contractions, but understanding them will improve the student’s comprehension skills.

**D. Activity**

- Read the directions. 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.

**E. Activity**

- Read the directions. 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 conversation with your student.
**Real Life**

**One on One Activity**

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

**G. Culture Tip!**
- Have the student read the culture tip silently. Then have them read the tip aloud.
- Go over the topic and have a conversation about the various locations and their appointment policies.
- **EXPANSION:** Talk about what happens when someone is late with the ones he/she checked as needing appointments.
- **EXPANSION:** Ask the student to imagine various situations in which he/she would use polite language (when calling for a doctor’s appointment, when talking to his/her children’s teachers, when interviewing for a job, etc.) and make a list on the board.

**Group Activity**

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

**G. Culture Tip!**
- Have students read the culture tip to themselves. Then you or a student read the tip aloud.
- Go over the topic and have a conversation about the various locations and their appointment policies.
- **EXPANSION:** Talk about what happens when someone is late with the ones he/she checked as needing appointments.
- **EXPANSION:** Ask students to imagine various situations in which they’d use polite language (when calling for a doctor’s appointment, when talking to their children’s teachers, when interviewing for a job, etc.) and make a list on the board.
**One on One Activity**

**H. Activity**
- PAIR UP with your student. Read Steps 1 and 2. Point to the schedules. Point out the blanks in Dr. Rosen’s schedule; explain that those are times when the doctor is available.
- As the student reads, ask comprehension questions about the schedules: Q: *Does Dr. Rosen have an opening at 9 a.m. on the 19th?* A: Yes, she does. Q: *Can the patient come then?* A: No.
- Read the rest of the directions. Read the example dialog with the student. Then do the role-play and complete the activity.
- **NOTE:** Explain that some appointments may need to be made up to a full month in advance.

**Internet Option**
- Look on-line for the nearest clinic, urgent care center, or doctor’s office that the student can use. Find the business hours and what is available. 
  **OPTION:** Take a field trip!

**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 he/she 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. 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.

**Group Activity**

**H. Activity**
- PAIR students. Read Steps 1 and 2. Point to the schedules. Point out the blanks in Dr. Rosen’s schedule; explain that those are times when the doctor is available.
- As students read, ask comprehension questions about the schedules: Q: *Does Dr. Rosen have an opening at 9 a.m. on the 19th?* A: Yes, she does. Q: *Can the patient come then?* A: No.
- 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.
- **NOTE:** Explain that some appointments may need to be made up to a full month in advance.

**Internet Option**
- Look on-line for the nearest clinic, urgent care center, or doctor’s office that the student can use. Find the business hours and what is available.
  **OPTION:** Take a field trip!

**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. 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.
**ONE ON ONE ACTIVITY**

I. Activity
- PAIR UP with your student. Read the directions. Read the example dialog with the student. Then complete the activity and practice the conversations.

J. Activity
- Read the directions. Do an example together. As the student works, answer any questions and offer encouragement. Check answers together.

K. Activity
- Read the directions. Consider writing a few examples of prepositions on the board: in the room, at the bus stop, etc. While the student may know other uses of prepositions, keep the focus on prepositions of location.
- Referring back to the preposition exercise (in/on) from Day 5 on student book page 30, ask the student what those words meant. Explain that there is another word used to describe the location (at) and that it’s important to understand the difference between these words. Then read the second part of the Language Note. Tell the student to read the definitions.
- Ask if there are questions. Ask comprehension questions about the preposition rules: When do we use in? etc.
- Read the directions. As the student works, answer any questions and offer encouragement. Have the student read his/her sentences aloud. **OPTION:** Consider doing more examples with the student as these words can be very challenging.

**EXTRA ACTIVITY (if time permits):**
- **Telephone** Whisper a sentence related to the lesson to the student. (Example: I’d like to make an appointment.) The student can say, Excuse me? and you repeat one time, but then must write whatever message he/she understood on the board. Check it for accuracy with the original message. **OPTIONS:** For increased difficulty, say more than one sentence: I’d like to make an appointment. I have high blood pressure.

**GROUP ACTIVITY**

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

J. Activity
- Read the directions. Do an example together. As students work, circulate and offer encouragement. Check answers together.

K. Activity
- Read the directions. Consider writing a few examples of prepositions on the board: in the room, at the bus stop, etc. While students may know other uses of prepositions, keep the focus on prepositions of location.
- Referring back to the preposition exercise (in/on) from Day 5 on student book page 30, ask students what those words meant. Explain that there is another word used to describe the location (at) and that it’s important to understand the difference between these words. Then read the second part of the Language Note. Tell the student to read the definitions.
- Ask if there are questions. Ask comprehension questions about the preposition rules: When do we use in? etc.
- Read the directions. As students work, circulate and offer encouragement. Have students read their sentences to the class. **OPTION:** Consider doing more examples with the student as these words can be very challenging.

**EXTRA ACTIVITY (if time permits):**
- **Telephone** Have students stand in a line. Whisper a sentence related to the lesson to the first student. (Example: I’d like to make an appointment. I have high blood pressure.) 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. **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 4B 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. 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 the students did well today and end the class with an “exit ticket”.

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A. **Listening (track 19): May I help you?**


### REVIEW DAY 8

#### ONE ON ONE ACTIVITY

**MATERIALS**
- Board or paper + marker
- 4B Listening Tracks
- Dice (1 die per pair)
- OPTIONAL: Graphic organizer from day 1

**REVIEW**
- Use Activity B from the homework from Day 7 to review polite requests.

**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.**
- As an option, use the [graphic organizer](#) from day 1 to brainstorm vocabulary from all units. Write review in the middle circle and words from each lesson in the outer circles.

#### GROUP ACTIVITY

**MATERIALS**
- Board or paper + marker
- 4B Listening Tracks
- Dice (1 die per pair)
- OPTIONAL: Graphic organizer from day 1

**REVIEW**
- Use Activity B from the homework from Day 7 to review polite requests.

**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.**
- As an option, use the [graphic organizer](#) from day 1 to brainstorm vocabulary from all units. Write review in the middle circle and words from each lesson in the outer circles.
**One on One Activity**

**Day 1**
- Have the student turn to Day 1 on page 2 and ask questions about the pictures: *Look at the first picture. What is Lisa going to do?* etc. Then ask, *What did we study on Day 1?*

**A.**
- PAIR UP with your student. Read the directions. Brainstorm together. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- **NOTE:** If applicable, have your student brainstorm questions he/she could ask at Parent Teacher Conferences.

**B.**
- PAIR UP with your student. Read the directions. Read the example. Then talk about plans.

**Group Activity**

**Day 1**
- Have students turn to Day 1 on page 2 and ask questions about the pictures: *Look at the first picture. What is Lisa going to do?* etc. Then ask, *What did we study on Day 1?*

**A.**
- PAIR students. Read the directions. As students talk, circulate and offer encouragement. **OPTION:** Have volunteers perform their conversation for the class.
- **NOTE:** If applicable, have your students brainstorm questions they could ask at Parent Teacher Conferences.

**B.**
- PAIR students. Read the directions. Model the example. As students talk, circulate and offer encouragement. **OPTION:** Have volunteers perform their conversation for the class.
ONE ON ONE ACTIVITY

Day 2
• Have the student turn to Day 2 on page 8 and ask questions about the map: Imagine that you’re a student on this campus. You’re in the computer hall and you’re hungry. Where are you going to go? How will you get there? etc. Then ask, What did we study on Day 2?

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

D.
• PAIR UP with your student. Read the directions. Read the example dialog with the student. Then take turns asking for and giving directions.

GROUP ACTIVITY

Day 2
• Have students turn to Day 2 on page 8 and ask questions about the map: Imagine that you’re a student on this campus. You’re in the computer hall and you’re hungry. Where are you going to go? How will you get there? etc. Then ask, What did we study on Day 2?

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

D.
• PAIR students. Read the directions. Model the example dialog with a student. Then take turns 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 pictures: *What’s Brazil like? What are the people like?* etc. Then ask, *What did we study on Day 3?*

E.
- PAIR UP with your student. Use a die. Read the directions. Read the example dialog with the student. Then play the game.

**GROUP ACTIVITY**

Day 3
- Have students turn to Day 3 on page 14 and ask questions about the pictures: *What’s Brazil like? What are the people like?* etc. Then ask, *What did we study on Day 3?*

E.
- PAIR students. Pass out dice. Read the directions. Model the example dialog with a student. As students talk, circulate and offer encouragement.
**Review**

**One on One Activity**

Day 4
- Have the student turn to Day 4 on page 20 and ask questions about the pictures: *Look at the top picture. Does this apartment have a balcony? Is it in the country?* Then ask, *What did we study on Day 4?*

F.
- PAIR UP with your student. Read the directions. Read the example dialog with the student.
- Brainstorm questions to ask, then talk about the ads.

**Group Activity**

Day 4
- Have students turn to Day 4 on page 20 and ask questions about the pictures: *Look at the top picture. Does this apartment have a balcony? Is it in the country?* Then ask, *What did we study on Day 4?*

F.
- PAIR students. Read the directions. Model the example dialog with a student.
- Brainstorm questions to ask about the ads. Then, have students work in pairs.
- As students talk, circulate and offer encouragement. **OPTION:** Have volunteers perform their conversation for the class.
**One on One Activity**

Day 5
- Have the student turn to Day 5 on page 26 and ask questions about the pictures: *Which living room item is a better deal? Which bedroom item is the most expensive?* etc. Then ask, *What did we study on Day 5?*

G.
- Read the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** For a more advanced student, suggest that he/she work without using the word box.

H.
- PAIR UP with your student. Read the directions. Read the example dialog with the student. Then compare the items in the chart.

**Group Activity**

Day 5
- Have students turn to Day 5 on page 26 and ask questions about the pictures: *Which living room item is a better deal? Which bedroom item is the most expensive?* etc. Then ask, *What did we study on Day 5?*

G.
- Read the directions. 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.

H.
- PAIR students. Read 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.
**ONE ON ONE ACTIVITY**

**Day 6**
- Have the student turn to Day 6 on page 32 and ask questions about the pictures: *What's wrong with the man? Describe his injuries.* Then ask, *What did we study on Day 6?*

**GROUP ACTIVITY**

**Day 6**
- Have students turn to Day 6 on page 32 and ask questions about the pictures: *What's wrong with the man? Describe his injuries.* Then ask, *What did we study on Day 6?*

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

**OPTION:** For a more advanced student, suggest that he/she work without using the word box.

**GROUP ACTIVITY**

**Day 6**
- Have students turn to Day 6 on page 32 and ask questions about the pictures: *What's wrong with the man? Describe his injuries.* Then ask, *What did we study on Day 6?*

**I.**
- Read the directions. 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.
**ONE ON ONE ACTIVITY**

Day 7
- Have the student turn to Day 7 on page 38 and ask questions about the pictures: *Look at the first image. What is the person's condition?* etc. Then ask, *What did we study on Day 7?*

J.
- **PAIR** UP with your student. Read the directions. Read the example dialog with the student. Then call out numbers and letters and give your partner words.

