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THANK YOU!
**TO THE TEACHER**

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
To The Teacher - The Color Vowel™ Chart

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. = MUSTARD

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

balloon, Nebraska, approve

How to Use The Color Vowel™ Chart in the Classroom

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

Strategy #2: Study by color. Categorize and review words from the book according to their stressed vowel sound (use the chart at the back of the student book). Identify the COLOR of a word or short phrase, and review it with other words of the same COLOR. Together, read the words in each box, noticing their shared stressed vowel sound.
Introducing The Color Vowel™ Chart to 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.
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.
<table>
<thead>
<tr>
<th>TITLE</th>
<th>DAY</th>
<th>PAGE</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's your favorite TV show?</td>
<td>1</td>
<td>2</td>
<td>Media Habits</td>
</tr>
<tr>
<td>Brazil wins World Cup!</td>
<td>2</td>
<td>8</td>
<td>News</td>
</tr>
<tr>
<td>Have you ever driven a stick shift?</td>
<td>3</td>
<td>14</td>
<td>Transportation</td>
</tr>
<tr>
<td>Do's and Don'ts</td>
<td>4</td>
<td>20</td>
<td>Transportation: Laws</td>
</tr>
<tr>
<td>I get less exercise than I should.</td>
<td>5</td>
<td>26</td>
<td>Diet and Exercise</td>
</tr>
<tr>
<td>The therapist listens as David talks.</td>
<td>6</td>
<td>32</td>
<td>Health</td>
</tr>
<tr>
<td>Pick up your prescription at the pharmacy.</td>
<td>7</td>
<td>38</td>
<td>Medical Care</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>44</td>
<td>Review &amp; Test</td>
</tr>
<tr>
<td>LANGUAGE TOOL</td>
<td>LIFE SKILLS: HOW TO...</td>
<td>REAL LIFE</td>
<td>CULTURE TIPS</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------</td>
<td>-----------</td>
<td>--------------</td>
</tr>
<tr>
<td>Pronunciation: silent letters</td>
<td>Examine media habits, identify media sources, organize a story chronologically</td>
<td>Survey</td>
<td>Different media sources have different points of view</td>
</tr>
<tr>
<td>Verb tense review: past, past continuous, simple present, present continuous, future</td>
<td>Read headlines, identify news types, read a weather map, write a short story</td>
<td>Headlines, weather map, newspaper article</td>
<td>Tips for newspaper delivery</td>
</tr>
<tr>
<td>Conversation fillers: oh, so, okay, um, right, well,</td>
<td>Identify parts of a car, rent a car, read an insurance card</td>
<td>Rental car form, city map, highway map, insurance card and application form</td>
<td>Insurance tips and facts</td>
</tr>
<tr>
<td>Tips for improving your reading skills</td>
<td>Understand driving rules and punishment, read a traffic ticket</td>
<td>Traffic ticket, manners</td>
<td>Safety when being pulled over</td>
</tr>
<tr>
<td>Comparisons with countables and noncountables; pronunciation: vowels</td>
<td>Determine appropriate caloric intake, categorize food types</td>
<td>Calorie chart, magazine article</td>
<td>Calorie needs</td>
</tr>
<tr>
<td>Time markers (before, while, as, when) and connectors (and, but, or, so)</td>
<td>Talk about depression, talk about dental problems</td>
<td>Combining sentences, connectors</td>
<td>Prescription painkillers</td>
</tr>
<tr>
<td>Articles: a, an, the</td>
<td>Get a prescription, read an insurance card and a drug label</td>
<td>Insurance plans, insurance card, magazine article</td>
<td>Medication labels</td>
</tr>
<tr>
<td>TITLE</td>
<td>DAY</td>
<td>PAGE</td>
<td>TOPIC</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----</td>
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<td>------------------------</td>
</tr>
<tr>
<td>To the pharmacy!</td>
<td>9</td>
<td>53</td>
<td>Field Trip</td>
</tr>
<tr>
<td>When I go for a hike, I tell someone.</td>
<td>10</td>
<td>54</td>
<td>Culture: Travel</td>
</tr>
<tr>
<td>Our loan was approved!</td>
<td>11</td>
<td>60</td>
<td>Finances</td>
</tr>
<tr>
<td>The counter was already scratched.</td>
<td>12</td>
<td>66</td>
<td>Housing</td>
</tr>
<tr>
<td>I’m really good with people.</td>
<td>13</td>
<td>72</td>
<td>Employment</td>
</tr>
<tr>
<td>She said she opposed the death penalty.</td>
<td>14</td>
<td>78</td>
<td>Community</td>
</tr>
<tr>
<td>You should be proud of yourself!</td>
<td>15</td>
<td>84</td>
<td>Goals</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>90</td>
<td>Review &amp; Test</td>
</tr>
<tr>
<td>LANGUAGE TOOL</td>
<td>LIFE SKILLS: HOW TO...</td>
<td>REAL LIFE</td>
<td>CULTURE TIPS</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-----------------------------------------------</td>
<td>------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>REVIEW</td>
<td>Manners, understand idioms</td>
<td>Idiomatic expressions</td>
<td>Understanding idiomatic expressions</td>
</tr>
<tr>
<td>Comparatives and superlatives</td>
<td>Distinguish active from passive voice, read a loan statement</td>
<td>Business plan, loan statement, reading about bank policies</td>
<td>Using delivery confirmation</td>
</tr>
<tr>
<td>Using passive voice: be + past participle</td>
<td>Argue your side, prepare to move, use the yellow pages</td>
<td>Yellow pages, check in/out list, article, letter</td>
<td>Finding plumbers and other services</td>
</tr>
<tr>
<td>be + past participle to describe; pronunciation: recognizing relaxed speech</td>
<td>Read job ads, read a pay stub, write a resume</td>
<td>Job ads, assess skills, pay stub, cover letter, resume</td>
<td>Positive behavior in a job interview</td>
</tr>
<tr>
<td>Using adverbs</td>
<td>Discuss issues, read a press release</td>
<td>Interview, government</td>
<td>Contacting elected officials</td>
</tr>
<tr>
<td>Quoted speech</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflexive pronouns</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 6B listening tracks
- Name tags, markers (1 per student)
- OPTIONAL: sheets of paper (1 per student)

**WARM UP**
- Before class, write basic class information on board: the student level (6B), your name, phone number, class start/finish times, etc. Talk about the information. Have the student write your contact information inside the front cover of the book.
- Welcome the student. Introduce yourself: Example: Welcome! This is English class 6B. My name is (Bev). Point to your name tag. Have the student repeat your name. **NOTE:** Establish a gesture that you’d like to use every time you want the student to repeat, such as a waving motion toward yourself.
- Give the student a name tag and marker. Say, Write your name. Then have the student say his/her name aloud. You repeat it.
- PAIR UP with your student. Tell him/her that for the next five minutes, you will interview each other. Encourage him/her 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? What do you like about where you live?

**GROUP ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 6B listening tracks
- Name tags, markers (1 per student)
- OPTIONAL: sheets of paper (1 per student)

**WARM UP**
- Before class, write basic class information on board: the class level (6B), your name, phone number, class start/finish times, etc. Talk about the information.
- Have the students write your contact information inside the front cover of their books.
- Welcome students. Introduce yourself: Example: Welcome! This is English class 6B. My name is (Rita). 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 (Rita). Then ask, What's your name? and gesture to a student to introduce himself/herself. Continue around the room.
A. Vocabulary: Media
• Read the directions aloud. Give the student a few moments to absorb the pictures 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 pictures. Ask, What's this? What's that?
• Ask, What are we learning today? Point to the heading at the top of the page: Media habits

B. Listening (track 2): Survey 1
• Read the first part of the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.
• Play and/or read the audio. Repeat the audio as necessary. Check the answer together.

PRONUNCIATION NOTE:
Consider mentioning that interesting is pronounced both as 3-syllables (in-tres-ting) and 4-syllables (in-ter-es-ting) depending on the speaker.

B. Listening (track 2): Survey 1
Marketer: Good evening, I'm with BKM Media Research. Can I ask you some questions about your media habits?
Nora: Sure.
Marketer: Do you have Internet access at home?
Nora: Yes, I do.
Marketer: Are you online now?
Nora: No, I'm not.
Marketer: Does your family watch TV?
Nora: Yes, we do.
Marketer: How much TV do you watch a day?
Nora: About three hours.
Marketer: Who's your favorite TV news or talk show host?
Nora: Rachel Maddow.
Marketer: Why?
Nora: Because she's interesting and smart.
Marketer: Which magazines do you subscribe to?
Nora: Food Magazine and Travel.
Marketer: When do you listen to the radio?
Nora: Every morning, during breakfast.
Marketer: Where do you get your weather news?
Nora: From the Internet.
Marketer: Which website?
Nora: Oh, different sites. I like weather.com.
Marketer: Great. That's all. Thanks for your time.
C. Grammar: Question and answer review
• This chart focuses on yes/no and information questions.
• Yes/no questions can begin with *Is, Are, Does*, or *Do*. All can be answered with a *yes* or a *no*.
• Information questions (also called *wh*- questions) begin with a question word (*Who? What? When?* etc.). They cannot be answered with a *yes* or *no*—information such as facts, opinions, or reasons are required.
• Read the items in the grammar chart and have the student repeat.
• Point out the Language Note.
• Refer the student to the images on page 2 and ask yes/no and information questions: *Do you watch cooking shows? Which ones?*

D. Activity
• Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.
• EXPANSION: After checking the activity, have him/her write answers to the questions.

C. Grammar: Question and answer review
• This chart focuses on yes/no and information questions.
• Yes/no questions can begin with *Is, Are, Does*, or *Do*. All can be answered with a *yes* or *no*.
• Information questions (also called *wh*- questions) begin with a question word (*Who? What? When?* etc.). They cannot be answered with a *yes* or *no*—information such as facts, opinions, or reasons are required.
• Read the items in the grammar chart and have students repeat.
• Point out the Language Note.
• Refer the students to the images on page 2 and ask yes/no and information questions: *Do you watch cooking shows? Which ones?*

D. Activity
• Read the directions aloud. Go over the example together. As the student works, circulate and offer encouragement. Check answers together.
• EXPANSION: After students have checked the activity, have them interview classmates then write answers to their own questions. You can do this in “cocktail format” - students spend 1-2 minutes talking with one classmate, then change partners.
**REAL LIFE**

### ONE ON ONE ACTIVITY

**E. Listening (track 3): Silent letters**
- Read the first part of the directions aloud. Point out the Language Note. Invite the student to read it aloud.
- Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and ask, *Which letter don't you hear?*) Repeat the audio as necessary. Check answers together.

**F. Activity**
- PAIR UP with the student. Read the directions aloud. Model the example dialog with the student. Then ask and answer questions from Activity D.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Survey the student about the sources they go to for news. Introduce the terms "biased" and "objective." Talk about the role of journalists in society.

**EXTRA ACTIVITY (if time permits)**
- **Tic Tac Toe** On the board, draw a tic tac toe grid and have the student copy on a sheet of paper. As you dictate words from the lesson (*Internet, magazine, news channel*, etc.), the student writes them into his/her grid randomly. Then PAIR UP with your student. Each pair plays a game of tic tac toe. Before a student can claim a square (make an X or O), they must ask a *yes/no* or information question, using the word in the space correctly.

### GROUP ACTIVITY

**E. Listening (track 3): Silent letters**
- Read the first part of the directions aloud. Point out the Language Note. Invite a volunteer to read it aloud.
- Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and ask, *Which letter don't you hear?*) Repeat the audio as necessary. Check answers together.

**F. 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.

**G. Culture Tip!**
- Have students read the culture tip silently. Then you or a student read the tip aloud. Survey students about the sources they go to for news. Introduce the terms "biased" and "objective." Talk about the role of journalists in society.

**EXTRA ACTIVITY (if time permits)**
- **Tic Tac Toe** On the board, draw a tic tac toe grid and have students copy on a sheet of paper. As you dictate words from the lesson (*Internet, magazine, news channel*, 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), they must ask a *yes/no* or information question, using the word in the space correctly.

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**E. Listening (track 3): Silent letters**

Good evening.
Because she’s interesting.
Who’s your favorite TV news or talk show host?
Every morning, during breakfast.
Oh, different sites.
I like Temperature.com.
**ONE ON ONE ACTIVITY**

**H. Activity**
- Read the first part of the directions aloud. Ask about the title of the article, *What do you think it means?*
- After the student has read the article, ask comprehension questions: *What does the title of the article mean?*
- Point out the Language Note.
- Read the rest of the directions. As the student writes, answer questions and offer encouragement. Check answers together.
- **NOTE:** For question number two, it may be necessary to explain the distinction between *what is he like* (to describe someone or something) vs *what does he like*.

**I. Activity**
- Read the directions aloud. Brainstorm ideas together.
- As the student works, answer questions and offer encouragement. Check the student’s story for correct grammar, spelling, and punctuation, and varied vocabulary. **OPTION:** Invite the student to read his/her stories aloud.

**Before You Go ...**
- Encourage the student to ask questions about any part of the lesson they didn't understand. Make it a practice to leave time at the end of class for any questions or special directions for the next class.
- Assign the homework.
- Write on the board or indicate on a calendar when the next class is.
- Ask the student to wear his/her name tag to the next class.
- For next class, invite the student to bring his/her favorite newspaper or magazine to 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.

**GROUP ACTIVITY**

**H. Activity**
- Read the first part of the directions aloud. Ask about the title of the article, *What do you think it means?*
- After students have read the article, ask comprehension questions: *What does the title of the article mean?*
- Point out the Language Note.
- Read the rest of the directions. As students write, circulate and offer encouragement. Check answers together.
- **NOTE:** For question number two, it may be necessary to explain the distinction between *what is he like* (to describe someone or something) vs *what does he like*.

**I. Activity**
- Read the directions aloud. Brainstorm ideas together.
- As students work, 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. Make it a practice to leave time at the end of class for any questions or special directions for the next class.
- Assign the homework.
- 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.
- For next class, invite students to bring their favorite newspaper or magazine to 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.
**J. Activity**
- PAIR UP with the student. Read the first part of the directions aloud: *Circle the correct words.* As the student works, answer questions and offer encouragement.
- Read the next part of the directions: *Take the survey.* As the student writes, answer questions and offer encouragement.
- Read the final part of the directions aloud: *Interview your partner.* Then take turns asking and answering survey questions.
- As a follow-up to this activity, discuss the importance of your student watching/reading/listening to English as much as possible. Even having English “noise” in the background (in the form of radio or TV) is extremely helpful in advancing learning.

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

**GROUP ACTIVITY**

**J. Activity**
- PAIR students. Read the first part of the directions aloud: *Circle the correct words.* As students work, circulate and offer encouragement.
- Read the next part of the directions: *Take the survey.* As students write, circulate and offer encouragement.
- PAIR students. Read the final part of the directions aloud: *Interview your partner.* As student talk, circulate and offer encouragement. **OPTION:** Survey the class. Write the survey on the board. Have one student from each pair record their results on the board. What trends do you see?
- As a follow-up to this activity, discuss the importance of your students watching/reading/listening to English as much as possible. Even having English “noise” in the background (in the form of radio or TV) is extremely helpful in advancing learning.

**K. 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.
• 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 6B audio CD for this activity. Explain that practice is the best way to improve listening!
• B: Writing: Explain that writing is a good way to practice spelling.
• 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.
• As a way to incorporate a quick review at the end of each class, consider implementing an “exit ticket” strategy - require that students write down three things that they learned on a slip of paper to turn in before they leave. Alternatively, you can write a couple of questions on the board related to the day’s lesson and have students answer the questions in order to leave. This strategy will also allow you to see where students are still struggling.
• Thank your students for their hard work in class today! Thank you! Good job!

A. Listening (track 4): Your media habits

1. Marketer: Do you have Internet access at home?
2. Marketer: Are you online now?
3. Marketer: Does your family watch TV?
4. Marketer: How much TV do you watch a day?
5. Marketer: Who’s your favorite TV news or talk show host?
6. Marketer: Why?
7. Marketer: Which local channel do you watch the most?
8. Marketer: How many magazines do you subscribe to?
9. Marketer: When do you listen to the radio?
10. Marketer: Where do you get your weather news?

Marketer: Great. That’s all. Thanks for your time.
One on One Activity

MATERIALS
- Board or paper + marker
- 6B listening tracks
- Name tags, markers (1 per student)
- Newspaper or magazine (OPTION: Choose one article from the publication to read with your student)

REVIEW
- Talk about famous media personalities from your student's native country.
- Review media habits and questions from Day 1 with this ICEBREAKER: 20 Questions: Tell the student you are thinking of a media personality (movie or TV star, anchorperson, etc.). Write the name on a piece of paper for later confirmation. The student asks questions about the person using yes/no and information questions. For example: What is the person's job? Does the person live in the United States? After each answer, the student is allowed one guess.
- Review the homework.

WARM UP
- If the student brought a newspaper or magazine to class, ask him/her to share it and tell why they read it. Talk about the parts of the publications: front page, headline, byline, sports section, etc. NOTE: Bring a newspaper or magazine to share in case the student doesn't have one.

Group Activity

MATERIALS
- Board or paper + marker
- 6B listening tracks
- Name tags, markers (1 per student)
- Newspaper or magazine (OPTION: Choose one article from the publication and make copies to read with your students)

REVIEW
- Talk about famous media personalities from your students' native countries.
- Review media habits and questions from Day 1 with this ICEBREAKER: 20 Questions: Tell students you are thinking of a media personality (movie or TV star, anchorperson, etc.). Write the name on a piece of paper for later confirmation. Then divide the class into two TEAMS. The teams take turns asking questions about the person using yes/no and information questions. For example: What is the person's job? Does the person live in the United States? After each answer, the team is allowed one guess. The first team to guess the identity of the famous person wins.
- Review the homework.
- Give new name tags to students who forgot theirs.

