INTERACTIVE ENGLISH
LIFE SKILLS FOR SUCCESS IN THE U.S.

RESOURCES TO unite communities
A program of Intercambio Uniting Communities, a non-profit organization building respect and friendship across cultures

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INTERACTIVE ENGLISH
Life Skills for Success in the U.S.

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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.
The Color Vowel™ Chart is a pronunciation tool that focuses on stress, a crucial aspect of clear communication. It provides you and your students with a powerful shorthand to talk about how words sound. The Color Vowel™ Chart helps learners recognize and produce the key sounds of spoken English. The Chart is an integral resource at each level of Interactive English. Each student book features a copy of The Color Vowel™ Chart on the inside back cover. The appendix lists the vocabulary for each lesson or day and identifies the vowel in the stressed syllable along with the sound or “color” of that vowel. (More on this later.)

Two facts about English Vowels:
American English has fifteen vowel sounds but only five vowel LETTERS - a, e, i, o, u, and the letters y and w, which sometimes represent vowel sounds. Fact #1: Each letter or group of letters can represent more than one vowel sound.
• Example: Notice how the letter “o” sounds different in each of these words. Say each word aloud: to so on of woman women work

Fact #2: A vowel sound may be represented in writing in more than one way.
• Example: The following words use five different spelling patterns for the same vowel sound: dress friend bread any said

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

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

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

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

pencil  paper  computer  type  delete  Good luck.  

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

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

balloon, Nebraska, approve

How to Use The Color Vowel™ Chart in the Classroom

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

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

**Lesson Steps:**

1. Show students The Color Vowel™ Chart. Say each color and key word, and have students repeat.

2. Invite students to identify the featured vowel sound in each color key word phrase. Make sure students are able to identify the featured vowel sounds before you move on in the lesson.

3. Facilitate discovery by having students identify the “COLOR” of the stressed syllable in the days of the week. Don’t write the words on the board—the focus here is on listening to the vowel sound in the stressed syllable. Monday and Sunday, for example, are both MUSTARD. Tuesday is BLUE.

4. Referring to the list below, write and say each of the words one by one. Have students repeat and then write each word in their Color Vowel™ Word List. Students should work in pairs to decide where to place the word.
   - 1-syllable words: good, best, poised, nice, sure, new
   - 2-syllable words: super, superb, awesome, skillful, friendly
   - 3-syllable words: amazing, fantastic, wonderful
   - 4- and 5-syllable words: approachable, miraculous, unbelievable.

5. To conclude this lesson, give each student a small scrap of paper and have them write down one new word or phrase that they personally find difficult to pronounce. Collect the slips of paper. Pick one word and write it on the board. Model the pronunciation of the word, and have students repeat. Have the class identify the stressed syllable, and underline the stressed vowel sound in the word on the board. Then have students identify the COLOR of the stressed vowel sound. Do this at the end of each class, each time reminding students to write these “difficult words” in their Color Vowel™ Word List.
To the Teacher - The Color Vowel™ Chart

Key Points:

• Explain that you will use the Chart on a regular basis as an easy way to talk about the pronunciation of a word. For example, when a student comes upon the word “receive” in a text and asks how to pronounce it, you can say, “that word is GREEN; listen to how I say it,” then model the word and have the student repeat it: “receive, GREEN TEA, receive”.

• Make a word wall and add new words and phrases to it as you study new vocabulary.

• Have students keep their own word lists in their notebooks.

• Post the Chart in your classroom and refer to it as needed. It will become a shorthand for helping students pronounce words and phrases correctly that you can use during any kind of lesson.
Greetings
What's up?
He's not as old as she is.
Have you seen a doctor yet?
He's shy but opinionated.
Most vegetables are really good for you.
We listened to music as we studied.
What's your opinion?

Descriptions
He's not as old as she is.
Have you seen a doctor yet?
He's shy but opinionated.

Health Problems and Advice
Have you seen a doctor yet?

Descriptions
He's shy but opinionated.

Nutrition
Most vegetables are really good for you.

Schedules
We listened to music as we studied.

Government: Elected Officials
What's your opinion?

Review & Test
What's your opinion?
<table>
<thead>
<tr>
<th>LANGUAGE TOOL</th>
<th>LIFE SKILLS: HOW TO...</th>
<th>REAL LIFE</th>
<th>CULTURE TIPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb tense review: simple past, past continuous, present continuous, future</td>
<td>Greet people casually</td>
<td>Voice messages, written notes</td>
<td>Common greeting gestures</td>
</tr>
<tr>
<td>Comparative and superlative forms</td>
<td>Compare and describe people</td>
<td>Wanted poster, missing person poster</td>
<td>Common physical descriptions for people</td>
</tr>
<tr>
<td>Present perfect, present perfect progressive, time markers</td>
<td>Talk about and describe health problems</td>
<td>Drug label</td>
<td>Over-the-counter medication</td>
</tr>
<tr>
<td>Tips for improving your reading skills</td>
<td>Identify parts of reading</td>
<td>Personal story</td>
<td>Book clubs</td>
</tr>
<tr>
<td>Quantifiers</td>
<td>Make healthy food choices, understand serving sizes</td>
<td>Magazine article, USDA Food Plate, survey</td>
<td>Expiration dates on food</td>
</tr>
<tr>
<td>When we tell a story, we use a variety of tenses</td>
<td>Schedule activities</td>
<td>Blog post, calendar</td>
<td>Daylight Savings Time</td>
</tr>
<tr>
<td>Opinion starters, gerunds as subjects</td>
<td>Understand structures of government, elect a candidate</td>
<td>Posters, ballot, radio ads, voter registration card</td>
<td>Voting facts</td>
</tr>
<tr>
<td>TITLE</td>
<td>DAY</td>
<td>PAGE</td>
<td>TOPIC</td>
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<tr>
<td>----------------------------------------------------------------------</td>
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<td>----------------------------</td>
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<tr>
<td>Let’s go to a city council meeting!</td>
<td>9</td>
<td>53</td>
<td>Field Trip</td>
</tr>
<tr>
<td>I work at a B&amp;B from 3 to 11 on weekends.</td>
<td>10</td>
<td>54</td>
<td>Employment</td>
</tr>
<tr>
<td>This is incredibly easy.</td>
<td>11</td>
<td>60</td>
<td>On The Job</td>
</tr>
<tr>
<td>I have too many credit cards.</td>
<td>12</td>
<td>66</td>
<td>Finances: Budgeting and Bills</td>
</tr>
<tr>
<td>Hi. I’m calling about the sublease.</td>
<td>13</td>
<td>72</td>
<td>Housing</td>
</tr>
<tr>
<td>Know your rights.</td>
<td>14</td>
<td>78</td>
<td>Housing</td>
</tr>
<tr>
<td>It’s rude to point at someone.</td>
<td>15</td>
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<td>Culture</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>90</td>
<td>Review &amp; Test</td>
</tr>
<tr>
<td><strong>LANGUAGE TOOL</strong></td>
<td><strong>LIFE SKILLS: HOW TO...</strong></td>
<td><strong>REAL LIFE</strong></td>
<td><strong>CULTURE TIPS</strong></td>
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</tr>
<tr>
<td>REVIEW</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepositions with time and place</td>
<td>Write a cover letter and resume, set job search goals</td>
<td>Cover letter, resume, job application, help wanted ad</td>
<td>Using references</td>
</tr>
<tr>
<td>Using adverbs to describe how to perform an action</td>
<td>Follow instructions, make polite requests</td>
<td>Training manual</td>
<td>Income taxes and W-4 forms</td>
</tr>
<tr>
<td>Too much, too many, enough, not enough</td>
<td>Create a budget, balance a budget, figure (calculate) income after taxes</td>
<td>Utility bill, budget sheet</td>
<td>Budget and bill facts</td>
</tr>
<tr>
<td>Pronunciation: Syllable stress</td>
<td>Understand a lease, search for and read housing ads</td>
<td>Housing ads, lease, housing specific budget</td>
<td>Smoke alarms</td>
</tr>
<tr>
<td>Understanding meaning from context and signal phrases</td>
<td>Write a letter to the landlord</td>
<td>Letter, email, magazine article</td>
<td>Giving contact information to landlords</td>
</tr>
<tr>
<td>Sentence structure: It + an adjective + an infinitive (to + a verb)</td>
<td>Understand cultural values</td>
<td>Magazine article, world map</td>
<td>Superstitions</td>
</tr>
</tbody>
</table>
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 6A listening tracks
- Markers
- Fly swatter (1)
- OPTIONAL: Timer

**WARM UP**
- Before class, write basic class information on board: the student level (6A), your name, phone number, class start/finish times, etc. Have the student copy the information inside the front cover of book.
- Welcome the student. Introduce yourself: Example: Welcome! This is English class 6A. My name is (Ryan).
- 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.
- Give the student a marker to write his/her name. 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 read aloud interesting information; consider writing possible interview 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?

**GROUP ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 6A listening tracks
- Name tags, markers (1 per student)
- Fly swatters (2)

**WARM UP**
- Before class, write basic class information on board: the class level (6A), your name, phone number, class start/finish times, etc. Have students copy the information inside the front cover of their books.
- Welcome students. Introduce yourself: Example: Welcome! This is English class 6A. My name is (Ryan). Point to your name tag. Have students repeat your name. **NOTE:** Establish a gesture that you’d like to use every time you want students to repeat, such as a waving motion toward yourself.
- Distribute name tags and markers. Say, Write your name. Write your country. Walk around to help. Then have each student say his/her name aloud. You and the class repeat it.
- Write on the board and say, Hi. My name is (Ryan). I’m from (Canada). Then ask, What’s your name? and gesture to a student to introduce himself/herself. Continue around the room.
**ONE ON ONE ACTIVITY**

A. Vocabulary: Casual greetings
• Read the directions aloud. Give the student a few moments to absorb the picture and words. Explain that they should say the words silently or aloud quietly.
• As pronunciation practice, say the words aloud and have the student repeat. **NOTE:** Develop a set of standard classroom gestures so that you can do less talking, and so that the student can become accustomed to your cues. For example, an extended, upward facing palm can be used to indicate *Your turn.*
• Have the student look at the picture. Ask, *Where are they?*
• Ask, *What are we learning today?* Point to the heading at the top of the page: *Greetings*

B. Listening (track 2): What's up?
• Read the directions aloud. Play and/or read the audio. (Stop the audio after the first item and talk about the first question together.) Repeat the audio as necessary. Check answers together.
• Point out the Language Note. Explain that “fillers” are words speakers use to give them time to think or to keep the conversation moving.

**PRONUNCIATION EXTRA**
• Give the student a chance to hear the phrases from the lesson spoken quickly - which is how these phrases will be said in the real world.
• After you say a greeting, have the student practice responding with a phrase that makes sense.

**GROUP ACTIVITY**

A. Vocabulary: Casual greetings
• Read the directions aloud. Give students a few moments to absorb the picture and words. Explain that they should say the words silently or aloud quietly.
• As pronunciation practice, say the words aloud 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.*
• Have the student look at the picture. Ask, *Where are they?*
• Ask, *What are we learning today?* Point to the heading at the top of the page: *Greetings*

B. Listening (track 2): What's up?
• Read the directions aloud. Play and/or read the audio. (Stop the audio after the first item and talk about the first question as a class.) Repeat the audio as necessary. Check answers together.
• Point out the Language Note. Explain that “fillers” are words speakers use to give them time to think or to keep the conversation moving.

**PRONUNCIATION EXTRA**
• Give the students a chance to hear the phrases from the lesson spoken quickly - which is how these phrases will be said in the real world.
• After you say a greeting, have the students practice responding with a phrase that makes sense.

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**B. Listening (track 2): What’s up?**

Marta: Matt? Is that you?
Matt: Marta? Hey! What’s up?
Marta: Not much. You?
Matt: Not a lot. How’s it going?
Marta: Not bad. Busy. You know, work, school, kids!
Matt: Right. How’s David? I was thinking about you guys just the other day.
Marta: Huh. He’s great. So, you work here?
Matt: Yeah. I started here about six months ago. Do you want some steaks or something?
Marta: Oh, yeah. I need ten steaks. Our son Javier is graduating this weekend, so we are going to have a BBQ on Saturday around 5 p.m. You should come.
Matt: Thanks. I signed up to work this weekend, but I’ll try to come by. ... Here are your steaks.
Marta: Thanks. Well, hope to see you there!
**ONE ON ONE ACTIVITY**

C. Grammar: Verb tense review
   - This chart focuses on forms covered in previous levels: the simple past, the past continuous, the present, the present continuous, and three future forms (present continuous, *will*, *be going to*).
   - Read the items in the grammar chart and have the student repeat.
   - Ask the student to recount the story from page 2 using the past, for example: *Matt and Marta met in the grocery store. They talked for a few minutes. etc.*

D. Activity
   - Read the directions aloud. Do the first item together as an example. As the student works, answer questions and offer encouragement. Check answers together.
   - EXPANSION: After checking the activity, practice the Q&As in PAIRS.

E. Activity
   - PAIR UP with your student. Read the directions aloud. Read the example dialog with the student. Then have a conversation using the language from Activities A and D.

**GROUP ACTIVITY**

C. Grammar: Verb tense review
   - This chart focuses on forms covered in previous levels: the simple past, the past continuous, the present, the present continuous, and three future forms (present continuous, *will*, *be going to*).
   - Read the items in the grammar chart and have students repeat.
   - Ask a volunteer to recount the story from page 2 using the past, for example: *Matt and Marta met in the grocery store. They talked for a few minutes. etc.*

D. Activity
   - Read the directions aloud. Do the first item together as an example. As students work, circulate and offer encouragement. Check answers together.
   - EXPANSION: After students have checked the activity, have them practice the Q&As in PAIRS.

E. Activity
   - PAIR students. Read the directions aloud. Model the example dialog with a student. As students talk, circulate and offer encouragement. OPTION: Invite volunteers to share their conversations with the class.
**REAL LIFE**

### One On One Activity

**F. Listening (track 3): Messages**
- Read the directions aloud. Play and/or read the audio. (Stop the audio after the first item and complete the first line of item a together.) Repeat the audio as necessary. Check answers together.
- Point out the Language Notes.

**G. Activity**
- Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together. **OPTION:** Ask the student what the “context clues” were that told them which message matched which person.

**H. Culture Tip!**
- Have the student read the culture tip silently. Then you or a student read the tip aloud.
- Point out the Bonus Box. Write your information on the board and encourage the student to copy it and to contact you if they are going to miss a class.
- **EXPANSION:** Practice the greetings from the first page again, using this culture tip. Talk about the difference between *What are you doing?* (now) and *What are you doing later?* (future)

### Group Activity

**F. Listening (track 3): Messages**
- Read the directions aloud. Play and/or read the audio. (Stop the audio after the first item and complete the first line of item a together.) Repeat the audio as necessary. Check answers together.
- Point out the Language Notes.

**G. Activity**
- Read the directions aloud. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Ask students what the “context clues” were that told them which message matched which person.

**H. Culture Tip!**
- Have students read the culture tip silently. Then you or a student read the tip aloud.
- Point out the Bonus Box. Write your information on the board and encourage students to copy it and to contact you if they’re going to miss a class.
- **EXPANSION:** Practice the greetings from the first page again, using this culture tip. Talk about the difference between *What are you doing?* (now) and *What are you doing later?* (future)

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**F. Listening (track 3): Messages**

a. Hey hon. I’m working late tonight. But I’ll be home by 7. I’ll bring pizza home, so don’t cook. Love you.

b. Hello. This message is for Adela. This is Dr. Osana. I’m going to mail your medical records to you tomorrow. Please call me if you have any questions.

c. What’s up, guys? It’s Lucy. What are you two doing for lunch today? I thought we could go to Benny’s Restaurant after the meeting. I’m so hungry! Call me.

d. Lisa. What’s new? I won two free tickets to a movie. Wanna go? It’s tonight at the Movie House. I’m in a meeting this afternoon so text me ASAP, ok?
**ONE ON ONE ACTIVITY**

**I. Activity**
- PAIR UP with your student. Read the first part of the directions aloud. Write an example question on the board. Encourage the student to look back at Activity D if they need help formulating questions.
- As the student writes, answer questions and offer encouragement.
- Read the rest of the directions aloud. Read the example dialog with the student. Then take turns interviewing and being interviewed.

**J. Activity**
- Read the directions aloud. Write an example story on the board. As the student writes, answer questions and offer encouragement. Check the student’s story for correct grammar and vocabulary. **OPTION:** Invite the student to read his/her story aloud.

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

**GROUP ACTIVITY**

**I. Activity**
- PAIR students. Read the first part of the directions aloud. Write an example question on the board. Encourage students to look back at Activity D if they need help formulating questions.
- As students write, circulate and offer encouragement.
- Read the rest of the directions aloud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Invite volunteers to share their conversations with the class.

**J. Activity**
- Read the directions aloud. Write an example story on the board. As students write, circulate and offer encouragement. Check stories individually. **OPTION:** Invite volunteers to share their stories with the class.

**Before You Go ...**
- Encourage students to ask questions about any part of the lesson they didn’t understand.
- Assign the homework. Make it a practice to leave time at the end of class for any questions or special directions for the next class.
- Write on the board or indicate on a calendar when the next class is.
- Ask students to wear their name tags to the next class.
**One On One Activity**

**K. Activity**
- Have the student read Juanita's story. When they finish, ask comprehension questions: *Who did Juanita see? How did she feel when she saw him?*
- Read the rest of the directions aloud. Ask comprehension questions about the pictures.
- As the student works, answer questions and offer encouragement. Check answers together.
- **EXPANSION:** After checking the activity, practice the conversation with student.

**L. Activity**
- **PAIR UP** with your student. Read the directions aloud. Read the example dialog with the student. Then have a conversation about the questions.

**EXTRA ACTIVITY (if time permits):**
- **Fly Swatter** Write the tenses on the board. With the student at the board, **fly swatter** in hand, you say a sentence (in the simple past, past continuous, etc.). The student tries to swat the correct tense quickly. **OPTION:** Use a timer for a sense of excitement.

**Group Activity**

**K. Activity**
- Have students read Juanita's story. When they finish, ask comprehension questions: *Who did Juanita see? How did she feel when she saw him?*
- Read the rest of the directions aloud. Ask comprehension questions about the pictures.
- As students work, circulate and offer encouragement. Check answers together.
- **EXPANSION:** After students have checked the activity, have them practice the conversation in PAIRS.

**L. Activity**
- **PAIR students.** Read the directions aloud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Invite volunteers to share their conversations with the class.

**EXTRA ACTIVITY (if time permits):**
- **Fly Swatter** Write the tenses on the board. Divide the class into two TEAMS. Have the first competing pair of students stand at the board, **fly swatters** in hand. You say a sentence (in the simple past, past continuous, etc.), and students try to be the first to swat it.
• 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 6A 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. **OPTION:** Brainstorm journal topics with your students. **NOTE:** As a general procedure for journaling, encourage students to write on every other line so that you can easily make comments on their writing if you plan to do so. Your comments should be on content, not structure in a journal.

• Thank your students for their hard work in class today! *Thank you! Good job!* Make it a practice to point to something specific the students learned each class. One way to do this is by making students complete an “exit ticket” at the end of the session, which asks them to recall three things about the class, something they learned, have questions on, or something that was helpful.