**GROUP ACTIVITY**

Day 7
- Have students turn to Day 7 on page 38 and ask questions about the pictures: *Look at the first image. What is the person's condition?* etc. Then ask, *What did we study on Day 7?*

J.
- **PAIR** students. Read the directions. Model the example dialog with a student. As students talk, circulate and offer encouragement.
**Review Test (Days 1–7)**

- Encourage students to read the directions 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. 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.
- **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 material that was missed is reviewed.

**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 so that you can introduce Section B.

**B. Circle the answers.**
- Sections B features grammar or pronunciation items from each of the seven days (Days 1–7), 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 seven days (Days 1–7), 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?

**Before You Go ...**
- Remind students that the next class is a field trip to the health clinic. 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 health clinic. **OPTIONS:** 1) If students are traveling independently to health clinic, have them turn to Day 9 and write the health clinic’s address and directions on the page. 2) Assign Part A of p 53 as homework.
A. Complete the sentences.

USE THESE WORDS:

<table>
<thead>
<tr>
<th>available</th>
<th>cheap</th>
<th>high blood pressure</th>
<th>tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>bruise</td>
<td>friendly</td>
<td>tuition</td>
<td></td>
</tr>
</tbody>
</table>

1. I need help with English. I'm going to hire a ____________.

2. ____________ at private schools is often expensive.

3. The people in Mexico are very _____________. They make you feel welcome.

4. I'm sorry. The apartment isn't _____________. Someone rented it yesterday.

5. We don't like that crib. It looks _____________. We want a high quality crib.

6. Devin has a _____________ on his thigh. He hit his leg with a hammer. Ouch.

7. Uncle Mike has _____________. His job is very stressful.

B. Circle the answers.

1. I ____________ study at the library next weekend.
   a. is go to       b. am going to    c. will goes to

2. I ____________ send you a campus map.
   a. 'll             b. 'm          c. willing

3. ____________ the festivals like in Brazil?
   a. How are       b. Where are    c. What are

4. Q: Is the rent negotiable?  A: ___
   a. Yes, its.      b. No, it isn't.  c. Yes, I have.

5. All three coffee makers are pretty, but the green one is _____________.
   a. prettier than  b. the prettiest  c. the pretty

6. My brother ____________ his ankle playing football.
   a. break           b. a bad break   c. broke

7. Q: Would you like to leave a message?  A: Yes, I _____________.
   a. would           b. may          c. can
C. Answer the questions.

1. Put the levels of education in order from 1 to 5:
   ___ middle school   ___ university   ___ elementary school
   ___ kindergarten   ___ high school

2. Look at picture. Write two information questions about it.
   ___________________________________________________________
   ___________________________________________________________

3. Think about the town or city where you live now. What’s it like? Describe it.
   ___________________________________________________________
   ___________________________________________________________

4. Write an ad for your house or apartment in the white box.

   ___________________________________________________________

5. Describe an injury that you or someone in your family had.
   ___________________________________________________________
   ___________________________________________________________

6. You need to make an appointment with the doctor. Write what you are going to say. Be polite.
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

7. Look at the classified ad on the right. Which stereo is more affordable?
   ___________________________________________________________
MATERIALS
• Board or paper + marker

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 blue Bonus 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. Read the questions. Write one more. Then answer the questions. (Ask someone if you do not know.)
• Have students write their additional question (item 4) before entering the health clinic. Check their questions.
• Point out the Language Note. Explain any other unknown vocabulary before entering the clinic.
• Encourage students to ask available health clinic workers their questions. You may want to clear this activity with the appropriate the health clinic official(s) beforehand.

B. Now look around. What is the clinic like? Describe it. Or draw a picture.
• Encourage students to explore the health clinic, if appropriate. For example, they may want to take health pamphlets or note upcoming health fair information.

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).
### One On One Activity

**MATERIALS**
- Board or paper + marker
- 4B Listening Tracks
- OPTIONAL: cereal boxes, or other breakfast food containers
- OPTIONAL: *The Immigrant Guide*

**REVIEW**
- Start the class with an “entrance ticket”.
- **OPTION:** Review the field trip experience (Day 9), asking questions about what you saw or did.

**Warm Up**
- Introduce the lesson 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 some of the healthy lifestyle tips from Activity A on page 54: *exercise,* *get enough sleep,* *eat a nutritious diet,* etc. 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.

### Group Activity

**MATERIALS**
- Board or paper + marker
- 4B Listening Tracks
- OPTIONAL: cereal boxes, or other breakfast food containers
- OPTIONAL: *The Immigrant Guide*

**REVIEW**
- Start the class with an “entrance ticket”.
- **OPTION:** Review the field trip experience (Day 9), asking questions about what you saw or did.

**Warm Up**
- Introduce the lesson 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 some of the healthy lifestyle tips from Activity A on page 54: *exercise,* *get enough sleep,* *eat a nutritious diet,* etc. 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.
**ONE ON ONE ACTIVITY**

**A. Vocabulary: Healthy lifestyles**
- Read the directions. Give the student a few moments to absorb the pictures and words. Remind the student to say the words quietly or to himself/herself.
- 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's today's class about?

**B. Listening (track 20): What do you think?**
- Read the directions. Play and/or read the audio. (Stop the audio after the first item and ask for opinions.) Repeat the audio as necessary. Have volunteers share their opinions.
- **EXPANSION**: Talk about other healthy habits to have, such as drinking plenty of water. Ask, How much water should we drink every day?

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**GROUP ACTIVITY**

**A. Vocabulary: Healthy lifestyles**
- Read the directions. 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 havestudents repeat.
- Have the student look at the pictures. Ask, What's this? What's that?
- Ask, What's today's class about?

**B. Listening (track 20): What do you think?**
- Read the directions. Play and/or read the audio. (Stop the audio after the first item and ask for opinions.) Repeat the audio as necessary. Have volunteers share their opinions.
- **EXPANSION**: Talk about other healthy habits to have, such as drinking plenty of water. Ask, How much water should we drink every day?

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**B. Listening (track 20): What do you think?**

Nancy: Good morning, class. Today I’d like to talk about healthy lifestyles. What do you think?
AJ: In my opinion, you should exercise every day. I swim at the rec center, for example.
Nancy: Good. Claudia, what do you think?
Claudia: I think that you need to get enough sleep. I almost always get nine hours of sleep, and I’m almost never sick.
Nancy: Interesting. AJ?
AJ: I think that you have to eat a nutritious diet. For example, I never eat sweets. I always eat nutritious foods like fish and vegetables.
Nancy: Nick, what do you think?
Nick: Well, I smoke. But I don’t think that I have to worry about it now. I’m 22—I’m young.
Claudia: I don’t think so. I think you need to quit now.
Nancy: Okay, any other ideas?
AJ: Yes. I think that you have to make time for friends and family.
Nancy: Great. In my opinion, we should think about what we want and set goals. In fact, we should do that now. Take five minutes to write your goals ...
C. Advice words (Modals)
• This chart focuses on language we use to give advice: should/shouldn’t, have to/don’t have to, need to/don’t need to, could.
• Read the items in the grammar chart and have the student repeat.
• Point out the Language Note. Demonstrate how "maybe" can soften advice: You should quit smoking. Maybe you should quit smoking. **OPTION:** Intonation is another variable used to regulate the tone of a message. Consider demonstrating the same message with different intonations: kind, angry, sarcastic, etc.
• This grammar point can be very tricky for students. Make sure to stress that when we use an advice word, the main verb is in basic form (no -s).
• **NOTE:** Point out the difference between shouldn’t (bad idea, not recommended) and don’t need/have to (not necessary).

D. Activity
• Read the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
• **EXPANSION:** Assign the student one or more of the advice sentences (a. – e.) and have the student create a new way of saying the same idea: a. You could make more time for friends. = Maybe you need to make more time for friends.

E. Activity
• Read the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Explain that more than one answer may be correct.
• **EXPANSION:** After checking the activity together, practice the conversations in PAIRS.

C. Advice words (Modals)
• This chart focuses on language we use to give advice: should/shouldn’t, have to/don’t have to, need to/don’t need to, could.
• Read the items in the grammar chart and have the student repeat.
• Point out the Language Note. Demonstrate how "maybe" can soften advice: You should quit smoking. Maybe you should quit smoking. **OPTION:** Intonation is another variable used to regulate the tone of a message. Consider demonstrating the same message with different intonations: kind, angry, sarcastic, etc.
• This grammar point can be very tricky for students. Make sure to stress that when we use an advice word, the main verb is in basic form (no -s).
• **NOTE:** Point out the difference between shouldn’t (bad idea, not recommended) and don’t need/have to (not necessary).

D. Activity
• Read the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
• **EXPANSION:** Assign each student one of the advice sentences (a. – e.) and have them create a new way of saying the same idea: a. You could make more time for friends. = Maybe you need to make more time for friends.

E. Activity
• Read the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Explain that more than one answer may be correct. Ask volunteers to share their answers.
• **EXPANSION:** After students have checked the activity, have them practice the conversations in PAIRS. **OPTION:** Have volunteers perform their conversation for the class.
**One on One Activity**

**F. Activity**
- PAIR UP with your student. Read the first part of the directions: *Look at the graph.* Point to the graph. As the student reads, check that he/she is only reading the graph, not checking. Ask comprehension question to be sure the student understands the graph: *How many hours per day does Nancy Kelly spend working?*
- Read the next part of the directions: *Then check the statements that you agree with.* Point out the statements. **OPTION:** Consider doing this portion of the activity together.
- Read the rest of the directions. Point out the Language Note. Read the example dialog with the student. Then talk about your opinions.

**G. Activity**
- Read the directions. Point out the Language Note.
- Do an example together. 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 them read the tip aloud. Ask the student to talk about his/her eating habits. What’s a healthy breakfast? What are the problems with skipping breakfast?
- **EXPANSION:** Bring in several kinds of cereal boxes, or another common breakfast food, and compare the nutrition facts, paying attention to protein, sugar and fat.

**Group Activity**

**F. Activity**
- PAIR students. Read the first part of the directions: *Look at the graph.* Point to the graph. As students read, circulate to check that they are only reading the graph, not checking. Ask comprehension question to be sure students understand the graph: *How many hours per day does Nancy Kelly spend working?*
- Read the next part of the directions: *Then check the statements that you agree with.* Point out the statements. **OPTION:** Consider doing this portion of the activity together as a class.
- Read the rest of the directions. Point out the Language Note. Model the example dialog with a student. As students talk, circulate and offer encouragement.

**G. Activity**
- Read the directions. Point out the Language Note.
- Do an example together. 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 them read the tip aloud. Ask the student to talk about their eating habits. What’s a healthy breakfast? What are the problems with skipping breakfast?
- **EXPANSION:** Bring in several kinds of cereal boxes, or another common breakfast food, and compare the nutrition facts, paying attention to sugar, protein and fat.
**ONE ON ONE ACTIVITY**

**I. Activity**
- Read the directions. Do an example together.
  Remind the student to use the words in the word box.
- Take a moment to discuss the differences between the different advice words (modals) before the student starts.
- Before starting, brainstorm about other healthy habits that may not have been mentioned - drinking plenty of water, for example. Your student may have other ideas or recommendations from his/her native country.
- As the student works, answer any questions and offer encouragement.