WARM UP
- Ask students who brought newspapers and magazines to class to share them and tell why they read them. Talk about the parts of the publications: front page, headline, byline, sports section, etc. NOTE: Bring a newspaper or magazine to share in case students don't have one.
**ONE ON ONE ACTIVITY**

**A. Vocabulary: Headlines**
- Read the directions aloud. Give the student a few moments to absorb the headlines, pictures, and the words in the box. Remind him/her to say the words aloud quietly or silently.
- As pronunciation practice, say the words aloud and have the student repeat.
- Ask, *What are we learning today?*

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

**INTERNET EXPANSION:**
- If appropriate, show your student how to access news articles on-line.

**GROUP ACTIVITY**

**A. Vocabulary: Headlines**
- Read the directions aloud. Give students a few moments to absorb the headlines, pictures, and the words in the box. Remind them to say the words aloud quietly or silently.
- As pronunciation practice, say the words aloud and have students repeat.
- Ask, *What are we learning today?*

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

**INTERNET EXPANSION:**
- If appropriate, show your students how to access news articles on-line.
C. Grammar: Verb tense review
• This chart focuses on the various verb forms we use to talk about the past, present, and future.
• Read the items in the grammar chart and have the student repeat.
• Point out the Language Note. Explain that student doesn’t have to contract words in this fashion, but should know that many native speakers do, and knowing so will help the student with his/her listening comprehension.
• Direct the student’s attention to the headlines on page 8. Have him/her notice the tenses used in the headlines. The student may observe that the present is used even with past events (*Italy wins World Cup*). Explain that this is a publishing style preference and not representative of how people talk.

D. Activity
• Read the first part of the directions aloud. Help define new words by asking the student for his/her ideas.
• OPTION: Have student circle the time expressions.
• Read the rest of the directions. As the student works, answer questions and offer encouragement. Check answers together.
• Follow up with comprehension questions about the news stories: *When did the earthquake hit?*

C. Grammar: Verb tense review
• This chart focuses on the various verb forms we use to talk about the past, present, and future.
• Read the items in the grammar chart and have students repeat.
• Point out the Language Note. Explain that student doesn’t have to contract words in this fashion, but should know that many native speakers do, and knowing so will help students with their listening comprehension.
• Direct students’ attention to the headlines on page 8. Have them notice the tenses used in the headlines. They may observe that the present is used even with past events (*Italy wins World Cup*). Explain that this is a publishing style preference and not representative of how people talk.

D. Activity
• Read the first part of the directions aloud. Help define new words by asking the other students for their ideas.
• OPTION: Have students circle the time expressions.
• Read the rest of the directions. As students work, circulate and offer encouragement. Check answers together.
• Follow up with comprehension questions about the news stories: *When did the earthquake hit?*
• EXPANSION: Have each student write two questions about news stories. Then ask students to circulate to ask and answer the questions.
ONE ON ONE ACTIVITY

E. Activity
• Read the directions aloud. Point out the Language Note.
• Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

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

G. 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 news habits: Do they subscribe to a newspaper, or read the news online? Do they watch TV news? Do they believe everything in print or take it with a grain of salt?
• Encourage the student to read or watch news in English as a way to expose him/herself to as much language as possible.
• NOTE: If appropriate, let your student know that you can go on-line to put a vacation hold on mail and newspapers. It is a good idea to do this because people could see the papers accumulating and know you are away. You can also get a neighbor to collect the papers for you. In some communities, subscribers can donate the funds used for papers on vacation hold to local schools.
H. Activity
• Read the first part of the directions aloud: Read the headlines. Ask comprehension questions about the headlines: What does “rob” mean? (steal or take without permission)
• Read the rest of the directions aloud. Point out the Language Note. Do a quick example on the board, eliciting information with what? who? when? etc.
• As the student works, answer questions and offer encouragement. Check the student’s story for correct grammar, spelling, and punctuation, and varied vocabulary. **OPTION:** Invite the student to read his/her story aloud.

I. Activity
• PAIR UP with the student. Read the directions aloud. Point out the checklist.
• Have the student read the example dialog. Then talk about your stories from Activity H.
• **EXPANSION:** For some students at this level, it may be challenging to read a newspaper article in English. Choose a timely or pertinent article to bring to class and read together. Have the student identify the who, what, where, when and why.

**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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H. Activity
• Read the first part of the directions aloud: Read the headlines. Ask comprehension questions about the headlines: What does “rob” mean? (steal or take without permission)
• Read the rest of the directions aloud. Point out the Language Note. Do a quick example on the board, eliciting information with what? who? when? etc.
• As students work, circulate and offer encouragement. Check stories individually. **OPTION:** Invite volunteers to share their stories with the class.

I. Activity
• PAIR students. Read the directions aloud. Point out the checklist.
• Have a student model the example dialog. As students talk, circulate and offer encouragement.
• **EXPANSION:** For some students at this level, it may be challenging to read a newspaper article in English. Choose a timely or pertinent article to bring to class and read together. Have the students work together to identify the who, what, where, when and why.

**Before You Go ...**
• Encourage students to ask questions about any part of the lesson they didn’t understand.
• Assign the homework.
**J. Activity**
- PAIR UP with the student. Read the directions aloud.
- Brainstorm what the student could write.
- **OPTION:** If your student is more advanced, suggest that they work without using the word box.
- Then have a conversation about the weather.
- **INTERNET EXPANSION:** If appropriate, visit weather websites, such as The Weather Channel, Yahoo Weather, or Weather TAP to look at the local forecast for the week.

**K. Activity**
- PAIR UP with the student. Read the directions aloud. Point out the Language Note. Model the example dialog with the student.
- Then have a conversation about news stories.
- **EXPANSION:** Ask the student to choose an article to read for homework. Tell him/her to plan to give an oral summary of the piece at the next class.

**J. Activity**
- PAIR students. Read the directions aloud.
- Brainstorm with students how they can begin.
- **OPTION:** For more advanced students, suggest that they work without using the word box.
- As students talk, circulate and offer encouragement.
- **OPTION:** Invite volunteers to share their conversations with the class.
- **INTERNET EXPANSION:** If appropriate, visit weather websites, such as The Weather Channel, Yahoo Weather, or Weather TAP to look at the local forecast for the week.

**K. Activity**
- PAIR students. Read the directions aloud. Point out the Language Note. Model the example dialog with a student.
- As students talk, circulate and offer encouragement.
- **OPTION:** Invite volunteers to share their conversations with the class.
- **EXPANSION:** Ask the students to choose an article to read for homework. Tell them to plan to give an oral summary of the piece at the next class.
• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 6B audio CD, and that practice is the best way to improve listening!
• B: Writing: Explain that writing is a good way to practice critical thinking.
• C: Hello, world!: Encourage them to try at least one of the suggestions. Say, Try!
• D: Journaling: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it’s okay to write words without complete sentences. **OPTION:** Brainstorm journal topics with your students.
• Ask students to fill out an “exit ticket” before leaving (see Day 1 homework for suggestions on how to do this).
• Thank your students for their hard work in class today! Thank you! Good job!

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A. Listening (track 5): News report

**Welcome to WFRN news. Here are our top stories.**

Police say a fire started this morning at around 7:30 a.m. at a local restaurant. Firefighters put out the fire. However, one of the cooks broke his foot while escaping. Currently, he is at General Hospital where he is receiving treatment.

Two burglars tried to break into a home on Wentworth Avenue last night, police say. A woman was walking down Wentworth Avenue when she heard a noise. She dialed 911, and the police arrived within ten minutes. The men ran.

High school senior Jason Martin signed with the Houston Hoops yesterday for $4 million a year. At the press conference, the 18-year-old basketball star said it was the best day of his life. How will he spend the money? “I don't know. First, I’m going to talk to my parents.”
**One on One Activity**

**MATERIALS**
- Board or paper + marker
- 6B listening tracks
- OPTIONAL: tape; Reproducible: the story “A Fender Bender”

**REVIEW**
- Review tenses from Day 2 by checking Activity A from the homework. Play and/or read the audio. Check answers together.
- Review the rest of the homework.

**WARM UP**
- To activate the student’s transportation vocabulary, draw a spidergram on the board with the word Car in the center. Have the student brainstorm different parts of a car. You write a car part at the end of each “leg.”

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**Group Activity**

**MATERIALS**
- Board or paper + marker
- 6B listening tracks
- OPTIONAL: tape; Reproducible: the story “A Fender Bender”

**REVIEW**
- Review tenses from Day 2 by checking Activity A from the homework. Play and/or read the audio. Check answers together.
- Review the rest of the homework.

**WARM UP**
- To activate students’ transportation vocabulary, draw a spidergram on the board with the word Car in the center. Have students brainstorm different parts of a car. You write a car part at the end of each “leg.”

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**ONE ON ONE ACTIVITY**

A. Vocabulary: Automobiles
- Read the directions aloud. Give the student a few moments to absorb the picture and words. Remind him/her to say the words aloud quietly or silently.
- As pronunciation practice, say the words aloud and have the student repeat.
- Have the student look at the picture. Ask, *What’s this? What’s that?*
- Ask, *What are we learning today?*

B. Listening (track 6): The rental agency
- Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check the answer together. Ask the student to explain his/her answer.
- Point out the Language Note. Explain that fillers are things people say as they think or to move the conversation forward.
- Talk about the meaning of the words in the white vocabulary box.
  - *cover:* a guarantee from an insurance company that money will be paid by them in certain situations
  - *liability:* something or someone that could cause a lot of problems
  - *total:* when the value of the repairs will be more expensive than the value of the automobile

**GROUP ACTIVITY**

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

B. Listening (track 6): The rental agency
- Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check the answer together. Ask students to explain their answers.
- Point out the Language Note. Explain that fillers are things people say as they think or to move the conversation forward.
- Talk about the meaning of the words in the white vocabulary box.
  - *cover:* a guarantee from an insurance company that money will be paid by them in certain situations
  - *liability:* something or someone that could cause a lot of problems
  - *total:* when the value of the repairs will be more expensive than the value of the automobile

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**B. Listening (track 6): The rental agency**

Rental Car Agent: Have you rented from us before?
Darin: No. I’ve never rented a car.
Rental Car Agent: Oh. So how long have you been driving?
Darin: For about 20 years.
Rental Car Agent: Oh, okay. Right. Um, have you ever driven a stick shift?
Darin: Yes. That’s what I learned on.
Rental Car Agent: Great. Then I think you’ll like the red Toyota. It’s a stick, and it gets 40 miles per gallon. ... So, have you ever had an accident, like a fender bender?
Darin: No, never.
Rental Car Agent: Well, you know, I’d still suggest you purchase our protection insurance.
Darin: How much is it?
Rental Car Agent: It’s $25 a day. It covers everything: from a scratch to a flat tire to towing to damage and liability in the case of an accident.
Darin: What if I total the car?
Rental Car Agent: You’re covered.
**C. Grammar: Verb tense review**
- 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 to illustrate the present perfect continuous like this:
  
  (present perfect continuous)  
  xxxxxxx  
  (simple past) (now) (future)

- Read the items in the grammar chart and have students repeat. **NOTE:** If students need review, go over the time markers in the Language Note.
- Refer students to the image on page 14 and ask questions using the target grammar: Has Darin rented a car before? How long has he been driving?

**D. Activity**
- Read the directions aloud. As students work, answer questions and offer encouragement. Check answers.
- **EXPANSION:** After checking the activity, PAIR UP with the student. Role-play the questions. Take turns being the rental agent and the renter.
- **NOTE:** Talk about the pros and cons of paying for supplemental insurance when renting a car. Some insurance and credit card companies cover rental car damages.

**GROUP ACTIVITY**

**C. Grammar: Verb tense review**
- 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 to illustrate the present perfect continuous like this:
  
  (present perfect continuous)  
  xxxxxxx  
  (simple past) (now) (future)

- Read the items in the grammar chart and have students repeat. **NOTE:** If students need review, go over the time markers in the Language Note.
- Refer students to the image on page 14 and ask questions using the target grammar: Has Darin rented a car before? How long has he been driving?

**D. Activity**
- Read the directions aloud. As students work, circulate and offer encouragement. Check answers individually.
- **EXPANSION:** After checking the activity, PAIR UP with the student. Assign one to be a rental agent and one to be a renter. Have them role-play the questions. **OPTION:** Invite volunteers to share their conversations with the class.
- **NOTE:** Talk about the pros and cons of paying for supplemental insurance when renting a car. Some insurance and credit card companies cover rental car damages.
ONE ON ONE ACTIVITY

E. Activity
• Ask student to read the email silently to himself/herself. Ask comprehension questions about the email.
• Read the rest of the directions. As the student works, answer questions and offer encouragement. Check answers together.
• Point out the Bonus Box.

F. Culture Tip!
• Have the student read the culture tip silently. Then you or the student read the tip aloud. Answer any questions the student may have about auto insurance.
• Does your student use on-line maps for driving directions?

GROUP ACTIVITY

E. Activity
• Ask student to read the email silently to himself/herself. Then ask a volunteer to read the email aloud. Ask comprehension questions about the email.
• Read the rest of the directions. As students work, circulate and offer encouragement. Check answers together.
• Point out the Bonus Box.

F. Culture Tip!
• Have students read the culture tip silently. Then you or a student read the tip aloud. Answer any questions students may have about auto insurance.
• Do your students use on-line maps for driving directions?
**REAL LIFE**

**ONE ON ONE ACTIVITY**

**G. Activity**
- Read the directions aloud. Do an example on the board by having the student locate cities on the map and finding the route between them.
- As the student works, answer questions and offer encouragement. Check answers together.

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

**EXTRA ACTIVITY (if time permits)**
- **Read and Write**  PAIR UP with the student. Tape one copy of the story “A Fender Bender” on a wall of the room. Designate one partner a reader and one a writer. The reader goes to the story, reads a sentence, then returns to the writer and repeats the sentence. The writer writes the sentence on a piece of paper. After the third sentence (which you may want to mark on the copies), the partners switch roles. **NOTE:** Pre-teach any new vocabulary.

**GROUP ACTIVITY**

**G. Activity**
- Read the directions aloud. Do an example on the board by having the students locate cities on the map and finding the route between them.
- As students work, circulate and offer encouragement. Check answers together.

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

**EXTRA ACTIVITY (if time permits)**
- **Read and Write**  PAIR students. For each pair, tape one copy of the story “A Fender Bender” around the room. Designate one student a reader and one a writer. The reader goes to the story, reads a sentence, then returns to the writer and repeats the sentence. The writer writes the sentence on a piece of paper. After the third sentence (which you may want to mark on the copies), the partners switch roles. As students read and write, circulate and offer encouragement. **NOTE:** Pre-teach any new vocabulary.
**ONE ON ONE ACTIVITY**

**H. Activity**
- Read the directions aloud. Ask the student what "irregular" means. Go over the example together.
- As the student works, answer questions and offer encouragement. Check answers together.

**I. Activity**
- PAIR UP with the student. Read the directions aloud. Have the student read the example sentence. Listen for correct grammar.

**J. Activity**
- PAIR UP with the student. Read the first part of the directions aloud. Do the first one as an example with the student.
- Give student time to work on the remainder of the activity. As the student matches, answer questions and offer encouragement.
- Read the rest of the directions. Then practice the Q&As in PAIRS.

**K. Activity**
- PAIR UP with the student. Read the directions aloud. Model the example dialog with the student. Then have a conversation about the topics.
- **EXPANSION:** Talk about bus pass options in your area, if appropriate. Some communities also offer memberships to private short-term car rentals (such as Go Cars), which can be cheaper than renting.

**GROUP ACTIVITY**

**H. Activity**
- Read the directions aloud. Ask students what "irregular" means. Go over the example together.
- As students work, circulate and offer encouragement. Check answers together.

**I. Activity**
- PAIR students. Read the directions aloud. Have a volunteer read the example sentence. Encourage partners to listen for correct grammar.
- As students talk, circulate and offer encouragement.

**J. Activity**
- PAIR students. Read the first part of the directions aloud. Do the first one as an example with the students.
- Give students time to work on the remainder of the activity. As students match, circulate and offer encouragement.
- Read the rest of the directions. As students talk, circulate and offer encouragement.

**K. 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.
- **EXPANSION:** Talk about bus pass options in your area, if appropriate. Some communities also offer memberships to private short-term car rentals (such as Go Cars), which can be cheaper than renting.
• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 6B audio CD, and that practice is the best way to improve listening!
• B: Reading: Remind them that reading is a good way to grow vocabulary.
• C: Hello, world!: Encourage them to try at least one of the suggestions. Say, Try!
• D: Journaling: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it’s okay to write words without complete sentences. **OPTION:** Brainstorm journal topics with your students.
• Ask students to fill out an “exit ticket” before leaving (see Day 1 homework for suggestions on how to do this).
• Thank your students for their hard work in class today! *Nice work!*

**A. Listening (track 7): The rental agency**

* Rental Car Agent: Have you rented from us before?
  * Darin: No. I’ve never rented a car.
  * Rental Car Agent: Oh. So, how long have you been driving?
  * Darin: For about 20 years.
  * Rental Car Agent: Oh, okay. Right. Um, have you ever driven a stick shift?
  * Darin: Yes. That’s what I learned on.
  * Rental Car Agent: Great. Then I think you’ll like the red Toyota. It’s a stick, and it gets 40 miles per gallon. ... So, have you ever had an accident, like a fender bender?
  * Darin: No, never.
  * Rental Car Agent: Well, you know, I’d still suggest you purchase our protection insurance.
  * Darin: How much is it?
  * Rental Car Agent: It’s $25 a day. It covers everything: from a scratch to a flat tire to towing to damage and liability in the case of an accident.
  * Darin: What if I total the car?
  * Rental Car Agent: You’re covered.
### One on One Activity

**MATERIALS**
- Board or paper + marker
- 6B listening tracks
- Reproducibles: Questions Strips (1 strip per pair);
- Reproducibles: Traffic Ticket Handout (1 per student)
- Hat (or similar, for drawing strips from)

**REVIEW**
- Review the present perfect and the present perfect continuous from Day 3 with this ICEBREAKER: Question Line. Stand across from the student and pull a Question Strip from a hat. Partner A asks Partner B the question, Partner B answers. Continue, taking turns asking and answering the questions.
- Review the homework.

**WARM UP**
- Share a story about a traffic stop, accident, or other memorable driving experience. Ask the student to share his/her own driving story.