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**A. Listening (track 4): What’s up?**

Marta: Matt? Is that you?
Matt: Marta? Hey! What’s up?
Marta: Not much. You?
Matt: Not a lot. How’s it going?
Marta: Not bad. Busy. You know, work, school, kids!
Matt: Right. How’s David? I was thinking about you guys just the other day.
Marta: Huh. He’s great. So, you work here?
Matt: Yeah. I started here about six months ago. Do you want some steaks or something?
Marta: Oh, yeah. I need ten steaks. Our son Javier is graduating this weekend, so we are going to have a BBQ on Saturday around 5 p.m. You should come.
Matt: Thanks. I signed up to work this weekend, but I’ll try to come by. ... Here are your steaks.
Marta: Thanks. Well, hope to see you there!
### PHYSICAL DESCRIPTIONS

#### Day 2

### One On One Activity

**MATERIALS**
- Board or paper + marker
- 6A listening tracks
- Name tags, markers (1 per student)
- Magazine pictures of people showing the adjectives listed on P. 8 in the student book

**REVIEW**
- Review tenses from Day 1: *What are we doing right now? What did you do yesterday? What are your plans for tomorrow? What were you doing last night when the storm moved in?*
- Review the homework.

**WARM UP**
- Make comparisons about general appearance (height, hair color, clothing, etc.) between you and the student: *Who’s taller, you or I?* With comparable attributes, the student may respond with “They are the same.” Confirm the response, then restate the idea using *as … as*: *Your shirt is as colorful as my shirt.*

### Group Activity

**MATERIALS**
- Board or paper + marker
- 6A listening tracks
- Name tags, markers (1 per student)
- Magazine pictures of people showing the adjectives listed on P. 8 in the student book

**REVIEW**
- Review tenses from Day 1: *What are we doing right now? What did you do yesterday? What are your plans for tomorrow? What were you doing last night when the storm moved in?*
- Review the homework.
- Give new name tags to students who forgot theirs.

**WARM UP**
- Call pairs of students to the front of the room. Make comparisons about their general appearance (height, hair color, clothing, etc.): *Who’s taller: Delfina or Layla?* When students have comparable attributes, students may respond with “They’re the same.” Confirm the response, then restate the idea using *as … as*: *Mikela’s shirt is as colorful as Cristina’s shirt.*
**One on One Activity**

A. Vocabulary: Physical features
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind them to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have the student repeat.
- Have the student look at the pictures. Ask if there are any vocabulary questions.
- Ask, *What are we learning today?*
- Explain that with some description words, we use the verb *be* (*is, are, am*). With others, we use *have*.

B. Activity
- PAIR UP with your student. Read the directions aloud. Invite the student to read the example.
- Take turns describing yourselves and the magazine pictures you brought. **OPTION:** Describe your student and have your student describe you!

**Group Activity**

A. Vocabulary: Physical features
- Read the directions aloud. Give students a few moments to absorb the pictures and words. Remind them to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have students repeat.
- Have the student look at the pictures. Ask if there are any vocabulary questions.
- Ask, *What are we learning today?*
- Explain that with some description words, we use the verb *be* (*is, are, am*). With others, we use *have*.

B. Activity
- PAIR students. Read the directions aloud. Have a volunteer read the example.
- Pass out magazine pictures.
- As students talk, circulate and offer encouragement. **OPTION:** Invite students to describe their partners, rather than themselves.
- Share descriptions as a class.
C. Grammar: Comparative and superlative forms
• This chart focuses on adjectives in three forms: the base (unchanged) form, the comparative form (when comparing two items), and the superlative form (when comparing three or more items).
• Most the student will have been exposed to the -er than / more than form of the comparative. However, the as … as structure may be new. Explain that it’s used to show that two things are equal in some way. NOTE: We can add “not” to as … as to show inequality: She’s not as tall as Steve.
• Read the items in the grammar chart and have the student repeat.
• Refer the student back to the pictures on page 8 and ask questions using the various comparative forms: Is Julie as tall as Donna? Who has the darkest hair: Gina, Jen, or Lori?

D. Activity
• Read the directions aloud. Do the first item together as an example. As the student works, answer questions and offer encouragement. Check answers together.
• Point out the Language Note. Explain that the student doesn’t have to use the informal form, but it’s good to know in order to understand what others are saying.
• Point out the Bonus Box. Explain that for the final four items, the student is to write comparisons between himself/herself and the characters.

D. Activity
• Read the directions aloud. Do the first item together as an example. As students work, circulate and offer encouragement. Check answers together.
• Point out the Language Note. Explain that students don’t have to use the informal form, but it’s good to know in order to understand what others are saying.
• Point out the Bonus Box. Explain that for the final four items, students are to write comparisons between themselves and the characters.
**ONE ON ONE ACTIVITY**

**E. Listening (track 5): Wanted**
- Read the first step of the directions aloud. Have the student review the images of the “suspects.” Ask comprehension questions: *What color is the first woman’s hair? Who has the longest hair?* etc.
- Play and/or read the audio. Repeat the audio as necessary. Check answers together.
- Read the rest of the directions aloud. Point out the Language Note.
- As the student works, answer questions and offer encouragement. Check answers together.

**F. Activity**
- Read the directions aloud. Explain that they can write sentences using any of the forms they studied in the grammar chart (not just –er/more than).
- For weaker students, brainstorm descriptive words before starting the activity.
- As the student works, answer questions and offer encouragement. Check answers together. **OPTION:** Invite the student to read his/her sentences aloud.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then you or a student read the tip aloud. Ask the student how people in his/her home country identify people: by skin color? by hair color? by facial features?
- **NOTE:** For dark-skinned, some people prefer the term African American and others prefer black. African American is more common. Explain the importance of paying attention to how words are used regionally - meaning that some terms are common in one area and not in another.

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**GROUP ACTIVITY**

**E. Listening (track 5): Wanted**
- Read the first step of the directions aloud. Have students review the images of the “suspects.” Ask comprehension questions: *What color is the first woman’s hair? Who has the longest hair?* etc.
- Play and/or read the audio. Repeat the audio as necessary. Check answers together.
- Read the rest of the directions aloud. Point out the Language Note.
- As students work, circulate and offer encouragement. Check answers together.

**F. Activity**
- Read the directions aloud. Explain that they can write sentences using any of the forms they studied in the grammar chart (not just –er/more than).
- As students work, circulate and offer encouragement. Check answers individually. **OPTION:** Invite volunteers to share their sentences with the class.

**G. Culture Tip!**
- Have students read the culture tip silently. Then you or a student read the tip aloud. Ask students how people in their home countries identify people: by skin color? by hair color? by facial features?
- **NOTE:** For dark-skinned, some people prefer the term African American and others prefer black. African American is more common. Explain the importance of paying attention to how words are used regionally - meaning that some terms are common in one area and not in another.

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**E. Listening (track 5): Wanted**

News reporter: Police are searching for a sister and brother, accused of stealing $15,000 from the First National Bank yesterday. Linda Miller and her younger brother Bobby Joe left the bank in a blue truck with a California license plate. Police describe Linda Miller as an attractive woman in her 30s. She has long, blond hair, and pale skin. She’s slimmer than her brother. Bobby Miller is short with an athletic build. He’s shorter than his sister.

He has brown hair, a goatee, and thick eyebrows. They are considered armed and dangerous. Sheriff Ben Ortega compared them to the infamous Smith twins, two brothers who killed a police officer last year.

 Sheriff: Don’t let the Millers’ good looks fool you. These two people are as dangerous as the Smith twins.

News reporter: Anyone with information about them should call the Mesa County Sheriff’s Department at 414.555.9876.
**REAL LIFE**

**ONE ON ONE ACTIVITY**

H. Activity
- PAIR UP with your student. Read the directions aloud. Read the example dialog with the student. Then have a conversation about family members’ physical features.

I. Activity
- Read the directions aloud. Brainstorm ideas with the student. Give examples of special physical features—for example: *What is Angelina Jolie’s special physical feature? What about Justin Bieber?*
- As the student works, answer questions and offer encouragement. Check the student’s story for correct grammar and vocabulary. **OPTION:** Invite the student to read his/her stories aloud.

Before You Go ...
- Invite the student to bring medications they are taking or have questions about to the next class. **NOTE:** The *For next class* suggestions are just that, suggestions. Bringing real items into the classroom often helps makes the relevance of an activity clearer.
- Encourage the student to ask questions about any part of the lesson they didn’t understand.
- Assign the homework.

**GROUP ACTIVITY**

H. Activity
- PAIR students. Read the directions aloud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Invite volunteers to share their conversations with the class.

I. Activity
- Read the directions aloud. Brainstorm ideas with students. Give examples of special physical features—for example: *What is Angelina Jolie’s special physical feature? What about Justin Bieber?*
- As students work, circulate and offer encouragement. Check stories individually. **OPTION:** Invite volunteers to read their stories aloud.

Before You Go ...
- Invite the student to bring medications they are taking or have questions about to the next class. **NOTE:** The *For next class* suggestions are just that, suggestions. Bringing real items into the classroom often helps makes the relevance of an activity clearer.
- Encourage students to ask questions about any part of the lesson they didn’t understand.
- Assign the homework.
ONE ON ONE ACTIVITY

J. Activity
- Read the directions aloud. Read the definitions and example sentences together.
- As the student works, answer questions and offer encouragement. Check answers together. OPTION: Invite the student to read aloud his/her definitions.

K. Activity
- PAIR UP with your student. Read the directions aloud. Have the student read the topics. Answer any questions.
- Read the example dialog with the student. Then have a conversation about your topics.

EXTRA ACTIVITY (if time permits):
- **Beat the Buzzer** The student stands at a table or other surface they can smack like a buzzer. You hold up two magazine cutouts (face images) and ask either *How are these people alike?* or *How are they different?* The student tries to formulate in his/her head a correct sentence using comparison language. They then hit the “buzzer” and says the sentence without error or hesitation. Continue with other pictures. Note: Save the images for Day 3.

GROUP ACTIVITY

J. Activity
- Read the directions aloud. Read the definitions and example sentences together.
- As students work, circulate and offer encouragement. Check answers individually. OPTION: Invite volunteers to share their definitions with the class.

K. Activity
- PAIR students. Read the directions aloud. Have students read the topics and answer any questions.
- Model the example dialog with a student. As students talk, circulate and offer encouragement. OPTION: Invite volunteers to share their conversations with the class.

EXTRA ACTIVITY (if time permits):
- **Beat the Buzzer** Divide the class into two teams. A player from each team steps forward to a table or other surface they can smack like a buzzer. You hold up two magazine cutouts (face images) and ask either *How are these people alike?* or *How are they different?* The players try to formulate in their heads a correct sentence using comparison language. They then hit the “buzzer” and say the sentence without error or hesitation. Continue with other players and pictures. Note: Save the images for Day 3.
• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 6A audio CD, and that practice is the best way to improve listening!
• **B: Writing:** Explain that writing is a good way to develop critical thinking skills.
• **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 incomplete sentences. **OPTION:** Brainstorm journal topics with your students.
• Thank your students for their hard work in class today! *Nice effort today!*
• End your class with an “exit ticket” (described in day 1) if you’d like.

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**A. Listening (track 6): Wanted**

News reporter: Police are searching for a sister and brother, accused of stealing $15,000 from the First National Bank yesterday. Linda Miller and her younger brother Bobby Joe left the bank in a blue truck with a California license plate. Police describe Linda Miller as an attractive woman in her 30s. She has long, blond hair, and pale skin. She’s slimmer than her brother. Bobby Miller is short with an athletic build. He’s shorter than his sister. He has brown hair, a goatee, and thick eyebrows. They are considered armed and dangerous. Sheriff Ben Ortega compared them to the infamous Smith twins, two brothers who killed a police officer last year.

Sheriff: Don’t let the Millers’ good looks fool you. These two people are as dangerous as the Smith twins.

News reporter: Anyone with information about them should call the Mesa County Sheriff’s Department at 414.555.9876.
# Health Problems and Advice

## Day 3

### One on One Activity

**Materials**
- Board or paper + marker
- 6A listening tracks
- Magazine face cutouts (from Day 2)
- **OPTIONAL:** Reproducible: Lookalike Handout (1 copy per team)

**Review**
- Review comparative and superlative forms from Day 2. Hold up two images (magazine cutouts) of people’s faces and invite comparisons: *Who is more attractive?*
- Review the homework.

**Warm Up**
- Survey the student about his/her general health: *Are you healthy? Do you want to change your diet? Do you want to exercise more? Why? etc.*

### Group Activity

**Materials**
- Board or paper + marker
- 6A listening tracks
- Magazine face cutouts (from Day 2)
- **OPTIONAL:** Reproducible: Lookalike Handout (1 copy per team)

**Review**
- Review comparative and superlative forms from Day 2. Hold up two images (magazine cutouts) of people’s faces and invite comparisons: *Who is more attractive?*
- Review the homework.

**Warm Up**
- Survey students about their general health: *Raise your hand if you are healthy? Who wants to change their diet? Do you want to exercise more? Why? etc.*
**A. Vocabulary: Health**
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind them to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have the student repeat.
- Have the student look at the pictures.
- Ask, What are we learning today?

**B. Listening (track 7): I haven’t been feeling well.**
- Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together.

**EXTRA ACTIVITIES**
- Pronunciation Extra: PURPLE SHIRT sound
  - Refer the student to the Color Vowel™ Chart in the back of their student book.
  - Ask student to repeat the words on the list and underline the vowel sound.
  - Write the following words on the board and demonstrate by exaggerating the correct pronunciation.
    - worse
    - work/worker
    - insurance

**B. Listening (track 7): I haven’t been feeling well.**
Dr. Chet: We’re back. Hello caller. Welcome to the Dr. Farzana Chet show. Who am I speaking to?
Arturo: This is Arturo in El Paso, Texas.
Dr. Chet: Hi Arturo. Go ahead. What’s your problem?
Arturo: Well, I haven’t been feeling well. I have asthma—I’ve had it since I was a kid. You know, I can’t breathe, especially when I exercise or there’s dust in the air. And it’s been getting worse.
Dr. Chet: When did it start getting worse?
Arturo: About six months ago. And lately I haven’t been sleeping well.
Dr. Chet: Sounds like insomnia. How long have you had this problem?
Arturo: For about three months.
Dr. Chet: Have you seen a doctor?
Arturo: No, not yet.

Dr. Chet: Why not?
Arturo: I don’t have health insurance anymore.
Dr. Chet: Do you smoke?
Dr. Chet: That’s not good. What do you do? Is your job new or stressful?
Arturo: I’m a maintenance worker at a hotel. The management is new, and they’ve been firing people so, I’ve been feeling stressed about work.
Dr. Chet: Here’s my advice: Make an appointment with your local health clinic. It’s cheaper than a private doctor. Take some time off, if you can.
Arturo: I’ve already scheduled a vacation in July.
Dr. Chet: Great. Also, eat right. Get some exercise. Cut back on caffeine. And call me in two weeks. Got it?
Arturo: Got it. Thanks Doc.
C. Grammar: Present perfect and present perfect continuous

- This chart focuses on two additional tenses: the present perfect (have seen) and the present perfect continuous (have been seeing).
- We form the present perfect like this: have/has + past participle
- We form the present perfect continuous like this: have/has + past particle + verb + -ing.
- On the board, draw a timeline and help the student visualize the two tenses.

[present perfect continuous]

xxxxxxxxxxxxxxxxxxxx
--------------------------------------------------------------------------

[present]

xxxxxxxxxx
[present perfect]

- Read the items in the grammar chart and have the student repeat. **NOTE:** If the student needs review, go over the time markers in the Language Note.
- Refer the student to the image on page 14 and ask questions using the target grammar: Has Arturo been feeling well? Has his asthma been getting worse or better?

D. Activity

- Read the directions aloud. Go over the chart and the example together. Point out that because all of the tenses are in the past, the form for singular and plural (I, he, she vs. you, we, they) is the same. **NOTE:** Has/have does change though.
- As the student works, answer questions and offer encouragement. Check answers together.

E. Activity

- PAIR UP with your student. Read the directions aloud. One partner reads the question, the other finds the answer. Switch every other item.
- **EXPANSION:** After checking the activity, practice the Q&As in PAIRS.
**REAL LIFE**

**ONE ON ONE ACTIVITY**

**F. Listening (track 8): I haven’t been feeling well.**
- Read the directions aloud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**G. Activity**
- PAIR UP with your student. Read the directions aloud. Point out the example.
- As the student writes, answer questions and offer encouragement.
- Then role-play the conversation.

**EXTRA ACTIVITY (if time permits):**
- **Make a List** Give the student a Lookalike Handout. Say, *Compare the people in Set A. After 2 minutes say, Stop!* The student reads his/her list of comparisons. Continue with the next set of pictures.

**H. Culture Tip!**
- Have the student read the culture tip silently. Then you or the student read the tip aloud. **OPTION:** If the student brought medications to class, have them ask his/her questions. Help resolve vocabulary and other comprehension questions; refer the student to his/her doctor or a community clinic for medical-related questions.

**GROUP ACTIVITY**

**F. Listening (track 8): I haven’t been feeling well.**
- Read the directions aloud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**G. Activity**
- PAIR students. Read the directions aloud. Point out the example.
- As students talk, circulate and offer encouragement.
  **OPTION:** Invite volunteers to role-play their conversation for the class.

**EXTRA ACTIVITY (if time permits):**
- **Make a List** Divide the class into TEAMS. Give each team a Lookalike Handout. Say, *Compare the people in Set A. After 2 minutes say, Stop!* A player from each team then stands and reads the list of comparisons. The team with the most correct comparisons gets a point. Continue with the next set of pictures.

**H. Culture Tip!**
- Have students read the culture tip silently. Then you or a student read the tip aloud. **OPTION:** For students who brought medications to class, have them ask their questions to the group (if appropriate). Help resolve vocabulary and other comprehension questions; refer students to their doctors or a community clinic for medical-related questions.

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**F. Listening (track 8): I haven’t been feeling well.**

Dr. Chet: We’re back. Hello caller. Welcome to the Dr. Farzana Chet show. Who am I speaking to?

Arturo: This is Arturo in El Paso, Texas.

Dr. Chet: Hi Arturo. Go ahead. What’s your problem?

Arturo: Well, I haven’t been feeling well. I have asthma—I’ve had it since I was a kid. You know, I can’t breathe, especially when I exercise or there’s dust in the air. And it’s been getting worse.

Dr. Chet: When did it start getting worse?

Arturo: About six months ago. And lately I haven’t been sleeping well.

Dr. Chet: Sounds like insomnia. How long have you had this problem?

Arturo: For about three months.

Dr. Chet: Have you seen a doctor?

Arturo: No, not yet.

Dr. Chet: Why not?

Arturo: I don’t have health insurance anymore.

Dr. Chet: Do you smoke?


Dr. Chet: That’s not good. What do you do? Is your job new or stressful?

Arturo: I’m a maintenance worker at a hotel. The management is new, and they’ve been firing people so, I’ve been feeling stressed about work.

Dr. Chet: Here’s my advice: Make an appointment with your local health clinic. It’s cheaper than a private doctor. Take some time off, if you can.