**J. Activity**
- PAIR UP with your student. Read the directions. Read the example dialog with the student. Explain that we can use *How often* to ask about the number of times, or frequency.
- Point out the Language Note. Explain that instead of saying "a person," native speakers often say "you" to for a general suggestion: *You should eat three meals a day.* = *A person should eat three meals a day.*
- Then talk about healthy habits and health goals.
- **EXPANSION:** Work with your student to choose one lifestyle tip that he/she is going to work on - such as planning nutritious meals or snacks.

**Internet Expansion**
- Use the internet to look up local opportunities to exercise, such as recreation centers or parks.

**Before You Go ...**
- Encourage the student to ask questions about any part of the lesson he/she didn't understand.

**GROUP ACTIVITY**

**I. Activity**
- Read the directions. Do an example together.
  Remind students to use the words in the word box.
- Take a moment to discuss the differences between the different advice words (modals) before the students start.
- Before starting, brainstorm other healthy habits that may not have been mentioned - drinking plenty of water, for example. Your student may have other ideas or recommendations from his/her native country.
- As students work, circulate and offer encouragement. Ask volunteers to share their answers.

**J. Activity**
- PAIR students. Read the directions. Model the example dialog with a student. Explain that we can use *How often* to ask about the number of times, or frequency.
- Point out the Language Note. Explain that instead of saying "a person," native speakers often say "you" to for a general suggestion: *You should eat three meals a day.* = *A person should eat three meals a day.*
- Then talk about healthy habits and health goals.
- **EXPANSION:** Work with your student to choose one lifestyle tip that he/she is going to work on - such as planning nutritious meals or snacks.

**Internet Expansion**
- Use the internet to look up local opportunities to exercise, such as recreation centers or parks.

**Before You Go ...**
- Encourage students to ask questions about any part of the lesson they didn't understand.
**One On One Activity**

**K. Activity**
- Read the first part of the directions: *Read the situations*. As the student reads, check that he/she is only reading, not writing. Follow up with general comprehension questions about the reading: *Who wrote the first story? (a mother or father) What’s the problem?* etc.
- Read the rest of the directions. Consider doing the first one together. As the student works, answer any questions and offer encouragement. **OPTION:** For a more advanced student, suggest that he/she work without using the word box.
- **EXPANSION:** Design a healthy lunch with your student to replace the lunch described in the reading.

**L. Activity**
- **PAIR UP** with your student. Read the directions. Read the example dialog with the student. Then talk about the Activity K topics.

**Group Activity**

**K. Activity**
- Read the first part of the directions: *Read the situations*. As students read, circulate to check that they are only reading, not writing. Follow up with general comprehension questions about the reading: *Who wrote the first story? (a mother or father) What’s the problem?* etc.
- Read the rest of the directions. Consider doing the first one together. As the student works, circulate and offer encouragement. **OPTION:** For more advanced students, suggest that they work without using the word box.
- **EXPANSION:** As a group, design a healthy lunch to replace the lunch described in the reading.

**L. Activity**
- **PAIR** students. Read the directions. Model the example dialog with a student. As students talk, circulate and offer encouragement.
Homework

- Encourage students to do the homework.
- **A: Listening:** Remind students that this activity requires the 4B 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. Say, *You can do it!*
- **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! *Thanks! You should feel good about yourselves!*
- Point to something the students did well today and end the class with an “exit ticket”.

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**A. Listening (track 21): What do you think?**

Nancy: Good morning, class. Today I’d like to talk about healthy lifestyles. What do you think?
AJ: In my opinion, you should exercise every day. I swim at the rec center, for example.
Nancy: Good. Claudia, what do you think?
Claudia: I think that you need to get enough sleep. I almost always get nine hours of sleep, and I’m almost never sick.
Nancy: Interesting. AJ?
AJ: I think that you have to eat a nutritious diet. For example, I never eat sweets. I always eat nutritious foods like fish and vegetables.
Nancy: Nick, what do you think?
Nick: Well, I smoke. But I don’t think that I have to worry about it now. I’m 22—I’m young.
Claudia: I don’t think so. I think you need to quit now.
Nancy: Okay, any other ideas?
AJ: Yes. I think that you have to make time for friends and family.
Nancy: Great. In my opinion, we should think about what we want and set goals. In fact, we should do that now. Take five minutes to write your goals ...
One On One Activity

MATERIALS
- Board or paper + marker
- 4B Listening Tracks
- Strips of blank paper (1 per pair)
- Adhesive tape
- Text message (1 copy per pair)
- OPTIONAL: timer (1)
- OPTIONAL: The Immigrant Guide
- OPTIONAL: Street sign cards

REVIEW
• Start the class with an “entrance ticket”.
• Review advice words from Day 10. PAIR UP with your student. Have the student write problems on a strips of paper. You do the same. Exchange strips and write advice. Then talk about the problems and advice.
• Review the homework.

Warm Up
• Tell a short story about a dangerous traffic situation you recently experienced (true or not). Ask the student if he/she has been involved in traffic accidents, seen bad drivers, or been ticketed. Talk about the causes.

Group Activity

MATERIALS
- Board or paper + marker
- 4B Listening Tracks
- Strips of blank paper (1 per pair)
- Adhesive tape
- Text message (1 copy per pair)
- OPTIONAL: The Immigrant Guide (1 per student)
- OPTIONAL: Street sign cards

REVIEW
• Start the class with an “entrance ticket”.
• Review advice words from Day 10. PAIR students. Have students write a problem on a piece of paper. Collect the strips and redistribute to different pairs. Then have the pairs present the problem they were given and their advice.
• Review the homework.

Warm Up
• Tell a short story about a dangerous traffic situation you recently experienced (true or not). Ask students if they’ve been involved in traffic accidents, seen bad drivers, or been ticketed. Talk about the causes.
A. Vocabulary: Violations

- Read the directions. Give the student a few moments to absorb the pictures and words. Remind the student to say the words quietly or to himself/herself.
- As pronunciation practice, say the violation words and have the student repeat.
- Have the student look at the pictures. Ask, What is she doing?
- Ask, What's today's class about?

B. Listening (track 22): You were texting.

- Read the directions. Explain that the student will hear a conversation between a driver and a police officer. 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.
- Explain that the violations listed on the illustration are common reasons for getting pulled over. As an option, bring in a copy of The Immigrant Guide where other common violations are listed. Make sure the student understands the most important information listed in that particular section.
- EXPANSION: Review what to do if pulled over by the police.

B. Listening (track 22): You were texting.

[1] Officer: Could I see your driver’s license and proof of insurance, ma’am.


[3] Officer: Ms. Kelly, you were texting while driving. You were driving without headlights. You were littering. You weren’t wearing a seat belt. And you were speeding: going 55 miles per hour in a 45 mile per hour zone. A court appearance is required. Have a good day.
C. The past continuous
- This chart focuses on forming the past continuous: *was / were + verb + -ing*
- We use the past continuous to talk about ongoing actions in the past. Often the past continuous action is secondary in importance to the story: *I was driving to the store when a car pulled in front of me.*
- On the board, draw a timeline to illustrate where past continuous is relative to other tenses the student knows (simple past on the far left, then past continuous, present continuous, simple present, in order) and explain that this is when we use the past continuous. **NOTE:** To illustrate the difference between the simple and continuous tenses, use one point for the simple tenses and a series of points for continuous.
- Read the items in the grammar chart and have the student repeat. Refer the student to the pictures in Activity A and ask about Nancy’s actions: Look at picture 1. What was she doing? Was she driving too fast? etc.

D. Activity
- Read the directions. 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.

E. Listening (track 23): Was, were
- Read the directions. Explain that even native speakers have trouble hearing the contracted form, so it’s important to listen closely and to speak clearly.
- 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:** Was has a /z/ sound at the end. Tell your student to put his/her hand on their throat and say /s/ and /z/. The vocal chords vibrate when we say /z/.

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D. Activity
- Read the directions. 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. Listening (track 23): Was, were
- Read the directions. Explain that even native speakers have trouble hearing the contracted form, so it’s important to listen closely and to speak clearly.
- 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:** Was has a /z/ sound at the end. Tell your students to put a hand on their throat and say /s/ and /z/. The vocal chords vibrate when we say /z/.
F. Listening (track 24): The accident report
• Read 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.
• Emphasize that when you are involved in a serious car accident, it is required to call the police and wait for an officer to arrive. If it is a minor accident, try to find a witness to the accident and exchange information with the person also involved if police aren’t present.

G. Activity
• Before starting the activity, ask if anyone in the class rides a bike. Does he/she use bike signals? If so, ask for a demonstration.
• Read the directions. As students work, answer any questions and offer encouragement. Check answers together.
• What are other bike safety suggestions? Talk to your student about these.

H. Culture Tip!
• Have students read the culture tip silently. Then have them read the tip aloud. Share with the student the importance, both from a legal and a safety standpoint, of using car seats and boosters. Talk about state-specific laws, if applicable.

F. Listening (track 24): The accident report
Officer 1: This report was missing some information.
  What was the date of the accident?
Officer 2: April 14th, 2011
Officer 1: What was the time of the accident?
Officer 2: 8:34 p.m.
Officer 1: Where did it happen?
Officer 2: The address was 3890 Skyline Lane.
Officer 1: Describe the vehicles.
Officer 2: One was a white car. The other was a blue bicycle.
Officer 1: How was the weather?
Officer 2: It was raining.
Officer 1: Driver A’s information?
Officer 1: Great. Thanks.
**One on One Activity**

I. Activity
- PAIR UP with your student. Read the directions. Explain that the student will need to look back at Activity A in order to complete the ticket. Do an example together (*driving without headlights*).
- Read the example dialog with the student. Then talk about Nancy’s traffic violations.

J. Activity
- Read the directions. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** Consider taking the test together.
- Talk about the use of *must* (=have to = need to), which is typically only used in formal or legal documents and not in informal speech.

**Internet Expansion**
- Go on-line to find out where the student can apply for or renew his/her driver’s license. Are there on-line options?
- Talk about the fact that drinking and driving is taken very seriously in the US. A link on The Immigrant Guide website ([www.livingintheus.org](http://www.livingintheus.org)) allows you to calculate how many drinks you can have over a certain period of time given one’s body weight.

**Before You Go ...**
- Encourage the student to ask questions about any part of the lesson he/she didn’t understand.

**Group Activity**

I. Activity
- PAIR students. Read the directions. Explain that they will need to look back at Activity A in order to complete the ticket. Do an example together (*driving without headlights*).
- Model the example dialog with a student. As students talk, circulate and offer encouragement.

J. Activity
- Read the directions. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Consider taking the test together as a class.
- Talk about the use of *must* (=have to = need to), which is typically only used in formal or legal documents and not in informal speech.