### Group Activity

**MATERIALS**
- Board or paper + marker
- 6B listening tracks
- Reproducibles: Questions Strips (1 strip per pair);
- Reproducibles: Traffic Ticket Handout (1 per student)

**REVIEW**
- Review the present perfect and the present perfect continuous from Day 3 with this ICEBREAKER: Question Line. Position students around a long table, with a line of students on each side and Question Strips on the table on side A. Student A asks Student B the question, Student B answers. Students shift one position to the left when you clap (or whistle or otherwise signal it’s time to move on). Eventually all students will ask and answer all questions.
- Review the homework.

**WARM UP**
- Share a story about a traffic stop, accident, or other memorable driving experience. Ask students to share their own driving stories.
**One on One Activity**

**Vocabulary: Rules**
- Read the directions aloud. Give the student a few moments to absorb the title, picture, and words (underlined and in the box). Remind him/her to say the words aloud quietly or silently.
- As pronunciation practice, say the words aloud and have the student repeat.
- Ask, *What are we learning today?*

**B. Activity**
- PAIR UP with the student. Read the directions aloud. Ask the student what looking at just the title, headings and boldfaced words of a text is called (previewing). Ask what the benefits of predicting might be. But sure they closes his/her books after previewing.
- Then have the student tell you about this/her prediction. Ask the student to explain his/her guess.
- Provide an explanation for the words in the text:
  - *violation:* an act that breaks a law
  - *to fail:* to not do something (you should do)
  - *weave:* to drive in a zigzag or wavy line
  - *to argue:* to disagree in an angry way/manner
  - *bribe:* money or something valuable that you give to persuade someone to do something
  - *charges:* formal accusation when someone does something illegal
  - *cooperative:* doing what you are asked to do, and not/without complaining and arguing
  - *demand:* to ask for something in a forceful way
  - *warning:* telling someone when they do something wrong/break a law without/not making a formal charge

**Group Activity**

**Vocabulary: Rules**
- Read the directions aloud. Give students a few moments to absorb the title, picture, and words (underlined and in the box). Remind them to say the words aloud quietly or silently.
- As pronunciation practice, say the words aloud and have students repeat.
- Ask, *What are we learning today?*

**B. Activity**
- PAIR students. Read the directions aloud. Ask students what looking at just the title, headings and boldfaced words of a text is called (previewing). Ask what the benefits of predicting might be. But sure they close their books after they’ve previewed.
- As students talk, circulate and offer encouragement.
- Have students explain their guesses.
- Provide an explanation for the words in the text:
  - *violation:* an act that breaks a law
  - *to fail:* to not do something (you should do)
  - *weave:* to drive in a zigzag or wavy line
  - *to argue:* to disagree in an angry way/manner
  - *bribe:* money or something valuable that you give to persuade someone to do something
  - *charges:* formal accusation when someone does something illegal
  - *cooperative:* doing what you are asked to do, and not/without complaining and arguing
  - *demand:* to ask for something in a forceful way
  - *warning:* telling someone when they do something wrong/break a law without/not making a formal charge
C. **Reading skill tips**
   - This chart focuses on strategies that the student can use to help his/her reading comprehension.
   - Ask the student to read the tips aloud. Point out the Language Note.
   - Ask questions about the article on page 20: *What's the title of the article? What does the picture tell you?*

D. **Activity**
   - Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together. Ask the student to support his/her answers.

E. **Activity**
   - Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.
   - Follow up with other comprehension questions: *What are some things you shouldn't do if the police pull you over?*

C. **Reading skill tips**
   - This chart focuses on strategies that students can use to help their reading comprehension.
   - Ask volunteers to read the tips aloud. Point out the Language Note.
   - Ask questions about the article on page 20: *What's the title of the article? What does the picture tell you?*

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

E. **Activity**
   - Read the directions aloud. As students work, circulate and offer encouragement. Check answers together.
   - Follow up with other comprehension questions: *What are some things you shouldn't do if the police pull you over?*
**One on One Activity**

**F. Activity**
- Read the first step of the directions aloud. Ask the student what "previewing" means. After the student has previewed the article, ask general comprehension questions: *What's the main idea of Part 2?*
- Read the second step. As the student reads, answer questions and offer encouragement. Answer any questions about definitions.
- Read the final step. As the student writes, answer questions and offer encouragement. Check answers together.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Talk about appropriate interaction with the police. Talk about citizens’ rights and safety practices.
- **EXPANSION:** Help the student find out the phone number of the local police department to put in his/her cell phone.

**EXTRA ACTIVITY (if time permits)**
- Pass out Traffic Ticket Handouts. As the student works, answer questions and offer encouragement. Check answers together.

**Group Activity**

**F. Activity**
- Read the first step of the directions aloud. Ask a volunteer to remind the class what "previewing" means. After the students have previewed the article, ask general comprehension questions: *What's the main idea of Part 2?*
- Read the second step. As students read, circulate and offer encouragement. Have volunteers answer other students’ questions about definitions.
- Read the final step. As students write, circulate and offer encouragement. Check answers together.

**G. Culture Tip!**
- Have students read the culture tip silently. Then you or a student read the tip aloud. Talk about appropriate interaction with the police. Talk about citizens’ rights and safety practices.
- **EXPANSION:** Help the student find out the phone number of the local police department to put in his/her cell phone.

**EXTRA ACTIVITY (if time permits)**
- Pass out Traffic Ticket Handouts to each student. As students work, circulate and offer encouragement. Check answers together.
**REAL LIFE**

**ONE ON ONE ACTIVITY**

**H. Activity**
- PAIR UP with the student. Read the directions aloud. Make sure the student understands the meaning of blood-alcohol concentration. Have the student read the chart information. Ask comprehension questions: What does “offense” mean? What's the difference between having your license revoked and having it suspended?
- Have the student read the questions aloud. Then have a conversation about the questions.
- **INTERNET EXPANSION:** Look on-line to find examples of how many drinks a person can have, by body weight, to stay within the BAC limits.

**I. Listening (track 8): Traffic Safety Class**
- Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together.

**Pronunciation Extra: Sentence Stress**
- Work on sentence stress by explaining that English is a stress-timed language. This means that English speakers stress the important words in a sentence. Here four examples from the listening track:
  - Where is it held
  - How to pay for the class
  - How to register
  - When is it held

**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**
- PAIR students. Read the directions aloud. Make sure students understand the meaning of blood-alcohol concentration. Have students read the chart information. Ask comprehension questions: What does “offense” mean? What's the difference between having your license revoked and having it suspended?
- Have a volunteer read the questions aloud.
- As students talk, circulate and offer encouragement.
  - **OPTIONS:** 1) Invite volunteers to share their conversations with the class. 2) Discuss the questions as a class.
  - **INTERNET EXPANSION:** Look on-line to find examples of how many drinks a person can have, by body weight, to stay within the BAC limits.

**I. Listening (track 8): Traffic Safety Class**
- Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together.

**Pronunciation Extra: Sentence Stress**
- Work on sentence stress by explaining that English is a stress-timed language. This means that English speakers stress the important words in a sentence. Here four examples from the listening track:
  - Where is it held
  - How to pay for the class
  - How to register
  - When is it held

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

**I. Listening (track 8): Traffic Safety Class**

You have reached the registration line for the Orchard City Police Department Traffic Safety Class. This message will explain when the class is held, where it is held, how to pay for the class and how to register.

When the class is held: The Traffic Safety Class is held on the second Wednesday of each month. It starts promptly at 5pm and generally concludes at 9pm. Participants who arrive late will not be admitted.

Where the class is held: It is held at the Orchard City Council Chambers located at 350 Main Rd, Orchard City.

How to pay for the class: The Traffic Safety class costs $35. You must pay when you arrive for the class. Bring $35 in cash, money order, cashier’s check or personal check made payable to Orchard City Police Department.

How to register for the class: If you wish to register for a class, leave your name, phone number and the date of the class you wish to attend at the end of this message. When you have left this information, you have registered.

To repeat, you have registered when you have left your name, phone number and the date of the class. You will not be phoned unless the date of the class has to be changed. (BEEP)
**One on One Activity**

**J. Activity**
- Read the directions aloud. Go over the example together.  
  **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.

**K. Activity**
- Read the directions aloud with your student. Consider drawing the following timeline to make the definitions more clear.

```
|----------(until)---------------------|
now       next week
          (by)
now       next week
```

- Give the student time to work. Check answers together.  
- **EXPANSION:** Have the student come up with his/her own example sentences.

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

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**Group Activity**

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

**K. Activity**
- Read the directions aloud with your students. Consider drawing the following timeline to make the definitions more clear.

```
|----------(until)---------------------|
now       next week
          (by)
now       next week
```

- Give the students time to work. Check answers together.  
- **EXPANSION:** Have the student come up with his/her own example sentences.

**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.
• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 6B audio CD, and that practice is the best way to improve listening!
• B: Writing: Remind them that writing is a good 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 words without complete sentences. **OPTION:** Brainstorm journal topics with your students.
• Ask students to fill out an “exit ticket” before leaving (see Day 1 homework for suggestions on how to do this).
• Thank your students for their hard work in class today! *Keep up the hard work!*

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**A. Listening (track 9): The traffic stop**

[Police siren sound effects]

Woman: Oh no. I’d better pull over.
Officer: Good evening. The reason I’ve pulled you over is your taillights are out.
Woman: Oh gosh. I didn’t realize that. Thanks for letting me know. I’ll get them fixed.
Officer: Can I see your driver’s license, your registration, and proof of insurance, please?
Woman: Here’s my driver’s license. The registration and insurance papers are in the glove box. Here you are.
Officer: Everything is in order. I’m not going to ticket you this time, but you make sure you get those lights fixed as soon as possible.
Woman: Yes, I will. Thank you, Officer.
**One on One Activity**

**MATERIALS**
- Board or paper + marker
- 6B listening tracks
- Short news article involving a traffic accident
- OPTIONAL: Images of foods in Activity J

**REVIEW**
- Review reading skills from Day 4. Pass out a short news article involving a traffic accident. 1) Ask the student to preview it. Ask him/her to predict what the article is about. 2) Then have him/her read the article. Have him/her circle new words. After the student has finished reading, have him/her guess the meanings of the new words. 3) Finally, have the student summarize the article in two sentences.
- Review the homework.

**WARM UP**
- **ICEBREAKER: Simon Says** Have the student stand. Give instructions for various calisthenics—for example: Simon says, “Jump rope.” Simon says, “Stretch your arms overhead.”

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**Group Activity**

**MATERIALS**
- Board or paper + marker
- 6B listening tracks
- Short news article involving a traffic accident
- OPTIONAL: Images of foods in Activity J

**REVIEW**
- Review reading skills from Day 4. Pass out copies of a short news article involving a traffic accident. 1) Ask students to preview it. Ask them to predict what the article is about. 2) Then have them read the article. Have them circle new words. After they’ve finished reading, have them guess the meanings of the new words. 3) Finally, have volunteers summarize the article in two sentences.
- Review the homework.

**WARM UP**
- **ICEBREAKER: Simon Says** Have students stand. Give instructions for various calisthenics—for example: Simon says, “Jump rope.” Simon says, “Stretch your arms overhead.” Students who do not do the correct action, or who do an action that isn’t accompanied by “Simon Says,” sit down.
One on One Activity

A. Vocabulary: Lifestyle
- Read the directions aloud. Give the student a few moments to absorb the paragraph headings, picture, and words. Remind him/her to say the words aloud quietly or silently.
- As pronunciation practice, say the words aloud and have the student repeat.
- Point out the blue box.
- Ask, What are we learning today?

B. Activity
- Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together. Ask the student to support his/her answers.

Group Activity

A. Vocabulary: Lifestyle
- Read the directions aloud. Give students a few moments to absorb the paragraph headings, picture, and words. Remind them to say the words aloud quietly or silently.
- As pronunciation practice, say the words aloud and have students repeat.
- Point out the blue box.
- Ask, What are we learning today?

B. Activity
- Read the directions aloud. As students work, circulate and offer encouragement. Check answers together. Ask students to support their answers.
C. Grammar: Comparisons with non-countables and countables
• This chart focuses on language used when comparing non-countables and countables.
• Review the meanings and examples of non-countables and countables: *Non-countables are things that can’t be counted individually—they’re usually a mass, such as water or concepts, such as exercise. Countables are things that can be counted one by one—such as pencils and French fries.*
• Read the items in the grammar chart and have students repeat. **NOTE:** Explain that students can omit the object when it’s known: *I get less (exercise) than I should.*
• Point out the Language Note. Clarify the pronunciation of *should* and *could*.

D. Activity
• Read the directions aloud. Go over the example together. Note that the words are highlighted to help the student see the structures even as they focus on meaning.
• As the student works, answer questions and offer encouragement. Check answers together.

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

C. Grammar: Comparisons with non-countables and countables
• This chart focuses on language used when comparing non-countables and countables.
• Review the meanings and examples of non-countables and countables: *Non-countables are things that can’t be counted individually—they’re usually a mass, such as water or concepts, such as exercise. Countables are things that can be counted one by one—such as pencils and French fries.*
• Read the items in the grammar chart and have students repeat. **NOTE:** Explain that students can omit the object when it’s known: *I get less (exercise) than I should.*
• Point out the Language Note. Clarify the pronunciation of *should* and *could*.

D. Activity
• Read the directions aloud. Go over the example together. Note that the words are highlighted to help students see the structures even as they focus on meaning.
• As students work, circulate and offer encouragement. Check answers together.

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

**F. Activity**
- Read the directions aloud. Point out the Language Note.
- Do the first one as an example.
- As the student works, answer questions and offer encouragement. Have the student read his/her answers aloud.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Talk about the student’s dietary habits. Review the food plate graphic. Ask comprehension questions.
- EXPANSION: Show student how to find calorie counts on food packages or on-line. Then, have the student track his/her caloric intake for a day and report back next class.

**GROUP ACTIVITY**

**F. Activity**
- Read the directions aloud. Point out the Language Note.
- Do the first one as an example.
- As students work, circulate and offer encouragement. Have students share their answers with the class.

**G. Culture Tip!**
- Have students read the culture tip silently. Then you or a student read the tip aloud. Talk about students’ dietary habits. Review the food plate graphic. Ask comprehension questions.
- EXPANSION: Show students how to find calorie counts on food packages or on-line. Then, have students track their caloric intake for a day and report back next class.

**Pronunciation Extra: 2-syllable nouns**
- Explain that most 2-syllable nouns are stressed on the 1st syllable.
- Using the Color Vowel™ Chart in the back of the student books, ask students to underline the stressed vowel sound and color code the following words:
  
<table>
<thead>
<tr>
<th>Word</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>butter</td>
<td>MUSTARD</td>
</tr>
<tr>
<td>yogurt</td>
<td>ROSE</td>
</tr>
<tr>
<td>ketchup</td>
<td>RED</td>
</tr>
<tr>
<td>chicken</td>
<td>SILVER</td>
</tr>
<tr>
<td>apple</td>
<td>BLACK</td>
</tr>
</tbody>
</table>
**ONE ON ONE ACTIVITY**

H. Listening (track 10): Food words
- Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together.

I. Activity
- PAIR UP with the student. 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 aloud. Point out the Language Note. Model the example dialog with the student. Then have a conversation about diet and exercise.

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

Pronunciation Extra: 2-syllable nouns
- Explain that most 2-syllable nouns are stressed on the 1st syllable.
- Using the Color Vowel™ Chart in the back of the student book, work with you student to underline the stressed vowel sound and color code the following words:
  
<table>
<thead>
<tr>
<th>Word</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>butter</td>
<td>MUSTARD</td>
</tr>
<tr>
<td>yogurt</td>
<td>ROSE</td>
</tr>
<tr>
<td>ketchup</td>
<td>RED</td>
</tr>
<tr>
<td>chicken</td>
<td>SILVER</td>
</tr>
<tr>
<td>apple</td>
<td>BLACK</td>
</tr>
</tbody>
</table>

**GROUP ACTIVITY**

H. Listening (track 10): Food words
- Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together.

I. Activity
- PAIR students. Read the first part of the directions aloud. As students work, circulate and offer encouragement. Check answers together.
- Read the rest of the directions aloud. Point out the Language Note. 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.

H. Listening (track 10): Food words

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. meat</td>
<td>cheese</td>
<td>bread</td>
</tr>
<tr>
<td>2. peas</td>
<td>chicken</td>
<td>beans</td>
</tr>
<tr>
<td>3. orange</td>
<td>juice</td>
<td>fruit</td>
</tr>
<tr>
<td>4. apple</td>
<td>butter</td>
<td>nuts</td>
</tr>
<tr>
<td>7. fish</td>
<td>fries</td>
<td>rice</td>
</tr>
<tr>
<td>8. cream</td>
<td>ketchup</td>
<td>tea</td>
</tr>
<tr>
<td>9. tomato</td>
<td>soup</td>
<td>yogurt</td>
</tr>
<tr>
<td>10. potato</td>
<td>mayo</td>
<td>salt</td>
</tr>
</tbody>
</table>
**ONE ON ONE ACTIVITY**

**J. Activity**
- Read the first part of the directions aloud. Go over the list of foods. Go over the chart categories together.
  **OPTION:** Bring in images of the lesser known foods in the list to help the student recognize them.
- As the student works, answer questions and offer encouragement. Check answers together.
- Then read the rest of the directions. As the student works, answer questions and offer encouragement. Check his/her meal plan.

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

**Internet Expansion:**
Using the food plate guide, pick out healthy recipes from cooking websites. Make one!

**GROUP ACTIVITY**

**J. Activity**
- Read the first part of the directions aloud. Go over the list of foods. Go over the chart categories together.
  **OPTION:** Bring in images of the lesser known foods in the list to help students recognize them.
- As students work, circulate and offer encouragement. Check answers together.
- Then read the rest of the directions. As students work, circulate and offer encouragement. Check meal plans individually. **OPTION:** Invite volunteers to share their conversations with the class.