Arturo: I’ve already scheduled a vacation in July.

Dr. Chet: Great. Also, eat right. Get some exercise. Cut back on caffeine. And call me in two weeks. Got it?

Arturo: Got it. Thanks Doc.
**One on One Activity**

I. Activity
- PAIR UP with your student. Read the first part of the directions aloud. Ask comprehension questions about the drug label: *What does “Uses” mean?*
- Read the second part of the directions and point out the questions. As the student writes, answer questions and offer encouragement. Check answers together.
- Read the rest of the directions aloud. Then have a conversation about medicines.
- **EXPANSION:** Point out that a slight alteration in the way that we say the *s* sound in *uses* will alter the meaning
  /c/: The *uses* of Ibuprofen are many.
  /z/: He *uses* Ibuprofen when he has a headache.

J. Activity
- PAIR UP with your student. Read the directions aloud. Read the example dialog with the student. Then have a conversation about the questions

Before You Go ...
- Encourage the student to ask questions about any part of the lesson they didn’t understand.
- Assign the homework.

**Group Activity**

I. Activity
- PAIR students. Read the first part of the directions aloud. Ask comprehension questions about the drug label: *What does “Uses” mean?*
- Read the second part of the directions and point out the questions. As students write, circulate and offer encouragement. Check answers together.
- Read the rest of the directions aloud. As students talk, circulate and offer encouragement. **OPTION:** Invite volunteers to share their conversations with the class.
- **EXPANSION:** Point out that a slight alteration in the way that we say the *s* sound in *uses* will alter the meaning
  /c/: The *uses* of Ibuprofen are many.
  /z/: He *uses* Ibuprofen when he has a headache.

J. Activity
- PAIR students. Read the directions aloud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Invite volunteers to share their conversations with the class.

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

**K. Activity**
- Read the directions aloud. Do an example together. As the student works, answer questions and offer encouragement. Check answers together. **OPTION:** If your student is more advanced, suggest that they work without using the word box.
- Help the student brainstorm more physical activities. Explain that a “spidergram” is a good graphic organizer to use when brainstorming related ideas.
- **EXPANSION:** Have the student write simple stories about the people in the pictures using the tenses they have studied so far. For example, *Joe likes to bowl! He has gone bowling every Tuesday for 10 years!*

**L. Activity**
- **PAIR UP** with your student. Read the first part of the directions aloud. Point out the chart and explain the categories.
- Read the rest of the directions aloud. Read the example dialog with the student. Then have a conversation about fitness.

**Group Activity**

**K. Activity**
- Read the directions aloud. Do an 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.
- Help students brainstorm more physical activities. Explain that a “spidergram” is a good graphic organizer to use when brainstorming related ideas.
- **EXPANSION:** Have students write simple stories about the people in the pictures using the tenses they’ve studied so far. For example, *Joe likes to bowl! He has gone bowling every Tuesday for 10 years!*

**L. Activity**
- **PAIR** students. Read the first part of the directions aloud. Point out the chart and explain the categories.
- Read the rest of the directions aloud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Invite volunteers to share their conversations with the class.
A. Listening (track 9): I haven’t been feeling well.

Dr. Chet: We’re back. Hello caller. Welcome to the Dr. Farzana Chet show. Who am I speaking to?
Arturo: This is Arturo in El Paso, Texas.
Dr. Chet: Hi Arturo. Go ahead. What’s your problem?
Arturo: Well, I haven’t been feeling well. I have asthma—I’ve had it since I was a kid. You know, I can’t breathe, especially when I exercise or there’s dust in the air. And it’s been getting worse.
Dr. Chet: When did it start getting worse?
Arturo: About six months ago. And lately I haven’t been sleeping well.
Dr. Chet: Sounds like insomnia. How long have you had this problem?
Arturo: For about three months.
Dr. Chet: Have you seen a doctor?
Arturo: No, not yet.

Dr. Chet: Why not?
Arturo: I don’t have health insurance anymore.
Dr. Chet: Do you smoke?
Dr. Chet: That’s not good. What do you do? Is your job new or stressful?
Arturo: I’m a maintenance worker at a hotel. The management is new, and they’ve been firing people so, I’ve been feeling stressed about work.
Dr. Chet: Here’s my advice: Make an appointment with your local health clinic. It’s cheaper than a private doctor. Take some time off, if you can.
Arturo: I’ve already scheduled a vacation in July.
Dr. Chet: Great. Also, eat right. Get some exercise. Cut back on caffeine. And call me in two weeks. Got it?
Arturo: Got it. Thanks Doc.
One On One Activity

MATERIALS
- Board or paper + marker
- 6A listening tracks

Group Activity

MATERIALS
- Board or paper + marker
- 6A listening tracks

REVIEW
- Review health vocabulary from Day 3 with this ICEBREAKER: Bingo
  Have the student write any five illnesses on a piece of paper. As you randomly call out illnesses (including those from Day 3), the student crosses out those on his/her list. When all five illnesses are crossed out, the student shouts, Bingo!
- Review the homework.

WARM UP
- On the board write: a. talkative b. quiet
- Demonstrate one of the characteristics. Then ask the student, What am I like? Continue with a sampling of other personality target vocabulary from Day 4. Be sure to write the choices on the board rather than have the student produce the vocabulary.
ONE ON ONE ACTIVITY

A. Vocabulary: Similarities and differences
- Read the directions aloud. Give the student a few moments to absorb the article, picture, and words. Remind them to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have the student repeat.
- Have the student look at the article.
- Ask, What are we learning today?

B. Activity
- PAIR UP with your student. Read the first part of the directions aloud. Point out the main parts of the article. Ask comprehension questions: What's the title of the article? What are the subtitles?
- Then have a conversation about your predictions.

VOCABULARY EXPANSION:
- What does about mean?
  - He is going to talk about English today. (The theme of his speech will be English.)
  - I’m about to leave. (I’m leaving soon.)
  - There was something special about the food. (The food was special, but I’m not sure exactly why.)
- Point out the difference between funny and fun.
  - funny: something or someone that makes you smile or laugh
  - fun: pleasant, enjoyable

GROUP ACTIVITY

A. Vocabulary: Similarities and differences
- Read the directions aloud. Give students a few moments to absorb the article, picture, and words. Remind them to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have students repeat.
- Have the student look at the article.
- Ask, What are we learning today?

B. Activity
- PAIR students. Read the first part of the directions aloud. Point out the main parts of the article. Ask comprehension questions: What's the title of the article? What are the subtitles?
- As students talk, circulate and offer encouragement.
- OPTION: Invite volunteers to share their guesses with the class.

VOCABULARY EXPANSION:
- What does about mean?
  - He is going to talk about English today. (The theme of his speech will be English.)
  - I’m about to leave. (I’m leaving soon.)
  - There was something special about the food. (The food was special, but I’m not sure exactly why.)
- Point out the difference between funny and fun.
  - funny: something or someone that makes you smile or laugh
  - fun: pleasant, enjoyable
LANGUAGE TOOLS

ONE ON ONE ACTIVITY

C. **Tips for improving reading skills**
   • This chart focuses on practices the student can employ to improve his/her reading comprehension.
   • Read the items in the chart. Ask the student what his/her reading strategies are. Do they follow the steps in the chart?

D. **Activity**
   • Read the first part of the directions aloud. Direct the student to the article on page 20.
   • Read the next part of the directions aloud: *Then read and circle the topic sentences in Paragraphs 1, 2, and 3.* Make sure the student reads only the topic sentences.
   • Read the rest of the directions aloud. Explain that they are guessing here, based on the headings and topic sentences. As the student works, answer questions and offer encouragement. Check answers together.

E. **Activity**
   • Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers with your student.

GROUP ACTIVITY

C. **Tips for improving reading skills**
   • This chart focuses on practices students can employ to improve their reading comprehension.
   • Read the items in the chart. Ask students what their reading strategies are. Do they follow the steps in the chart?

D. **Activity**
   • Read the first part of the directions aloud. Direct students to the article on page 20.
   • Read the next part of the directions aloud: *Then read and circle the topic sentences in Paragraphs 1, 2, and 3.* Make sure students read only the topic sentences.
   • Read the rest of the directions aloud. Explain that they are guessing here, based on the headings and topic sentences. As students work, circulate and offer encouragement. Check answers together.

E. **Activity**
   • Read the directions aloud. As students work, circulate and offer encouragement. Check answers together.
**ONE ON ONE ACTIVITY**

**F. Activity**
- Read the first part of the directions aloud. Point out the Language Note.
- Read the rest of the directions aloud. Do the first item together as an example. As the student works, answer questions and offer encouragement. Check answers together.

**G. Activity**
- Read the directions aloud. Have the student read aloud the list of topics. As the student works, answer questions and offer encouragement. Check answers together.

**H. Activity**
- Read the directions aloud. Consider doing an example together on the board: *I chose the topic “The perfect day.” Who: My sister and I/What: Her 37th birthday/When: Last month …*
- As the student works, answer questions and offer encouragement. Check the student’s notes.

**I. Culture Tip!**
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Ask the student about his/her reading habits. Does the student belong to a book club? Are book clubs popular in his/her home country?
- Discuss where you can find good books.

**GROUP ACTIVITY**

**F. Activity**
- Read the first part of the directions aloud. Point out the Language Note.
- Read the rest of the directions aloud. Do the first item together as an example. As students work, circulate and offer encouragement. Check answers together.

**G. Activity**
- Read the directions aloud. Have students read the list of topics. As students work, circulate and offer encouragement. Check answers individually.

**H. Activity**
- Read the directions aloud. Consider doing an example together on the board: *I chose the topic “The perfect day.” Who: My sister and I/What: Her 37th birthday/When: Last month …*
- As students work, circulate and offer encouragement. Check notes individually.

**I. Culture Tip!**
- Have students read the culture tip silently. Then you or a student read the tip aloud. Ask students about their reading habits. Does anyone belong to a book club? Are book clubs popular in their home countries?
- Discuss where you can find good books.
**ONE ON ONE ACTIVITY**

**J. Activity**
- Read the directions aloud. Encourage the student to use his/her notes from Activity H. **OPTION:** Consider writing an example on the board.
- Point out the Language Note. Remind the student how to connect ideas with these words.
- As the student works, answer questions and offer encouragement. Check the student’s article for correct grammar and varied vocabulary. **OPTION:** Invite the student to read his/her article aloud.

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

**GROUP ACTIVITY**

**J. Activity**
- Read the directions aloud. Encourage students to use their notes from Activity H. **OPTION:** Consider writing an example on the board.
- Point out the Language Note. Remind students how to connect ideas with these words.
- As students work, circulate and offer encouragement. Check articles individually. **OPTION:** Invite volunteers to share their articles with the class.

**Before You Go ...**
- Encourage students to ask questions about any part of the lesson they didn’t understand.
- Assign the homework.
**K. Activity**
- PAIR UP with your student. Read the directions aloud. Emphasize that the student is to preview the article, not read it. Invite the student to read the example dialog.
- As the student works, answer questions and offer encouragement. Talk about your guesses.
- Point out the definition of *seems* in the blue box. Seems also means *almost sure*, or *appears*.
  - *He seems angry.*
  - *He seems to be angry.*

**L. Activity**
- Read the directions aloud.
- As the student works, answer questions and offer encouragement. Check answers together.

**M. Activity**
- Read the description of *to* and *for* with the student. Then read the examples and give the student time to answer the questions.
- As the student works, answer questions and offer encouragement. Check answers together.

**N. Activity**
- PAIR UP with your student. Read the directions aloud. Read the example dialog with the student. Then have a conversation about descriptions.

**K. Activity**
- PAIR students. Read the directions aloud. Emphasize that students are to preview the article, not read it. Have a volunteer read the example dialog.
- As students work, circulate and offer encouragement. Spot check guesses.
- Point out the definition of *seems* in the blue box. Seems also means *almost sure*, or *appears*.
  - *He seems angry.*
  - *He seems to be angry.*
- **EXPANSION:** Give students time to read their partner’s article. Ask them to make comments and ask questions about the writing.

**L. Activity**
- Read the directions aloud.
- As the student works, answer questions and offer encouragement. Check answers together.

**M. Activity**
- Read the description of *to* and *for* with the students. Then read the examples and give the students time to answer the questions.
- As the student works, answer questions and offer encouragement. Check answers together.

**N. Activity**
- PAIR students. Read the directions aloud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Invite volunteers to share their conversations with the class.
Encourage students to do the homework.

A: Listening: Remind students that this activity requires the 6A 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 incomplete sentences. OPTION: Brainstorm journal topics with your students.

Thank your students for their hard work in class today! Great job!

End class with an “exit ticket.”

A. Listening (track 10): Personality

I have four sisters and they’re all very different. Ann is very shy. She’s so shy she can’t look strangers in the eye!

Jo is the creative sister. She’s a dancer.

Linda is easygoing. Nothing makes her mad.

Rosa is the confident one. She’s good at sports. I guess that’s where she gets her confidence.
ONE ON ONE ACTIVITY

MATERIALS
- Board or paper + marker
- 6A listening tracks
- Pictures/Actual food items from each food group
- OPTIONAL: Posterboard, markers, extra paper

REVIEW
• Review personality vocabulary by checking Activity A from Day 4 homework. Ask comprehension questions about the images.
• Then play and/or read the audio. Repeat the audio as necessary. Check answers together.
• Review the rest of the homework.

WARM UP
• Activate the student’s existing food vocabulary by presenting pictures or actual foods (from each food group) and asking, What’s this? After the student has named all of the foods, write a handful of the target descriptions from page 26 on the board and hold up a food item or picture and say, Describe this food.

GROUP ACTIVITY

MATERIALS
- Board or paper + marker
- 6A listening tracks
- Pictures/Actual food items from each food group
- OPTIONAL: Posterboard, markers, extra paper

REVIEW
• Review personality vocabulary by checking Activity A from Day 4 homework. Ask comprehension questions about the images.
• Then play and/or read the audio. Repeat the audio as necessary. Check answers together.
• Review the rest of the homework.

WARM UP
• Activate students’ existing food vocabulary by presenting pictures or actual foods (from each food group) and asking, What’s this? After students have named all of the foods, write a handful of the target descriptions from page 26 on the board and hold up a food item or picture and say, Describe this food.
**One on One Activity**

A. Vocabulary: Cooking  
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind them to say the words silently or aloud quietly.  
- As pronunciation practice, say the words aloud and have the student repeat.  
- Have the student look at the pictures. Ask, What are we learning today?

B. Listening (track 11): Traditional foods  
- Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together.  
- Talk about the different cooking methods. Which method does your student prefer for which foods? Is one method more common than another in your student’s native country?  
- Talk about the difference between boil and broil; fry and sauté. (Sauté is usually a quicker method of frying that uses less oil.)

**Group Activity**

A. Vocabulary: Cooking  
- Read the directions aloud. Give students a few moments to absorb the pictures and words. Remind them to say the words silently or aloud quietly.  
- As pronunciation practice, say the words aloud and have students repeat.  
- Have the student look at the pictures. Ask, What are we learning today?

B. Listening (track 11): Traditional foods  
- Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together.  
- Talk about the different cooking methods. Which methods do your students prefer for which foods? Is one method more common than another in your student’s native country?  
- Talk about the difference between boil and broil; fry and sauté. (Sauté is usually a quicker method of frying that uses less oil.)

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B. Listening (track 11): Traditional foods

Host: Welcome back. Today we’re here with chef Jeff Anderson, fixing a traditional American meal. What’s in the oven?  
Chef: I’m baking brownies in the oven. They need the most time—20 minutes. So start them first.

Chef: Next, here on the stove, I’m boiling some red potatoes.  
Host: Oh, they’re small. The size of eggs.  
Chef: Yes. They only take 10 minutes to cook. You know, some potatoes are kind of bland, but red potatoes are very delicious.

Chef: My third step is to melt some butter here in a pan and fry these mushrooms in the butter.  
Host: Smells great, but looks fattening!  
Chef: Yes, butter is very fattening. But we’re using just a little bit.

Host: Wow. What’s that?  
Chef: That’s a New York strip steak that we’re going to grill on the grill—the final step. Most red meat is pretty high in fat, so grilling it helps reduce the fat.  
Host: I see. The fat drips through the grill.  
Chef: That’s right. And we’re going to have some grilled vegetables, too.  
Host: Delicious.
C. Grammar: Quantifiers and qualifiers
- This chart focuses on words we use to be more exact. Quantifiers describe the amounts and answer the question, *How much?* Qualifiers describe the quality and answer the question, *How?* or *To what degree?*
- Read the items in the grammar chart and have the student repeat.
- Refer the student to page 26 and ask questions using the target grammar: *Are all of these foods healthy?* *Is steak fattening?* etc.
- **NOTE:** Point out that *quite* = *very.*

D. Activity
- Read the directions aloud. Do the first item together as an example. As students work, answer questions and offer encouragement. Check answers together.
- **OPTION:** Before the student does the task, have them underline the qualifiers in each group of words. Remind them that qualifiers are always followed by adjectives, so this will help with word order.
- **EXPANSION:** After checking the activity, practice the Q&As with your student.

EXTRA ACTIVITIES
- **Pronunciation Extra: Linking/Blending** Students will sound more natural if they join words when they say a sentence. For example, *what's in* often sounds like *whatsin* as if it were one word. Have your student read the following phrases, blending words:
  1. kind of *kin-dof*
  2. here in a pan *be-rina-pan*
  3. take about *ta-kabout*
  4. just a little bit *jus-ta-lidle-bit*
**ONE ON ONE ACTIVITY**

**E. Activity**
- Read the first part of the directions aloud. Review with the student what preview means. Remind them not to read the entire article. After they have previewed the article, talk about the question together: *What do you think the article is about?*
- Read the rest of the directions aloud. As the student reads, answer questions and offer encouragement. Check predictions together.

**F. Culture Tip!**
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Ask the student if they follow expiration dates or not. Ask about other ways of determining if a food is still good or not.
- Sometimes it's possible to find discounted food in the dairy and meat sections. This food often expires soon, so be sure to look at the date and plan to freeze or use it by then.

**GROUP ACTIVITY**

**E. Activity**
- Read the first part of the directions aloud. Review with students what preview means. Remind them not to read the entire article. After they've previewed the article, talk about the question as a class: *What do you think the article is about?*
- Read the rest of the directions aloud. As students read, circulate and offer encouragement. Check predictions together.

**F. Culture Tip!**
- Have students read the culture tip silently. Then you or a student read the tip aloud. Ask students if they follow expiration dates or not. Ask about other ways of determining if a food is still good or not.
- Sometimes it's possible to find discounted food in the dairy and meat sections. This food often expires soon, so be sure to look at the date and plan to freeze or use it by then.
ONE ON ONE ACTIVITY

G. Activity
• Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.

H. Activity
• PAIR UP with your student. Read the first part of the directions aloud. Point out the chart and ask the student for examples of each category to confirm his/her understanding. As the student works, answer questions and offer encouragement.
• Read the rest of the directions aloud. Read the example dialog with the student.
• Point out the Language Note and that don’t agree = disagree.
• Then have a conversation about diet.