**Internet Expansion**
- Go on-line to find out where the students can apply for or renew their drivers’ licenses. Are there on-line options?
- Talk about the fact that drinking and driving is taken very seriously in the US. A link on The Immigrant Guide website ([www.livingintheus.org](http://www.livingintheus.org)) allows you to calculate how many drinks you can have over a certain period of time given one’s body weight.

**Before You Go ...**
- Encourage students to ask questions about any part of the lesson they didn’t understand.
**K. Activity**
- Read the directions. Go over the example together.
- Work with the student to brainstorm ideas first, before he/she writes.
- As the student works, answer any questions and offer encouragement. Check answers together.
**OPTION:** After the student has completed his/her list, discuss shoulds and shouldn’ts together.

**L. Activity**
- Read the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- Explain that there are fines for violating the instructions on the signs. **OPTION:** Use the street sign cards as flash cards to practice what the signs mean.

**M. Activity**
- **PAIR UP** with your student. Read the directions. Read the example dialog with the student. Then talk about the question.
- Point on the Language Note. Explain that must is more typically used in writing than in speaking.

**EXTRA ACTIVITY (if time permits):**
- **Read and Write** - **PAIR UP** with your student. Tape one copy of the following text message outside the room. Designate one partner a reader and one a writer. The reader goes to the story, reads a sentence, then returns to the writer and repeats the sentence. The writer writes the sentence on a piece of paper. After the third sentence (which you may want to mark on the copies), the partners switch roles with the student. **OPTION:** Pre-teach abbreviations and any words that the student may have trouble with: AYT = Are you there? VM = voicemail  LOL = Laugh out loud  FYI = For your information  ASAP = as soon as possible  b4n = Bye for now. **OPTION:** Use a timer to add a sense of excitement.

**MESSAGE:**
AYT? I called you yesterday. Did you get my VM? What were you doing? I was hanging out with Justin and my sister. Boring! LOL. FYI, I’m going to a movie tonight. What are you doing? Call me ASAP, ok? b4n.
• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 4B audio CD, and that practice is the best way to improve listening!
• **B: Reading and Writing:** Remind them that reading is a good way to grow vocabulary. Encourage them to try to correctly use the vocabulary and grammar structure from the lesson (past continuous), and not to worry about other mistakes.
• **C: Hello, world!** Encourage them to try at least one of the suggestions. Say, *What do you have to lose?*
• **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! *Bravo!*

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**A. Listening (track 25): In traffic news...**

[Radio News]

In traffic news, we have an accident at the corner of Third Avenue and School Street. The accident occurred at 6:03 a.m. and involved a car, a bicycle, and a bus. Police tell us that the bicyclist was texting while riding and didn't stop at the stop sign. The driver of the car wasn't wearing a seat belt. And the bus driver was driving without headlights.

In sports news ...
## One on One Activity

### MATERIALS
- Board or paper + marker
- 4B Listening Tracks

### REVIEW
- Use the homework from Day 11 (Part B) to review the past continuous. PAIR UP with your student and read each other’s story for meaning, then for correct usage of the past continuous. Consider starting with an example on the board.

### Warm Up
- Ask the student what he/she did yesterday (last weekend, last night, etc.). As verbs are given, write them on the board. After you’ve compiled a short list, circle the irregulars. Have the student identify the difference between the two sets of verbs (circled and uncircled: irregular and regular).
- **OPTION:** As the student speaks, write the verbs he/she uses in two unlabeled columns on the board - one column for regular verbs and another for irregular verbs. Ask the student to label the two columns.

## Group Activity

### MATERIALS
- Board or paper + marker
- 4B Listening Tracks

### REVIEW
- Use the homework from Day 11 (Part B) to review the past continuous. PAIR students (making sure at least one person in each pair did the homework). Instruct students to read their partner’s story for meaning, then for correct usage of the past continuous. Consider using an advanced student’s work as an example on the board.

### Warm Up
- Ask the student individually what they did yesterday (last weekend, last night, etc.). As verbs are given, write them on the board. After you’ve compiled a short list, circle the irregulars.
- **OPTION:** As students speak, write the verbs they use in two unlabeled columns on the board - one column for regular verbs and another for irregular verbs. Ask students to label the two columns.
**ONE ON ONE ACTIVITY**

A. Vocabulary: Job actions
- Read the directions. Give the student a few moments to absorb the pictures and words. Remind the student to say the words quietly or to himself/herself.
- As pronunciation practice, say the words and have the student repeat.
- Have the student look at the pictures. Ask, *Look at picture one. What did she do?* etc.
- Redirect the student’s attention to the list on the board. Ask the student what the words have in common. (They’re all irregular). Then ask, *What’s today’s class about?*

B. Listening (track 26): How was your day?
- Read the first part of the directions: Look at the pictures and words. *Write the names of the jobs.* Point to the pictures and blanks for writing. As the student write, check that he/she is only writing job words, not checking answers.
- Read the rest of the directions. Explain that both actions are in the pictures, but only one action is mentioned in the conversations. 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: Job actions
- Read the directions. 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 the student look at the pictures. Ask, *Look at picture one. What did she do?* etc.
- Redirect students’ attention to the list on the board. Ask students what the words have in common. (They’re all irregular). Then ask, *What’s today’s class about?*

B. Listening (track 26): How was your day?
- Read the first part of the directions: *Look at the pictures and words. Write the names of the jobs.* Point to the pictures and blanks for writing. As students write, circulate to check that they are only writing job words, not checking answers.
- Read the rest of the directions. Explain that both actions are in the pictures, but only one action is mentioned in the conversations. 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.

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**B. Listening (track 26): How was your day?**

1. Nick: Hi Claudia. How was your day? Claudia: My day was tiring! Nick: What did you do? Claudia: I made 30 beds and I ironed 60 sheets.

2. Claudia: Hey, AJ AJ: Hi, how was your day? Claudia: It was okay. AJ: What did you do? Claudia: I taught a group karate class. And then I gave private lessons. AJ: How exciting!

3. Nick: Hi guys! Claudia: How was your day? AJ: It was busy! I cut eight dogs’ hair today, and I swept the floor. Claudia: How interesting!

4. Nick: Hi Claudia, how was your day? Claudia: It was long! I came in early. I’m exhausted.

5. AJ: Hi, Nick. How was your day? Nick: It was busy! I mowed the grass and cleaned the floor.

6. Nick: Hi, there. How was your day? What did you do? AJ: It was fun! I drove my taxi!
C. Irregular verbs in the simple past
• This chart focuses on information questions in the simple past: Wh-word + did + subject + irregular verb in the simple past: What did you do today?
• Remind the student that he/she studied information questions on Day 2. Elicit wh- words: Who, What, When, etc., and write them on the board.
• Remind the student that he/she studied regular and irregular verbs on Day 6. Ask, What does regular mean? What happens to the verb? (We add a -d or -ed.) What does irregular mean? (The form varies.) Explain that irregulars must be memorized.
• Read the items in the grammar chart and have the student repeat.
• Point out the Language Note, which features an information question with be (not do) and asks for a general response, not detailed information.

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

E. Activity
• PAIR UP with your student. Read the directions. Read the example dialog with the student. Then talk about the pictures in Activity A.
• EXPANSION: Practice the negative form by asking the student yes/no questions. Instruct the student to give long answers:
  Q: Did the housekeepers mow the grass?
  A: No, they didn't mow the grass. They made the beds and …

C. Irregular verbs in the simple past
• This chart focuses on information questions in the simple past: Wh-word + did + subject + irregular verb in the simple past: What did you do today?
• Remind them that they studied information questions on Day 2. Elicit wh- words: Who, What, When, etc., and write them on the board.
• Remind students that they studied regular and irregular verbs on Day 6. Ask, What does regular mean? What happens to the verb? (We add a -d or -ed.) What does irregular mean? (The form varies.) Explain that irregulars must be memorized.
• Read the items in the grammar chart and have students repeat.
• Point out the Language Note, which features an information question with be (not do) and asks for a general response, not detailed information.

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

E. Activity
• PAIR students. Read the directions. Model the example dialog with a student. As students talk, circulate and offer encouragement.
• EXPANSION: Practice the negative form by asking students yes/no questions. Instruct students to give long answers:
  Q: Did the housekeepers mow the grass?
  A: No, they didn't mow the grass. They made the beds and …
**Real Life**

**ONE ON ONE ACTIVITY**

**F. Activity**
- Read the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers with the student.
- Point out the Language Note.

**G. Activity**
- Before doing the activity, ask the student to identify the job name for each image: *doctor, waiter, etc.*
- Read the directions. Do the activity together. Ask the student to explain his/her answers: *You should tip a waiter because he works hard and isn’t paid much.*

**H. Culture Tip!**
- Have the student read the culture tip silently. Then have them read the tip aloud. Explain the “correct” answers (waiter, hair stylist, dog groomer, cabbie, bell hop) in Activity G, and ask about the tipping rules in his/her country.
- Show that calculating a 20% tip is simple because you round off the last number and multiply by 2 (for example a 20% tip for $43.20 would be $4.32 x 2 = $8.64).

**GROUP ACTIVITY**

**F. Activity**
- Read the directions. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- Point out the Language Note.

**G. Activity**
- Before doing the activity, ask students to identify the job name for each image: *doctor, waiter, etc.*
- Read the directions. Do the activity as a class. Ask students to explain their answers: *You should tip a waiter because he works hard and isn’t paid much.*

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then you or a student read the tip aloud. Explain the “correct” answers (waiter, hair stylist, dog groomer, cabbie, bell hop) in Activity G, and ask about the tipping rules in their countries.
- Show that calculating a 20% tip is simple because you round off the last number and multiply by 2 (for example a 20% tip for $43.20 would be $4.32 x 2 = $8.64).
**ONE ON ONE ACTIVITY**

I. Activity
- Read the first part of the directions. Point out where student should write his/her sentences. As the student writes, answer questions and offer encouragement.
- PAIR UP with your student and read the rest of the directions. Read the example dialog with the student.
- Point out the Language Note. Explain that the student doesn’t have to use the contracted form (What'd), but should understand it when others use it.
- Then talk about the pictures.

J. Activity
- PAIR UP with your student. Read the first part of the directions: Brainstorm other phrases. Make a list. Point out the Language Note. Brainstorm the phrases together. Examples include cut class, put out the trash, gave a neighbor a hand.
- Read the rest of the directions: Then ask your partner questions about his or her day. Read the example dialog with the student. Then talk about your day.

**GROUP ACTIVITY**

I. Activity
- Read the first part of the directions. Point out where student should write their sentences. As students write, circulate and offer encouragement.
- The PAIR students and read the rest of the directions. Model the example dialog with a student.
- Point out the Language Note. Explain that students don’t have to use the contracted form (What'd), but they should understand it when others use it.
- As students talk, circulate and offer encouragement.