**K. 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.

**Internet Expansion:**
Using the food plate guide, pick out healthy recipes from cooking websites. Make one!
• Encourage students to do the homework.
• A: Listening and Writing: Remind students that this activity requires the 6B audio CD, and that practice is the best way to improve listening!
• B: Hello, world!: Encourage them to try at least one of the suggestions. Say, *Try!*
• C: Journaling: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it’s okay to write words without complete sentences. **OPTION:** Brainstorm journal topics with your students.
• Ask students to fill out an “exit ticket” before leaving (see Day 1 homework for suggestions on how to do this).
• Thank your students for their hard work in class today! *Bravo!*

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**H. Listening (track 11): Food words**

1. meat  cheese  bread
2. peas   chicken  beans
3. orange juice  fruit
4. apple  butter  nuts
7. fish   fries   rice
8. cream  ketchup  tea
9. tomato soup  yogurt
10. potato mayo  salt
**One on One Activity**

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

**Group Activity**

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

**REVIEW**
- Review comparison language from Day 5. Write the following chart on the board and have the student compare the foods:

<table>
<thead>
<tr>
<th>Food</th>
<th>Portion</th>
<th>Calories</th>
</tr>
</thead>
<tbody>
<tr>
<td>chocolate shake</td>
<td>1 cup</td>
<td>318</td>
</tr>
<tr>
<td>apple</td>
<td>1 med</td>
<td>95</td>
</tr>
<tr>
<td>egg</td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td>potato with butter</td>
<td>1 med w/1 tbsp butter</td>
<td>260</td>
</tr>
<tr>
<td>bowl of corn flakes cereal</td>
<td>1 cup each</td>
<td>228</td>
</tr>
</tbody>
</table>

**EXPANSION:** There are numerous websites that give nutritional information for various foods. One good resource is caloriecount.about.com

**WARM UP**
- Have the student close his/her eyes as you tell a short story about a health-related event. Tell him/her to listen for order of events. For example: Dita began feeling sad last month when her cat died. So last week she went to see the doctor. She told her that she was depressed and needed help. The doctor suggested that Dita see a therapist. After her appointment, Dita called the therapist and scheduled a visit. Her visit was yesterday. While she was telling the therapist about her sadness, she started to cry! It felt good. The therapist was very understanding, and he suggested that he and Dita talk again next week. Dita is looking forward to that visit—and to feeling better.
- Follow up with comprehension questions about content and story order: How was Dita feeling before she went to see the doctor? What did she do after that?

- Review the homework (including the assignment to track caloric intake).

- **EXPANSION:** There are numerous websites that give nutritional information for various foods. One good resource is caloriecount.about.com

**WARM UP**
- Have students close their eyes as you tell a short story about a health-related event. Tell them to listen for order of events. For example: Dita began feeling sad last month when her cat died. So last week she went to see the doctor. She told her that she was depressed and needed help. The doctor suggested that Dita see a therapist. After her appointment, Dita called the therapist and scheduled a visit. Her visit was yesterday. While she was telling the therapist about her sadness, she started to cry! It felt good. The therapist was very understanding, and he suggested that he and Dita talk again next week. Dita is looking forward to that visit—and to feeling better.
- Follow up with comprehension questions about content and story order: How was Dita feeling before she went to see the doctor? What did she do after that?
B. Listening (track 12): SAD

David was laid off from his job last December. It was cold and snowy. He started feeling depressed. For weeks, while his children were at school and his wife was at work, he watched TV or slept until it got dark around 5pm. As he became more depressed, he felt less interested in his friends, family, and hobbies. He felt numb.

David was watching TV one day when a documentary about seasonal affective disorder (SAD) came on. He didn’t know much about SAD before he watched the show. After he watched it, he decided that he needed to ask for help. So, he requested a referral from the local health clinic.

That was three months ago. Since then he’s been seeing a therapist once a week. The therapist listens as David talks. The therapist helped David make a plan for going back to school. David’s also been exercising every morning, and he’s started doing outdoor volunteer work on the weekend. He’s feeling happier, so his friends and family are feeling happier, too.
C. Grammar: Time markers and connectors
- This chart focuses on time markers and connectors, and how they are used with tenses.
- Read the items in the grammar chart and have the student repeat.
- Point out the Language Note.
- Refer the student to the images on page 32. Ask questions to elicit answers with time markers: A: What happened after David was laid off? B: After he was laid off, he started feeling depressed.
- **NOTE:** Time markers are also called transition words. Connectors are also called conjunctions.

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.

E. Activity
- Read the directions aloud. Do the first one as an example. As the student works, answer questions and offer encouragement. Check answers together. **OPTION:** Read the story from page 32 again to help the student recall the order of events.

C. Grammar: Time markers and connectors
- This chart focuses on time markers and connectors, and how they are used with tenses.
- Read the items in the grammar chart and have students repeat.
- Point out the Language Note.
- Refer students to the images on page 32. Ask questions to elicit answers with time markers: A: What happened after David was laid off? B: After he was laid off, he started feeling depressed.
- **NOTE:** Time markers are also called transition words. Connectors are also called conjunctions.

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

E. Activity
- Read the directions aloud. Do the first as an example. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Read the story from page 32 again to help students recall the order of events.
**ONE ON ONE ACTIVITY**

**F. Activity**
- Read the first part of the directions aloud. Ask the student to read the Language Note about connectors aloud. Consider writing the examples on the board to clearly demonstrate the rules.
- Read the rest of the directions. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then you or the student read the tip aloud.
- Talk about other addiction situations - such as drugs or alcohol. You may want to bring in resources for local organizations that support people with addiction issues.

**GROUP ACTIVITY**

**F. Activity**
- Read the first part of the directions aloud. Ask volunteers to read the Language Note about connectors aloud. Consider writing the examples on the board to clearly demonstrate the rules.
- Read the rest of the directions. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

**G. Culture Tip!**
- Have students read the culture tip silently. Then you or a student read the tip aloud.
- Talk about other addiction situations - such as drugs or alcohol. You may want to bring in resources for local organizations that support people with addiction issues.
**ONE ON ONE ACTIVITY**

**H. Activity**
- Read the directions aloud. Point out Activity F on the previous page. As the student works, answer questions and offer encouragement. Check answers together.

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

**EXTRA ACTIVITY (if time permits)**
- **Dictation** Tell the student that you are going to give instructions for something, but in mixed order. The student should write the sentences as you read them. Next, they should put the sentences in order. Finally, they should add time markers.

_The most popular sandwich at the Downtown Deli is the PB&J. Here are the steps for making it:
(Read these in mixed order)_
- Toast the bread in a toaster or in a pan with butter.
- Spread peanut butter on the toasted bread.
- On top of the peanut butter, spread jelly.
- If you want, put banana slices on top of the jelly.
- Put another slice on top, or leave the sandwich open-faced.
- And enjoy!

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**GROUP ACTIVITY**

**H. Activity**
- Read the directions aloud. Point out Activity F on the previous page.
- As students work, circulate and offer encouragement. Check answers together.

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

**EXTRA ACTIVITY (if time permits)**
- **Dictation** Tell the student that you are going to give instructions for something, but in mixed order. The students should write the sentences as you read them. Next, they should put the sentences in order. Finally, they should add time markers.

_The most popular sandwich at the Downtown Deli is the PB&J. Here are the steps for making it:_
(Read these in mixed order)_
- Toast the bread in a toaster or in a pan with butter.
- Spread peanut butter on the toasted bread.
- On top of the peanut butter, spread jelly.
- If you want, put banana slices on top of the jelly.
- Put another slice on top, or leave the sandwich open-faced.
- And enjoy!
**ONE ON ONE ACTIVITY**

I. Activity
- Read the directions aloud. Go over the example together.
- For weaker students, circle the time expressions together first.
- As the student works, answer questions and offer encouragement. Check answers together.
- EXPANSION: After checking the activity, practice the conversations in PAIRS.

J. Activity
- PAIR UP with the student. Read the directions aloud. Model the example dialog with the student. Then have a conversation about health problems.

**GROUP ACTIVITY**

I. Activity
- Read the directions aloud. Go over the example together.
- For weaker students, circle the time expressions together first.
- As students work, circulate and offer encouragement. Check answers together.
- EXPANSION: After students have checked the activity, have them practice the conversations in PAIRS.

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.

**Pronunciation Extra**
Review the words from lesson that are pronounced very differently than they are spelled: *stomach, ache, cough*. Ask your students to think of other words that have the same spelling/pronunciation inconsistency. Have a competition! Which student (or pair of students) can think of the most words?
• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 6B 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: Journal: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry with your students, do one now. Remind students that it’s okay to write words without complete sentences. OPTION: Brainstorm journal topics with your students.
• Ask students to fill out an “exit ticket” before leaving (see Day 1 homework for suggestions on how to do this).
• Thank your students for their hard work in class today! Bravo!

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A. Listening (track 13): SAD

David was laid off from his job last December. It was cold and snowy. He started feeling depressed. For weeks, while his children were at school and his wife was at work, he watched TV or slept until it got dark around 5pm. As he became more depressed, he felt less interested in his friends, family, and hobbies. He felt numb.

David was watching TV one day when a documentary about seasonal affective disorder (SAD) came on. He didn’t know much about SAD before he watched the show. After he watched it, he decided that he needed to ask for help. So, he requested a referral from the local health clinic.

That was three months ago. Since then he’s been seeing a therapist once a week. The therapist listens as David talks. The therapist helped David make a plan for going back to school. David’s also been exercising every morning, and he’s started doing outdoor volunteer work on the weekend. He’s feeling happier, so his friends and family are feeling happier, too.
**One on One Activity**

**MATERIALS**
- Board or paper + marker
- 6B listening tracks
- Optional: medical insurance policy brochures

**GROUP Activity**

**MATERIALS**
- Board or paper + marker
- 6B listening tracks
- Optional: medical insurance policy brochures

**REVIEW**
- Review health vocabulary from Day 6 with this **ICEBREAKER: Telephone** Whisper a very short story (2 to 3 sentences) about a health problem to the student. The student can say, *Excuse me?* and hear the message again one time, but then must write the message on the board. Take turns telling and writing.
- Review the homework.

**WARM UP**
- Activate the student’s medicine vocabulary by starting sentences, and letting the student call out the missing word. For example: *A: I have a headache. Do you have a (blank)?* The student: *Aspirin!* *A: I have a cough. Do you have (blank)?* The student: *Cough drop! Cough syrup! etc.*

**Pronunciation Extra**
Review the words from lesson that are pronounced very differently then they are spelled: *stomach, ache, cough.* Ask your student to think of other words that have the same spelling/pronunciation inconsistency.

**REVIEW**
- Review health vocabulary from Day 6 with this **ICEBREAKER: Téléphone** Have students stand in a line. The first student whispers a very short story (2 to 3 sentences) about a health problem to the second student. The second student can say, *Excuse me?* and hear the message again 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. Check with the first student for the accuracy of the final story.
- Review the homework.

**WARM UP**
- Activate students’ medicine vocabulary by starting sentences, and letting students call out the missing word. For example: *A: I have a headache. Does anyone have a (blank)?* Students: *Aspirin!* *A: I have a cough. Does anyone have (blank)?* Students: *Cough drop! Cough syrup! etc.*
ONE ON ONE ACTIVITY

A. Vocabulary: Medicine
• Read the directions aloud. Give the student a few moments to absorb the article and picture. Remind him/her to say the words aloud quietly or silently.
• As pronunciation practice, say the words aloud and have the student repeat.
• Ask, What are we learning today?

B. Activity
• Read the first sentence of the directions aloud. As the student works, answer questions and offer encouragement. Make sure they are only previewing the article. Have him/her write predictions in the margin of the book.
• Read the second sentence: Read the article. Check answers together.

GROUP ACTIVITY

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

B. Activity
• Read the first sentence of the directions aloud. As students work, circulate and offer encouragement. Make sure they are only previewing the article. Have them write their predictions in the margin of their book.
• Read the second sentence: Read the article. Check answers together.
C. Articles: *a, an, the,* and no article
- This chart focuses on when to use *a, an, the,* or no article before nouns.
- Read the items in the grammar chart and have the student repeat the examples.
- Point out the Language Note.
- Have the student circle the articles in the reading on page 38. Talk about why it’s "the doctor" (because it assumes the reader has a doctor already), why it’s "a prescription" on first mention, then "the prescription" after that (because the first reference is general, and the others are specific).

D. Activity
- Read the directions aloud. Do the first as an example. As the student works, offer encouragement. Check answers together. **OPTION:** Before the student does the task, have him/her underline the word after the blank in each sentence. Explain that noticing these words will help him/her choose the correct answer.
- **NOTE:** Different answers are possible for numbers 3 through 5. Talk with your student about additional possible answers.

E. Activity
- Read the directions aloud. Do the first as an example. As the student works, answer questions and offer encouragement. Check answers together.
**ONE ON ONE ACTIVITY**

**F. Activity**
- PAIR UP with the student. Read the first part of the directions aloud. Point out the example. As the student writes, answer questions and offer encouragement.
- Read the rest of the directions.
- Brainstorm ideas for other possible questions.
- Pair up with your student.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then you or the student read the tip aloud.
- Ask comprehension questions. For example, *What is drowsy?*

**GROUP ACTIVITY**

**F. Activity**
- PAIR students. Read the first part of the directions aloud. Point out the example. As students write, circulate and offer encouragement.
- Read the rest of the directions.
- Brainstorm ideas for other possible questions.
- Pair students and have them stand up and practice.
  **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.
- Ask comprehension questions. For example, *What is drowsy?*
**ONE ON ONE ACTIVITY**

H. Activity
- PAIR UP with the student. Read the first part of the directions aloud. Have the student read the situations and questions aloud. Invite the student to read the example dialog.
- Then talk about the questions. Check answers together. Have the student explain his/her answers.

I. Activity
- PAIR UP with the student. Read the first part of the directions aloud. Ask comprehension questions about the plans: *Which policy is the most expensive? Which has the highest deductible?*
- Invite the student to read the example dialog. Then have a conversation about the best policy. Have the student explain his/her answers.
- **EXPANSION:** Bring in actual medical insurance policy brochures to analyze with your student.

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

H. Activity
- PAIR students. Read the first part of the directions aloud. Have a volunteer read the situations aloud. Have another volunteer read the questions aloud. Invite a student to model the example dialog.
- As students talk, circulate and offer encouragement. Check answers together. Have students explain their answers.

I. Activity
- PAIR students. Read the first part of the directions aloud. Ask comprehension questions about the plans: *Which policy is the most expensive? Which has the highest deductible?*
- Invite a student to model the example dialog. As students talk, circulate and offer encouragement. Check answers together. Have students explain their answers.
- **EXPANSION:** Bring in actual medical insurance policy brochures to analyze with students.

Before You Go ...
- Encourage students to ask questions about any part of the lesson they didn’t understand.
- Assign the homework.
- Remind students that the next class is a review of Days 1–7 and a review test.

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

**J. Activity**
- Read the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.
- **EXPANSION:** After checking the activity, practice the conversations in PAIRS.

**K. Activity**
- Read the directions aloud. Do the first item together as an example. As the student works, answer questions and offer encouragement. Check the student’s sentences for correct grammar, spelling, and punctuation, and varied vocabulary. **OPTION:** Invite the student to read his/her sentences aloud.
- **EXPANSION:** You may consider including a discussion on commonly used over-the-counter medications to help your student understand when they need a prescription and when they may not.

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

**GROUP ACTIVITY**

**J. Activity**
- Read the directions aloud. As students work, circulate and offer encouragement. Check answers together.
- **EXPANSION:** After students have checked the activity, have them practice the conversations in PAIRS.

**K. Activity**
- Read the directions aloud. Do the first item together as an example. As students work, circulate and offer encouragement. Check sentences individually. **OPTION:** Invite volunteers to share their sentences with the class.
- **EXPANSION:** You may consider including a discussion on commonly used over-the-counter medications to help your students understand when they need a prescription and when they may not.

**L. Activity**
- PAIR students. Read the directions aloud. Invite a student to model 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 6B audio CD, and that practice is the best way to improve listening!
• B: Writing: Explain that writing is a good opportunity to use new vocabulary.
• C: Hello, world!: Encourage them to try at least one of the suggestions. Say, *Try!*
• D: Journaling: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it’s okay to write words without complete sentences. **OPTION:** Brainstorm journal topics with your students.
• Ask students to fill out an “exit ticket” before leaving (see Day 1 homework for suggestions on how to do this).
• Thank your students for their hard work in class today! *Keep up the good work!*

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A. Listening (track 14): The pharmacist

A pharmacist is a person who is licensed to prepare and give out prescription medicine. A pharmacist must earn a degree from a university and pass a state exam to earn his or her license. Most pharmacists work in pharmacies, which are often located in drugstores or medical buildings. A pharmacist can give you information about the drugs that have been prescribed to you.
### One on One Activity

**MATERIALS**
- Board + marker
- Reproducible: Story Strips (for Day 4 review)

**REVIEW**
- Review articles (*a, an, the*) from Day 7 by reviewing Activity A 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 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.

### Group Activity

**MATERIALS**
- Board or paper + marker
- Reproducible: Story Strips (for Day 4 review)

**REVIEW**
- Review articles (*a, an, the*) from Day 7 by reviewing Activity A 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 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 student book page 2 and ask questions about the pictures. Then ask, *What did we learn on Day 1?*

A.
- Read the directions aloud. Go over the example together. **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.

B.
- PAIR UP with the student. Read the first part of the directions aloud. Read the list of words. Check answers together.
- Read the rest of the directions aloud: *Talk about your media habits with your partner.*

**Group Activity**

Day 1
- Have students turn to Day 1 on student book page 2 and ask questions about the pictures. Then ask, *What did we learn on Day 1?*

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

B.
- PAIR students. Read the first part of the directions aloud. Read the list of words. Check answers together.
- Read the rest of the directions: *Talk about your media habits with your partner.* **OPTION:** Invite volunteers to share their conversations with the class.
**One on One Activity**

Day 2

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

C.

• Read the directions aloud. Go over the examples together. As the student works, answer questions and offer encouragement. Check answers together.

• **EXPANSION:** After checking the activity, practice the Q&As in PAIRS.

**Group Activity**

Day 2

• Have students turn to Day 2 on student book page 8 and ask questions about the headlines and pictures. Then ask, *What did we learn on Day 2?*

C.

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

• **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.
**One on One Activity**

Day 3

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

D.

- Read the directions aloud. **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.

E.

- PAIR UP with the student. Read the directions aloud. Then ask and answer the questions on the form.

**Group Activity**

Day 3

- Have students turn to Day 3 on student book page 14 and ask questions about the picture. Then ask, *What did we learn on Day 3?*

D.

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

E.