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

GROUP ACTIVITY

G. Activity
• Read the directions aloud. As students work, circulate and offer encouragement. Check answers together.

H. Activity
• PAIR students. Read the first part of the directions aloud. Point out the chart and ask students for examples of each category to confirm their understanding. As students work, circulate and offer encouragement.
• Read the rest of the directions aloud. Model the example dialog with a student.
• Point out the Language Note and that don’t agree = disagree.
• As students talk, circulate and offer encouragement.
  OPTION: Invite volunteers to share their conversations with the class.

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

I. Activity
- Read the directions aloud. Do the first item together as an example. As the student works, answer questions and offer encouragement. Check answers together.
- Practice saying the fractions associated with this activity:
  1 1/2 = one and a half
  2 3/4 = two and three quarters
  1/2 = one half

J. Activity
- PAIR UP with your student. Read the directions aloud. Read the example dialog with the student. Then have a conversation about Carmen’s diet.

**Extra Activity (if time permits):**
- **Ad Agency** Explain that the student works at a marketing agency and must create an ad campaign for a food group. The student chooses a food group and can create a poster, write a TV commercial script, perform a radio ad, etc. Provide supplies such as food pictures, posterboard, markers, extra paper. Have the student present his/her campaign as though you are client.

**Group Activity**

I. Activity
- Read the directions aloud. Do the first item together as an example. As students work, circulate and offer encouragement. Check answers together.
- Practice saying the fractions associated with this activity:
  1 1/2 = one and a half
  2 3/4 = two and three quarters
  1/2 = one half

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

**Extra Activity (if time permits):**
- **Ad Agency** GROUP students. Assign each group a food group. Explain they are a marketing agency and must create an ad campaign for their food. They can create a poster, write a TV commercial script, perform a radio ad, etc. Provide supplies such as food pictures, posterboard, markers, extra paper. Have each group present their campaign to the class.
Homework

- Encourage students to do the homework.
- **A: Listening:** Remind students that this activity requires the 6A 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 incomplete sentences. **OPTION:** Brainstorm journal topics with your students.
- Thank your students for their hard work in class today! *You’re improving every day!*
- End class with an “exit ticket.”

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**A. Listening (track 12): American food**

It’s difficult to say what “typical” American food is because so many of the foods Americans enjoy come from other cultures. Visit any major city in the U.S. and you will find Mexican, Indian, Chinese, Italian, French, Thai, and Middle Eastern restaurants.

So what are “American” foods? A typical American breakfast might be pancakes with orange juice or milk. Peanut butter and jelly sandwiches, hot dogs, and hamburgers are typical lunch foods in the U.S. For dinner, many people enjoy potatoes and meat.

So does the large number of foods from other cultures mean that Americans aren’t very creative in the kitchen? Or does it just mean that America is a great place to live if you like variety? The answer is in the stomach of the eater.
**One on One Activity**

**MATERIALS**
- Board or paper + marker
- 6A listening tracks
- Reproducible: Story Strips (1 set per pair)

**REVIEW**
- Review nutrition from Day 5 by reading the article “American Food” from Activity A of the homework. Ask the student comprehension questions, such as What is American Food? Where can you find different kinds of restaurants? Then ask questions using quantifiers and qualifiers: How many meals per week do you eat food from your home country? How would you describe American food? Brainstorm comparison words, then elicit comparisons: Compare American foods to foods from your home country.
- Review the rest of the homework.

**WARM UP**
- Ask the student about his/her schedule: What does they do on weekends? When do they study? When do they go to bed? What’s his/her favorite day of the week? Why?

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**Group Activity**

**MATERIALS**
- Board or paper + marker
- 6A listening tracks
- Reproducible: Story Strips (1 set per pair)

**REVIEW**
- Review nutrition from Day 5 by reading the article “American Food” from Activity A of the homework. Ask students comprehension questions, such as What is American Food? Where can you find different kinds of restaurants? Then ask questions using quantifiers and qualifiers: How many meals per week do you eat food from your home country? How would you describe American food? Brainstorm comparison words, then elicit comparisons: Compare American foods to foods from your home country.
- Review the rest of the homework.

**WARM UP**
- Ask students about their schedules: What do they do on weekends? When do they study? When do they go to bed? What’s their favorite day of the week? Why?
**One on One Activity**

**A. Vocabulary: Plans**
- Read the directions aloud. Give the student a few moments to absorb the calendar and words. Remind them to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have the student repeat.
- Have the student look at the calendar. Ask if there are any vocabulary questions.
- Ask, *What are we learning today?*

**B. Listening (track 13): Jack's week**
- Read the directions aloud. Have students skim the calendar for a general sense of the activities they are about to hear about.
- Play and/or read the audio. Repeat the audio as necessary. Check answers together.

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**Group Activity**

**A. Vocabulary: Plans**
- Read the directions aloud. Give students a few moments to absorb the calendar and words. Remind them to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have students repeat.
- Have the student look at the calendar. Ask if there are any vocabulary questions.
- Ask, *What are we learning today?*

**B. Listening (track 13): Jack's week**
- Read the directions aloud. Have students skim the calendar for a general sense of the activities they are about to hear about.
- Play and/or read the audio. Repeat the audio as necessary. Check answers together.

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**B. Listening (track 13): Jack’s week**

Jack: Today’s busy. Let’s see ... I’m going to make the bed. I’ll make coffee as I’m making breakfast for Dana and the kids. After breakfast, I’ll do the dishes. I need to make a list of things to buy at the grocery store. And I’m going to do some housework while Dana’s making dinner.

Let’s see ... what’s going on the rest of this week? Tuesday: Oh yeah, we need to make a decision about Becky and Adam’s allowance. $20 a week seems like a lot!

On Wednesday, I’ll do the laundry.

Thursday: Help Adam do his history homework and study for his Friday spelling test.

Friday: Make plans for the weekend! Yeah!

Saturday: Ugh. Do the ironing in the morning, before I coach Becky’s soccer team. Note to self: Do a better job than last week!

And Sunday: Do the Sunday morning crossword puzzle with Dana. Then make brownies with the kids. Fun!
C. Time markers
• This chart focuses on time markers, or words we use to order events: when before, while, as, and after.
• Note that the tense combinations are examples of different uses of time markers, not rules per se.
• Read the items in the grammar chart and have the student repeat.
• Ask the student about his/her schedule using the target grammar: What do you usually do when you get home from school? What did you do last night before you went to bed? What were you listening to as you studied yesterday? What are you going to do after we finish class today? Encourage the student to use the target structures in his/her answers: When I get home from school, I usually have a snack.

D. Activity
• Read the first part of the directions aloud: Read the sentences.
• Read the next part of the directions aloud: Underline … Circle … Go over the example together. There are a lot of moving parts in this exercise. You may want to walk the student through another example.
• As the student works, answer questions and offer encouragement.
• Read the final step: Write numbers to show the order of events. Go over the example together.
• As the student works, answer questions and offer encouragement. Check answers together.
• NOTE: Point out the several meanings of just from #6.
  • He just left. (He left only a couple of minutes ago.)
  • The decision is just. (The decision is fair.)
  • Just two people are going. (Only two people are going.)
**ONE ON ONE ACTIVITY**

**E. Activity**
- Read the directions aloud. Do an example together on the board.
- As the student works, answer questions and offer encouragement. Check answers together. **OPTION:** Invite the student to read his/her sentences aloud.

**F. Activity**
- Read the first part directions aloud. Have the student first skim the blog to see if they have any questions about vocabulary.
- Read the rest of the directions. As the student works, answer questions and offer encouragement. Check answers together.
- Follow up with comprehension questions: What's the author's main problem?

**G. Activity**
- PAIR UP with your student. Read the directions aloud. Pass out Story Strips.
- Read the example dialog with the student. Then make sentences with the strips.

**H. Culture Tip!**
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Talk about Daylight Savings Time. Are you on standard time or DST currently? Does the student’s home country practice DST?

**GROUP ACTIVITY**

**E. Activity**
- Read the directions aloud. Do an example together on the board.
- As students work, circulate and offer encouragement. Check answers individually. **OPTION:** Invite volunteers to share their sentences with the class.

**F. Activity**
- Read the first part directions aloud. Have students first skim the blog to see if they have any questions about vocabulary.
- Read the rest of the directions. As students work, circulate and offer encouragement. Check answers together.
- Follow up with comprehension questions: What's the author's main problem?

**G. Activity**
- PAIR students. Read the directions aloud. Pass out Story Strips.
- Model the example dialog with a student. As students make sentences, circulate and offer encouragement. **OPTION:** Invite volunteers to share their stories with the class.

**H. Culture Tip!**
- Have students read the culture tip silently. Then you or a student read the tip aloud. Talk about Daylight Savings Time. Are you on standard time or DST currently? Do the students’ home countries practice DST?
ONE ON ONE ACTIVITY

I. Activity
• Read the first part of the directions aloud. As the student works, answer questions and offer encouragement. **OPTION:** Review ordinals (*first, second*, etc.).
• Read the rest of the directions aloud. As the student works, answer questions and offer encouragement. Check answers together. **OPTION:** Invite the student to read his/her schedule aloud.

J. Activity
• PAIR UP with your student. Read the directions aloud. Read the example dialog with the student. Then have a conversation about plans.

Before You Go ...
• Encourage the student to ask questions about any part of the lesson they didn't understand.
• Assign the homework.

GROUP ACTIVITY

I. Activity
• Read the first part of the directions aloud. As students work, circulate and offer encouragement. **OPTION:** Review ordinals (*first, second*, etc.).
• Read the rest of the directions aloud. As students work, circulate and offer encouragement. Check answers individually. **OPTION:** Invite volunteers to share their schedules with the class.

J. Activity
• PAIR students. Read the directions aloud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Invite volunteers to share their conversations with the class.

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

**K. Activity**
- Read the first part of the directions aloud. Ask comprehension questions about the chart: *What was Marco doing at 7 a.m.? What happened at 7:15 a.m.?*
- Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

**L. Activity**
- PAIR UP with your student. Read the directions aloud. Model the example dialog with the student. Then have a conversation about responsibilities.

**EXTRA ACTIVITY (if time permits):**
- **Story Chain** Start a story with a single sentence: *Lori was making dinner.* The student adds to the sentence using *when, before, while, as, or after:* *Lori was making dinner when the doorbell rang.* You repeat the sentence and add a new one: *Lori was making dinner when the doorbell rang. She went to the door.* The student adds to the sentence using *when, before, while, as, or after.* And so on. **OPTION:** Switch roles.

**Group Activity**

**K. Activity**
- Read the first part of the directions aloud. Ask comprehension questions about the chart: *What was Marco doing at 7 a.m.? What happened at 7:15 a.m.?*
- Go over the example together. As the student works, circulate and offer encouragement. Check answers together.

**L. Activity**
- PAIR students. Read the directions aloud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Invite volunteers to share their conversations with the class.

**EXTRA ACTIVITY (if time permits):**
- **Story Chain** Have students sit in a circle. Have them count off (1, 2, 3) and remember if their number is odd or even. Explain that odd-numbered players will say simple sentences, and even-numbered players will add clauses and phrases with time markers. For example, the first person starts the story with a single sentence: *Lori was making dinner.* The next person adds to the sentence using *when, before, while, as, or after:* *Lori was making dinner when the doorbell rang.* The third person repeats the sentence and adds a new one: *Lori was making dinner when the doorbell rang. She went to the door.* And so on.
• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 6A 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 incomplete sentences. **OPTION:** Brainstorm journal topics with your students.
• Thank your students for their hard work in class today! *Bravo!*
• End class with an “exit ticket.”

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**A. Listening (track 14): Jack’s week**

Jack: Today’s busy. Let’s see ... I’m going to make the bed. I’ll make coffee as I’m making breakfast for Dana and the kids. After breakfast, I’ll do the dishes. I need to make a list of things to buy at the grocery store. And I’m going to do some housework while Dana’s making dinner.

Let’s see ... what’s going on the rest of this week?
Tuesday: Oh yeah, we need to make a decision about Becky and Adam’s allowance. $20 a week seems like a lot!

On Wednesday, I’ll do the laundry.

Thursday: Help Adam do his history homework and study for his Friday spelling test.

Friday: Make plans for the weekend! Yeah!

Saturday: Ugh. Do the ironing in the morning, before I coach Becky’s soccer team. Note to self: Do a better job than last week!

And Sunday: Do the Sunday morning crossword puzzle with Dana. Then make brownies with the kids. Fun!
**One on One Activity**

**MATERIALS**
- Board or paper + marker
- 6A listening tracks

**Group Activity**

**MATERIALS**
- Board or paper + marker
- 6A listening tracks

**REVIEW**
- Review schedules from Day 6 by looking at the expressions in Activity B of the homework. Ask the student if they are always “on time” to things. Ask for examples of things that can be done “in no time.” Ask when is it a good idea to “take your time”? Ask for examples of things that are “a waste of time.”
- Review the homework.

**WARM UP**
- Make up a mini quiz to test the student’s knowledge of government. On the board write questions such as Who is the mayor of this town/city? Who is your representative in Congress? When is the next election? etc. (Be prepared to give the correct answers!)
ONE ON ONE ACTIVITY

A. Vocabulary: Politics
• Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind them to say the words silently or aloud quietly.
• As pronunciation practice, say the words aloud and have the student repeat.
• Have the student look at the pictures. Ask, What are we learning today?

B. Listening (track 15): Mayoral election
• Help the student prepare for the listening by asking comprehension questions about the candidates’ issues: What issues does Alexis Lee support?
• Read the directions aloud. Point out that running for the position of means trying to be elected.
• Play and/or read the audio. Repeat the audio as necessary. Check answers together.

EXTRA ACTIVITIES
• Pronunciation Extra: Multisyllabic Words
Write some long words from the listening track on the board or piece of paper. Have your student underline the stressed syllable, then categorize the words based on which syllable is stressed.

DEMocrat HEALTHcare rePUBlican
ELderly HIGHways coMMunity
BEAUtiful imPORtant toGEther

GROUP ACTIVITY

A. Vocabulary: Politics
• Read the directions aloud. Give students a few moments to absorb the pictures and words. Remind them to say the words silently or aloud quietly.
• As pronunciation practice, say the words aloud and have students repeat.
• Have the student look at the pictures. Ask, What are we learning today?

B. Listening (track 15): Mayoral election
• Help students prepare for the listening by asking comprehension questions about the candidates’ issues: What issues does Alexis Lee support?
• Read the directions aloud. Point out that running for the position of means trying to be elected.
• Play and/or read the audio. Repeat the audio as necessary. Check answers together.

EXTRA ACTIVITIES
• Pronunciation Extra: Multisyllabic Words
Write some long words from the listening track on the board or piece of paper. Have your student underline the stressed syllable, then categorize the words based on which syllable is stressed.

DEMocrat HEALTHcare rePUBlican
ELderly HIGHways coMMunity
BEAUtiful imPORtant toGEther

B. Listening (track 15): Mayoral election
I’m Alexis Lee and I’m running for mayor of Silvertown. I’m a Democrat and support the issues that are important to you: beautiful parks, safe highways, healthcare for the elderly, and education for our children. Voting is important. Please vote for me November 6th. Together, we can do it!

Hello people of Silvertown. My name is Michael O’Brien and I’m your future mayor. As a Republican, I care about small business owners. I care about employment, too—we need jobs in this community. Supporting you will be my job. Thanks for your vote on November 6th. This is our chance!

Greetings from Green Mountain farm where my husband and I have lived, gardened, and raised our six children for the last twenty years. I care about this country and this community. That’s why I, Pamela Dorkova, want to be the next mayor. We need a change, Silvertown. Electing me is electing change.
One-on-One Activity

C. Gerunds: Verb + -ing = noun
- This chart focuses on gerunds. Gerunds are formed by adding -ing to some verbs. Gerunds act as nouns: Voting is easy. Electing a good mayor is important.
- To avoid confusing with the continuous tense of verbs, you may want to present gerunds as new vocabulary essentially.
- Read the items in the grammar chart and have the student repeat.
- Refer the student to page 38 and ask comprehension questions that will evoke the gerund form: What does Alexis Lee say is important? What will Michael O’Brien’s job be?

D. Activity
- Read the directions aloud. Do first one with the student as an example.
- As the student works, answer questions and offer encouragement. Check answers together.

E. Activity
- Read the directions aloud. Do first one with the student as an example.
- As the student works, answer questions and offer encouragement. Check answers together. OPTION: If your student is more advanced, suggest that they work without using the word box.
- Follow up with comprehension questions: Who does this editorial support? Why?

F. Activity
- PAIR UP with your student. Read the directions aloud. Then have a conversation about the questions.
- Point out that re (from the directions) is a prefix that means again.
  - re-read: read again
  - Re-do: do again
  - Re-paint: paint again
  - Re-elect: elect again

Group Activity

C. Gerunds: Verb + -ing = noun
- This chart focuses on gerunds. Gerunds are formed by adding -ing to some verbs. Gerunds act as nouns: Voting is easy. Electing a good mayor is important.
- To avoid confusing with the continuous tense of verbs, you may want to present gerunds as new vocabulary essentially.
- Read the items in the grammar chart and have students repeat.
- Refer students to page 38 and ask comprehension questions that will evoke the gerund form: What does Alexis Lee say is important? What will Michael O’Brien’s job be?

D. Activity
- Read the directions aloud. Do first one with the students as an example.
- As students work, circulate and offer encouragement. Check answers together.

E. Activity
- Read the directions aloud. Do first one with the students as an example.
- As students work, circulate and offer encouragement. Check answers together. OPTION: For more advanced students, suggest that they work without using the word box.
- Follow up with comprehension questions: Who does this editorial support? Why?

F. Activity
- PAIR students. Read the directions aloud. As students talk, circulate and offer encouragement. OPTION: Invite volunteers to share their conversations with the class.
- Point out that re (from the directions) is a prefix that means again.
  - re-read: read again
  - Re-do: do again
  - Re-paint: paint again
  - Re-elect: elect again
ONE ON ONE ACTIVITY

G. Activity
- Read the directions aloud. Go over the questions together.
- As the student works, answer questions and offer encouragement.
- Point out the Bonus Box.
- **OPTION:** Invite the student to read his/her opinions and vote aloud.

H. Activity
- **PAIR UP** with your student. Read the directions aloud. Read the example dialog with the student. Point out the Language Note.
- Then have a conversation about the candidates.
- Talk about this question: *What's the best way to find out the true positions of candidates.* Some possibilities are TV ads, radio ads, debates, websites, newspapers (which ones?) tv shows (which ones?)

I. Culture Tip!
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Answer any questions about voting. Encourage the student to become active in local government. Tell them that the upcoming field trip is to a city council meeting!

GROUP ACTIVITY

G. Activity
- Read the directions aloud. Go over the questions together.
- As students work, circulate and offer encouragement.
- Point out the Bonus Box.
- **OPTION:** Invite volunteers to share their opinions and votes with the class.

H. Activity
- **PAIR students.** Read the directions aloud. Model the example dialog with a student. Point out the Language Note.
- As students talk, circulate and offer encouragement. **OPTION:** Invite volunteers to share their conversations with the class.
- Talk about this question: *What's the best way to find out the true positions of candidates.* Some possibilities are TV ads, radio ads, debates, websites, newspapers (which ones?) tv shows (which ones?)