J. Activity
- PAIR students. Read the first part of the directions: Brainstorm other phrases. Make a list. Point out the Language Note. Consider brainstorming the phrases together as a class. Examples include cut class, put out the trash, gave a neighbor a hand.
- Read the rest of the directions: Then ask your partner questions about his or her day. 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 the student to bring a paystub to the next class. **NOTE:** These suggestions are just that, suggestions. Bringing real items into the classroom often helps make the relevance of an activity clearer.
- Encourage the student to ask questions about any part of the lesson he/she didn’t understand.
ONE ON ONE ACTIVITY

K. Activity
• Read the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. 
  OPTION: For a more advanced student, suggest that he/she work without using the word box.
• EXPANSION: After checking the activity, have the student cover his/her written answers and practice asking about the pictures PAIRS: A: Picture 1: What did she do? / B: She served food.
• NOTE: Explain that the verbs marked with an asterisk are irregular.

L. Listening (track 27): Pronunciation Practice
• Read the directions. Go over the example together. As the students complete the activity, answer any questions and offer encouragement. Check answers together.
• Repeat the words with your student several times.

M. Activity
• PAIR UP with your student. Read the directions. Model the example dialog. Then talk about your dream job.
• Reinforce and expand on student comments by asking questions, such as What steps are you taking to finding your dream job?

EXTRA ACTIVITY (if time permits):
• Charades Stand up and go through the actions listed in the Activity K word box. Have the student call out the action that you are doing in the past tense: Served food! Used a drill! etc. OPTION: Have the student do the pantomiming.

GROUP ACTIVITY

K. Activity
• Read the directions. 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.
• EXPANSION: After students have checked the activity, have them cover their written answers and practice asking about the pictures PAIRS: A: Picture 1: What did she do? / B: She served food.
• NOTE: Explain that the verbs marked with an asterisk are irregular.

L. Listening (track 27): Pronunciation Practice
• Read the directions. Go over the example together. As the students complete the activity, answer any questions and offer encouragement. Check answers together.
• Repeat the words with your students several times.

M. Activity
• PAIR students. Read the directions. Model the example dialog. As students talk, circulate and offer encouragement. OPTION: Have volunteers perform their conversation for the class.
• Reinforce and expand on student comments by asking questions, such as What steps are you taking to finding your dream job?

EXTRA ACTIVITY (if time permits):
• Charades Stand up and go through the actions listed in the Activity K word box. Have students call out the action that you are doing in the past tense: Served food! Used a drill! etc. OPTION: Have the students do the pantomiming.

L. Listening (track 27): Pronunciation Practice

1. made, came
2. taught, got
3. clean, teach
4. drove, got
5. cut, put
6. gave, made
Homework

- Encourage students to do the homework.
- **A: Listening:** Remind students that this activity requires the 4B audio CD, and that practice is the best way to improve listening!
- **B: Writing:** Encourage them to try to correctly use the vocabulary and grammar structure from the lesson (past continuous), and not to worry about other mistakes.
- **C: Hello, world!** Encourage them to try at least one of the suggestions. Say, *Go for it!*
- **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! *Give yourself a hand!*

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**A. Listening (track 28): How was your day?**

1. Nick: Hi Claudia. How was your day?
   Claudia: My day was tiring!
   Nick: What did you do?
   Claudia: I made 30 beds and I ironed 60 sheets.

2. Claudia: Hey, AJ
   AJ: Hi, how was your day?
   Claudia: It was okay.
   AJ: What did you do?
   Claudia: I taught a group karate class. And then I gave private lessons.
   AJ: How exciting!

3. Nick: Hi guys!
   Claudia: How was your day?
   AJ: It was busy! I cut eight dogs’ hair today, and I swept the floor.
   Claudia: How interesting!

4. Nick: Hi Claudia, how was your day?
   Claudia: It was long! I came in early. I’m exhausted.

5. AJ: Hi, Nick. How was your day?
   Nick: It was busy! I mowed the grass and cleaned the floor.

6. Nick: Hi, there. How was your day? What did you do?
   AJ: It was fun! I drove my taxi!
**One On One Activity**

**MATERIALS**
- Board or paper + marker
- 4B Listening Tracks
- Various tools or pictures related to the vocabulary (drill, hammer, needle, bakeware, etc.)
- Sheets of paper (1 per student)
- Reproducible: Work and Fun Cards (2 sets)
- OPTIONAL: Reproducible: Graphic organizer, from day 1

**REVIEW**
- Review the simple past and information questions from Day 12. Form a circle. Have Student A ask what the person next to them (Student B) did yesterday. Then Student B asks the person next to them (Student C) the same question. And so on.
- OPTIONAL: After everyone has answered the question, randomly ask students about a particular student's activities: What did Ursula do yesterday?
- Review the homework.

**Warm Up**
- Present various tools and ask the student about the related skills: What do you use this (a drill) for? (Building a house, etc.). Follow up by asking the student, Who knows how to ____?

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**Group Activity**

**MATERIALS**
- Board or paper + marker
- 4B Listening Tracks
- Various tools or pictures related to the vocabulary (drill, hammer, needle, bakeware, etc.)
- Sheets of paper (1 per student)
- Reproducible: Work and Fun Cards (2 sets per 3 students)
- OPTIONAL: Reproducible: Graphic organizer, from day 1 (1 per student)

**REVIEW**
- Review the simple past and information questions from Day 12. Ask the student what he/she did yesterday. The student responds with one activity then asks you the same question. You respond with one activity. And so on until you've exhausted your vocabulary or the day's activities.
- Review the homework.

**Warm Up**
- Present various tools and ask students about the related skills: What do you use this (a drill) for? (Building a house, etc.). Follow up by asking the class, Who knows how to ____?


**ONE ON ONE ACTIVITY**

**A. Vocabulary: Skills**
- Read the directions. Give the student a few moments to absorb the pictures and words. Remind the student to say the words quietly or to himself/herself.
- As pronunciation practice, say the words and have the student repeat.
- Have the student look at the pictures. Ask, *What does the woman in picture 1 know how to do?*
- Ask, *What's today's class about?*

**B. Listening (track 29): Do you know how to … ?**
- Read the directions. Explain that students will hear a conversation between Nick and his manager. Play and/or read the audio. Repeat the audio as necessary. Check answers together.
- Point out the speech balloon. Explain that it’s important to clarify information if it’s not clear. Using *like* signals that you are putting what you thought you understood into your own words: *Do you mean, like, can I sew?*
- **EXPANSION:** Using a graphic organizer, work with your student to categorize the jobs and skills from Days 12 and 13. Help your student come up with the headings (construction, retail, IT, restaurant, etc) and then fill in the specific jobs that go under each category.

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**GROUP ACTIVITY**

**A. Vocabulary: Skills**
- Read the directions. 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 the student look at the pictures. Ask, *What does the woman in picture 1 know how to do?*
- Ask, *What's today's class about?*

**B. Listening (track 29): Do you know how to … ?**
- Read the directions. Explain that students will hear a conversation between Nick and his manager. Play and/or read the audio. Repeat the audio as necessary. Check answers together.
- Point out the speech balloon. Explain that it’s important to clarify information if it’s not clear. Using *like* signals that you are putting what you thought you understood into your own words: *Do you mean, like, can I sew?*
- **EXPANSION:** Using a graphic organizer, work with your students to categorize the jobs and skills from Days 12 and 13. Help your student come up with the headings (construction, retail, IT, restaurant, etc) and then fill in the specific jobs that go under each category.

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**B. Listening (track 29): Do you know how to … ?**

[1] Construction Manager: Do you know how to use a drill?
Nick: Yes. I’m very handy with a drill.
Construction Manager: Do you know how to hang drywall?
Nick: No. But I’d like to learn.

[2] Furniture Store Manager: Do you know how to upholster furniture?
Nick: Yes. I have a little experience.
Furniture Store Manager: Do you know how to make alterations?
Nick: No. But I’d like to learn.
Furniture Store Manager: Okay, well do you know how to use a cash register and computer?
Nick: Yes, I do!

[3] Bakery Manager: Do you know how to bake?
Nick: Do you mean, like, cookies and cakes?
Bakery Manager: Yes.
Nick: Yes. I love to bake.
Bakery Manager: And can you operate a meat cutter?
Nick: Hmm… no, but I will learn!
**One on One Activity**

C. **Know how to …**
   - This chart focuses on yes/no questions with the phrase "know how" + the infinitive form of a verb (to + verb)
   - We use know how to ___ to talk about skills. (We also use can.)
   - Read the items in the grammar chart and have the student repeat.

D. **Activity**
   - Read the directions. Remind the student that he/she should give answers about himself/herself (true or not). Do the first question together. As the student works, answer any questions and offer encouragement. Check that the student is using know how to correctly.

E. **Activity**
   - PAIR UP with your student. Read the directions. Read the example dialog with the student. Then talk about skills.

**Group Activity**

C. **Know how to …**
   - This chart focuses on yes/no questions with the phrase "know how" + the infinitive form of a verb (to + verb)
   - We use know how to ___ to talk about skills. (We also use can.)
   - Read the items in the grammar chart and have students repeat.

D. **Activity**
   - Read the directions. Remind students that they should give answers about themselves (true or not). Do the first question together. As students work, circulate and offer encouragement. Check answers individually to be sure students are using know how to correctly.
   - **EXPANSION:** Poll students and keep a list on the board: How many people know how to …?
   - **OPTION:** Group students with like skills. Have them talk for 10 minutes about their training and work experience. Write conversation questions on the board: Where did you learn to ___? Where do you work now?

E. **Activity**
   - PAIR students. Read the directions. Model the example dialog with a student. As students talk, circulate and offer encouragement.
**ONE ON ONE ACTIVITY**

**F. Activity**
- Read the directions. Ask general comprehension questions about the resume: *What’s his availability? What are his skills?* etc.
- Do the first mistake together (*English – English*). As the student works, answer any questions and offer encouragement. Check answers together.

**G. Activity**
- *PAIR UP* with your student. Read the directions. Point out the Language Note. Have the student scan the ads for other abbreviations and be sure all are understood.
- Read the example dialog with the student. Then talk about Nick’s suitability for the jobs.

**H. Culture Tip!**
- Have the student read the culture tip silently. Then have them read the tip aloud. Have the student brainstorm the names of people he/she would use as references. Explain that the student should ask the people for permission before using their names for a job. Talk about why family and friends often aren’t allowed as references.

**GROUP ACTIVITY**

**F. Activity**
- Read the directions. Ask general comprehension questions about the resume: *What’s Nick’s availability? What are his skills?* etc.
- Do the first mistake together (*English – English*). As students work, circulate and offer encouragement. Check answers together.

**G. Activity**
- *PAIR students*. Read the directions. Point out the Language Note. Have students scan the ads for other abbreviations and be sure all are understood.
- Model the example dialog with a student. As students talk, circulate and offer encouragement. 
 **OPTION:** Discuss the best job for Nick as a class.

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then you or a student read the tip aloud. Have students brainstorm the names of people they would use as references. Explain that they should ask the people for permission before using their names for a job. Talk about why family and friends often aren’t allowed as references.
ONE ON ONE ACTIVITY

I. Activity
• Read the directions. Review the parts of the job application and answer any questions.
• Do the date, name, and phone number together. Remind the student that he/she is pretending to be Nick and can make up answers that aren’t in Activity F or G.
• As the student works, answer any questions and offer encouragement. Review the student’s application.