- PAIR students. Read the directions aloud. 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 student book page 20 and 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.

**G.**
- PAIR UP with the student. Read the first step of the directions aloud. Pass out Story Strips.
- Read the second step aloud. As the student orders the story, answer questions and offer encouragement. Check story order together.
- Read the final step aloud. Take the quiz and check answers together. (Answers: 1. T 2. T (The law varies from state to state, but this is the typical limit.) 3. F Your weight, how much you’ve eaten, and other factors influence BAC. 4. F 5. F 6. T.

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**GROUP ACTIVITY**

**Day 4**
- Have students turn to Day 4 on student book page 20 and 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.

**G.**
- PAIR students. Read the first step of the directions aloud. Pass out Story Strips.
- Read the second step aloud. As students talk, circulate and offer encouragement. Check story order together.
- Read the final step aloud. As students talk, circulate and offer encouragement. Check quiz answers together. (Answers: 1. T 2. T (The law varies from state to state, but this is the typical limit.) 3. F Your weight, how much you’ve eaten, and other factors influence BAC. 4. F 5. F 6. T.
**One on One Activity**

**Day 5**

- Have the student turn to Day 5 on student book page 26 and ask questions about the article and picture. Then ask, *What did we learn on Day 5?*

**H.**

- PAIR UP with the student. Read the first step of the directions aloud. Instruct the student to cover the other card.
- Model the example dialog with the student. Then do the activity.
- Read the final step. Compare cards.

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**Group Activity**

**Day 5**

- Have students turn to Day 5 on student book page 26 and ask questions about the article and picture. Then ask, *What did we learn on Day 5?*

**H.**

- PAIR students. Read the first step of the directions aloud. Instruct students to cover their partner’s card.
- Model the example dialog with a student. As students talk, circulate and offer encouragement.
- Read the final step. Have students compare cards.
**One on One Activity**

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

I.
- Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.
- **EXPANSION:** After checking the activity, talk about the calendar in PAIRS.

**Group Activity**

Day 6
- Have students turn to Day 6 on student book page 32 and ask questions about the pictures. Then ask, *What did we learn on Day 6?*

I.
- 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 talk about the calendar in PAIRS.
**One on One Activity**

**Day 7** Have the student turn to Day 7 on student book page 38 and ask questions about the article and picture. Then ask, *What did we learn on Day 7?*

**J.**
- PAIR UP with the student. Read the directions aloud. Model the example dialog with the student. Then take turns asking and answering the questions.

**K.**
- Read the directions aloud. **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.

**L.**
- Read the first part of the directions aloud. Ask comprehension questions about the insurance card.
- Read the rest of the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.

**Group Activity**

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

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

**K.**
- Read the directions aloud. **OPTION:** If your student is more advanced, suggest that they work without using the word box.
- As students work, circulate and offer encouragement. Check answers together.

**L.**
- Read the first part of the directions aloud. Ask comprehension questions about the insurance card.
- Read the rest of the directions aloud. As students work, circulate and offer encouragement. Check answers together.
**Review Test**

**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.**

- Section 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 ...**

- Encourage students to ask questions about any part of the lesson they didn’t understand.
- Remind students that the next class is a field trip to the pharmacy. 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 pharmacy. **OPTIONS:**
  1) If students are traveling independently to the pharmacy, have them turn to Day 9 and write the pharmacy address and directions on the page. 2) Assign Part A of p 53 as homework.
A. Complete the sentences.

<table>
<thead>
<tr>
<th>dosage</th>
<th>newspaper</th>
<th>therapist</th>
</tr>
</thead>
<tbody>
<tr>
<td>media</td>
<td>premium</td>
<td>weaving</td>
</tr>
</tbody>
</table>

1. What are your ____________ habits? For example, do you watch TV?
2. I read the ____________ because I like to know what's going on in other countries.
3. Car insurance is expensive. My monthly ____________ is $400.
4. The police officer gave her a ticket because she was ____________ outside her lane.
5. I had three ____________ of macaroni and cheese last night. Now I feel sick.
6. I started seeing a ____________ after my divorce. She's a great listener.
7. The recommended ____________ is two pills, but I only took one.

B. Circle the answers.
1. ___ website do you like better? google.com or yahoo.com?
   a. When          b. Which          c. Where
2. Q: When are you ___ cancel the paper?   A: I ___ it yesterday.
   a. will / did    b. going to / doing  c. going to / did
3. How long have you been ___ this car?
   a. driving       b. driven         c. drive
4. A topic sentence tells the main idea of the ___.
   a. sentence      b. article        c. paragraph
5. ___ calories do you consume a day?      A: ___ I want.
   a. How much / As many   b. How many / As few than
   c. How many / As many as
6. The dentist numbed my mouth ___ she pulled the tooth.
   a. after          b. while         c. before
7. ___ best pharmacy in town is at 14th and Lincoln.
   a. A        b. 0  c. The
C. Answer the questions.

1. Describe your media habits.

2. Write a news story about the headline: Cold Temperatures Damage Florida Crops

3. Give driving directions from your house to your favorite restaurant.

4. Imagine that you are pulled over by the police. Write a list of Do’s and Don’ts.

5. Write a list of your top 10 favorite foods in the chart below. Write each food in the correct type. Does the chart show that you like a variety of foods? Or do you need to make a change in your diet?

<table>
<thead>
<tr>
<th>GRAINS</th>
<th>VEGETABLES</th>
<th>FRUIT</th>
<th>DAIRY</th>
<th>PROTEINS</th>
<th>SWEETS</th>
<th>OILS / FATS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Describe what you do to stay healthy:

7. Prescription drugs are increasingly popular in the U.S. How do people in your country feel about prescription medication? What are some other options?
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. Find these OTC items and answer the questions about them.
• Help students orient themselves in the pharmacy.

B. Now find out information about prescription drugs.
• Encourage students to ask available drugstore personnel questions. 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.
• Review the activities on the page generally.
• Ask experiential questions such as How was it? Did you understand the answers people gave you?
• After the discussion, make sure all students are accounted for and have a means for getting home. Remind students of the date and time of the next class (Day 10).
### One on One Activity

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

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

**WARM UP**
- Start a conversation about cultural norms. Talk about hospitality. Ask the student how guests are treated in his/her home country. Where do people stay when they come to visit? Who pays for things? What kinds of activities are planned? Does the student have upcoming plans to travel? What is they unsure about?

### Group Activity

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

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

**WARM UP**
- Start a conversation about cultural norms. Talk about hospitality. Ask students how guests are treated in their home countries. Where do people stay when they come to visit? Who pays for things? What kinds of activities are planned? Do any of the students have upcoming plans to travel? What are they unsure about?
**One on One Activity**

**A. Vocabulary: Habits**
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind him/her to say the words aloud quietly or silently.
- As pronunciation practice, say the words aloud and have the student repeat.
- Have the student look at the pictures. Ask, *What's this? What's that?*
- Ask, *What are we learning today?*

**B. Listening (track 15): What do you do if … ?**
- 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.
- **NOTE:** See definitions below.

<table>
<thead>
<tr>
<th>no one</th>
<th>not a single person</th>
<th>never</th>
<th>not a single time</th>
</tr>
</thead>
<tbody>
<tr>
<td>anyone</td>
<td>refer to a person that could be any person</td>
<td>anytime</td>
<td>a point in time that's not fixed or set</td>
</tr>
<tr>
<td>someone</td>
<td>refer to a person w/o saying exactly who</td>
<td>sometimes</td>
<td>refers to an unknown time (future/past)</td>
</tr>
<tr>
<td>everyone</td>
<td>all the people in a particular group</td>
<td>every time</td>
<td>to refer to all possible points in time</td>
</tr>
<tr>
<td>nothing</td>
<td>not a single thing</td>
<td>nowhere</td>
<td>to emphasize that a place is the only place where something happens</td>
</tr>
<tr>
<td>anything</td>
<td>to mean it could be one of many things</td>
<td>anywhere</td>
<td>refers to a place w/o exact location</td>
</tr>
<tr>
<td>something</td>
<td>to refer to a thing w/o saying exactly what</td>
<td>somewhere</td>
<td>refer to a place w/o saying exactly what</td>
</tr>
<tr>
<td>everything</td>
<td>all the objects in a situation</td>
<td>everywhere</td>
<td>refer to all the places in a given area</td>
</tr>
</tbody>
</table>

**Group Activity**

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

**B. Listening (track 15): What do you do if … ?**
- 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.
- **NOTE:** See definitions below.

Host: Welcome back to Travel Time. Today's guest is Sasha Lee. Sasha, let me ask you some of the questions we've received from listeners. Our first question is from Dana in Georgia.

a. What do you do if someone offers you a gift in China?
Sasha: In China, if someone offers me something, I say thank you.

Host: Makes sense. What other travel practices would you like to share, Sasha?

Sasha:
b. Well, in the U.S., if anyone invites me to a baby shower, I make up an excuse if I can't go.

c. In the mountains, if I go hiking anywhere, I tell someone my plans.

d. In the U.K., I call and apologize if I'm running more than five minutes late somewhere.

e. In India, I eat street food if they have something vegetarian.

f. At the beach, I ask about the tides if somebody is in the lifeguard chair.

Host: Those are all great travel practices. Thanks for sharing. And we'll see you next week on Travel Time.
**C. Grammar: If statements in real situations**
- This chart focuses on the real conditional. We use this form (if + the simple present) to talk actual situations and actual result (or habits): If I’m late to something, I apologize. **NOTE:** We sometimes express the same idea with when: When I’m late to something, I apologize. The first conditional can also have future results—often commitments or promises: If I have time, I’ll write postcards. However, for this lesson, only habits are practiced.
- Read the items in the grammar chart and have the student repeat.

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

**G. Activity**
- PAIR UP with the student. Read the directions aloud. Model the example dialog with the student. Then take turns asking and answering *if* questions.

**H. Culture Tip!**
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Have the student guess the meanings of the expressions. Does they have similar expressions in his/her first language?
- **EXPANSION:** The internet has numerous websites containing lists of idioms. Your student may enjoy learning about these - one or two at a time. It's always most useful to teach idioms in context. That being said, don't waste energy teaching infrequently used ones!

**EXTRA ACTIVITY (if time permits)**
- **Beat the Buzzer** The student stands at a table or other surface they can smack like a buzzer. You say the first half of an *if* statement: *If it's raining* … The student tries to formulate a logical completion in his/her head using the first conditional (simple present). The student then hits the “buzzer” and says the sentence without error or hesitation: … *I wear a raincoat.* Continue with *if* statements.

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**G. 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.

**H. Culture Tip!**
- Have students read the culture tip silently. Then you or a student read the tip aloud. Have students guess the meanings of the expressions. Do they have similar expressions in their first languages?
- **EXPANSION:** The internet has numerous websites containing lists of idioms. Your students may enjoy learning about these - one or two at a time. It’s always most useful to teach idioms in context. That being said, don’t waste energy teaching infrequently used ones!

**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 say the first half of an *if* statement: *If it's raining* … The players try to formulate a logical completion in their heads using the first conditional (simple present). They then hit the “buzzer” and say the sentence without error or hesitation: … *I wear a raincoat.* Continue with other players and *if* statements.
ONE ON ONE ACTIVITY

I. Listening (track 16): Expressions
• Read the first part of 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.
• Read the rest of the directions: Match the meanings to the phrases. Check answers together.

J. Activity
• PAIR UP with the student. Read the directions aloud. Invite the student to read the situations.
• Ask if there are questions on any of the vocabulary.
• As the student writes, answer questions and offer encouragement. Then practice the conversation.

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. Listening (track 16): Expressions
• Read the first part of 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.
• Read the rest of the directions: Match the meanings to the phrases. Check answers together.

J. Activity
• PAIR students. Read the directions aloud. Invite volunteers to read the situations.
• Ask if there are questions on any of the vocabulary.
• 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.

I. Listening (track 16): Expressions

CONVERSATION 1
A: Can I count on you to help me clean out my garage this weekend?
B: No problem. What time?
A: In the morning. Let me make sure that’s okay with Pam.
B: Okay. Just let me know.

CONVERSATION 2
A: Are you going to work now?
B: I don’t think so. I’m going to stay home. I’m feeling a little under the weather.
A: I’m sorry to hear that. You should stay at home and take it easy. I hope you get better soon.

CONVERSATION 3
A: Where have you been?
B: I didn’t come late on purpose. I overslept.
A: I knew you’d let me down.

CONVERSATION 4
A: I don’t think I’m getting through to you. I’ve explained at least five times how this DVD player works.
B: Hey, don’t lose your temper with me. It’s not my fault.

CONVERSATION 5
A: I messed up at work today and my boss is really getting me down about it.
B: Hey, everyone makes mistakes. You have to let it go.
ONE ON ONE ACTIVITY

K. Activity
• Read the first part of the directions aloud. Point out the rules in the Language Box.
• Read the rest of the directions. Go over the examples together. As the student works, answer questions and offer encouragement. Check answers together.

L. Activity
• Read the directions aloud. Go over the example together.
• Brainstorm other opinion language sentence starters, if you’d like (e.g. I think that...).
• As the student works, answer questions and offer encouragement. Check the student’s sentences for correct grammar, spelling, and punctuation, and varied vocabulary. OPTION: Invite the student to read his/her sentences aloud.

M. Activity
• PAIR UP with the student. Read the directions aloud. Invite the student to read the example dialog. Then have a conversation about a memorable trip.

GROUP ACTIVITY

K. Activity
• Read the first part of the directions aloud. Point out the rules in the Language Box.
• Read the rest of the directions. Go over the examples together. As students work, circulate and offer encouragement. Check answers together.

L. Activity
• Read the directions aloud. Go over the example together.
• Brainstorm other opinion language sentence starters, if you’d like (e.g. I think that...).
• As students work, circulate and offer encouragement. Check sentences individually. OPTION: Invite volunteers to share their sentences with the class.

M. Activity
• PAIR students. Read the directions aloud. Invite a student to model 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 6B audio CD, and that practice is the best way to improve listening!
- B: Reading: Remind them that reading is a good way to grow vocabulary.
- C: Hello, world!: Encourage them to try at least one of the suggestions. Say, Try!
- D: Journaling: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it’s okay to write words without complete sentences. OPTION: Brainstorm journal topics with your students.
- Ask students to fill out an “exit ticket” before leaving.
- Thank your students for their hard work in class today! Terrific job today!

A. Listening (track 17): What do you do if … ?

Host: Welcome back to Travel Time. Today’s guest is Sasha Lee. Sasha, let me ask you some of the questions we’ve received from listeners. Our first question is from Dana in Georgia.

a. What do you do if someone offers you a gift in China?
Sasha: In China, if someone offers me something, I say thank you.

Host: Makes sense. What other travel practices would you like to share, Sasha?

Sasha:
b. Well, in the U.S., if anyone invites me to a baby shower,
I make up an excuse if I can’t go.
c. In the mountains, if I go hiking anywhere, I tell someone my plans.
d. In the U.K., I call and apologize if I’m running more than five minutes late somewhere.
e. In India, I eat street food if they have something vegetarian.
f. At the beach, I ask about the tides if somebody is in the lifeguard chair.

Host: Those are all great travel practices. Thanks for sharing. And we’ll see you next week on Travel Time.
ONE ON ONE ACTIVITY

MATERIALS
- Board or paper + marker
- 6B listening tracks
- Reproducibles: Play money
- Reproducibles: Practice Receipts (1 sheet per student)
- OPTIONAL: Fly swatter (1); timer

REVIEW
- Review the real conditional (if to talk about actual situations) from Day 10. On the board write the following chart.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Habit</th>
</tr>
</thead>
<tbody>
<tr>
<td>it’s raining outside</td>
<td>I sleep in</td>
</tr>
<tr>
<td>I’m tired</td>
<td>I watch TV</td>
</tr>
<tr>
<td>a friend invites me</td>
<td></td>
</tr>
<tr>
<td>lunch</td>
<td></td>
</tr>
</tbody>
</table>

- Have the student copy the chart and complete it with his/her own information. Do an example together: If it’s raining outside, I take an umbrella with me. Then have the student read his/her sentences aloud.
- Review the homework.

WARM UP
- Pass out various amounts of Play Money. Tell him/her that the money is a loan that they will have to repay, at 10 percent interest a year. How will they use the money?
- NOTE: Interest is extra money you will pay if you borrowed money. It is usually calculated on the amount of money that you currently owe.

GROUP ACTIVITY

MATERIALS
- Board or paper + marker
- 6B listening tracks
- Reproducibles: Play money (1 sheet for every 3 – 4 students);
- Reproducibles: Practice Receipts (1 sheet per student)
- OPTIONAL: Fly swatters (2)

REVIEW
- Review the real conditional (if to talk about actual situations) from Day 10. On the board write the following chart.

<table>
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<tr>
<th>Situation</th>
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<td>a friend invites me</td>
<td></td>
</tr>
<tr>
<td>lunch</td>
<td></td>
</tr>
</tbody>
</table>

- Have students copy the chart and complete it with their own information. Do an example together: If it’s raining outside, I take an umbrella with me. Then have volunteers share their sentences with the class.
- Review the homework.

WARM UP
- Pass out various amounts of Play Money to the students. Tell them that the money is a loan that they will have to repay, at 10 percent interest a year. How will they use the money?
- NOTE: Interest is extra money you will pay if you borrowed money. It is usually calculated on the amount of money that you currently owe.
One on One Activity

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

B. Listening (track 18): Our own business
- 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.
- Point out the Language Note.
- OPTION: You may consider touching upon the different uses of so.
  - Filler: So, where are you going?
  - For that reason: He never came, so I left.
  - Very: She is so pretty.

Group Activity

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

B. Listening (track 18): Our own business
- 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.
- Point out the Language Note.
- OPTION: You may consider touching upon the different uses of so.
  - Filler: So, where are you going?
  - For that reason: He never came, so I left.
  - Very: She is so pretty.