I. Culture Tip!
- Have students read the culture tip silently. Then you or a student read the tip aloud. Answer any questions about voting. Encourage students to become active in local government. Tell them that the upcoming field trip is to a city council meeting!
**One on One Activity**

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

**K. Activity**
- Read the first part of the directions aloud: *Read the online comment.* Ask comprehension questions: *What's the username of the person who posted the comment? Does that prepare you for his or her comment? How?*
- Read the rest of the directions aloud. As the student works, answer questions and offer encouragement. Check answers to item 1 together. **OPTION:** Invite the student to read his/her answers aloud to item 2.

**L. Activity**
- **PAIR UP** with your student. Read the directions aloud. Read the example dialog with the student. Then have a conversation about the questions.

**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 they have 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**

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

**K. Activity**
- Read the first part of the directions aloud: *Read the online comment.* Ask comprehension questions: *What's the username of the person who posted the comment? Does that prepare you for his or her comment? How?*
- Read the rest of the directions aloud. As students work, circulate and offer encouragement. Check answers to item 1 together. **OPTION:** Invite volunteers to share their answers to item 2 with the class.

**L. Activity**
- **PAIR students.** Read the directions aloud. Model the example dialog with a student. Then have a conversation about the questions.

**Before You Go ...**
- Remind students that the next class is a review of Days 1–7 and a review test.
- Assign homework.
- 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.

**J. Listening (track 16): Podcast**

I’m retiring, so my vote goes to Alexis Lee. She’s the only candidate who cares about this community. Voting for her is voting for our future! First, she’s green. She won’t let Michael O’Brien destroy our parks and rivers and mountains. Also, she knows that we need safe roads. Driving is part of life. Fixing the roads—yes, with taxes; she will probably have to raise taxes—is part of the mayor’s responsibility. And for me, the most important issues are taking care of the elderly and educating our children. Vote for Alexis Lee!
**One on One Activity**

**M. Activity**
- Read the directions aloud. Go over the graphic together. Ask comprehension questions (different from those in the activity): *What is the “executive branch”?*
- As the student works, answer questions and offer encouragement. Check answers together.
- Point out the Bonus Box. If your students don’t have Internet access at home (or via a smart phone), encourage them to try the local library.

**EXTRA ACTIVITY (if time permits):**
- **Telephone** Whisper a sentence relating to the lesson to the student—for example: *The issues that are important to me are parks, jobs, and healthcare.* The student can say, *Excuse me?* and you repeat one time, but then must write whatever message they understood on the board.
  **OPTION:** For increased difficulty, say more than one sentence.

**Group Activity**

**M. Activity**
- Read the directions aloud. Go over the graphic together. Ask comprehension questions (different from those in the activity): *What is the “executive branch”?*
- As students work, circulate and offer encouragement. Check answers together.
- Point out the Bonus Box. Encourage students who don’t have Internet access at home (or via a smart phone) to try the local library.

**EXTRA ACTIVITY (if time permits):**
- **Telephone** Have students stand in a line. Whisper a sentence relating to the lesson to the first student—for example: *The issues that are important to me are parks, jobs, and healthcare.* The student can say, *Excuse me?* and you repeat one time, but then must pass whatever message they 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 6A 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 incomplete sentences. **OPTION**: Brainstorm journal topics with your students.
• Thank your students for their hard work in class today! *Excellent job!*
• End class with an “exit ticket.”

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**A. Listening (track 17): Podcast**

I’m retiring, so my vote goes to Alexis Lee. She’s the only candidate who cares about this community. Voting for her is voting for our future! First, she’s green. She won’t let Michael O’Brien destroy our parks and rivers and mountains. Also, she knows that we need safe roads. Driving is part of life. Fixing the roads—yes, with taxes; she will probably have to raise taxes—is part of the mayor’s responsibility. And for me, the most important issues are taking care of the elderly and educating our children. Vote for Alexis Lee!
**One on One Activity**

**MATERIALS**
- Board or paper + marker

**Group Activity**

**MATERIALS**
- Board or paper + marker

**REVIEW**
- Review government vocabulary and gerunds from Day 7. Write verbs on the board and invite the student to make them into gerunds and use them in a sentence: *elect, vote, campaign, express, support, talk, fix, understand.*
- Review the homework.

**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.
**One on One Activity**

**Day 1**

- Have the student turn to Day 1 on page 2; ask questions about the picture. Then ask, *What did we learn on Day 1?*

**A.**

- PAIR UP with your student. Read the directions aloud. Have the student examine his/her own card and cover your version.
- Read the example dialog with the student. Then ask and answer questions about the cards.

**Group Activity**

**Day 1**

- Have students turn to Day 1 on page 2; ask questions about the picture. Then ask, *What did we learn on Day 1?*

**A.**

- PAIR students. Read the directions aloud. Have students examine their own card and cover their partner’s version.
- Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Invite volunteers to share their conversations with the class.
One on One Activity

Day 2

• Have the student turn to Day 2 on page 8; ask questions about the pictures. Then ask, What did we learn on Day 2?

B.
• Read the directions aloud. Do the first item together as an example. As the student works, answer questions and offer encouragement. Check answers together.
• Point out the Bonus Box.

C.
• PAIR UP with your student. Read the directions aloud. Invite the student to read the example dialog. Then have a conversation about the questions.

Group Activity

Day 2

• Have students turn to Day 2 on page 8; ask questions about the pictures. Then ask, What did we learn on Day 2?

B.
• Read the directions aloud. Do the first item together as an example. As students work, circulate and offer encouragement. Check answers together.
• Point out the Bonus Box.

C.
• PAIR students. Read the directions aloud. Have a volunteer read the example dialog. As students talk, circulate and offer encouragement. OPTION: Invite volunteers to share their conversations with the class.
**One on One Activity**

Day 3

- Have the student turn to Day 3 on page 14; ask questions about the pictures. Then ask, *What did we learn on Day 3?*

D.
- Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.

E.
- PAIR UP with your student. Read the directions aloud. Have the student read the questions silently. Clarify any questions.
- Read the example dialog with the student. Then have a conversation about the questions.

**Group Activity**

Day 3

- Have students turn to Day 3 on page 14; ask questions about the pictures. Then ask, *What did we learn on Day 3?*

D.
- Read the directions aloud. As students work, circulate and offer encouragement. Check answers together.

E.
- PAIR students. Read the directions aloud. Have students read the questions silently. Clarify any questions.
- Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Invite volunteers to share their conversations with the class.
One on One Activity

Day 4

• Have the student turn to Day 4 on page 20; ask questions about the article and picture. Then ask, **What did we learn on Day 4?**

F.
• Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together. **OPTION:** If your student is more advanced, suggest that they work without using the word box.

G.
• PAIR UP with your student. Read the directions aloud. Invite the student to read the example. Then have a conversation about reading strategies.

Group Activity

Day 4

• Have students turn to Day 4 on page 20; ask questions about the article and picture. Then ask, **What did we learn on Day 4?**

F.
• Read the directions aloud. As students work, circulate and offer encouragement. Check answers together. **OPTION:** For more advanced students, suggest that they work without using the word box.

G.
• PAIR students. Read the directions aloud. Have a volunteer read the example. As students talk, circulate and offer encouragement. **OPTION:** Invite volunteers to share their conversations with the class.
**One on One Activity**

**Day 5**

- Have the student turn to Day 5 on page 26; ask questions about the pictures. Then ask, *What did we learn on Day 5?*

**H.**
- Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together. **OPTION:** Have the student summarize the process for making pasta.

**I.**
- PAIR UP with your student. Read the directions aloud. Then have a conversation about diet.

**J.**
- PAIR UP with your student. Read the directions aloud. Invite the student to read the example. Then have a conversation about traditional foods.

**Group Activity**

**Day 5**

- Have students turn to Day 5 on page 26; ask questions about the pictures. Then ask, *What did we learn on Day 5?*

**H.**
- Read the directions aloud. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Have a volunteer summarize the process for making pasta.

**I.**
- PAIR students. Read the directions aloud. As students talk, circulate and offer encouragement. **OPTION:** Invite volunteers to share their conversations with the class.

**J.**
- PAIR students. Read the directions aloud. Have a volunteer read the example. As students talk, circulate and offer encouragement. **OPTION:** Invite volunteers to share their conversations with the class.
**One on One Activity**

**Day 6**

- Have the student turn to Day 6 on page 32; ask questions about the calendar. Then ask, *What did we learn on Day 6?*

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

**L. Activity**
- Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together. **OPTION:** PAIR UP with your student. Have them explain the basis for his/her choices.

**Group Activity**

**Day 6**

- Have students turn to Day 6 on page 32; ask questions about the calendar. Then ask, *What did we learn on Day 6?*

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

**L. Activity**
- Read the directions aloud. As students work, circulate and offer encouragement. Check answers together. **OPTION:** PAIR students. Have them explain the basis for their choices.
**One on One Activity**

**Day 7**

- Have the student turn to Day 7 on student book page 38; ask questions about the pictures. Then ask, *What did we learn on Day 7?*

**M.**
- PAIR UP with your student. Read the first part of the directions aloud. Ask comprehension questions about the proposed laws.
- Read the example dialog with the student. Then have a conversation about the laws.

**N. Activity**
- Read the directions aloud. Brainstorm ideas with the student. Write the problems on the board.
- As the student works, answer questions and offer encouragement. Check the student’s letter for correct grammar and varied vocabulary. **OPTION:** Invite the student to read his/her letter aloud.

**Group Activity**

**Day 7**

- Have students turn to Day 7 on student book page 38; ask questions about the pictures. Then ask, *What did we learn on Day 7?*

**M.**
- PAIR students. Read the first part of the directions aloud. Ask comprehension questions about the proposed laws.
- Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Invite volunteers to share their conversations with the class.

**N. Activity**
- Read the directions aloud. Brainstorm ideas with students. Write the problems on the board.
- As students work, circulate and offer encouragement. Check letters individually. **OPTION:** Invite volunteers to share their letters with the class.
**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. **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.
- Students who score 80-90% should be ready to move on. We suggest that any missed questions be reviewed. Students who score lower than 80% should spend time reviewing the material that was missed and try the test again, either in class or as homework.

**A. Complete the sentences. Use the word box for help.**
- Section A features one vocabulary item from each of the 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 a city council meeting. Remind them to be on time and to bring their student books and a pen. Make sure everyone has your phone number and transportation to the city council meeting. **OPTIONS:** 1) If students are traveling independently to the city council meeting, have them turn to Day 9 and write the address of and directions to the city council meeting on the page. 2) Assign Part A of p 53 as homework.
A. Complete the sentences.

<table>
<thead>
<tr>
<th>candidate</th>
<th>How's it going?</th>
<th>lose</th>
<th>upright</th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td>fried</td>
<td></td>
<td>plain</td>
</tr>
</tbody>
</table>

1. Hey, Joe! ______________________

2. I’d describe Mark as ____________ but not unattractive.

3. Dad is too heavy. He needs to ____________ some weight.

4. My sister and I are very different. For example, she’s easygoing, but I’m ____________.

5. I like ____________ eggs and toast for breakfast.

6. Please ____________ the dishes before you leave for school.

7. I’m going to vote for the ____________ who supports green issues.

B. Circle the answers.

1. Martin ____________ at the Marriott Hotel for three years, then quit last week.
   - a. works
   - b. working
   - c. worked

2. Steve is as old ____________ Daniel. They’re both 37.
   - a. than
   - b. as
   - c. more

3. Are you ____________ on that diet? You’ve been on it for six weeks.
   - a. yet
   - b. anymore
   - c. still

4. To summarize an article is to put it ____________.
   - a. in your own words
   - b. in English
   - c. in your backpack to read later

5. ____________ fast food is really high in salt. But some things, like salads, are okay.
   - a. No
   - b. Most
   - c. Not all

6. I always read in bed ____________ I go to sleep.
   - a. after
   - b. while
   - c. before

7. ____________ is important. It’s your chance to express your political opinion.
   - a. To vote
   - b. Voting
   - c. Votes
C. Answer the questions.

1. Write about yourself. Try to use some of the tenses reviewed in Days 1-7 (past, past continuous, present, present continuous, present perfect, present perfect continuous, future). ______________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

2. Compare yourself to a sibling or friend. Who is better-looking? Taller? Who has longer eyelashes? Darker hair? etc. ______________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

3. How would you describe your health? What physical activities do you do? What problems would you tell a doctor about? ______________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

4. What part of an article might begin with Finally ... ?
   a. the beginning   b. the middle   c. the end

5. What have you eaten today? Which foods are healthy? Unhealthy?
________________________________________________________________________________________
________________________________________________________________________________________

6. Write about your day using these prompts:
get up / eat breakfast ________________________________________________________________
get dressed / eat lunch ______________________________________________________________

7. Are you interested in politics? If so, what issues do you support? If not, why not? ________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
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 orange 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. Answer the questions
• Encourage students to pick up any information, such as a copy of the agenda, before the meeting begins. OPTION: Have students do research before attending the meeting.

B. Takes notes about the agenda items that interest you.
• Encourage students to focus on a single topic or two, and take notes.

C. OPTIONS:
• Option 1: Consider spending part of the previous class period helping student prepare specific comments.
• Option 2: If time allows, encourage students who are interested to introduce themselves to the city officials. Again, practicing beforehand is a good way to build students’ confidence. NOTE: You may want to clear this activity with the appropriate official(s) beforehand.

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.
• 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
- 6A listening tracks
- OPTIONAL: Reproducible: Time and Place Cards; tape; music
- Job wanted ads (1 per pair; can be same or different ads)
- Reproducible: Job Application Handout (1 per student)

**REVIEW**
- **OPTION:** Review the field trip experience (Day 9).

**WARM UP**
- PAIR UP the student. Pass out a job wanted ad. On the board write *in, on, at*. Have the student scan the ad for these words and underline them. Have them circle the words that follow. Ask the student about what kinds of words follow—responses should include times and addresses.

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**GROUP ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 6A listening tracks
- OPTIONAL: Reproducible: Time and Place Cards; tape; music
- Job wanted ads (1 per pair; can be same or different ads)
- Reproducible: Job Application Handout (1 per student)

**REVIEW**
- **OPTION:** Review the field trip experience (Day 9).

**WARM UP**
- PAIR UP students. Pass out copies of job wanted ads. On the board write *in, on, at*. Have students scan the ads for these words and underline them. Have them circle the words that follow. Survey students about what kinds of words follow—responses should include times and addresses.
A. Vocabulary: Job hunt
• Read the directions aloud. Give the student a few moments to absorb the letter and the words in the box. Remind them to say the words silently or aloud quietly.
• As pronunciation practice, say the words aloud and have the student repeat.
• Have the student look at the letter. Ask if there are any vocabulary questions.
• Ask, What are we learning today?

B. Listening (track 18): The cover letter
• Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together.
• After checking the activity, ask comprehension questions: Who is the letter written by? Why is she writing?

Dear Ms. Brown:

I saw your ad for a front desk receptionist on mountainjobs.com, and I am writing to apply. Please find my application and resume enclosed.

I currently work at a B&B in Denver. I work on weekends, from 3 p.m. to 11 p.m. In the afternoon I work at the front desk, and at night I help out in the kitchen. I’ve worked here for six years, really enjoy it, and have received great performance reviews. But I’m looking for a new challenge, and your position sounds very interesting. I look forward to hearing from you. Thank you for your consideration. Sincerely, Alana Ruiz
C. **Grammar: Prepositions with time and place**
   - This chart focuses on the variety of prepositions we use when talking about time and place.
   - Read the items in the grammar chart and have students repeat.
   - Follow up with questions about Alana Ruiz: *Where does Alana work? When does she work?* etc.

D. **Activity**
   - Read the directions aloud. As students work, answer questions and offer encouragement. Check answers together.

E. **Activity**
   - PAIR UP with your student. Read the directions aloud. Invite the student to read the example. Then practice the questions in Activity D.

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C. **Grammar: Prepositions with time and place**
   - This chart focuses on the variety of prepositions we use when talking about time and place.
   - Read the items in the grammar chart and have students repeat.
   - Follow up with questions about Alana Ruiz: *Where does Alana work? When does she work?* etc.

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

E. **Activity**
   - PAIR UP with your student. Read the directions aloud. Invite volunteers to share their conversations with the class.
One on One Activity

F. Activity
• Read the first step of the directions aloud. Go over the punctuation chart together.
• Read the second step. Ask comprehension questions about the application: Who is the employer?
• Read the third step. As the student works, answer questions and offer encouragement. Check answers together.
• There are five mistakes.

G. Culture Tip!
• Have the student read the culture tip silently. Then you or the student read the tip aloud. Help the student brainstorm possible references.
• Ask, Why are references important? Are they important in the country where you’re from?

Group Activity

F. Activity
• Read the first step of the directions aloud. Go over the punctuation chart together.
• Read the second step. Ask comprehension questions about the application: Who is the employer?
• Read the third step. As students work, circulate and offer encouragement. Check answers together.
• There are five mistakes.

G. Culture Tip!
• Have students read the culture tip silently. Then you or a student read the tip aloud. Help students brainstorm possible references.
• Ask, Why are references important? Are they important in the country where you’re from?

EXTRA ACTIVITY (if time permits):
• Musical Match Pass out Time and Place Cards. (Be sure to give out the same number of each category.) Have them tape the card to the front of their shirt. Explain that some students are wearing prepositions of time and place; some are wearing matching information, such as times, days of the week, etc. You will play music (or whistle, clap, etc.) as students stand in a circle, facing out. When the music stops, students should turn in, identify a partner, and join up with the partner. Together the pair creates a sentence. Pairs raise their hands when their sentence is ready.
**REAL LIFE**

**ONE ON ONE ACTIVITY**

**H. Activity**
- Read the first half of the directions aloud. Go over the checklist together.
- Ask comprehension questions about the resume.
- Read the rest of the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.

**I. Activity**
- PAIR UP with your student. Read the first part of the directions aloud. Ask comprehension questions about the ad: What is the advertised position?
- Point out the Bonus Box.
- Read the rest of the directions aloud. Then have a conversation about Alana’s qualifications.
- **EXPANSION:** Have the student skim the help wanted ad from the Warm Up and circle all abbreviations. Talk about them.

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

**GROUP ACTIVITY**

**H. Activity**
- Read the first half of the directions aloud. Go over the checklist together.
- Ask comprehension questions about the resume.
- Read the rest of the directions aloud. As students work, circulate and offer encouragement. Check answers together.

**I. Activity**
- PAIR students. Read the first part of the directions aloud. Ask comprehension questions about the ad: What is the advertised position?
- Point out the Bonus Box.
- Read the rest of the directions aloud. As students talk, circulate and offer encouragement. Discuss the answer together.
- **EXPANSION:** Have students skim the help wanted ads from the Warm Up and circle all abbreviations. Talk about them.

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

J. Activity
- Read the first step of the directions aloud. Consider doing an example together on the board. As the student works, answer questions and offer encouragement. **OPTION:** Invite the student to read his/her ad aloud.
- Read the second step aloud. Pass out Job Application Handouts.
- Read the last step aloud. Indicate the space to the right of the directions. Encourage the student to reference the letter on page 54 if they need help.

K. Activity
- Read the directions aloud. Go over the first item together. As the student works, answer questions and offer encouragement. Check answers together.