J. Activity
• Read the first part of the directions. After the student has read the letter, follow up with comprehension questions: What is the letter about? What does Paul White want? etc.
• Read the rest of the directions. As the student writes, answer questions and offer encouragement.
• Review your student’s letter.

Internet Expansion
• Help your student look on-line to find sample resumes that are specific to their job skills.

Before You Go ...
• Encourage the student to ask questions about any part of the lesson he/she didn’t understand.
• Ask the student to think of a special skill that he/she has and then prepare to demonstrate it to you at the next class (examples: tie a tie, make lemonade, a dance step, etc).

Internet Expansion
• Help your student look on-line to find sample resumes that are specific to their job skills.

GROUP ACTIVITY

I. Activity
• Read the directions. Review the parts of the job application and answer any questions.
• Do the date, name, and phone number together. Remind students that they are pretending to be Nick and can make up answers that aren’t in Activity F or G.
• As students work, circulate and offer encouragement. Review applications individually.

J. Activity
• Read the first part of the directions. After students have read the letter, follow up with comprehension questions: What is the letter about? What does Paul White want? etc.
• Read the rest of the directions. As students write, answer questions and offer encouragement.
• PAIR students. Have them review each other’s letters.

Before You Go ...
• Encourage students to ask questions about any part of the lesson they didn’t understand.
• Ask the students to think of a special skill that they have and then prepare to demonstrate it to everyone at the next class (examples: tie a tie, make lemonade, a dance step, etc).
**ONE ON ONE ACTIVITY**

**K. Activity**
- Read the directions. As the student works, answer any questions and offer encouragement. Check the student’s resume.

**L. Activity**
- PAIR UP with your student. Read the directions. Read the example dialog with the student. Then talk about the ethics of lying on a resume.

**EXTRA ACTIVITY (if time permits):**
- **Memory** Using the Work and Fun Cards, play a round of memory. Put all of the cards face down on a table. Demonstrate by starting first. Turn one card over and say the action or make a sentence using the action. Then, turn over another card. If the two actions match, you keep the pair and go again. If they don’t match, it is the student’s turn. **NOTE:** Make sure that you and the student say the action or make a sentence with the action word each time a card is turned over.
- **Flash Cards** Make a set of interview flash cards. Write a skill question on the front (Can you use a computer) and an answer on the back (Yes, I know how to use Word and Excel) and practice asking and answering the questions together.
- **Find Someone Who ...** On the board, draw the following grid and have the student copy on a sheet of paper. Have the student write his/her own category in the last box. Then assign the activity as homework, explain that the student will need to ask, Do you know how to _______, and write names when he/she finds someone who answers yes.

<table>
<thead>
<tr>
<th>use a drill</th>
<th>upholstery furniture</th>
<th>operate a meat cutter</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>do alterations</th>
<th>hang drywall</th>
<th>bake</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>use a cash register</th>
<th>use a computer</th>
<th>other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>

**GROUP ACTIVITY**

**K. Activity**
- Read the directions. As students work, circulate and offer encouragement. Check resumes individually.

**L. Activity**
- PAIR students. Read the directions. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Discuss the topic together as a class.

**EXTRA ACTIVITY (if time permits):**
- **Memory** Put students in groups of three. Using the Work and Fun Cards, tell students to play a round of memory. Put all of the cards face down on a table. Demonstrate the game by doing the following: turn one card over and say the action or make a sentence using the action. Then, turn over another card. If the two actions match, you keep the pair and go again. If they don’t match, it is the student’s turn. **NOTE:** Make sure that the students say the action or make a sentence with the action word each time a card is turned over.
- **Flash Cards** Make a set of interview flash cards. Write a skill question on the front (Can you use a computer) and an answer on the back (Yes, I know how to use Word and Excel) and practice asking and answering the questions together.
- **Find Someone Who ...** On the board, draw the following grid and have the student copy on a sheet of paper. Have them write their own category in the last box. Then have them circulate, asking, Do you know how to _______, and write names when they find someone who answers yes. Set a time limit. At the end of the activity, see who found the most people.

<table>
<thead>
<tr>
<th>use a drill</th>
<th>upholstery furniture</th>
<th>operate a meat cutter</th>
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<tr>
<td>_______</td>
<td>_______</td>
<td>_______</td>
</tr>
</tbody>
</table>
• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 4B 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. 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.
• Thank your students for their hard work in class today! *We're almost finished with Book 4B!*

**A. Listening (track 30): Do you know how to … ?**

[1] Construction Manager: Do you know how to use a drill?
Nick: Yes. I’m very handy with a drill.
Construction Manager: Do you know how to hang drywall?
Nick: No. But I’d like to learn.

[2] Furniture Store Manager: Do you know how to upholster furniture?
Nick: Yes. I have a little experience.
Furniture Store Manager: Do you know how to make alterations?
Nick: No. But I’d like to learn.
Furniture Store Manager: Okay, well do you know how to use a cash register and computer.
Nick: Yes, I do!

[3] Bakery Manager: Do you know how to bake?
Nick: Do you mean, like, cookies and cakes?
Bakery Manager: Yes.
Nick: Yes. I love to bake.
Bakery Manager: And can you operate a meat cutter.
Nick: Hmm… no, but I will learn!
**One On One Activity**

**MATERIALS**
- Board or paper + marker
- 4B Listening Tracks
- OPTIONAL: Video clips of unique skills (that the teacher would find online)
- Items related to the lesson vocabulary (checkbook, bank statement, bills and coins, a budget, etc.).

**NOTE:** Some banks may provide “fake” blank checks for free to account holders.
- Student’s pay stub

**Group Activity**

**MATERIALS**
- Board or paper + marker
- 4B Listening Tracks
- OPTIONAL: Video clips of unique skills (that the teacher would find online)
- Items related to the lesson vocabulary (checkbook, bank statement, bills and coins, a budget, etc.)
- NOTE: Some banks may provide “fake” blank checks for free to account holders.
- Pay stubs

**REVIEW**
- Review *know how to* from Day 13 with this **ICEBREAKER: Stupid Human Tricks**. Show video clips of people demonstrating both traditional and unique skills. Talk about any special skills the student has.
- Review the homework.
- Ask if your student thought of a skill that he/she wants to demonstrate for you.

**Warm Up**
- Spread on a table before the student finance-related items. Ask the student to identify the items.

**REVIEW**
- Review *know how to* from Day 13 with this **ICEBREAKER: Stupid Human Tricks**. Ask students to brainstorm a list of funny or unique skills they have. Review their lists and circle the top contenders. Then call volunteers to the front of the class to demonstrate their skills. Ask the rest of the class, *Do you know how to do that? No? Emi, what do you know how to do? Show us.* And so on. **OPTION:** Show video clips of people demonstrating both traditional and unique skills. Have students identify the skill and say if they know how or don’t know how to do it.
- Review the homework.
- See if anyone has a skill they want to demonstrate to the class.

**Warm Up**
- Spread on a table before the class finance-related items. Ask students to identify the items.
**One on One Activity**

**A. Vocabulary: Finances**
- Read the directions. Give the student a few moments to absorb the pictures and words. Remind the student to say the words quietly or to himself/herself.
- As pronunciation practice, say the words and have the student repeat.
- Have the student look at the pictures. Ask, *What is she doing?* etc.
- Ask, *What’s today’s class about?*

**B. Listening (track 31): Our finances**
- Read 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.
- As a way to review and expand on the listening track, ask follow-up questions about what the student heard. For example, *What did Claudia do?*

**Internet Expansion**
- Mint.com is a user friendly website that helps with making and following a budget. Visit it with your student.

**Pronunciation Extra**
Using The Color Vowel™ Chart in the back of the student book, work on the pronunciation of compound nouns, such as:

<table>
<thead>
<tr>
<th>Word</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>credit card</td>
<td>RED DRESS</td>
</tr>
<tr>
<td>check book</td>
<td>RED DRESS</td>
</tr>
<tr>
<td>pay stub</td>
<td>GRAY DAY</td>
</tr>
</tbody>
</table>

**Group Activity**

**A. Vocabulary: Finances**
- Read the directions. 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 the student look at the pictures. Ask, *What is she doing?* etc.
- Ask, *What’s today’s class about?*

**B. Listening (track 31): Our finances**
- Read 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.
- As a way to review and expand on the listening track, ask follow-up questions about what the students heard. For example, *What did Claudia do?*

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</table>

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**B. Listening (track 31): Our finances**

Claudia: Could I speak with you about our finances?
Nick: Sure.
Claudia: I need your help.
Nick: What do you mean? Did we stay within our budget last month?
Claudia: Yes. We stayed within our budget. But my point is that I took care of all of the finances last month.
Nick: Really?
C. Object pronouns
• This chart focuses on the object pronouns *it* and *them*.
• The object pronouns *it* and *them* are used in place of things that are the recipient of the action of the sentence and have already been referenced: *A: Did you pay the bill? A: Yes, I paid it. / Did you buy groceries? A: No, I forgot to buy them.*
• Read the items in the grammar chart and have the student repeat.

D. Activity
• Read the directions. 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 thing that receives and follows the verb in each question. Explain that these underlined words will help them decide whether to use *it* or *them* in the answer. For example, in item 1, students should underline “charges,” and because “charges” is plural, the correct object pronoun in the answer is *them*.
  **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.

E. Activity
• Read the directions. Go over the example together. As the students work, answer any questions and offer encouragement. Check answers together.
**ONE ON ONE ACTIVITY**

**F. Activity**
- Read the directions. Review the form and pictures to be sure the student understands the task. Do the first item together.
- As the student works, answer any questions and offer encouragement.

**G. Activity**
- PAIR UP with your student. Read the directions. Read the example dialog with the student. Point out the Language Note. Explain that the student doesn’t have to use contractions, but understanding contractions will improve comprehension.
- Then talk about expenses. What is the biggest expense last month? How much did he/she spend on fun?

**H. Culture Tip!**
- Have the student read the culture tip silently. Then have them read the tip aloud. Use the pay stub on the following page to help explain the parts. If the student brought a pay stub, use that.

**GROUP ACTIVITY**

**F. Activity**
- Read the directions. Review the form and pictures to be sure students understand the task. Do the first item together.
- As students work, circulate and offer encouragement. **OPTION:** Talk about expenses together as a class. What is the biggest expense? How much do most people spend on fun?

**G. Activity**
- PAIR students. Read the directions. Model the example dialog with a student. Point out the Language Note. Explain that the student doesn’t have to contract them after the verb, but they might understand others better if they understand the practice.
- As students talk, circulate and offer encouragement.

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then you or a student read the tip aloud. Use the pay stub on the following page to help explain the parts. Have students who brought pay stubs look at theirs and ask any questions they may have.
**ONE ON ONE ACTIVITY**

**I. Activity**
- Read the directions. As the student works, answer any questions and offer encouragement. Check answers with the student.

**J. Activity**
- PAIR UP with your student. Read the directions. Point out the Language Note. Explain that "boss" is informal.
- Then practice.