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B. Listening (track 18): Our own business

Jack: Hey, David.
David: Hey, Jack. How's it going?
Jack: Great. Hey, I heard the bank approved your loan.
David: That’s right. Our loan was approved and we were sent a business license by the city.
Jack: Awesome. So what kind of business is it going to be, exactly?
David: It’s a health food store, basically. For example, our bread is made from scratch every day, and our vegetables are grown locally. Anyway, we hope it’s a success.
Jack: How exciting. I’m a little envious—I’m so tired of my job. But, owning your own business sounds like a lot of work.
David: It is. Eventually, a few employees will be hired. But, for now, it’s Marta and me.
Jack: So, when do you open?
David: Next week. And hey, the first 100 customers will be given $20 coupons, so be sure to drop by!
Jack: We will!
**One on One Activity**

C. **Grammar: Passive voice**
- This chart focuses on how to form the passive voice and when we use it.
- To form the passive, use the correct form (singular or plural) and tense of be + a past participle. (See a chart of past participles in the student book appendix.)
- We use the passive when the person or thing performing the action isn’t that important, or is unknown.
- Read the items in the grammar chart and have the student repeat.
- Direct the student’s attention to the pictures and sentences on page 60. Ask questions to evoke the active and passive: A: What was approved? B: The loan was approved. A: Who approved it? B: The bank approved the loan. etc.

D. **Activity**
- Read the directions aloud. Go over the examples together. Point out the Language Note.
- As the student works, answer questions and offer encouragement. Check answers together.

**Group Activity**

C. **Grammar: Passive voice**
- This chart focuses on how to form the passive voice and when we use it.
- To form the passive, use the correct form (singular or plural) and tense of be + a past participle. (See a chart of past participles in the student book appendix.)
- We use the passive when the person or thing performing the action isn’t that important, or is unknown.
- Read the items in the grammar chart and have students repeat.
- Direct students’ attention to the pictures and sentences on page 60. Ask questions to evoke the active and passive: A: What was approved? B: The loan was approved. A: Who approved it? B: The bank approved the loan. etc.

D. **Activity**
- Read the directions aloud. Go over the examples together. Point out the Language Note.
- As students work, circulate and offer encouragement. Check answers together.
ONE ON ONE ACTIVITY

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

F. Activity
• Read the directions aloud. Do an example on the board together. As the student works, answer questions and offer encouragement. Check the student’s answers. OPTION: Invite the student to read his/her answers aloud.

G. Culture Tip!
• Have the student read the culture tip silently. Then you or the student read the tip aloud.
• Talk about what other important documents might get mailed.

EXTRA ACTIVITY (if time permits)
• Fly Swatter  Write ACTIVE and PASSIVE on the board. Have the student stand at the board, fly swatter in hand. You say a sentence either in the active or passive voice, and the student tries to swat the correct form quickly. Example: This bread is made in France. (The student swats PASSIVE). OPTION: Use a timer for an added sense of excitement.

GROUP ACTIVITY

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

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

G. Culture Tip!
• Have students read the culture tip silently. Then you or a student read the tip aloud.
• Talk about what other important documents might get mailed.

EXTRA ACTIVITY (if time permits)
• Fly Swatter  Write ACTIVE and PASSIVE 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 either in the active or passive voice, and students try to be the first to identify the form by swatting it on the board. Example: This bread is made in France. (Students swat PASSIVE).
ONE ON ONE ACTIVITY

H. Activity
• Read the first part of the directions aloud. Ask general comprehension questions about the loan statement.
• Read the rest of the directions. As the student works, answer questions and offer encouragement. Check answers together. **OPTION:** Do the activity together, including math on the board.

I. Activity
• PAIR UP with the student. Read the directions aloud. Invite the student to read the example dialog. Then have a conversation about career plans.

J. Activity
• Do a warm up for this activity by brainstorming business ideas. Has your student ever owned a business or thought about starting one?
• Read the first part of the directions aloud. Ask the student to read "Our Business Plan" aloud. Ask comprehension questions about the plan: What kinds of questions does the plan address?
• Read the rest of the directions aloud. Remind the student of the stacks of money they were given at the beginning of class. Help him/her brainstorm the kinds of business they could start (with that money). As the student works, answer questions and offer encouragement. **OPTION:** Invite the student to read his/her business plan 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

H. Activity
• Read the first part of the directions aloud. Ask general comprehension questions about the loan statement.
• Read the rest of the directions. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Do the activity together, including math on the board.

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

J. Activity
• Do a warm up for this activity by brainstorming business ideas. Have your student ever owned a business or thought about starting one?
• Read the first part of the directions aloud. Ask a volunteer to read "Our Business Plan" aloud. Ask comprehension questions about the plan: What kinds of questions does the plan address?
• Read the rest of the directions aloud. Remind students of the stacks of money they were given at the beginning of class. Help them brainstorm the kinds of businesses they could start (with that money). As students work, circulate and offer encouragement. **OPTION:** Invite volunteers to share their business plans 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.

**L. Activity**
- Read the first part of the directions aloud. Pass out Practice Receipts.
- Read the rest of the directions. As the student works, answer questions and offer encouragement. Check answers together.

**M. Activity**
- PAIR UP with the student. Read the first part of the directions aloud. Ask the student to read the bank tips aloud.
- Read the rest of the directions. Model the example dialog with the student. Then take turns asking and answering the questions.

**GROUP ACTIVITY**

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

**L. Activity**
- Read the first part of the directions aloud. Pass out Practice Receipts.
- Read the rest of the directions. As students work, circulate and offer encouragement. Check answers together.

**M. Activity**
- PAIR students. Read the first part of the directions aloud. Ask volunteers to read the bank tips aloud.
- Read the rest of the directions. Model the example dialog with a student. As students talk, circulate and offer encouragement. Check answers together.
• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 6B audio CD, and that practice is the best way to improve listening!
• B: Writing: Remind them that writing is a good 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 words without complete sentences. **OPTION:** Brainstorm journal topics with your students.
• Ask students to fill out an “exit ticket” before leaving.
• Thank your students for their hard work in class today! *Thank you! Good job!*

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**A. Listening (track 19): Our own business**

Jack: Hey, David.
David: Hey, Jack. How’s it going?
Jack: Great. Hey, I heard the bank approved your loan.
David: That’s right. Our loan was approved and we were sent a business license by the city.
Jack: Awesome. So what kind of business is it going to be, exactly?
David: It’s a health food store, basically. For example, our bread is made from scratch every day, and our vegetables are grown locally. Anyway, we hope it’s a success.
Jack: How exciting. I’m a little envious—I’m so tired of my job. But, owning your own business sounds like a lot of work.
David: It is. Eventually, a few employees will be hired. But, for now, it’s Marta and me.
Jack: So, when do you open?
David: Next week. And hey, the first 100 customers will be given $20 coupons, so be sure to drop by!
Jack: We will!
One on One Activity

MATERIALS
- Board or paper + marker
- 6B listening tracks
- Reproducible: Check-Out Checklist (1 per student)

REVIEW
- Review the passive voice from Day 11 with this ICEBREAKER: Story Chain. Start the story with a single sentence: Dora applied for a loan. The student repeats the first sentences adds a passive sentence: Dora applied for a loan. She was given a loan. You repeat the story and add an active sentence: Dora applied for a loan. She was given a loan. She opened a business. And so on. OPTION: To reduce the level of difficulty, require the players to only produce new sentences, not repeat the previous sentences.
- Review the homework.

WARM UP
- Tell about an apartment situation you have had or know of in which the conditions were poor. Talk about the problems. Ask the student to share similar stories. Write related vocabulary (broken, torn, scratched, etc.) on the board.

Group Activity

MATERIALS
- Board or paper + marker
- 6B listening tracks
- Reproducible: Check-Out Checklist (1 per student)

REVIEW
- Review the passive voice from Day 11 with this ICEBREAKER: 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 active sentences, and even-numbered players will say sentences in the passive. For example, the first person starts the story with a single sentence: Dora applied for a loan. The next person repeats the first sentences adds a passive sentence: Dora applied for a loan. She was given a loan. The third person repeats the story and adds an active sentence: Dora applied for a loan. She was given a loan. She opened a business. And so on. OPTION: To reduce the level of difficulty, require students to only produce new sentences, not repeat the previous sentences.
- Review the homework.

WARM UP
- Tell about an apartment situation you have had or know of in which the conditions were poor. Talk about the problems. Ask students to share similar stories. Write related vocabulary (broken, torn, scratched, etc.) on the board.
**One on One Activity**

A. Vocabulary: Damages
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind him/her to say the words aloud quietly or silently.
- As pronunciation practice, say the words aloud and have the student repeat.
- Ask, *What are we learning today?*

B. Listening (track 20): The leak
- Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together.
- **NOTE:** You and your student will notice informal pronunciation of words like *yup* and *wanna* in this track. While students do not need to pronounce *yes* and *want to* this way, it’s important that they learn to understand the way they will commonly hear these words.

**Group Activity**

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

B. Listening (track 20): The leak
- Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together.
- **NOTE:** You and your students will notice informal pronunciation of words like *yup* and *wanna* in this track. While students do not need to pronounce *yes* and *want to* this way, it’s important that they learn to understand the way they will commonly hear these words.

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**B. Listening (track 20): The leak**

Mr. Mahana: Hello. This is Mr. Mahana.
Ana: Hello, Mr. Mahana. This is Ana Nova from apartment 12B.
Mr. Mahana: Hi, Ana. What can I do for you?
Ana: Well, the dishwasher’s leaking despite the fact that I turned off the water. I think a pipe is broken.
Mr. Mahana: When did it break?
Ana: Well, I just noticed the leak this morning. However, Julian said it’s been acting funny since Friday. We’d like someone to check it out.

Mr. Mahana: All right. I’ll call a plumber. That being said, it’s Sunday, so I can’t promise that I’ll actually get someone up there today.
Ana: Well, there’s water everywhere. Although I know it’s expensive to get a plumber on a Sunday, I don’t wanna damage the neighbor’s ceiling downstairs. On the other hand, it’s your building.
Mr. Mahana: All right. All right. I didn’t realize water was everywhere. Are you gonna be around this morning?
Ana: Yup. I’m planning on it.
Mr. Mahana: All right. I’ll get someone up there right away.
Language Tools

One on One Activity

C. Grammar: Past participles
• This chart focuses on use of be + a past participle to describe conditions.
• Note that the "Descriptions" are in the simple present. They could also be expressed in other tenses: We didn't buy the tables because they were scratched.
• Read the items in the grammar chart and have the student repeat.
• Direct the student’s attention to the images on page 66 and ask questions using the target grammar. Encourage the student to make up responses explaining the damage: A: Describe the countertop in item 1. B: It’s scratched. A: Did you scratch it? B: No. It was scratched when I moved in.

D. Activity
• Read the directions aloud. Go over the examples together. 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 together.

Group Activity

C. Grammar: Past participles
• This chart focuses on use of be + a past participle to describe conditions.
• Note that the "Descriptions" are in the simple present. They could also be expressed in other tenses: We didn’t buy the tables because they were scratched.
• Read the items in the grammar chart and have students repeat.
• Direct students’ attention to the images on page 66 and ask questions using the target grammar. Encourage students to make up responses explaining the damage: A: Describe the countertop in item 1. B: It’s scratched. A: Did you scratch it? B: No. It was scratched when I moved in.

D. Activity
• Read the directions aloud. Go over the examples together. 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**
- PAIR UP with the student. Pass out the **Check-Out Checklist**. Read the directions aloud. Ask comprehension questions about the pictures: *What are the problems you see in the living room?*
- Model an example dialog with the student: *Landlord: What happened to the carpet in the bedroom? It’s torn. Tenant: My friend’s cat tore it.*
- Then complete the checklist.
- **NOTE:** Consider talking about tips for renters. For example, it’s a good idea to take a picture of damage noted upon entering a new home. Also, document how you leave a home (with pictures) in case there are problems getting the deposit back.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Ask the student what they do if they have a household problem.
- Point out the Bonus Box.

**GROUP ACTIVITY**

**F. Activity**
- PAIR students. Pass out **Check-Out Checklists**. Read the directions aloud. Ask comprehension questions about the pictures: *What are the problems you see in the living room?*
- Then complete the checklist.
- **NOTE:** Consider talking about tips for renters. For example, it’s a good idea to take a picture of damage noted upon entering a new home. Also, document how you leave a home (with pictures) in case there are problems getting the deposit back.

**G. Culture Tip!**
- Have students read the culture tip silently. Then you or a student read the tip aloud. Ask students what they do if they have a household problem.
- Point out the Bonus Box.
**Real Life**

**One on One Activity**

H. Activity
- Read the first part of the directions aloud. Ask comprehension questions about the reading: *What’s a walk-through?*
- Read the rest of the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.

I. Activity
- PAIR UP with the student. Read the directions aloud. Model the example dialog with the student. Then have a conversation about housing problems.
- **Expansion**: Has your student ever had a landlord not return a damage deposit? Why? How was it resolved?

**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 part of the directions aloud. Ask comprehension questions about the reading: *What’s a walk-through?*
- Read the rest of the directions aloud. As students work, circulate and offer encouragement. Check answers together.

I. 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.
- **Expansion**: Have your students ever had a landlord not return a damage deposit? Why? How was it resolved?

**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 the student. Read the directions aloud. Point out the phrases in the Language Note. Model the example dialog with the student. As the student writes, answer questions and offer encouragement.
- Read the rest of the directions. Role-play the conversation.

**K. Listening (track 21): The leak 2**
- Read the directions aloud. Play and/or read the audio. (Stop the audio after the first item and do an example together.) Repeat the audio as necessary. Check answers together.
- Point out the Language Note.

**Group Activity**

**J. Activity**
- PAIR students. Read the directions aloud. Point out the phrases in the Language Note. Model the example dialog with a student. As students write and talk, circulate and offer encouragement.
- Read the rest of the directions. **OPTION**: Invite volunteers to share their conversations with the class.

**K. Listening (track 21): The leak 2**
- Read the directions aloud. Play and/or read the audio. (Stop the audio after the first item and do an example together.) Repeat the audio as necessary. Check answers together.
- Point out the Language Note.

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**K. Listening (track 21): The leak 2**

1. Ana: The dishwasher’s leaking.
2. Ana: Julian said it’s been acting funny.
3. Ana: We’d like someone to check it out.
4. Mr. Mahana: I can’t promise I will actually get someone up there today.
5. Ana: I don’t want to damage the neighbor’s ceiling downstairs.
6. Mr. Mahana: Are you gonna be around this morning?
Homework

- Encourage students to do the homework.
- A: Listening: Remind students that this activity requires the 6B audio CD, and that practice is the best way to improve listening!
- B: Writing: Remind students that writing is a good opportunity to use new vocabulary.
- C: Hello, world!: Encourage them to try at least one of the suggestions. Say, Try!
- D: Journaling: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it’s okay to write words without complete sentences. OPTION: Brainstorm journal topics with your students.
- Ask students to fill out an “exit ticket” before leaving.
- Thank your students for their hard work in class today! Thank you! Good job!

A. Listening (track 22): The leak

Mr. Mahana: Hello. This is Mr. Mahana.
Ana: Hello, Mr. Mahana. This is Ana Nova from apartment 12B.
Mr. Mahana: Hi, Ana. What can I do for you?
Ana: Well, the dishwasher’s leaking despite the fact that I turned off the water. I think a pipe is broken.
Mr. Mahana: When did it break?
Ana: Well, I just noticed the leak this morning. However, Julian said it’s been acting funny since Friday. We’d like someone to check it out.
Mr. Mahana: All right. I’ll call a plumber. That being said, it’s Sunday, so I can’t promise that I’ll actually get someone up there today.
Ana: Well, there’s water everywhere. Although I know it’s expensive to get a plumber on a Sunday, I don’t wanna damage the neighbor’s ceiling downstairs. On the other hand, it’s your building.
Mr. Mahana: All right. All right. I didn’t realize water was everywhere. Are you gonna be around this morning?
Ana: Yup. I’m planning on it.
Mr. Mahana: All right. I’ll get someone up there right away.
**One on One Activity**

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

**Group Activity**

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

**REVIEW**
- Review past participles from Day 12. Write the following verbs on the board and call on the student to create sentences using the words as descriptions: break, scratch, tear, chip, damage, crack, stain
- Review the homework.

**WARM UP**
- Have the student brainstorm a list of qualities of a good employee. Write a list on the board: hard-working, honest, etc.
- Ask the student then to score himself/herself 1 point for every quality on the board that they possess.

**REVIEW**
- Review past participles from Day 12. Write the following verbs on the board and call on volunteers to create sentences using the words as descriptions: break, scratch, tear, chip, damage, crack, stain
- Review the homework.

**WARM UP**
- Have students brainstorm a list of qualities of a good employee. Write a list on the board: hard-working, honest, etc.
- Ask students then to score themselves 1 point for every quality on the board that they possess. Then survey students: Who is the “best” employee?
One on One Activity

A. Vocabulary: Employment Characteristics
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind him/her to say the words aloud quietly or silently.
- As pronunciation practice, say the words aloud and have the student repeat.
- Ask, What are we learning today?

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

Group Activity

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

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

Conversation 1
Manager: Well, Teresa, how would you describe yourself?
Teresa: Let’s see. I’m super detail-oriented, very efficient, completely reliable, and extremely well-organized. Oh, and I’m a fast learner.
Manager: Great. What about your skills. Describe those.
Teresa: Well, I catch on quickly. (Like I said, I’m a fast learner.) I never finish my work late—always on time or early, and I follow directions carefully.

Conversation 2
Interviewer: Yung, tell me how you would describe yourself?
Yung: Hm. Well, I’m really creative. I’m totally flexible. I’m pretty good with people, and I’m completely honest.
Manager: Great. What about your skills. Describe those.
Yung: Hm. Well, I get along well with others. (Like I said, I’m pretty good with people). I also take criticism well. I work fast and I definitely think outside the box. (Like I said, I’m creative.)
C. Grammar: Adverbs

- This chart focuses on adverbs. Adverbs explain how, when, where, why, how often and how much. We most commonly use adverbs to modify verbs (actions) and adjectives.
- In the first three examples: the adverb *carefully* modifies the action *follow*; fast modifies the verb *catch on*; and well modifies *get along (with)*.
- In the last two examples: the adverb *extremely* modifies the adjective *flexible*; and well modifies *trained*.
- Read the items in the grammar chart and have the student repeat.
- Return to the pictures at the front of the lesson to elicit questions using the actions: *How fast do you catch on to new computer programs? How well do you get along with others?* etc.