L. Activity
- PAIR UP with your student. Read the directions aloud. Point out the interview questions.
- Read the example dialog with the student. Then role-play a job interview.
- Talk about other interview tips, such as the importance of thank you notes after the interview.

**GROUP ACTIVITY**

J. Activity
- Read the first step of the directions aloud. Consider doing an example together on the board. As the students work, circulate and offer encouragement. **OPTION:** Invite volunteers to share their ads with the class.
- Read the second step aloud. Pass out Job Application Handouts.
- Read the last step aloud. Indicate the space to the right of the directions. Encourage students to reference the letter on page 54 if they need help.

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

L. Activity
- PAIR students. Read the directions aloud. Point out the interview questions.
- Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Invite volunteers to share their role-plays with the class.
- Talk about other interview tips, such as the importance of thank you notes after the interview.
Homework

- Encourage students to do the homework.
- **A: Listening**: Remind students that this activity requires the 6A 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 incomplete sentences. **OPTION**: Brainstorm journal topics with your students.
- Thank your students for their hard work in class today! *Keep going!*
- End class with an “exit ticket.”

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A. Listening (track 19): Goals

I’m going to:
- read newspaper help wanted ads on Monday, Wednesday, and Friday.
- read the online ads on Tuesday and Thursday.
- fill out applications at night.
- write cover letters in the morning.
- work on my resume in bed before I go to sleep.
- make photocopies at the store on Main Street.
**One On One Activity**

**MATERIALS**
- Board or paper + marker
- 6A listening tracks
- OPTIONAL: Household realia, extra paper (1 sheet per student)

**GROUP Activity**

**MATERIALS**
- Board or paper + marker
- 6A listening tracks
- OPTIONAL: Household realia, extra paper (1 sheet per student)

**REVIEW**
- Review Day 10 by reviewing the student’s job search goals from Activity A of the homework.
- Review the rest of the homework.

**WARM UP**
- Introduce the lesson with this ICEBREAKER: TPR – Total Physical Response. Stand before the student and mime the motions of a simple task such as getting ready for work: combing your hair, brushing your teeth, putting on your shoes, etc. As you do the actions, do some steps slowly, some quickly, some loudly, etc. Have the student call out the action that you are doing: You’re brushing slowly etc. Be sure to elicit the appropriate adverbs. Stop to write adverbs on the board. OPTION: Use household realia, such as a comb, toothbrush, etc., to help the student better visualize your actions.
ON THE JOB

ONE ON ONE ACTIVITY

A. Vocabulary: Following instructions
• Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind them to say the words silently or aloud quietly.
• As pronunciation practice, say the words aloud and have the student repeat.
• Have the student look at the pictures. Ask if there are any vocabulary questions.
• Ask, What are we learning today?

B. Listening (track 20): Step one …
• Ask comprehension questions about the pictures: What's he doing?
• Read the first part of the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.
• Read the rest of the directions. Play and/or read the audio. Repeat the audio as necessary. Check answers together.

GROUP ACTIVITY

A. Vocabulary: Following instructions
• Read the directions aloud. Give students a few moments to absorb the pictures and words. Remind them to say the words silently or aloud quietly.
• As pronunciation practice, say the words aloud and have students repeat.
• Have the student look at the pictures. Ask if there are any vocabulary questions.
• Ask, What are we learning today?

B. Listening (track 20): Step one …
• Ask comprehension questions about the pictures: What's he doing?
• Read the first part of the directions aloud. As students work, circulate and offer encouragement. Check answers together.
• Read the rest of the directions. Play and/or read the audio. Repeat the audio as necessary. Check answers together.

B. Listening (track 20): Step one …

a. Manager: This is incredibly easy, and you seem like you learn fast, but you might want to take notes. ... First, enter the amount.
Second, push the plus button.
Next, enter the next amount.
Then push total.
After that, politely tell the customer the TOTAL.
Then take the money and make change from the drawer. Finally, close the drawer. Be sure you close it completely. And give the customer change and the receipt.

b. Manager: Begin by gently putting the thumb drive in the port.
Then carefully scroll down and select “Drive D.”
After that, move the mouse slowly to the box and right-click. The folder should open. This computer works well, it's just a little slow. Okay. Now why don't you try?

c. Manager: Begin by unscrewing the lid.
Then you pour the gas into the tank.
Now screw the lid back on.
Next, turn up the choke switch.
After that, pull the chain quickly until the motor starts.
Last thing: Turn down the choke switch. If you don’t, it’ll be incredibly loud. And we don’t want it to run loudly. We want it to run quietly.
Employee: Could you show me that again?

d. Manager Step one: Open the lid.
Step two: Put the paper face-down.
Step three: Close the lid and gently push the COPY button. Don’t push hard on it, okay? It’s very sensitive.
Last step: Pull your copy from the tray. Please don’t forget your original. It’ll be thrown away if you leave it here.
C. Grammar: Adverbs
• This chart focuses on adverbs. We most commonly use adverbs to modify verbs and adjectives.
• In the row “Tells how much” the adverb *incredibly* modifies the adjective *easy*. In *well trained* the adverb *well* modifies the past participle *trained*. Adverbs also can modify other adverbs: *This copier runs *really slowly*.*
• Read the items in the grammar chart and have students repeat.
• Return to the pictures on page 60, asking questions about the actions: *How do you pull the chain of a lawn mower to start it? Do you need to hit the START button on the copier hard?*

D. Activity
• Read the directions aloud. Go over the example together. As students work, answer questions and offer encouragement. Check answers together.
• EXPANSION: After checking the activity, practice the conversations with your student.

E. Activity
• Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together. OPTION: PAIR up with your student. Have them explain why the crossed out word doesn’t belong.

C. Grammar: Adverbs
• This chart focuses on adverbs. We most commonly use adverbs to modify verbs and adjectives.
• In the row “Tells how much” the adverb *incredibly* modifies the adjective *easy*. In *well trained* the adverb *well* modifies the past participle *trained*. Adverbs also can modify other adverbs: *This copier runs *really slowly*.*
• Read the items in the grammar chart and have the student repeat.
• Return to the pictures on page 60, asking questions about the actions: *How do you pull the chain of a lawn mower to start it? Do you need to hit the START button on the copier hard?*

D. Activity
• Read the directions aloud. 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 conversations in PAIRS.

E. Activity
• Read the directions aloud. As students work, circulate and offer encouragement. Check answers together. OPTION: PAIR students. Have them explain why the word they crossed out doesn’t belong.
REAL LIFE

ONE ON ONE ACTIVITY

F. Listening (track 21): Step one …
- Read the first part of the directions aloud. As the student reads, answer questions and offer encouragement.
- Read the rest of the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together.

EXTRA ACTIVITY (if time permits):
- *Monkey Say, Monkey Do* PAIR UP with your student. One partner, reading from the instruction in Activity F, tells the other partner what to do. Partner B mimes the actions: *A: Open the lid of the copier.* (B mimes opening a copier lid), etc.

G. Culture Tip!
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Explain that a W-4 is one of the first things an employer will ask a new employee to complete.

F. Listening (track 21): Step one …

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**ONE ON ONE ACTIVITY**

H. Activity
- PAIR UP with your student. Read the first step of the directions aloud. Read the Situations aloud and answer any questions.
- Read the second step aloud. Point out the Language Note.
- As the student writes, answer questions and offer encouragement. After the student has finished writing, practice the conversation together.

Before You Go ...
- Invite the student to bring a bill or statement to the next class. **NOTE:** The For next class 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 they didn't understand.
- Assign the homework.

**GROUP ACTIVITY**

H. Activity
- PAIR students. Read the first step of the directions aloud. Read the Situations aloud and answer any questions.
- Read the second step aloud. Point out the Language Note.
- As students write, circulate and offer encouragement. After students have finished writing, read the third step aloud. **OPTION:** Invite volunteers to share their conversations with the class.

Before You Go ...
- Invite students to bring a bill or statement to the next class. **NOTE:** The For next class 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.
- Assign the homework.
**ONE ON ONE ACTIVITY**

**I. Activity**
- Read the first part of the directions aloud. As the student reads, answer questions and offer encouragement. Follow up with comprehension questions: *What did you just learn how to make? What does BLT stand for? What’s on a BLT?*
- Read the rest of the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.
- **EXPANSION:** After the student has checked the activity, have volunteers role-play the activity in PAIRS, with one partner playing the role of manager and the other a new employee.

**J. Activity**
- PAIR UP with your student. Read the directions aloud. Read the example dialog with the student. Provide the student with extra paper for drawing.
- Then have a conversation about the things you know how to make.

**GROUP ACTIVITY**

**I. Activity**
- Read the first part of the directions aloud. As students read, circulate and offer encouragement. Follow up with comprehension questions: *What did you just learn how to make? What does BLT stand for? What’s on a BLT?*
- Read the rest of the directions aloud. As students work, circulate and offer encouragement. Check answers together.
- **EXPANSION:** After students have checked the activity, have volunteers role-play the activity in PAIRS, with one playing the role of manager and the other a new employee.

**J. Activity**
- PAIR students. Read the directions aloud. Model the example dialog with a student. Provide students with extra paper for drawing.
- As students talk, circulate and offer encouragement.
  **OPTION:** Invite volunteers to share their conversations with the class.
• Encourage students to do the homework.

• **A: Listening:** Remind students that this activity requires the 6A 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 incomplete sentences. **OPTION:** Brainstorm journal topics with your students.

• Thank your students for their hard work in class today! Nice job!

• End class with an “exit ticket.”

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**A. Listening (track 22): Expressions**

1. Could you quickly **give me a hand** with this budget? I don’t understand line 14.

2. That customer spoke so quickly! She was talking **a mile a minute**!

3. My coworkers **can’t stand** our boss Bob, and I’m slowly starting to feel the same way.

4. When people at work **chew gum loudly**, it really **gets on my nerves**.

5. **We’re crazy about** the new schedule. We’re incredibly excited to have Fridays off!

6. Pedro really **doesn’t care for** Mexican food. So let’s **go to China Kitchen** for lunch.
**One on One Activity**

**MATERIALS**
- Board or paper + marker
- 6A listening tracks
- Sheets of paper (1 per student)

**GROUP Activity**

**MATERIALS**
- Board or paper + marker
- 6A listening tracks
- Sheets of paper (1 per student)

**REVIEW**
- Review adverbs from Day 11 with the ICEBREAKER: 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 adverbs (slowly, quickly, well, really, etc.), the student writes them into his/her grids randomly. Then PAIR UP with your student. Play a game of tic tac toe. Before a partner can claim a square (make an X or O), they must say a sentence in the past, using the adverb in the space correctly.
- Review the homework. Ask if there are any questions about the idioms from Activity A. **NOTE**: Point out the other definitions of care (from #6)
  - care for = take care of
  - care about = be concerned or interested in something or someone

**WARM UP**
- Invite the student to join you in a discussion about budgeting. Ask the student if they keeps a budget. If so, ask about his/her process. If not, ask why not. Ask about debt: What’s the number one cause of it? And so on. Write on the board any lesson-related vocabulary that comes out of the discussion. **OPTION**: If the student brought bills and statements, answer any questions they may have.

**REVIEW**
- Review adverbs from Day 11 with the ICEBREAKER: Tic Tac Toe. On the board, draw a tic tac toe grid and have students copy on a sheet of paper. As you dictate adverbs (slowly, quickly, well, really, etc.), 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 say a sentence in the past, using the adverb in the space correctly.
- Review the homework. Ask if there are any questions about the idioms from Activity A. **NOTE**: Point out the other definitions of care (from #6)
  - care for = take care of
  - care about = be concerned or interested in something or someone

**WARM UP**
- Invite students to join you in a discussion about budgeting. Ask students if they keep a budget. For those who do, ask about their process. For those who don’t, ask why not. Ask about debt: What’s the number one cause of it for each student or family? And so on. Write on the board any lesson-related vocabulary that comes out of the discussion. **OPTION**: Invite students who brought bills and statements to share their information.
ONE ON ONE ACTIVITY

A. Vocabulary: Budgets
   • Read the directions aloud. Give the student a few moments to absorb the statement and the words in the box. Remind them to say the words silently or aloud quietly.
   • As pronunciation practice, say the words aloud and have the student repeat.
   • Have the student look at the statement. Ask if there are any vocabulary questions.
   • Ask, What are we learning today?

B. Listening (track 23): Customer service
   • Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together.

GROUP ACTIVITY

A. Vocabulary: Budgets
   • Read the directions aloud. Give students a few moments to absorb the statement and the words in the box. Remind them to say the words silently or aloud quietly.
   • As pronunciation practice, say the words aloud and have students repeat.
   • Have the student look at the statement. Ask if there are any vocabulary questions.
   • Ask, What are we learning today?

B. Listening (track 23): Customer service
   • Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together.

B. Listening (track 23): Customer service

Rep: Hello. Horizon Phone Service customer service. May I have your account number, please?
Customer: Yes. It’s GEC98327.
Rep: Thank you. How may I help you today?
Customer: I have some questions about my June statement.
Rep: Okay.
Customer: It seems like there are too many charges. My total bill is $105.95—that seems like too much. I only used 500 minutes last month.
Rep: One moment while I bring up your account.
… Customer: Um, I don’t have much time.
Customer: Well, for example, I don’t understand why I’ve been charged $5.75 for a “usage tax.” What’s that?
Rep: That’s a one-time tax that is required by law.
Customer: Okay. Then what about the $40 “damaged phone insurance” charge?
Rep: This coverage is optional. But I recommend it.
Customer: Well, I don’t earn enough to have that feature. Besides, I’m careful with my phone. So, please remove this charge.
Rep: I’ll note in your account that you have declined the coverage. As a courtesy, I’ll also credit $40 to your account.
Customer: Okay. Thanks.
Rep: Thank you. Have a good day.
C. Grammar: Too many, too much, enough, not enough
• This chart focuses on the quantifiers too many, too much, and (not) enough.
• We often use these quantifiers in response to How many …? and How much? questions.
• Read the items in the grammar chart and have the student repeat. Explain that short answers are more common in conversational English.
• NOTE: Point out that the opposite of too many/much is not that much/many.

D. Activity
• Read the directions aloud. Do the first item together as an example. As the student works, answer questions and offer encouragement. Check answers together.
• EXPANSION: After checking the activity, practice the conversations with your student.

C. Grammar: Too many, too much, enough, not enough
• This chart focuses on the quantifiers too many, too much, and (not) enough.
• We often use these quantifiers in response to How many …? and How much? questions.
• Read the items in the grammar chart and have students repeat. Explain that short answers are more common in conversational English.
• NOTE: Point out that the opposite of too many/much is not that much/many.

D. Activity
• Read the directions aloud. Do the first item together as an example. As students work, circulate and offer encouragement. Check answers together.
• EXPANSION: After students have checked the activity, have them practice the conversations in PAIRS.
**REAL LIFE**

**One on One Activity**

E. Activity
- PAIR UP with your student. Read the first step aloud. Have the student read the situations aloud.
- Read the second step aloud. As the student writes, answer questions and offer encouragement.
- Read the third step aloud. Read the example dialog with the student. Then role-play the situation.
- Point out the pronunciation note.

F. Culture Tip!
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Ask the student if they pay their credit cards off in full each month. Talk about interest rates. Ask if the student has ever disputed a charge. What happened?

**Group Activity**

E. Activity
- PAIR students. Read the first step aloud. Have volunteers read the situations aloud.
- Read the second step aloud. As students write, circulate and offer encouragement.
- Read the third step aloud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Invite volunteers to share their conversations with the class.
- Point out the Language Note.

F. Culture Tip!
- Have students read the culture tip silently. Then you or a student read the tip aloud. Ask students if they pay their credit cards off in full each month. Talk about interest rates. Ask if anyone has ever disputed a charge. What happened?
**REAL LIFE**

**ONE ON ONE ACTIVITY**

**G. Activity**
- Read the directions aloud. Ask comprehension questions about the budget: *Is this a daily, monthly, or annual budget?*
- Point out the Figuring Net Income box. Consider figuring the Vasquez family’s net income together on the board.
- As the student works, answer questions and offer encouragement. Check answers together.

**H. Activity**
- PAIR UP with your student. Read the directions aloud. Then have a conversation about the questions.

**Before You Go …**
- Encourage the student to ask questions about any part of the lesson they didn’t understand.
- Assign the homework.

**GROUP ACTIVITY**

**G. Activity**
- Read the directions aloud. Ask comprehension questions about the budget: *Is this a daily, monthly, or annual budget?*
- Point out the Figuring Net Income box. Consider figuring the Vasquez family’s net income together on the board.
- As students work, circulate and offer encouragement. Check answers together.

**H. Activity**
- PAIR students. Read the directions aloud. As students talk, circulate and offer encouragement. **OPTION:** Invite volunteers to share their conversations with the class.

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

I. Activity
- Read the directions aloud. Go over the categories on the budget sheet together. Answer any questions.
- As the student works, answer questions and offer encouragement. Check the student’s budget. Talk about the questions.
- Tell your student that they can use fictitious numbers if they don’t want to reveal their income.

J. Activity
- PAIR UP with your student. Read the directions aloud. Invite the student to read the example dialog. Then have a conversation about the questions.

**Group Activity**

I. Activity
- Read the directions aloud. Go over the categories on the budget sheet together. Answer any questions.
- As students work, circulate and offer encouragement. Check budgets individually. OPTION: Invite volunteers to share their budgets with the class.
- Tell your students that they can use fictitious numbers if they don’t want to reveal their income.

J. Activity
- PAIR students. Read the directions aloud. Have a volunteer read the example dialog. As students talk, circulate and offer encouragement. OPTION: Invite volunteers to share their conversations with the class.
**Homework**

- Encourage students to do the homework.
- **A: Listening:** Remind students that this activity requires the 6A audio CD, and that practice is the best way to improve listening!
- **B: Writing:** Explain that writing is a great way to practice spelling.
- **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 incomplete sentences. **OPTION:** Brainstorm journal topics with your students.
- Thank your students for their hard work in class today! *You should be proud of yourself!*
- End class with an “exit ticket.”

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**A. Listening (track 24): Customer service**

Rep: Hello. Horizon Phone Service customer service. May I have your account number, please?
Customer: Yes. It’s GEC98327.
Rep: Thank you. How may I help you today?
Customer: I have some questions about my June statement.
Rep: Okay.
Customer: It seems like there are too many charges. My total bill is $105.95—that seems like too much. I only used 500 minutes last month.
Rep: One moment while I bring up your account. …
Customer: Um, I don’t have much time.
Customer: Well, for example, I don’t understand why I’ve been charged $5.75 for a “usage tax.” What’s that?
Rep: That’s a one-time tax that is required by law.
Customer: Okay. Then what about the $40 “damaged phone insurance” charge?
Rep: This coverage is optional. But I recommend it.
Customer: Well, I don’t earn enough to have that feature. Besides, I’m careful with my phone. So, please remove this charge.
Rep: I’ll note in your account that you have declined the coverage. As a courtesy, I’ll also credit $40 to your account.
Customer: Okay. Thanks.
Rep: Thank you. Have a good day.
**One on One Activity**

<table>
<thead>
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**Group Activity**

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**REVIEW**

- Review budgeting from Day 12. Ask the student to read aloud his/her stories from Activity B of the homework.
- Review the rest of the homework.