**Before You Go ...**
- Encourage the student to ask questions about any part of the lesson he/she didn’t understand.

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**GROUP ACTIVITY**

**I. Activity**
- Read the directions. As students work, circulate and offer encouragement. Check answers together.

**J. Activity**
- PAIR students. Read the directions. Model the example dialog with a student. Point out the Language Note. Explain that "boss" is informal.
- 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.
**ONE ON ONE Activity**

**K. Activity**
- Before starting the activity, have the student read the flyer. Ask comprehension questions: *What's for sale? How much is it? What does “neg” mean? Who is Al Smith?*
- Read the directions. As the student works, answer any questions and offer encouragement. Check answers together.

**L. Activity**
- PAIR UP with your student. Read the directions. Model the example dialog. Then talk about spending habits and affordability.

**Internet Expansion**
- Show your student how to set up automatic payments from their bank account. Explain that they will need the numbers at the bottom of the check (routing number and account number).
- Show the student how to access account information on-line.

**GROUP Activity**

**K. Activity**
- Before starting the activity, have students read the flyer. Ask comprehension questions: *What's for sale? How much is it? What does “neg” mean? Who is Al Smith?*
- Read the directions. As students work, circulate and offer encouragement. Check answers together.

**L. Activity**
- PAIR students. Read the directions. Model the example dialog. As students talk, circulate and offer encouragement.

**EXTRA ACTIVITIES (if time permits):**
- **Group Discussion** – Have volunteers share highlights from their conversation in Activity L.
- **Internet Expansion**
  - Show your students how to set up automatic payments from their bank account. Explain that they will need the numbers at the bottom of the check (routing number and account number).
  - Show the students how to access account information on-line.
Homework

• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 4B 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. 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.
• Thank your students for their hard work in class today! Thank you! Good job! You did great!

B. Listening (track 32): Our finances

Claudia: Could I speak with you about our finances?
Nick: Sure.
Claudia: I need your help.
Nick: What do you mean? Did we stay within our budget last month?
Claudia: Yes. We stayed within our budget. But my point is that I took care of all of the finances last month.
Nick: Really?
Claudia: Really. I balanced the checkbook, bought groceries and disputed the credit card charge. I also found a mistake on your pay stub. You didn’t help.
Nick: That’s not true. I spent money on lottery tickets. See?
**One On One Activity**

**MATERIALS**
- Board or paper + marker
- 4B Listening Tracks
- Reproducible: Practice Checks (1 sheet per student)
- Sheets of paper (1 per student)
- OPTIONAL: yellow construction paper
- OPTIONAL: sample business plan

**REVIEW**
- Review the object pronouns *it* and *them* and irregular simple past verbs from Day 14. Start by asking the student a yes/no question using the vocabulary from the Day 14 opener: *Did you bring your checkbook today?* Elicit a long answer using *it* or *them*. (No, I didn't bring it. Yes, I brought it.) Continue with similar questions.
- Review the homework.

**Warm Up**
- Have the student brainstorm about ways to get money.
- Write the student’s ideas on the board. Talk about the pros and cons of each.
- Ask your student if they know anyone who has started a business. Was it difficult for them? What did they do? How does starting a business in the US compare to starting one in the student’s native country?

**Extra Activity (if time permits)**
- **Budget strip** For a fun way to illustrate how much the student can be saving, do the following activity. Give them a long piece of yellow construction paper (about the size of a check). This paper will represent the student’s income. Then, have the student divide the paper into sections, sized accordingly, to represent his/her different expenses (for example, rent, may take up half of the strip). Then, the small part left over becomes the student’s savings!

**Group Activity**

**MATERIALS**
- Board or paper + marker
- 4B Listening Tracks
- Reproducible: Practice Checks (1 sheet per student)
- Sheets of paper (1 per student)
- OPTIONAL: yellow construction paper
- OPTIONAL: sample business plan

**REVIEW**
- Review the object pronouns *it* and *them* and irregular simple past verbs from Day 14. Start by asking Student A a yes/no question using the vocabulary from the Day 14 opener: *Did you bring your checkbook today?* Elicit a long answer using *it* or *them*. (No, I didn't bring it. Yes, I brought it.) Continue around the room with similar questions.
- Review the homework.

**Warm Up**
- Have students brainstorm as a class about ways to get money.
- Write students’ ideas on the board. Talk about the pros and cons of each.
- Ask your students if they know anyone who has started a business. Was it difficult for them? What did they do? How does starting a business compare in the US to the processes in the students native countries?

**Extra Activity (if time permits)**
- **Budget strip** For a fun way to illustrate how much the students can be saving, do the following activity. Give each student a long piece of yellow construction paper (about the size of a check). This paper will represent the student’s income. Then, have the students divide their paper into sections, sized accordingly, to represent different expenses (for example, rent, may take up half of the strip). Then, the small part left over represents savings!
**A. Vocabulary: Banking**
- Read the directions. Give the student a few moments to absorb the pictures and words. Remind the student to say the words quietly or to himself/herself.
- 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’s today’s class about?*

**B. Listening (track 33): We showed her the business plan.**
- Read the directions. Explain that the student will hear Claudia tell about how she started her business. 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.
- See if you can find a simple sample business plan on-line and bring it to class to show your student.

**Group Activity**

**A. Vocabulary: Banking**
- Read the directions. 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 the student look at the pictures. Ask, *What’s this? What’s that?*
- Ask, *What’s today’s class about?*

**B. Listening (track 33): We showed her the business plan.**
- Read the directions. Explain that they will hear Claudia tell about how she started her business. 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.
- See if you can find a simple sample business plan on-line and bring it to class to show your students.

---

First, I told Nick my idea. He liked it!
Next, we went to the credit union. We talked with Nino Perez, a banker. Then we showed him the business plan. He liked it.
A week later, Nino called and said he had good news for us. They gave us a loan!
Then yesterday, I wrote Beth and Barb of B&B Bakery a check. And they sold us the business! After that, we changed the name to Nicla’s Bakery and we went to work!
C.  This chart focuses on the object pronouns me, her, him, us, and them.

- The object pronouns me, her, him, us, you, it and them are used in place of people who are the recipient of the action of the sentence and have already been referenced: I met the banker. I met her.
- Read the items in the grammar chart and have the student repeat. Remind the student that I, he, she, we, you, it and they are subject pronouns and do not receive the action of a sentence.

D. Activity
- Read the directions. Do the first item together. Explain that the answer is "him" because it replaces "the banker" and "the banker" follows "to."

OPTION: Before the student does the task, have the student underline the verbs (“action words”) the words to, from, for, and with in each sentence. Explain that these words will help the student choose the correct answer.
- As the student works, answer any questions and offer encouragement. Check answers together.

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

C.  This chart focuses on the object pronouns me, her, him, us, and them.

- The object pronouns me, her, him, us, you, it and them are used in place of people who are the recipient of the action of the sentence and have already been referenced: I met the banker. I met her.
- Read the items in the grammar chart and have the student repeat. Remind the student that I, he, she, we, you, it and they are subject pronouns and do not receive the action of a sentence.

D. Activity
- Read the directions. Do the first item together. Explain that the answer is "him" because it replaces "the banker" and "the banker" follows "to."

OPTION: Before the student does the task, have the student underline the verbs (“action words”) the words to, from, for, and with in each sentence. Explain that these words will help the student choose the correct answer.
- As the student works, answer any questions and offer encouragement. Check answers together.

E. Activity
- Read the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
**REAL LIFE**

**ONE ON ONE ACTIVITY**

**F. Activity**
- Have the student read the statement. Ask general comprehension questions: *What is the date on the statement? What information does the statement tell?* etc.
- Read the directions. As the student works, answer any questions and offer encouragement. Check answers together.

**G. Activity**
- Have the student read the monthly expenses. Ask general comprehension questions: *What is the bakery's biggest monthly expense?* etc.
- Read the questions. 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 them read the tip aloud. Ask the student if he/she belongs to a credit union, and if so, what it’s like. Explain the pros and cons of credit unions. For example, explain that because they tend to be smaller than banks, credit unions don’t always offer the lowest rates on loans, but that service is more personalized.
- Ask your student if his/her work place belongs to a credit union or if a family member does.

**GROUP ACTIVITY**

**F. Activity**
- Have students read the statement. Ask general comprehension questions: *What is the date on the statement? What information does the statement tell?* etc.
- Read the directions. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Have students work in PAIRS.

**G. Activity**
- Have students read the monthly expenses. Ask general comprehension questions: *What is the bakery's biggest monthly expense?* etc.
- Read the questions. As students work, circulate and offer encouragement. Check answers together. **OPTION:** PAIR more advanced students with students who struggle with math/word problems.

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then you or a student read the tip aloud. Ask students if anyone belongs to a credit union, and if so, what it’s like. Explain the pros and cons of credit unions. For example, explain that because they tend to be smaller than banks, credit unions don’t always offer the lowest rates on loans, but that service is more personalized.
- Ask your student if his/her work place belongs to a credit union or if a family member does.
One On One Activity

I. Activity
- Use Practice Checks. Read the directions. Look at the example check together. Ask general comprehension questions: How much is the check for? Who is the check to? etc.
- As the student works, answer any questions and offer encouragement. Review the student’s checks.

J. Activity
- Explain what a check ledger is. Review the parts of the ledger. Then read the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

K. Activity
- PAIR UP with your student. Read the directions. Write the basics on the board: Income: $2,800. / Expenses: ___ / Cut expenses? What? / Make more money? How?
- Read the example dialog with the student. Then talk about Nick and Claudia’s options.

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

Group Activity

I. Activity
- Distribute Practice Checks. Read the directions. Look at the example check together. Ask general comprehension questions: How much is the check for? Who is the check to? etc.
- As students work, circulate and offer encouragement. Review checks individually.

J. Activity
- Explain what a check ledger is. Review the parts of the ledger. Then read the directions. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

OPTION: PAIR more advanced students with student who struggle with math/word problems.

K. Activity
- PAIR students. Read the directions. Write the basics on the board: Income: $2,800. / Expenses: ___ / Cut expenses? What? / Make more money? How?
- 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 ...
- Remind students that the next class is a review of Days 10–15 and a review test.
**ONE ON ONE ACTIVITY**

**L. Activity**
- Read the directions. Do give as an example together. As the student works, answer any questions and offer encouragement. Check answers together.

**M. Activity**
- Review the parts of the loan application. Ask general comprehension questions: *What's the name of the credit union? What services do they offer? Who is completing this application?* etc. Point out the x's in the Social Security Number section. Explain that that is to protect the student's privacy and that she should only put her social security numbers on official documents.
- Read the directions. Explain that the student is to write his/her own information (true or not).
- 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.

**N. Activity**
- PAIR UP with your student. Read the directions. Read the example dialog. Then talk about loans.

**EXTRA ACTIVITY (if time permits):**
- **Dictation** – Tell the student that you are going to tell a story about finances. He/she should listen closely because you will have questions about the story. Use target words and grammar structures from the lesson. Repeat the story as necessary. Story example: *Yesterday I went to the bank. I told the banker about my business. I asked him for a loan. But he gave me the bad news: The bank didn't want to help me. Then …*
- Then explain that you want the student to write the story as you tell it. The student needs a sheet of paper. Repeat the story as necessary. Then write the story on the board and have the student check his/her work.
- **OPTION:** Tell the student you will only read the story twice. After listening to the story, the student writes as much as he/she can remember. Then, work together so that the student can fill in missing parts.
- **OPTION:** Have the student write his/her own stories.