D. Activity

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

E. Activity

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

**ONE ON ONE ACTIVITY**

**F. Activity**
- Read the first part of the directions aloud. Ask comprehension questions about the ads.
- Read the rest of the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Talk about other interview do’s and don’ts.
- Discuss interview experiences that you and your student have had.

**EXTRA ACTIVITY (if time permits)**
- **Appletree** Tell the student that you are thinking of a characteristic that employers look for. On the board, draw the skeleton of a tree with several apples as well as an incorrect letter box. Write blanks in place of letters. 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 or phrase is filled in and/or the student loses all the apples.

**GROUP ACTIVITY**

**F. Activity**
- Read the first part of the directions aloud. Ask comprehension questions about the ads.
- Read the rest of the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

**G. Culture Tip!**
- Have students read the culture tip silently. Then you or a student read the tip aloud. Talk about other interview do’s and don’ts.
- Discuss interview experiences that your students have had.

**EXTRA ACTIVITY (if time permits)**
- **Appletree** Divide the class into two TEAMS. Tell students that you are thinking of a characteristic that employers look for. On the board, draw two skeletons of trees with several apples as well as an incorrect letter box. Write blanks in place of letters. 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 or phrase is filled in and/or a team loses all the apples.
**One on One Activity**

H. Activity
- PAIR UP with the student. Read the first part of the directions aloud: *Read the ads in Activity F again.* Ask comprehension questions about the ads.
- Read the next set of directions aloud: *Read about the four applicants.* Ask comprehension questions about the applicants: *What are Marco’s strengths?*
- Read the rest of the directions aloud. Invite the student to read the example dialog. Then have a conversation about your reasons. Have the student support his/her answers.

I. Activity
- PAIR UP with the student. Read the directions aloud. Help the student imagine what it’s like to apply for a job. Model the example dialog with the student.
- Then have a conversation about skills.

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
- PAIR students. Read the first part of the directions aloud: *Read the ads in Activity F again.* Ask comprehension questions about the ads.
- Read the next set of directions aloud: *Read about the four applicants.* Ask comprehension questions about the applicants: *What are Marco’s strengths?*
- Read the rest of the directions aloud. Invite a student to model the example dialog. As students talk, circulate and offer encouragement. Check answers together. Have students support their answers.

I. Activity
- PAIR students. Read the directions aloud. Help students imagine what it’s like to apply for a job. 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.
**EXTRA! EXTRA!**

**ONE ON ONE ACTIVITY**

**J. Activity**
- Read the first part of the directions aloud. Ask general comprehension questions about the pay stub: *Where does Ed work?*
- Point out the Language Note.
- Read the rest of the directions. As the student works, answer questions and offer encouragement. Check answers together.

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

**L. Activity**
- PAIR UP with the student. Read the directions aloud. Invite the student to read the example dialog. Then have a conversation about working with people.

**GROUP ACTIVITY**

**J. Activity**
- Read the first part of the directions aloud. Ask general comprehension questions about the pay stub: *Where does Ed work?*
- Point out the Language Note.
- Read the rest of the directions. As the student works, answer questions and offer encouragement. Check answers together.

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

**L. Activity**
- PAIR students. Read the directions aloud. Invite a student to model 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 6B audio CD, and that practice is the best way to improve listening!
• B: Reading: Explain that reading is a good way to grow vocabulary.
• C: Hello, world!: Encourage them to try at least one of the suggestions. Say, *Try just one!* 
• D: Journal: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry with your students, do one now. Remind students that it’s okay to write words without complete sentences. **OPTION:** Brainstorm journal topics with your students.
• Ask students to fill out an “exit ticket” before leaving.
• Thank your students for their hard work in class today! *We’re almost finished with Book 6B!*

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**A. Listening (track 24): The interview**

Manager: Well, Teresa, how would you describe yourself?
Teresa: Let’s see. I’m super detail-oriented, very efficient, completely reliable, and extremely well-organized. Oh, and I’m a fast learner.
Manager: Great. What about your skills. Describe those.
Teresa: Well, I catch on quickly. (Like I said, I’m a fast learner.) I never finish my work late—always on time or early. And I follow directions carefully.
**One on One Activity**

**MATERIALS**
- Board or paper + marker
- 6B listening tracks
- OPTIONAL: Timer
- OPTIONAL: Dictionary (print or on-line version - such as merriam - webster, or dictionary.com)

**REVIEW**
- Review characteristics from Day 13 with this **ICEBREAKER: Spelling Bee**  With the student at the board, say a target word from Day 13 (creative, detail-oriented, efficient, etc.) The student tries to write it quickly and correctly. Continue with a new word. OPTIONAL: Use a timer for an added sense of excitement.
- Review the homework.

**WARM UP**
- Ask the student for his/her opinion on an issue (smoking in public places, gun control, voting age, etc.): A: How do you feel about smoking in restaurants. Write the complete form (whether the student provided it or not) on the board. Continue with other questions and restatements.

**Group Activity**

**MATERIALS**
- Board or paper + marker
- 6B listening tracks
- OPTIONAL: Dictionary (print or on-line version - such as merriam - webster, or dictionary.com)

**REVIEW**
- Review characteristics from Day 13 with this **ICEBREAKER: Spelling Bee**  Divide the class into two TEAMS. Call a player from each team to the board. Say a target word from Day 13 (creative, detail-oriented, efficient, etc.) The first player to write the word correctly gets a point. Continue with another set of players and a new word.
- Review the homework.

**WARM UP**
- Ask a student for his/her opinion on an issue (smoking in public places, gun control, voting age, etc.): A: How do you feel about smoking in restaurants. B: I'm against it. Ask another student what the first student say. C: She said she's against it. Write the complete form (whether the student provided it or not) on the board. Continue with other questions and other students.
**ONE ON ONE ACTIVITY**

A. Vocabulary: Issues
- Read the directions aloud. Give the student a few moments to absorb the pictures and words. Remind him/her to say the words aloud quietly or silently.
- 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 25): Town meeting
- Read the directions aloud. Play and/or read the audio. (Repeat the audio as necessary. Check answers together.
- Talk about your student’s country of origin’s attitude towards some of the topics outlined in the lesson.

Extra Activity
- Bring in duplicate copies of a newspaper or magazine article about a current events topic. Use it with your student to practice vocabulary, comprehension (*who, what, when, where, why, how*) and pronunciation.

**GROUP ACTIVITY**

A. Vocabulary: Issues
- Read the directions aloud. Give students a few moments to absorb the pictures and words. Remind them to say the words aloud quietly or silently.
- 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 25): Town meeting
- Read the directions aloud. Play and/or read the audio. (Repeat the audio as necessary. Check answers together.
- Give students an opportunity to discuss the general attitude towards some of the topics outlined in today’s lesson.

Extra Activity
- Bring in duplicate copies of a newspaper or magazine article about a current events topic. Use it with your student to practice vocabulary, comprehension (*who, what, when, where, why, how*) and pronunciation.

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**B. Listening (track 25): Town meeting**

Person1: Senator, in yesterday’s paper, you said, quote “I’m not sure about global warming.” What did you mean?
Senator: That was a misquote. I actually said quote “I’m not sure what to do about global warming.”
Person2: Senator, on TV last night you said quote “I have a problem with military spending.” What did you mean?
Senator: I said I had a problem with the amount of military spending. I meant that we’re spending too much. We need to invest in education, in my opinion. Illiteracy is a major problem.
Person3: Senator, on your website this morning in a video you said wanted to make it legal for young people from Asia to live in our state. What did you mean?
Senator: I said I wanted make euthanasia legal in our state. Euthanasia—e-u-t-h-a-n-a-s-i-a—is a word that means the right to die. I think people should be able to die if they want to.
C. Grammar: Quoted and reported speech
• This chart focuses on how we repeat others’ words. For conversational purposes, we almost wholly use reported speech, which is essentially paraphrasing what someone said. Quoted speech is found in writing—newspaper stories, novels, academic papers, etc.
• Note that for the past form of reported speech, it’s also acceptable to use the simple present in the paraphrased information (“… told everyone she opposes the death penalty.”) However, for the purposes of this lesson, only the simple past form is used.
• Read the items in the grammar chart and have the student repeat.
• Review the politicians’ positions from page 78, using the target grammar: What did the senator say about global warming?

D. Activity
• Read the directions aloud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together. Point out the Bonus Box.

C. Grammar: Quoted and reported speech
• This chart focuses on how we repeat others’ words. For conversational purposes, we almost wholly use reported speech, which is essentially paraphrasing what someone said. Quoted speech is found in writing—newspaper stories, novels, academic papers, etc.
• Note that for the past form of reported speech, it’s also acceptable to use the simple present in the paraphrased information (“… told everyone she opposes the death penalty.”) However, for the purposes of this lesson, only the simple past form is used.
• Read the items in the grammar chart and have students repeat.
• Review the politicians’ positions from page 78, using the target grammar: What did the senator say about global warming?

D. Activity
• Read the directions aloud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. Point out the Bonus Box.
ONE ON ONE ACTIVITY

E. Listening (track 26): Stress and meaning
• Read the first part of the directions aloud. Play and/or read the audio. Make sure that the student is just listening this first time through.
• Read the rest of the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.
• EXPANSION: Look at the entries for these words in a dictionary. Show the student how to use the pronunciation guide to see how to stress a word.

F. Listening (track 27): Town hall meeting
• Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together.

G. Culture Tip!
• Have the student read the culture tip silently. Then you or a student read the tip aloud. Ask the student about his/her level of community involvement. Does he/she attend city council meetings? Does he/she belong to neighborhood associations? Share information about upcoming city council meetings, special elections, etc.

E. Listening (track 26): Stress and meaning
1. A PERmit is a license.
To perMIT is to allow.
I got a driver’s PERmit when I was 15.

2. An OBject is a thing.
To obJECT is to disagree.
There’s a large OBject in the road.

3. A REcord is a disk of music or a document of information.
To reCORD is to tape.
I hope you’re not reCORDing this. I hate the sound of my voice.

4. PROduce is a word for fruits and vegetables.
To proDUCE is to make.
Let’s stop at the farmer’s market and pick up some fresh PROduce, okay?

5. A DUPLICATE is a copy.
To dupliCATE is to make a copy.
It’s impossible to dupliCATE my husband’s signature. It’s very unique.

GROUP ACTIVITY

E. Listening (track 26): Stress and meaning
• Read the first part of the directions aloud. Play and/or read the audio. Make sure that students are just listening this first time through.
• Read the rest of the directions aloud. As students work, circulate and offer encouragement. Check answers together.
• EXPANSION: Look at the entries for these words in a dictionary. Show the students how to use the pronunciation guide to see how to stress a word.

F. Listening (track 27): Town hall meeting
• Read the directions aloud. Play and/or read the audio. Repeat the audio as necessary. Check answers together.

G. Culture Tip!
• Have students read the culture tip silently. Then you or a student read the tip aloud. Ask students about their level of community involvement. Do they attend city council meetings? Do they belong to neighborhood associations? Share information about upcoming city council meetings, special elections, etc.

F. Listening (track 27): Town hall meeting
Person1: Senator, in yesterday’s paper, you said, quote “I’m not sure about global warming.” What did you mean?
Senator: That was a misquote. I actually said quote “I’m not sure what to do about global warming.”
Person2: Senator, on TV last night you said quote “I have a problem with military spending.” What did you mean?
Senator: I said I had a problem with the amount of military spending. I meant that we’re spending too much. We need to invest in education, in my opinion. Illiteracy is a major problem.
Person3: Senator, on your website this morning in a video you said wanted to make it legal for young people from Asia to live in our state What did you mean?
Senator: I said I wanted make euthanasia legal in our state. Euthanasia—e-u-t-h-a-n-a-s-i-a—is a word that means the right to die. I think people should be able to die if they want to.
REAL LIFE

ONE ON ONE ACTIVITY

H. Activity
- PAIR UP with the student. Read the first step of the directions aloud. Point out the example (graffiti) in the chart.
- Read step 2 aloud. Point out the example in the chart, under "Quoted speech."
- Read the final step aloud. Point out the example under "Reported speech."
- Model the example dialog with the student. Point out the Language Notes. Then take turns talking about issues.

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
- PAIR students. Read the first step of the directions aloud. Point out the example (graffiti) in the chart.
- Read step 2 aloud. Point out the example in the chart, under "Quoted speech."
- Read the final step aloud. Point out the example under "Reported speech."
- Model the example dialog with a student. Point out the Language Notes.
- 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
• PAIR UP with the student. Read the directions aloud.
  Do the activity together.
• Point out the Bonus Box.
• Check answers together.
• EXPANSION: Compare and contrast the election process in the US with the student’s native country.

Activity Answers
• You must be at least (1) 35 years old, born in the U.S., and a U.S. citizen to run for president. One term is (2) 4 years. You can be elected (3) 2 times.
• You must be at least (4) 25 years old and a U.S. citizen to run for the U.S. Senate. One term is (5) 6 years. You can be elected (6) repeatedly.
• You must be at least (7) 25 years old and a U.S. citizen to run for the U.S. House of Representatives. One term is (8) 2 years. You can be elected (9) repeatedly.
• The current president of the United States is (10) (teacher provides).
• Two senators represent my state. They are (11) (Depends on state) and (12) (Depends on state).
• (13) (Depends on state) representatives represent my state. They are (14) (Depends on state).

**GROUP ACTIVITY**

I. Activity
• PAIR students. Read the directions aloud. As students talk, circulate and offer encouragement.
• Point out the Bonus Box.
• Check answers together.
• EXPANSION: Compare and contrast the election process in the US with the students’ native countries.

Activity Answers
• You must be at least (1) 35 years old, born in the U.S., and a U.S. citizen to run for president. One term is (2) 4 years. You can be elected (3) 2 times.
• You must be at least (4) 25 years old and a U.S. citizen to run for the U.S. Senate. One term is (5) 6 years. You can be elected (6) repeatedly.
• You must be at least (7) 25 years old and a U.S. citizen to run for the U.S. House of Representatives. One term is (8) 2 years. You can be elected (9) repeatedly.
• The current president of the United States is (10) (teacher provides).
• Two senators represent my state. They are (11) (Depends on state) and (12) (Depends on state).
• (13) (Depends on state) representatives represent my state. They are (14) (Depends on state).
Homework

- Encourage students to do the homework.
- A: Listening: Remind students that this activity requires the 6B audio CD, and that practice is the best way to improve listening!
- B: Writing: Remind them that reading is a good way to practice new vocabulary.
- C: Hello, world!: Encourage them to try at least one of the suggestions. Say, *Try!*
- D: Journaling: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind students that it’s okay to write words without complete sentences. **OPTION:** Brainstorm journal topics with your students.

- Ask students to fill out an “exit ticket” before leaving.
- Thank your students for their hard work in class today! *Good work today!*

A. Listening (track 28): Education reform

Moderator: Candidate Smith, where do you stand on education reform?
Candidate Smith: Education is a big concern of mine. It’s a complicated issue. We need a national policy. I feel that it’s time for the states to come together and agree on a plan.
Moderator: Candidate Escalante, what’s your opinion?
Candidate Escalante: My opponent says we need a national policy. He told CNN, “I want Big Brother to tell us what to do.” But every state is different. The education issues are different. In my opinion, a national plan won’t work. The states should develop their own policy to deal with the problem.
Candidate Smith: I didn’t say I wanted Big Brother to tell us what to do. That’s a misquote. And I object to Candidate Escalante’s characterization of education reform as a “problem.” I say it’s an opportunity.
**One on One Activity**

**Group Activity**

**MATERIALS**
- Board or paper + marker
- 6B listening tracks
- Name tags, markers (2)

**REVIEW**
- Review reported and quoted speech from Day 14 by reviewing Activity A from the homework. Ask, *What did Candidate Smith say about education? How does Candidate Escalante feel about it?*
- Review the rest of the homework.

**WARM UP**
- **ICEBREAKER: Find Someone Who ...** On the board, draw the following grid and have the student fill in three things they taught himself/herself to do.

<table>
<thead>
<tr>
<th>Skill:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I taught myself to...</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**REVIEW**
- Review reported and quoted speech from Day 14 by reviewing Activity A from the homework. Ask, *What did Candidate Smith say about education? How does Candidate Escalante feel about it?*
- Review the rest of the homework.

**WARM UP**
- **ICEBREAKER: Find Someone Who ...** On the board, draw the following grid and have students copy. Then have them circulate and find someone who answers *yes* to each statement. Set a time limit. At the end of the activity, see who has found the most people.

<table>
<thead>
<tr>
<th>Skill:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I taught myself to...</td>
<td></td>
</tr>
<tr>
<td>I taught myself to play guitar.</td>
<td></td>
</tr>
<tr>
<td>I taught myself to sew.</td>
<td></td>
</tr>
<tr>
<td>I taught myself to dance.</td>
<td></td>
</tr>
<tr>
<td>I taught myself to bake.</td>
<td></td>
</tr>
<tr>
<td>I taught myself to drive.</td>
<td></td>
</tr>
</tbody>
</table>
**GOALS**

### One on One Activity

**A. Vocabulary: Goals**
- Read the directions aloud. Give the student a few moments to absorb the picture and words. Remind him/her to say the words aloud quietly or silently.
- As pronunciation practice, say the words aloud and have the student repeat.
- Ask, *What are we learning today?*

**B. Listening (track 29): Self**
- 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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **1.** A: Look at yourself. You’re beautiful. Enjoy yourself.  
  B: Wow. Thanks. | **5.** A: Could I make a copy?  
  B: Sure. The copier’s over there. Help yourself. |
| **2.** A: Get the phone!  
  B: Do it yourself. I’m busy. | **6.** A: Hi. I’d like to introduce myself. I’m Ron. I just moved in next door.  
  B: Nice to meet you. I’m Sue. |
| **3.** A: Wow. That stick looks really sharp. Don’t let the kids hurt themselves! | **7.** A: It’s too bad he didn’t make the team. But he has to stop feeling sorry for himself and set goals for himself for next year.  
  B: I know. You’re right. |
| **4.** A: I just won my first marathon! |   |

### Group Activity

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

**B. Listening (track 29): Self**
- 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.
C. Grammar: Reflexive pronouns
• This chart focuses on pronouns that refer to the person already mentioned in the sentence: I taught myself to sew.
• Read the items in the grammar chart and have the student repeat.
• Point out the Language Note.
• Using the expressions with self, ask the student questions that will evoke the target grammar: A: Are you proud of yourself? B: Yes, I’m proud of myself. A: Is your (sister) proud of herself? C: Yes, she is proud of herself.