**WARM UP**

- Spread pictures of various kinds of homes on the table with tape. Have the student then vote for his/her favorite home. Ask for guesses on cost. Have the student describe his/her dream home. **Note:** You will resuse these on Day 14.
**ONE ON ONE ACTIVITY**

A. Vocabulary: Apartment search
- Read the directions aloud. Give the student a few moments to absorb the form. Remind them to say the words silently or aloud quietly. You may want to point out that the abbreviations are listed in the box below the form.
- As pronunciation practice, say the words aloud and have the student repeat. Ask if there are any vocabulary questions. Point out the following definitions:
  - *sublet*: a house or room that is rented from a renter (as opposed to the owner)
  - 1/2 bath = no shower or tub
  - 3/4 bath = shower, but no tub
- Have the student look at the form. Ask, *What are we learning today?*

B. Listening (track 25): The sublet
- Read the directions aloud. Ask comprehension questions about the application form: *What does BR mean? What are the suburbs?* etc.
- Play and/or read the audio. (Stop the audio after the landlord says “Sure. It’s a studio with a half bath. But it’s pretty spacious.” and point out the “studio” and “half” on the form.) Repeat the audio as necessary. Check answers together.

**GROUP ACTIVITY**

A. Vocabulary: Apartment search
- Read the directions aloud. Give students a few moments to absorb the form. Remind them to say the words silently or aloud quietly. You may want to point out that the abbreviations are listed in the box below the form.
- As pronunciation practice, say the words aloud and have students repeat. Ask if there are any vocabulary questions. Point out the following definitions:
  - *sublet*: a house or room that is rented from a renter (as opposed to the owner)
  - 1/2 bath = no shower or tub
  - 3/4 bath = shower, but no tub
- Have the student look at the form. Ask, *What are we learning today?*

B. Listening (track 25): The sublet
- Read the directions aloud. Ask comprehension questions about the application form: *What does BR mean? What are the suburbs?* etc.
- Play and/or read the audio. (Stop the audio after the landlord says “Sure. It’s a studio with a half bath. But it’s pretty spacious.” and point out the “studio” and “half” on the form.) Repeat the audio as necessary. Check answers together.

---

**B. Listening (track 25): The sublet**

A: Hi. I’m calling about the apartment listed on Apartments.com.
B: Uh-huh. It’s still available.
A: Could you describe it to me?
B: Sure. It’s a studio with a 3/4 bath. But it’s pretty spacious.
A: What are the terms of the lease?
B: Well, it’s month-to-month. You give me a security deposit and sign a lease. Oh, and provide three references. They’re not that critical. The rent’s due on the 1st each month.
A: How much is it?
B: It’s negotiable, but I’d like to get $600.
A: Wow, that’s cheap, or, economical.
B: Well, it’s a sublet. And the apartment is in an old house, so there are some problems.
A: Like what?
B: Oh, the closets are small, and the woodwork is damaged. The carpet is kind of moldy, and the light fixtures are pretty dirty. There aren’t many outlets, and it doesn’t get much sun. But the toilet doesn’t leak, and the electricity isn’t defective. And none of the windows are broken. It’s a great opportunity for someone who’s handy or artistic. So are you interested?
A: Hm. It’s a possibility …
**One on One Activity**

C. **Word stress rules**
- This chart focuses on stress within words.
- Note that there are almost always exceptions to every rule in English!
- Two-syllable *verbs* don’t have a clear stress pattern. Some are stressed on the first syllable, some on the second: *damage, complete, listen*
- Read the items in the grammar chart and have the student repeat.

D. **Listening (track 26): Word stress**
- Read the directions aloud. As the student works, answer questions and offer encouragement.
- Play and/or read the audio. Repeat the audio as necessary. Check answers with the student.
- **OPTION:** Have the student copy each word on a slip of paper and then put the slips into the correct column based on stress.

<table>
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<tr>
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<tbody>
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<td>possibility</td>
</tr>
<tr>
<td>opportunity</td>
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</tr>
</tbody>
</table>

**Activity**
- **PAIR UP** with your student. Read the directions aloud. Help student brainstorm situations in which they would be calling about an apartment—for example, they just moved to a new city, his/her old apartment became too expensive, etc.
- Point out the Language Note. Read the example dialog with the student. Consider playing the audio again. As the student writes, answer questions and offer encouragement.
- Practice the role-play together.

**Group Activity**

C. **Word stress rules**
- This chart focuses on stress within words.
- Note that there are almost always exceptions to every rule in English.
- Two-syllable *verbs* don’t have a clear stress pattern. Some are stressed on the first syllable, some on the second: *damage, complete, listen*
- Read the items in the grammar chart and have students repeat.

D. **Listening (track 26): Word stress**
- Read the directions aloud. As students work, circulate and offer encouragement.
- Play and/or read the audio. Repeat the audio as necessary. Check answers together.
- **OPTION:** Have the students copy each word on a slip of paper and then put the slips into the correct column based on stress.

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**Activity**
- **PAIR** students. Read the directions aloud. Help student brainstorm situations in which they would be calling about an apartment: They just moved to a new city, their old apartment became too expensive, etc.
- Point out the Language Note. Model the example dialog with a student. Consider playing the audio again. As students write, circulate and offer encouragement.
- **OPTION:** Invite volunteers to share their conversations with the class.

**D. Listening (track 26): Word stress**

1. opportunity
2. possibility
3. artistic
4. toilet
5. economical
6. electricity
7. allergic
8. defective
9. spacious
10. residential
11. dirty
12. neighbors
**REAL LIFE**

**ONE ON ONE ACTIVITY**

F. Activity
- PAIR UP with your student. Read the first part of the directions aloud. Ask comprehension questions about the ads.
- Go over the Bonus Box together.
- Read the rest of the directions. Point out the five people descriptions listed below the ad. Then have a conversation about the best sublet for the different people.

G. Culture Tip!
- Have the student read the culture tip silently. Then you or the student read the tip aloud. **OPTION:** Bring in a smoke alarm to show the student how to install a battery, how to turn off the alarm, etc.

**GROUP ACTIVITY**

F. Activity
- PAIR students. Read the first part of the directions aloud. Ask comprehension questions about the ads.
- Go over the Bonus Box together.
- Read the rest of the directions. Point out the five people descriptions listed below the ad. As students talk, circulate and offer encouragement. **OPTION:** Invite volunteers to share their conversations with the class.

G. Culture Tip!
- Have students read the culture tip silently. Then you or a student read the tip aloud. **OPTION:** Bring in a smoke alarm to show students how to install a battery, how to turn off the alarm, etc.
**ONE ON ONE ACTIVITY**

**H. Activity**
- PAIR UP with your student. Read the first part of the directions aloud. Pass out Rental Applications. Explain that the each partner will complete his/her application with his/her partner’s answers. Demonstrate with the student.
- Sit back-to-back and take turns asking and answering questions from the application. Review answers together.

**I. Activity**
- PAIR UP with your student. Read the directions aloud. As the student reads and writes, answer questions and offer encouragement. Check answers together.
- Point out the Bonus Box.

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

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**GROUP ACTIVITY**

**H. Activity**
- PAIR students. Read the first part of the directions aloud. Pass out Rental Applications. Explain that students will complete their application with their partner’s answers. Demonstrate with a volunteer.
- As students talk and write, circulate and offer encouragement. Check applications individually.
  **OPTION:** Invite volunteers to share their conversations with the class.

**I. Activity**
- PAIR students. Read the directions aloud. As students talk and write, circulate and offer encouragement. Check answers together.
- Point out the Bonus Box.

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

**J. Activity**
- PAIR UP with your student. Read the directions aloud. Explain that the student should complete the list with his/her own information.
- Read the example dialog with the student. Then have a conversation about expenses.

**K. Activity**
- PAIR UP with your student. Read the directions aloud. Explain that the graphic organizer—called a spidergram or spidergraph—is a good way to brainstorm details of a given category.
- Invite the student to read the example dialog. Then have a conversation about housing.

**Group Activity**

**J. Activity**
- PAIR students. Read the directions aloud. Explain that students should complete the list with their own information.
- Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Invite volunteers to share their conversations with the class.

**K. Activity**
- PAIR students. Read the directions aloud. Explain that the graphic organizer—called a spidergram or spidergraph—is a good way to brainstorm details of a given category.
- Have a volunteer read the example dialog. As students talk, circulate and offer encouragement. **OPTION:** Invite volunteers to share their conversations with the class.
• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 6A audio CD, and that practice is the best way to improve listening!
• **B: Writing:** Explain that writing is a good way to practice 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 incomplete sentences. **OPTION:** Brainstorm journal topics with your students.
• Thank your students for their hard work in class today! *We’re almost finished with Book 6A!*
• End class with an “exit ticket.”

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**A. Listening (track 27): The sublet**

A: Hi. I’m calling about the apartment listed on Apartments.com.
B: Uh-huh. It’s still available.
A: Could you describe it to me?
B: Sure. It’s a studio with a 3/4 bath. But it’s pretty spacious.
A: What are the terms of the lease?
B: Well, it’s month-to-month. You give me a security deposit and sign a lease. Oh, and provide three references. They’re not that critical. The rent’s due on the 1st each month.
A: How much is it?
B: It’s negotiable, but I’d like to get $600.

A: Wow, that’s cheap, er, economical.
B: Well, it’s a sublet. And the apartment is in an old house, so there are some problems.
A: Like what?
B: Oh, the closets are small, and the woodwork is damaged. The carpet is kind of moldy, and the light fixtures are pretty dirty. There aren’t many outlets, and it doesn’t get much sun. But the toilet doesn’t leak, and the electricity isn’t defective. And none of the windows are broken. It’s a great opportunity for someone who’s handy or artistic. So are you interested?
A: Hm. It’s a possibility …
**One On One Activity**

**MATERIALS**
- Board or paper + marker
- 6A listening tracks
- Magazine cutouts of houses (from Day 13)
- OPTIONAL: Landlord video clip

**REVIEW**
- Review word stress from Day 13 with this **ICEBREAKER: Apple Tree**
  Display one of the house cutouts (from Day 13). Tell the student that you are thinking of one of the features (try to use the target vocabulary from Day 13). On the board, write blanks in place of letters. Draw a tree with several apples and an Incorrect Letter box. The student calls out a letter. If correct, you write the letter in the blank and the student goes again. If incorrect, you write the letter in the Incorrect Letter box and erase one of the apples. Continue until the word is filled in and/or the tree has no more apples. Once the word is complete, the student must pronounce the word with the correct word stress: For example, *spacious*.
  
- Review the homework.

**WARM UP**
- Ask the student to read aloud landlord/building super stories. Or read aloud your own. **OPTION:** Show a clip of a show that depicts landlords in a humorous light. Examples include *Three's Company* (landlord: Mr. Roper/Mr. Furley); *One Day at a Time* (landlord: Schneider); *Good Times* (landlord: Bookman), *The Super* (starring Joe Pesci).

**Group Activity**

**MATERIALS**
- Board or paper + marker
- 6A listening tracks
- Magazine cutouts of houses (from Day 13)
- OPTIONAL: Landlord video clip

**REVIEW**
- Review word stress from Day 13 with this **ICEBREAKER: Hangman**
  Divide the class into two TEAMS. Display one of the house cutouts (from Day 13). Tell students that you are thinking of one of the features (try to use the target vocabulary from Day 13). On the board, write blanks in place of letters. Draw a tree with several apples for each team and an Incorrect Letter box for each team. Each team takes turns calling out a letter. If the team is correct, you write the letter in the blank and the team goes again. If the team is incorrect, you write the letter in the Incorrect Letter box and erase one of the apples. Continue until the word is filled in and/or the tree has no more apples. Once the word is complete, the winning team must pronounce the word with the correct word stress: For example, *spacious*.

**WARM UP**
- Ask students to share landlord/building super stories. Or share your own. **OPTION:** Show a clip of a show that depicts landlords in a humorous light. Examples include *Three's Company* (landlord: Mr. Roper/Mr. Furley); *One Day at a Time* (landlord: Schneider); *Good Times* (landlord: Bookman), *The Super* (starring Joe Pesci).
ONE ON ONE ACTIVITY

A. Vocabulary: Rights
- Read the directions aloud. Give the student a few moments to absorb the article, picture and highlighted words. Remind them to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have the student repeat.
- Have the student look at the article. Ask, What are we learning today?

B. Activity
- PAIR UP with your student. Read the directions aloud. Emphasize that the student is only to preview the article, not read it.
- Then make predictions about the article OPTION: Close your books as you discuss.

EXTRA ACTIVITIES
- Pronunciation Extra: BLUE MOON vs CUP OF MUSTARD sounds
- Refer the student to the Color Vowel™ Chart in the back of their student book.
- Ask student to repeat the words on the list and underline the vowel sound.
- Write the following sound categories and words from the reading in Activity A on the board and demonstrate by exaggerating the correct pronunciation.
  1. BLUE MOON 2. CUP OF MUSTARD
     through plumbing
     move must
     you something
     do

- Make sure the student can hear the difference of the sounds by asking him/her to identify the word they hear. Then ask them to pronounce the words several times. Repetition is important, but if a student continues to struggle with certain sounds move on and come back to it.

GROUP ACTIVITY

A. Vocabulary: Rights
- Read the directions aloud. Give students a few moments to absorb the article, picture and highlighted words. Remind them to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have students repeat.
- Have the student look at the article. Ask, What are we learning today?

B. Activity
- PAIR students. Read the directions aloud. Emphasize that students are only to preview the article, not read it.
- As students talk, circulate and offer encouragement. OPTION: Have students close their books as they discuss.

EXTRA ACTIVITIES
- Pronunciation Extra: BLUE MOON vs CUP OF MUSTARD sounds
- Refer the students to the Color Vowel™ Chart in the back of their student books.
- Ask students to repeat the words on the list and underline the vowel sound.
- Write the following sound categories and words from the reading in Activity A on the board and demonstrate by exaggerating the correct pronunciation.
  1. BLUE MOON 2. CUP OF MUSTARD
     through plumbing
     move must
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     do
- Make sure the students can hear the difference of the sounds by asking them to identify the word they hear. Then ask them to pronounce the words several times. Repetition is important, but if a student continues to struggle with certain sounds move on and come back to it.
**LANGUAGE TOOLS**

**ONE ON ONE ACTIVITY**

C. Vocabulary building
- This chart focuses on tips for helping the student discern a text.
- Read the tips.
- Refer the student to the reading on page 78. Ask the student to point out an unknown word. Together, try to determine the word’s meaning by using the context.

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

E. Activity
- Read the first part of the directions aloud. As the student reads, answer questions and offer encouragement. Check answers together. Ask comprehension questions about the reading.
- Read the rest of the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.

**GROUP ACTIVITY**

C. Vocabulary building
- This chart focuses on tips for helping students discern a text.
- Read the tips.
- Refer students to the reading on page 78. Ask a volunteer to point out an unknown word. As a class, try to determine the word’s meaning by using the context.

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

E. Activity
- Read the first part of the directions aloud. As students read, circulate and offer encouragement. Check answers together. Ask comprehension questions about the reading.
- Read the rest of the directions aloud. As students work, circulate and offer encouragement. Check answers together.
**Real Life**

**One On One Activity**

F. Activity
- Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.

G. Activity
- PAIR UP with your student. Read the directions aloud. Ask the student to read the situations aloud. Ask comprehension questions: *So what's the problem in Situation A?*
- Then have a conversation about the situations

H. Culture Tip!
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Ask the student if they knows his/her landlord's contact information.

**Group Activity**

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

G. Activity
- PAIR students. Read the directions aloud. Ask volunteers to read the situations aloud. Ask comprehension questions: *So what's the problem in Situation A?*
- As students talk, circulate and offer encouragement.
  **OPTION:** Invite volunteers to share their conversations with the class.

H. Culture Tip!
- Have students read the culture tip silently. Then you or a student read the tip aloud. Ask students how many of them know their landlord's contact information.
ONE ON ONE ACTIVITY

I. Activity
• Read the directions aloud. Identify the first part (f. your name) together. As the student works, answer questions and offer encouragement. Check answers together.
• Give the student a chance to brainstorm a possible problem to write about. Tell the student they can invent one!
• Have the student read the letter to you. Don’t point out mistakes until the end and give the student an opportunity to make corrections on his/her own.

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

GROUP ACTIVITY

I. Activity
• Read the directions aloud. Identify the first part (f. your name) together. As students work, circulate and offer encouragement. Check answers together.
• Give the students a chance to brainstorm a possible problem to write about. Tell them they can invent one!
• Invite students to read the letters out loud.
• OPTION: Have students switch books and make corrections on their partner’s letter.

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

**J. Activity**
- Read the directions aloud. As the student works, answer questions and offer encouragement.

**K. Activity**
- Read the directions aloud. As the student works, answer questions and offer encouragement. Check the answer together.
- Follow up with comprehension questions: *What's the main idea of this text?*

**L. Activity**
- Read the information about the use of *to* with your student. Have the student read the first five sentences, which are meant to be examples.
- Then, give the student an opportunity to answer questions six through ten. As the student works, answer questions and offer encouragement. Check answers together.

**M. Activity**
- PAIR UP with your student. Read the directions aloud. Invite the student to read the example. Then have a conversation about the question.

**EXTRA: Mini-Lesson on *Let's* and *Let***
- Point out that there are many different uses for the words *let's* and *Let*:
  - *Let's talk later.* = I need to talk to you later.
  - *Let me explain.* = Give me a minute to explain.
  - *Let me explain to him...* = Give me a chance to explain to him...

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**GROUP ACTIVITY**

**J. Activity**
- Read the directions aloud. As students work, circulate and offer encouragement.

**K. Activity**
- Read the directions aloud. As students work, circulate and offer encouragement. Check the answer together.
- Follow up with comprehension questions: *What's the main idea of this text?*

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- Read the information about the use of *to* with your students. Have the students read the first five sentences, which are meant to be examples.
- Then, give the students an opportunity to answer questions six through ten. As the students work, answer questions and offer encouragement. Check answers together.

**M. Activity**
- PAIR students. Read the directions aloud. Have a volunteer read the example. As students talk, circulate and offer encouragement. **OPTION:** Invite volunteers to share their conversations with the class.

**EXTRA: Mini-Lesson on *Let's* and *Let***
- Point out that there are many different uses for the words *let's* and *Let*:
  - *Let's talk later.* = I need to talk to you later.
  - *Let me explain.* = Give me a minute to explain.
  - *Let me explain to him...* = Give me a chance to explain to him...
Homework

• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 6A 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 incomplete sentences. OPTION: Brainstorm journal topics with your students.
• Thank your students for their hard work in class today! Thank you! Good job! You did great!
• End class with an “exit ticket.”

A. Listening (track 28): Be a smart tenant!
Be a smart tenant! By Vanessa Ling

The walk-through
First, be sure to do a walk-through with your landlord when you move in—this means walk around inside the apartment and document (write down or take pictures of) anything that’s damaged. That way, you can’t be blamed for any problems that were preexisting.

Your rights
The landlord must provide housing that is livable. By this I mean clean, well-lit, safe common areas such as stairwells and hallways. The place has to comply with—or follow the rules on—all the city codes. For example, the plumbing should work properly: You should have hot and cold running water.