**GROUP ACTIVITY**

**L. Activity**
- Read the directions. Do give as an example together. As students work, circulate and offer encouragement. Check answers together.

**M. Activity**
- Review the parts of the loan application. Ask general comprehension questions: *What's the name of the credit union? What services do they offer? Who is completing this application?* etc. Point out the x's in the Social Security Number section. Explain that that is to protect the students' privacy and that they should only put their social security numbers on official documents.
- Read the directions. Explain that students are to write their own information (true or not).
- As students work, circulate and offer encouragement. Check answers individually.
- **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.

**N. Activity**
- PAIR students. Read the directions. Model the example dialog. As students talk, circulate and offer encouragement.

**EXTRA ACTIVITY (if time permits):**
- **Dictation** – Tell the student that you are going to tell a story about finances. He/she should listen closely because you will have questions about the story. Use target words and grammar structures from the lesson. Repeat the story as necessary. Story example: *Yesterday I went to the bank. I told the banker about my business. I asked him for a loan. But he gave me the bad news: The bank didn't want to help me. Then I …*
- Then explain that you want the student to write the story as you tell it. Each student needs a sheet of paper. Repeat the story as necessary. Then write the story on the board and have students check their or a partner’s work.
- **OPTION:** Tell the students you will only read the story twice. After listening to the story, students writes as much as they can remember, then work with a partner to add in missing parts.
- **OPTION:** Have students write their own stories.
• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 4B audio CD, and that practice is the best way to improve listening!
• **B: Writing:** Explain to students that while grammar and mechanics are important, ideas in writing are equally important. Encourage them to focus on expressing their ideas.
• **C: Hello, world!:** Encourage them to try at least one of the suggestions. Say, *Get out there!*
• **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.
• Thank your students for their hard work in class today! *Congratulations! You have just one more 4B class.*

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**B. Listening (track 34): We showed him the business plan.**

First, I told Nick my idea. He liked it!
Next, we went to the credit union. We talked with Nino Perez, a banker. Then we showed him the business plan. He liked it.
A week later, Nino called and said he had good news for us. They gave us a loan!
Then yesterday, I wrote Beth and Barb of B&B Bakery a check. And they sold us the business! After that, we changed the name to Nicla’s Bakery and we went to work!
**Review**

**One on One Activity**

**MATERIALS**
- Board or paper + marker
- 4B Listening Tracks
- OPTIONAL: Treats

**Group Activity**

**MATERIALS**
- Board or paper + marker
- 4B Listening Tracks
- Ball or similar object
- OPTIONAL: Treats

**Review**

**Review**

- Use the homework to review the object pronouns *me, her, him, you, us, and them* from Day 15. Have the student find the object pronouns in the story.
- **OPTION**: Make word cards with their object pronouns (*her apple, his car, etc*). Take turns drawing a card and using the word in a sentence (*Her apple is red*, etc).

**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 the object pronouns *me, her, him, you, us, and them* from Day 15. Write *me, her, him, you, us, and them* on the board. Pass a ball to Student A. Ask the class, *Who did I give the ball to?* Point to the board to elicit *You passed the ball to them*. Then have students pass the ball and continue asking, *Who did he/she pass the ball to?*
- **OPTION**: Make word cards with their object pronouns (*her apple, his car, etc*). As a group, take turns drawing a card and using the word in a sentence (*Her apple is red*, etc).
- 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 student book page 54 and ask questions about the pictures: *What are they doing?* etc. Then ask, *What did we study on Day 10?*

**A.**
- PAIR UP with your student. Read the directions. Then write a conversation with the student.

**B.**
- PAIR UP with your student. Read the directions. Read the example dialog. Then practice the conversation from Activity A.

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**Group Activity**

**Day 10**
- Have students turn to Day 10 on student book page 54 and ask questions about the pictures: *What are they doing?* etc. Then ask, *What did we study on Day 10?*

**A.**
- PAIR students. Read the directions. As students talk, circulate and offer encouragement.

**B.**
- PAIR students. Read the directions. Model the example dialog. As students talk, circulate and offer encouragement. **OPTION:** Have volunteers perform their conversation for the class.
ONE ON ONE ACTIVITY

Day 11
• Have the student turn to Day 11 on student book page 60 and ask questions about the pictures: What was she doing? etc. Then ask, What did we study on Day 11?

C.
• Read the directions. Do an example together. As the student works, answer any questions and offer encouragement. Check answers together.

D.
• PAIR UP with your student. Read the directions. Read the example with the student. Then practice giving and following instructions.

GROUP ACTIVITY

Day 11
• Have students turn to Day 11 on student book page 60 and ask questions about the pictures: What was she doing? etc. Then ask, What did we study on Day 11?

C.
• Read the directions. Do an example together. As the student works, circulate and offer encouragement. Check answers together.

D.
• PAIR students. Read the directions. Model the example with a student. As students talk, circulate and offer encouragement. OPTION: Have volunteers perform their conversation for the class.
**One on One Activity**

Day 12

- Have the student turn to Day 12 on student book page 66 and ask questions about the pictures: *What did he do yesterday?* etc. Then ask, *What did we study on Day 12?*

E.

- PAIR UP with your student. Read the directions. Read the example dialog with the student. Then write and practice the dialog with the student.

**Group Activity**

Day 12

- Have students turn to Day 12 on student book page 66 and ask questions about the pictures: *What did he do yesterday?* etc. Then ask, *What did we study on Day 12?*

E.

- PAIR students. Read 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.
**REVIEW**

**ONE ON ONE ACTIVITY**

**Day 13**
- Have the student turn to Day 13 on student book page 72 and ask questions about the pictures: *Does he know how to ___?* etc. Then ask, *What did we study on Day 13?*

**F.**
- PAIR UP with your student. Read the directions. Read the example dialog with the student. Then ask and answer questions about the missing information.

**GROUP ACTIVITY**

**Day 13**
- Have students turn to Day 13 on student book page 72 and ask questions about the pictures: *Does he know how to ___?* etc. Then ask, *What did we study on Day 13?*

**F.**
- PAIR students. Read 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.
**One on One Activity**

**Day 14**
- Have the student turn to Day 14 on student book page 78 and ask questions about the pictures: *What did she dispute?* etc. Then ask, *What did we study on Day 14?*

**G.**
- PAIR UP with your student. Read the directions.
- Read the example dialog with the student. Then talk about the pictures.

**Group Activity**

**Day 14**
- Have students turn to Day 14 on student book page 78 and ask questions about the pictures: *What did she dispute?* etc. Then ask, *What did we study on Day 14?*

**G.**
- PAIR students. Read the directions. Model the example dialog with a student. As students talk, circulate and offer encouragement.
**One on One Activity**

Day 15
- Have the student turn to Day 15 on student book page 84 and ask questions about the pictures: *What did the credit union give Claudia and Nick?* etc. Then ask, *What did we study on Day 15?*

**Group Activity**

Day 15
- Have students turn to Day 15 on student book page 84 and ask questions about the pictures: *What did the credit union give Claudia and Nick?* etc. Then ask, *What did we study on Day 15?*

H.
- Read the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers with your student.
REVIEW TEST (Days 10–15)

• Encourage students to read the directions 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’ test, 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 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 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 97.

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!
A. Complete the sentences.

**USE THESE WORDS:**

<table>
<thead>
<tr>
<th>bake</th>
<th>instructor</th>
<th>pay stub</th>
</tr>
</thead>
<tbody>
<tr>
<td>reckless driving</td>
<td>interest</td>
<td>quit</td>
</tr>
</tbody>
</table>

1. You should ________________ smoking. Smoking is bad for you.

2. Tanya got a ticket for ________________ because she was driving and talking on her cell phone.

3. He’s a karate ________________. He gives private lessons.

B. Circle the correct words.

1. **Q:** That’s a deep cut. What should we do?
   **A:** We **don’t have to** / **should** call the doctor!

2. **Q:** What was he **doing** / **do**?
   **A:** He was texting.

3. **Q:** What did you do today?
   **A:** I **made** / **make** beds and cleaned rooms.

4. My parents work in a bakery. They ________________ cakes and pies.

5. I found a mistake on my ________________.
   I need to tell my boss.

6. Our monthly loan payment is $300 plus ________________.

4. **Q:** Does she **know how to** / **how know to** hang drywall?
   **A:** No. But she’d like to learn.

5. **Q:** Did they dispute the charge?
   **A:** No. They didn’t dispute **them** / **it**.

6. **Q:** Did the bank give you a loan?
   **A:** Yes! They gave **we** / **us** a loan.
C. Answer the questions.

1. You want to give a friend ideas about how to have a healthy lifestyle. Write them:

_______________________________________________________________________________________

2. What do these signs mean?
   a. ________________
   b. ________________
   c. ________________

   ![Signs Image]

3. How was your day? What did you do today?

_______________________________________________________________________________________

4. What are your job skills? Make a list of the things you know how to do.

5. Look at the pay stub.
   a. How much did she earn?
      _______________________
   b. How much was her check?
      _______________________
   c. What’s her hourly rate?
      _______________________

   ![Pay Stub Image]

   Pizza Place
   Payroll ending: 3/19/2015
   Employee: Jackie Decker
   Check Amount: $170

<table>
<thead>
<tr>
<th>Hours</th>
<th>Earnings</th>
<th>Taxes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>$200</td>
<td>Fed: $10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>State: $15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medicare: $5</td>
</tr>
</tbody>
</table>

6. What would you do with a $10,000 loan?

_______________________________________________________________________________________
Reproducible Section
<table>
<thead>
<tr>
<th>Who?</th>
<th>... asks about a person or people</th>
</tr>
</thead>
<tbody>
<tr>
<td>What?</td>
<td>... asks about a thing</td>
</tr>
<tr>
<td>When?</td>
<td>... asks about time</td>
</tr>
<tr>
<td>Where?</td>
<td>... asks about a place</td>
</tr>
<tr>
<td>How much?</td>
<td>... asks about an amount</td>
</tr>
</tbody>
</table>
Dear __________,

[STAMP]

[ADDRESS]

_____________________

_____________________

_____________________

Dear __________,

[STAMP]

[ADDRESS]

_____________________

_____________________

_____________________
Day 6    Injury Cards
Day 11  Traffic Sign Cards
Slow down and maybe stop.

Drive 50 miles per hour

Stop.

Go one direction with traffic.

Do not make a U-turn

Do not turn left.

Do not park.
Day 13    Work and Fun Cards
The Interactive English series was designed by Resources to Unite Communities, an initiative of Intercambio Uniting Communities, a Colorado-based non-profit whose mission is to build understanding, respect and friendship across cultures through educational and intercultural opportunities.

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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