Problems
If there’s a problem, put it in writing and keep a copy of the letter to prove that you took action responsibly. The landlord must address it within a reasonable amount of time—if he or she doesn’t do something within a few days, write again (keeping that letter, too). Remember, normal wear and tear is expected—the landlord shouldn’t charge you for these kinds of things. For example, chipped paint, or slightly stained carpet.

Your privacy
The landlord must give you at least 24 hours’ notice before entering your apartment (unless, of course, it’s an emergency). This means he or she should call or write to tell you he or she is coming.
**One on One Activity**

**MATERIALS**
- Board or paper + marker
- 6A listening tracks

**Group Activity**

**MATERIALS**
- Board or paper + marker
- 6A listening tracks

**REVIEW**
- Review housing vocabulary from Day 14. Draw a spidergram on the board, with the words *Tenant Rights* in the circle. Encourage the student to call out related vocabulary, for example: privacy, livable, safe, well-lit, clean, etc. Do a second spidergram with *Housing Problems* as the theme.
- Review the rest of the homework.

**WARM UP**
- On the board write the term “pet peeve.” Explain the meaning and give a few examples of pet peeves (people answering their cell phone at dinner, people blowing and popping bubblegum, etc.). Ask the student to read aloud his/her pet peeves. Keep a running list on the board.

**REVIEW**
- Review housing vocabulary from Day 14. Draw a spidergram on the board, with the words *Tenant Rights* in the circle. Encourage students to call out related vocabulary, for example: privacy, livable, safe, well-lit, clean, etc. Do a second spidergram with *Housing Problems* as the theme.
- Review the rest of the homework.

**WARM UP**
- On the board write the term “pet peeve.” Explain the meaning and give a few examples of pet peeves (people answering their cell phone at dinner, people blowing and popping bubblegum, etc.). Ask volunteers to share their pet peeves. Keep a running list on the board.
**One on One Activity**

A. Vocabulary: Gestures and behaviors
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind them to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have the student repeat.
- Ask if the student can identify the synonyms—words with similar meanings (courteous, polite, respectful/impolite, offensive, rude).
- Have the student look at the pictures. Ask if there are any vocabulary questions.
- Ask, *What are we learning today?*

B. Listening (track 29): Rude or polite?
- Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together.

---

**Group Activity**

A. Vocabulary: Gestures and behaviors
- Read the directions aloud. Give students a few moments to absorb the pictures and words. Remind them to say the words silently or aloud quietly.
- As pronunciation practice, say the words aloud and have students repeat.
- Ask if students can identify the synonyms—words with similar meanings (courteous, polite, respectful/impolite, offensive, rude).
- Have the student look at the pictures. Ask if there are any vocabulary questions.
- Ask, *What are we learning today?*

B. Listening (track 29): Rude or polite?
- Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together.

---

**B. Listening (track 29): Rude or polite?**

In the United States …
- It’s rude to point directly at someone.
- It’s polite to whisper during a movie.
- It’s impolite to cut in line.
- It’s offensive to talk with your mouth full of food.
- It’s a bad idea to get on an elevator or bus before people have exited.
- It’s offensive to refuse a gift.
- It’s rude to talk loudly on your cell phone in a public place.
- It’s courteous to hold the door for the person behind you.
- It’s a bad idea to gossip at work.
- It’s respectful to let someone with fewer items go first.
- It’s offensive to gesture with your middle finger.
**One on One Activity**

C. **Infinitives: to + base form of verb**
- This chart focuses on expressing ideas with infinitives.
- Note that *It* in *It's* refers to the action in the infinitive: *It's rude to point. To point* is the subject of the sentence. Another way of saying this would be *To point is rude* or *Pointing is rude*.
- Read the items in the grammar chart and have the student repeat.
- Direct the student’s attention to the pictures on page 84. On the board, write *It's rude …* and *It's polite*. Then ask the student to make an opinion statement about pointing, for example, using the *to* + verb structure: *A: What do you think about pointing directly at someone? B: I think it's rude to point directly at someone.*

D. **Activity**
- Read the first part of the directions aloud. Do the first item as an example together. As the student writes questions, answer questions and offer encouragement. Check answers together.
- Read the rest of the directions. Explain that the student should be writing answers based on norms in his/her home country. Invite the student to read his/her answers aloud.
- **EXPANSION**: After checking the activity, practice the Q&As with your student.

**Group Activity**

C. **Infinitives: to + base form of verb**
- This chart focuses on expressing ideas with infinitives.
- Note that *It* in *It's* refers to the action in the infinitive: *It's rude to point. To point* is the subject of the sentence. Another way of saying this would be *To point is rude* or *Pointing is rude*.
- Read the items in the grammar chart and have students repeat.
- Direct students’ attention to the pictures on page 84. On the board, write *It's rude …* and *It's polite*. Then ask a volunteer to make an opinion statement about pointing, for example, using the *to* + verb structure: *A: What do you think about pointing directly at someone? B: I think it's rude to point directly at someone.*

D. **Activity**
- Read the first part of the directions aloud. Do the first item as an example together. As students write questions, circulate and offer encouragement. Check answers together.
- Read the rest of the directions. Explain that students should be writing answers based on norms in their home countries. Invite volunteers to share their answers with the class.
- **Point out the Bonus Box.**
- **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 first part of the directions aloud. Ask comprehension questions about the customs.
- Read the rest of the directions: Talk about the questions. Read the example dialog with the student.
- Then have a conversation about the questions.

F. Culture Tip!
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Ask the student to share superstitions from his/her home country.

Group Activity

E. Activity
- PAIR students. Read the first part of the directions aloud. Ask comprehension questions about the customs.
- Read the rest of the directions: Talk about the questions. Model the example dialog with a student.
- As students talk, circulate and offer encouragement.
  OPTION: Invite volunteers to share their conversations with the class.

F. Culture Tip!
- Have students read the culture tip silently. Then you or a student read the tip aloud. Ask students to share superstitions from their home countries.
**ONE ON ONE ACTIVITY**

**G. Activity**
- Read the directions aloud. Suggest that the student preview the article before reading. Ask general comprehension questions: *What do you think the article is about? Why?* **OPTION:** If your student is more advanced, suggest that they work without using the word box.
- As the student works, answer questions and offer encouragement. Check answers together.

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

**GROUP ACTIVITY**

**G. Activity**
- Read the directions aloud. Suggest that students preview the article before reading. Ask general comprehension questions: *What do you think the article is about? Why?* **OPTION:** For more advanced students, suggest that they work without using the word box.
- As students work, circulate and offer encouragement. Check answers together.

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

**H. Activity**
- Read the directions aloud. As the student works, answer questions and offer encouragement. Check the student’s opinions for correct grammar and varied vocabulary. **OPTION:** Invite the student to read his/her opinions aloud.

**I. Activity**
- Read the information about the use of *say, tell,* and *explain* with your student. Have the student read the chart examples.
- Then, give the student an opportunity to write a sentence for each word. As the student works, answer questions and offer encouragement. Check answers together.

**J. Activity**
- PAIR UP with your student. Read the directions aloud. Ask the student to read the discussion questions aloud.
- Read the example dialog with the student. Then have a conversation about the questions.

**GROUP ACTIVITY**

**H. Activity**
- Read the directions aloud. As students work, circulate and offer encouragement. Check opinions individually. **OPTION:** Invite volunteers to share their opinions with the class.

**I. Activity**
- Read the information about the use of *say, tell,* and *explain* with your students. Have the students read the chart examples.
- Then, give the students an opportunity to write a sentence for each word. As the students work, answer questions and offer encouragement. Check answers together.

**J. Activity**
- PAIR students. Read the directions aloud. Ask volunteers to read the discussion questions aloud.
- Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Invite volunteers to share their conversations with the class.
• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 6A 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 incomplete sentences. **OPTION:** Brainstorm journal topics with your students.
• Thank your students for their hard work in class today! *Thank you! Good job!*
• End class with an “exit ticket.”

**A. Listening (track 30): Rude or polite?**

It’s rude to talk loudly on your cell phone in a public place.
It’s courteous to hold the door for the person behind you.
It’s a bad idea to gossip at work.
It’s respectful to let someone with fewer items go first.
It’s offensive to gesture with your middle finger.

In the United States …
It’s rude to point directly at someone.
It’s polite to whisper during a movie.
It’s impolite to cut in line.
It’s offensive to talk with your mouth full of food.
It’s a bad idea to get on an elevator or bus before people have exited.
It’s offensive to refuse a gift.
# Day 16

## One on One Activity

### MATERIALS
- Board or paper + marker
- Reproducible: Practice Checks (1 sheet)
- Treats (optional)

### REVIEW
- Review rude and polite behaviors from Day 15. Invite the student to read aloud his/her journal entry (Activity D) from the homework
- Review the rest of 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.

## Group Activity

### MATERIALS
- Board or paper + marker
- Reproducible: Practice Checks (1 sheet per student)
- Treats (optional)

### REVIEW
- Review rude and polite behaviors from Day 15. Ask volunteers to share their journal entries (Activity D) from the homework
- Review the rest of the homework.

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

**Day 10**
- Have the student turn to Day 10 on page 54 in the student book; ask questions about the letter. Then ask, *What did we learn on Day 10?*

**A.**
- Read the directions aloud. Do the first one as an example with the student. As the student works, answer questions and offer encouragement. Check answers together.

**B.**
- Read the directions aloud. Have the student read the resume checklist aloud. Help the student brainstorm information for the Job History and References categories.
- As the student works, answer questions and offer encouragement. Check the student’s resume for spelling and sense.

**Group Activity**

**Day 10**
- Have students turn to Day 10 on page 54 in the student book; ask questions about the letter. Then ask, *What did we learn on Day 10?*

**A.**
- Read the directions aloud. Do the first one as an example with the students. As students work, circulate and offer encouragement. Check answers together.

**B.**
- Read the directions aloud. Have volunteers read the resume checklist aloud. Help students brainstorm information for the Job History and References categories.
- As students work, circulate and offer encouragement. Check resumes individually.
**One on One Activity**

Day 11
- Have the student turn to Day 11 on page 60 in the student book; ask questions about the pictures. Then ask, *What did we learn on Day 11?*

C.
- Read the first step of the directions aloud. Do the first prompt (*quickly*) together as an example. As the student works, answer questions and offer encouragement.
- Read the second step aloud: *Add order words.* **OPTION:** If your student is more advanced, suggest that they work without using the word box.
- Read the final step aloud. Check answers together.

**Group Activity**

Day 11
- Have students turn to Day 11 on page 60 in the student book; ask questions about the pictures. Then ask, *What did we learn on Day 11?*

C.
- Read the first step of the directions aloud. Do the first prompt (*quickly*) together as an example. As students work, circulate and offer encouragement.
- Read the second step aloud: *Add order words.* **OPTION:** For more advanced students, suggest that they work without using the word box.
- Read the final step aloud. Check answers together.
**One on One Activity**

**Day 12**
- Have the student turn to Day 12 on page 66 in the student book; ask questions about the phone service statement. Then ask, *What did we learn on Day 12?*

**D.**
- Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.

**E.**
- Read the directions aloud. Pass out Practice Checks. As the student works, answer questions and offer encouragement. Check the student's check for accuracy.

**Group Activity**

**Day 12**
- Have students turn to Day 12 on page 66 in the student book; ask questions about the phone service statement. Then ask, *What did we learn on Day 12?*

**D.**
- Read the directions aloud. As students work, circulate and offer encouragement. Check answers together. 
**OPTION:** Do the activity together as a class.

**E.**
- Read the directions aloud. Pass out Practice Checks. As students work, circulate and offer encouragement. Check checks individually.
**One on One Activity**

**Day 13**
- Have the student turn to Day 13; on page 72 in the student book ask questions about the form. Then ask, *What did we learn on Day 13?*

**F.**
- PAIR UP with your student. Read the first two steps of the directions aloud. Read the example dialog with the student.
- Then do the activity, having the student cover the other card. Encourage the student to practice proper word stress.

**Group Activity**

**Day 13**
- Have students turn to Day 13 on page 72 in the student book; ask questions about the form. Then ask, *What did we learn on Day 13?*

**F.**
- PAIR students. Read the first two steps of the directions aloud. Model the example dialog with a student.
- Have students cover the card they’re not using (i.e. partner A covers the partner B card and vice versa). As students talk, circulate and offer encouragement. Encourage students to practice proper word stress.
- Read the final step aloud.
**One on One Activity**

Day 14
- Have the student turn to Day 14 on page 78 in the student book; ask questions about the article and picture. Then ask, *What did we learn on Day 14?*

**G.**
- Read the directions aloud. Do an example together on the board. As the student works, answer questions and offer encouragement. Check answers together. **OPTION:** Invite the student to read his/her sentences aloud. Listen for proper word and sentence stress.

---

**Group Activity**

Day 14
- Have students turn to Day 14 on page 78 in the student book; ask questions about the article and picture. Then ask, *What did we learn on Day 14?*

**G.**
- Read the directions aloud. Do an example together on the board. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Invite volunteers to share their sentences with the class. Have the class listen for proper word and sentence stress.
One on One Activity

Day 15
• Have the student turn to Day 15 on page 84 in the student book; ask questions about the pictures. Then ask, What did we learn on Day 15?

H.
• Read the directions aloud. Do the first as an example. As the student works, answer questions and offer encouragement. Check answers together.

I.
• Read the directions aloud. As the student works, answer questions and offer encouragement. Check the student’s sentence for correct grammar and spelling. OPTION: Invite the student to read his/her sentences aloud.

Group Activity

Day 15
• Have students turn to Day 15 on page 84 in the student book; ask questions about the pictures. Then ask, What did we learn on Day 15?

H.
• Read the directions aloud. Do the first as an example. As students work, circulate and offer encouragement. Check answers together.

I.
• Read the directions aloud. As students work, circulate and offer encouragement. Check sentences individually. OPTION: Invite volunteers to share their sentences with the class.
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 be reviewed. Students who score lower than 80% should spend time reviewing the material that was missed and try the test again, either in class or as homework.

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

• Section A features one vocabulary item from each of the six days (Days 10–15), in chronological order.

• You may want to have students put down their pencils at the end of Section A so that you can introduce Section B.

B. Circle the answers.

• Sections B features grammar or pronunciation items from each of the six days (Days 10–15), in chronological order.

• You may want to have students put down their pencils after Section B so that you can introduce Section C. If you are not stopping students after Section B, point out that the test continues on page 52.

C. Answer the questions.

• Section C features “real life” types of questions and activities from each of the six days (Days 10–15), in chronological order.

• Because the items in this section are varied, students may have more questions as they work their way through. If a particular question is recurring, consider stopping the class, directing all students to the item, and explaining it.

• When grading these questions, the focus should be on the target concept. Ask yourself, what is this question testing?

CONCLUSION:

• Congratulate everyone on completing the term and learning so much! OPTION: Enjoy treats.

• Have students exchange books and write nice messages to each other.

• Remind everyone when the next term begins and encourage them to continue studying and practicing English!
A. Complete the sentences.

USE THESE WORDS

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<thead>
<tr>
<th>address</th>
<th>economical</th>
<th>whisper</th>
</tr>
</thead>
<tbody>
<tr>
<td>customer service</td>
<td>performance review</td>
<td></td>
</tr>
</tbody>
</table>

1. On my _____________, my manager said I was hardworking.

2. ________________ to use a different copier. That copier is really slow.

3. I called the number for ________________, but they’re closed on weekends.

4. I’m moving out because I need a more affordable place. It’s not ________________ for me to stay here.

5. To ________________ a problem means to do something about the problem.

6. In the library, we should ________________ so we don’t bother people who are trying to study.

B. Circle the correct words.

1. Q: When do you start work?
   A: I start work at / in 9 a.m.

2. Q: Is your new job difficult?
   A: Yes. But I learn fast / fastly.

3. Q: How much did she pay for that car?
   A: She paid too much / many. About $12,000.

4. Q: Is the apartment downtown?
   A: No. It’s in a RESidential / resiDENtial area.

5. Q: Did your landlady give you notice / document before entering your apartment?
   A: No. She didn’t call or anything.

6. Q: In your country, is it rude chew / to chew gum?
   A: For children, it’s okay.
C. Answer the questions.

1. Do you have a job? If so, do you like it? If not, what kind of job would you like? ____________________________
________________________________________________________________________________________
________________________________________________________________________________________

2. What’s something that you know how to do that you could teach someone else? What are the steps? ____________________________
________________________________________________________________________________________
________________________________________________________________________________________

________________________________________________________________________________________
________________________________________________________________________________________

4. What’s one way to search for housing? ____________________________
________________________________________________________________________________________
________________________________________________________________________________________

5. Write an online ad for your dream apartment or house. Use abbreviations and symbols.

6. What’s an example of a polite gesture or behavior in your country? What’s an example of a rude gesture or behavior in your country? ____________________________
________________________________________________________________________________________
________________________________________________________________________________________
Reproducible Section
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<th>eat dinner</th>
<th>go to the parent-teacher conference</th>
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<tbody>
<tr>
<td>get gas</td>
<td>leave town</td>
</tr>
<tr>
<td>saw my neighbor</td>
<td>leave for work</td>
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<tr>
<td>wake up</td>
<td>alarm went off</td>
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<tr>
<td>buy a present</td>
<td>go to Tina’s birthday party</td>
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<tr>
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<td>see an old friend</td>
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<tr>
<td>take a shower</td>
<td>wake up</td>
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<tr>
<td>fall asleep</td>
<td>watch TV</td>
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<tr>
<td>feel sick</td>
<td>eat too much cake</td>
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<tr>
<td>work in the garden</td>
<td>the rain stops</td>
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<td>the phone rings</td>
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<td>walk the dog</td>
<td>listen to my iPod</td>
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<tr>
<td>read a book</td>
<td>my husband surfs the Internet</td>
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<tr>
<td>brush my teeth</td>
<td>eat breakfast</td>
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<table>
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<th>8:30 a.m.</th>
<th>Friday</th>
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<td>a hotel</td>
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### Mountain View B&B - Job Application, Page 2

Have you ever ... Check the job experience you have. Then, describe the positions you've held.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td>worked in a B&amp;B or Hotel?</td>
<td>Yes. I’ve worked at the Downtown B&amp;B ___ six years?</td>
</tr>
<tr>
<td>interacted with the public?</td>
<td>Yes. I interact with the public ___ the front desk at the Downtown B&amp;B and I really enjoy that part of my job</td>
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<tr>
<td>worked without supervision?</td>
<td>Yes. In my current job. I work without supervision ___ the afternoon.</td>
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<tr>
<td>received a bad performance review?</td>
<td>No. I have always received positive performance reviews. In fact my most recent review said I was “honest hardworking and easygoing.”</td>
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<tr>
<td>worked with others, as a team?</td>
<td>Yes. I enjoy working with others and am a team player,</td>
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<td>General Description</td>
<td># of BRs</td>
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<td>---------------------</td>
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<td>kind of BA</td>
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Day 16    Practice Cheks
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

Visit www.unitingresources.org, for additional teaching resources including audio tracks and downloadable teacher books.

Our publications also include:
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• Pronunciation Fun with Pictures - Essential pronunciation practice to build confidence

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