D. Activity
• Read the directions aloud. Go over the example together. Point out the Language Note.
• As the student works, answer questions and offer encouragement. Check answers together.
• EXPANSION: After checking the activity, practice the Q&As with your student.

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

C. Grammar: Reflexive pronouns
• This chart focuses on pronouns that refer to the person already mentioned in the sentence: I taught myself to sew.
• Read the items in the grammar chart and have students repeat.
• Point out the Language Note.
• Using the expressions with self, ask students questions that will evoke the target grammar: A: Rafa, are you proud of yourself? B: Yes, I’m proud of myself. A: Is your (sister) proud of herself? C: Yes, Elia is proud of herself.

D. Activity
• Read the directions aloud. Go over the example together. Point out the Language Note.
• As students work, circulate and offer encouragement. Check answers together.
• EXPANSION: After students have checked the activity, have them practice the Q&As in PAIRS.

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

**F. Activity**
- Read the first part of the directions aloud. Ask general comprehension questions about the story: What's the story about?
- Read the rest of the directions. As the student works, answer questions and offer encouragement. Check answers together.

**G. Activity**
- Read the directions aloud. Help student brainstorm about the past year. Put categories on the board: personal accomplishments, work accomplishments, financial accomplishments, etc.
- As the student works, answer questions and offer encouragement. **OPTION:** Invite the student to read his/her accomplishments aloud.

**H. Culture Tip!**
- Have the student read the culture tip silently. Then you or the student read the tip aloud.
- Discuss this tip. Ask, *do you know your neighbors? Is it good to know your neighbors?*

**GROUP ACTIVITY**

**F. Activity**
- Read the first part of the directions aloud. Ask general comprehension questions about the story: What's the story about?
- Read the rest of the directions. As students work, circulate and offer encouragement. Check answers together.

**G. Activity**
- Read the directions aloud. Help students brainstorm about the past year. Put categories on the board: personal accomplishments, work accomplishments, financial accomplishments, etc.
- As students work, circulate and offer encouragement. **OPTION:** Invite volunteers to share their accomplishments with the class.

**H. Culture Tip!**
- Have students read the culture tip silently. Then you or a student read the tip aloud.
- Discuss this tip. Ask, *do you know your neighbors? Is it good to know your neighbors?*
**ONE ON ONE ACTIVITY**

I. Activity
- Read the first part of the directions aloud. Ask comprehension questions about Marta’s goals.
- Read the rest of the directions. Point out the Language Note. As the student works, answer questions and offer encouragement. **OPTION:** Invite the student to read his/her goals aloud.
- **EXPANSION:** Help the student come up with specific action steps they can take to advance his/her goals.

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

**Before You Go ...**
- Encourage the student to ask questions about any part of the lesson they didn’t understand.
- Assign the homework.
- Remind the student that the next class is a review of Days 10–15 and a review test.

**GROUP ACTIVITY**

I. Activity
- Read the first part of the directions aloud. Ask comprehension questions about Marta’s goals.
- Read the rest of the directions. Point out the Language Note. As students work, circulate and offer encouragement. **OPTION:** Invite volunteers to share their goals with the class.
- **EXPANSION:** Help the students come up with specific action steps they can take to advance their goals.

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.
- Remind students that the next class is a review of Days 10–15 and a review test.
**One on One Activity**

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

**L. Activity**
- PAIR UP with the student. Read the directions aloud.
- Point out the Language Note. Talk about which goodbye words/phrases are more informal than others. *Who could you use each one with?*
- As the student writes, answer questions and offer encouragement. Then have a goodbye conversation.

**Group Activity**

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

**L. Activity**
- PAIR students. Read the directions aloud.
- Point out the Language Note. Talk about which goodbye words/phrases are more informal than others. *Who could you use each one with?*
- As students write and 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 6B audio CD, and that practice is the best way to improve listening!
• B: Reading: Remind them that reading is a good way to grow vocabulary.
• C: Hello, world!: Encourage them to try at least one of the suggestions. Say, Try!
• D: Journal: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry with your students, do one now. Remind students that it’s okay to write words without complete sentences. **OPTION:** Brainstorm journal topics with your students.
• Ask students to fill out an “exit ticket” before leaving.
• Thank your students for their hard work in class today! Thank you! Good job!

---

**A. Listening (track 30): Self**

   B: Wow. Thanks.

2. A: Do you need a hand?
   B: No thanks. I can do it myself.

3. A: Wow. Dave’s bag is really heavy.
   B: I hope he doesn’t hurt himself.

4. A: Are Anne and Kate staying with you?
   B: No. They’re staying by themselves.

5. A: Could she make a copy?
   B: Sure. Tell her to help herself.

6. A: Wow! The place looks great. Did you hire a painter?
   B: Nope. We did it ourselves.
## Day 16 Review

### One on One Activity

<table>
<thead>
<tr>
<th>MATERIALS</th>
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</thead>
<tbody>
<tr>
<td>• Board or paper + marker</td>
</tr>
<tr>
<td>• Reproducible: Sample Resumes (1 sheet per student)</td>
</tr>
<tr>
<td>• Treats (optional)</td>
</tr>
</tbody>
</table>

### Group Activity

<table>
<thead>
<tr>
<th>MATERIALS</th>
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</thead>
<tbody>
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<td>• Board or paper + marker</td>
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</tr>
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<td>• Treats (optional)</td>
</tr>
</tbody>
</table>

### REVIEW

- Review reflexive pronouns from Day 15 by using Activity B from the homework. Ask the student to read the "Seven Secrets” and think of an example for each trait. Write an example on the board: *Barack Obama had dreams and set goals for himself, and he became president.* Then ask the student to read his/her examples.
- 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 student book page 54 and ask questions about the pictures. Then ask, *What did we learn on Day 10?*

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

### B.
- Read the directions aloud. Go over the example together.
- **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.

**Group Activity**

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

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

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

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

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

**D.**
- PAIR UP with the student. Read the directions aloud. Model the example dialog with the student. Then have a conversation about local businesses.

**Group Activity**

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

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

**D.**
- 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.
**One on One Activity**

**Day 12**
- Have the student turn to Day 12 on student book page 66 and ask questions about the pictures. Then ask, *What did we learn on Day 12?*

**E.**
- PAIR UP with the student. Read the first part of the directions aloud. **OPTION:** Brainstorm reasons together.
- Read the rest of the directions aloud. Model the example dialog with the student. Then have a conversation about landlords.

**F.**
- Read the directions aloud. Brainstorm problems as a class and write him/her on the board.
- As the student works, answer questions and offer encouragement. Check the student’s email for correct grammar, spelling, and punctuation, and varied vocabulary. **OPTION:** Invite the student to read his/her email aloud.

**Group Activity**

**Day 12**
- Have students turn to Day 12 on student book page 66 and ask questions about the pictures. Then ask, *What did we learn on Day 12?*

**E.**
- PAIR students. Read the first part of the directions aloud. **OPTION:** Brainstorm reasons together.
- 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.

**F.**
- Read the directions aloud. Brainstorm problems as a class and write them on the board.
- As students work, circulate and offer encouragement. Check emails individually. **OPTION:** Invite volunteers to share their emails with the class.
**One on One Activity**

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

G.
- Read the directions aloud. Pass out a Sample Resume. Point out the resume checklist.
- As the student works, answer questions and offer encouragement. Check the student’s resume for correct grammar, spelling, and punctuation. **OPTION:** PAIR UP with the student. Have partners review each other’s resume using the checklist.

**Group Activity**

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

G.
- Read the directions aloud. Pass out Sample Resumes. Point out the resume checklist.
- As students work, circulate and offer encouragement. Check resumes individually. **OPTION:** PAIR students. Have partners review each other’s resume using the checklist.
**One on One Activity**

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

H.
- Read the first part of the directions aloud. Ask comprehension questions about the press release. Point out the Language Note.
- Read the rest of the directions aloud. As the student works, answer questions and offer encouragement. Check answers together.

**Group Activity**

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

H.
- Read the first part of the directions aloud. Ask comprehension questions about the press release. Point out the Language Note.
- Read the rest of the directions aloud. As students work, circulate and offer encouragement. Check answers together.
**One on One Activity**

**Day 15**
- Have the student turn to Day 15 on student book page 84 and ask questions about the picture. Then ask, *What did we learn on Day 15?*

**I.**
- Read the directions aloud. Do an example or two on the board together. As the student works, answer questions and offer encouragement. Check answers together.

**J. Activity**
- PAIR UP with the student. Read the directions aloud. Model the example dialog with the student. Then have a conversation about appearance and character.

**Group Activity**

**Day 15**
- Have the students turn to Day 15 on student book page 84 and ask questions about the picture. Then ask, *What did we learn on Day 15?*

**I.**
- Read the directions aloud. Do an example or two on the board together. As students work, circulate and offer encouragement. Have student check sentences in PAIRS.

**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.
**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 or do two in-class sessions to complete the test. 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.**

- Section 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**

<table>
<thead>
<tr>
<th>damage</th>
<th>everybody</th>
<th>stand on</th>
</tr>
</thead>
<tbody>
<tr>
<td>eventually</td>
<td>flexible</td>
<td>feel sorry for</td>
</tr>
</tbody>
</table>

1. If _____________ wants to go on a hike, I’ll go, too.

2. We have a small business now, but ________________ we hope to increase the number of customers.

3. I didn’t like the apartment. The rooms were small, and the ceiling had water ________________.

4. My coworker Shelley isn’t very ________________. For example, she gets upset when the schedule changes.

5. Where do you ________________ the issue of global warming?


B. Circle the correct words.

1. Q: What do you do if someone says something you don’t understand?
   A: If someone say / says something I don’t understand, I just say, “Excuse me?”

2. Q: Did the credit union approve your loan?
   A: No, it wasn’t approve / approved. We need to find the money somewhere else.

3. Q: What happened here?
   A: I dropped something in the sink, and now the sink is cracked / did crack.

4. Q: Are you a team player?
   A: Yes. I get along very good / well with others.

5. Q: What did the mayor say at last night’s meeting?
   A: She said / told that she supports the new policy.

6. Q: Can I wear this to the office party?
   A: No. Look at / to yourself. Your shirt is stained, and those pants are dirty.
C. Answer the questions.

1. What do people in your country do if someone is talking loudly on a cell phone on a bus or train?

2. What kinds of things are in a business plan? Why is it a good idea to write a business plan before starting a business?

3. Look at the picture of the bathtub. Write about the problems:

4. Write an ad for a job you want. Include the characteristics the job requires.

5. What’s an issue you care about? Where do you stand on that issue?

6. What are two of your goals? How will you achieve them?
   Goal 1: _____________________________________________
   Goal 2: _____________________________________________
Reproducible Section
I’ve been driving for 17 years, and I have never had a single problem: no speeding tickets, no parking tickets, no accidents. And then, last week, it happened. I had my first fender bender. I was driving to school and a squirrel ran in front of the car. I hit the brakes and honked the horn. But the squirrel didn’t move. Well, the car behind me kept going. It slammed into my back bumper, smashing up my trunk. No one was injured, thankfully. But we had to call the police. Then we had to call a tow truck. Then we had to call our insurance agents. I’ve decided to donate my car to charity and take the bus to school from now on.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you ever been to Canada? How was it?</td>
<td>Have you ever been in a car accident? What happened?</td>
</tr>
<tr>
<td>Have you every driven a stick shift? How was it?</td>
<td>Have you ever missed an insurance payment? What happened?</td>
</tr>
<tr>
<td>How long have you been driving? Do you like to drive?</td>
<td>Have you ever rented a car? How was it?</td>
</tr>
<tr>
<td>Where have you gone on vacation in the past year?</td>
<td>Have you ever changed the oil on a car? What was that like?</td>
</tr>
<tr>
<td>Has your family ever taken a road trip? Where did you go?</td>
<td>Have you ever received a traffic ticket? What happened?</td>
</tr>
<tr>
<td>Have you ever gotten lost? What happened?</td>
<td>Have you ever had a flat tire? What happened?</td>
</tr>
</tbody>
</table>

**Day 4 Question Strips**
### Answer the question.

#### Questions

**What does “charges” mean?**

**What is another word for “what you need to pay”?**

**Who is the “defendant”?**

**When does the driver have to pay the fine?**

**What is the other option, if you don’t want to pay the fine?**

---

---
Arive Alive. Don’t Drink and Drive!

Cut along the lines and then put the sentences in the correct order.

<table>
<thead>
<tr>
<th>Arrive Alive. Don’t Drink and Drive</th>
</tr>
</thead>
<tbody>
<tr>
<td>The body does have a way of processing the alcohol.</td>
</tr>
<tr>
<td>Therefore, the amount you drink, your weight, your gender and whether you have eaten food or not, all contribute to your BAC.</td>
</tr>
<tr>
<td>Of them, an estimated 13,470 people were killed in traffic accidents that involved at least one driver or motorcyclist with a blood alcohol concentration (BAC) of 0.08 g/dL or above.</td>
</tr>
<tr>
<td>Why is your BAC so important? The BAC shows how much alcohol is in your blood.</td>
</tr>
<tr>
<td>Whether you have eaten food or not while drinking, also affects your BAC.</td>
</tr>
<tr>
<td>The BAC of a 100-lb. person will be twice as high as it will be for a 200-lb. person who drank the same amount.</td>
</tr>
<tr>
<td>The blood carries the alcohol directly to your brain and negatively affects information processing, decision making, eye-hand coordination which are all important when you drive.</td>
</tr>
<tr>
<td>In 2006, 17,602 people were killed in the United States in alcohol-related motor vehicle traffic crashes.</td>
</tr>
<tr>
<td>The liver can process about 1/2 oz of pure alcohol in an hour. A 5-oz. glass of wine, a 12-oz. beer, or 1.5 oz. of distilled spirits all equal 1/2 oz of pure alcohol.</td>
</tr>
<tr>
<td>It is not just how much you have drunk that affects your BAC. Your weight plays a major part too.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>If you are not sure whether you are over the limit, then don’t drive.</td>
</tr>
<tr>
<td>However, even if you just have one 12-oz beer an hour, you still might be over the limit.</td>
</tr>
<tr>
<td>In all US states, it is illegal to drive with a BAC of 0.08g/dL or above.</td>
</tr>
<tr>
<td>In addition, if a woman drinks the same as a man, her BAC will usually be higher than his.</td>
</tr>
<tr>
<td>Your BAC will be higher if you don’t eat anything while you are drinking.</td>
</tr>
</tbody>
</table>

Source: NHTSA’s 2006 Traffic Safety Annual Assessment - Alcohol-Related Fatalities, August 2007
GLOBAL AIRWAYS

Date: 8/19/2012

Purchase: 1 round-trip Ticket
Atlanta GA to Peoria, IL

Total: $247.87

---

E-Ticket

Issued to: JOE TRAVELER
Frequent Flyer Number: 0332019843-76
Travel Itinerary:
Flight Number: 3765
Departure Time: 06:45   Arrival Time: 08:17

If checking baggage, visit service counter. Boarding pass may be printed up to 24 hours prior to flight. Check status of flights online.

---

Wholesome Foods: Your Healthy Grocer

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 dozen apples</td>
<td>$2.74</td>
</tr>
<tr>
<td>1 box cereal</td>
<td>$3.19</td>
</tr>
<tr>
<td>4 bags chips</td>
<td>$11.08</td>
</tr>
<tr>
<td>1 pkg cough drops</td>
<td>$2.98</td>
</tr>
<tr>
<td>1 carton 2% milk</td>
<td>$2.75</td>
</tr>
</tbody>
</table>

Subtotal: $22.74
Tax: $1.82
Total: $24.55

---

Hank's HARDWARE
Open 7 – 7    7 days a week

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shovel</td>
<td>$14.49</td>
</tr>
<tr>
<td>Gum</td>
<td>$0.50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$14.99</td>
</tr>
</tbody>
</table>

---

TeleCast Cell Service

Regular charges: $21.38
Overage fee: $13.67
Special tariffs: $15.44
Tax: $3.56
TOTAL: $54.04

---

Day 11  Practice Receipts
## Check-in/Check-out Check List

<table>
<thead>
<tr>
<th>Check-in</th>
<th>Check-out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check Only if Defective</td>
<td>Comments</td>
</tr>
<tr>
<td>Living Room</td>
<td></td>
</tr>
<tr>
<td>Carpets</td>
<td></td>
</tr>
<tr>
<td>Window Treatments</td>
<td></td>
</tr>
<tr>
<td>Windows &amp; Tracks</td>
<td></td>
</tr>
<tr>
<td>Screens</td>
<td></td>
</tr>
<tr>
<td>Heat Registers</td>
<td></td>
</tr>
<tr>
<td>Light Fixtures</td>
<td></td>
</tr>
<tr>
<td>Air Conditioner</td>
<td></td>
</tr>
<tr>
<td>Bedrooms</td>
<td></td>
</tr>
<tr>
<td>Carpet</td>
<td></td>
</tr>
<tr>
<td>Window Treatments</td>
<td></td>
</tr>
<tr>
<td>Walls &amp; Woodwork</td>
<td></td>
</tr>
<tr>
<td>Windows &amp; Screens</td>
<td></td>
</tr>
<tr>
<td>Heat Registers</td>
<td></td>
</tr>
<tr>
<td>Light Fixtures</td>
<td></td>
</tr>
<tr>
<td>Closet &amp; Doors</td>
<td></td>
</tr>
<tr>
<td>Bathrooms</td>
<td></td>
</tr>
<tr>
<td>Ceramic Tiles</td>
<td></td>
</tr>
<tr>
<td>Bathtub &amp; Sink</td>
<td></td>
</tr>
<tr>
<td>Toilet Bowl &amp; Base</td>
<td></td>
</tr>
<tr>
<td>Mirror and Medicine Cabinet</td>
<td></td>
</tr>
<tr>
<td>Vanity - Inside &amp; Out</td>
<td></td>
</tr>
<tr>
<td>Light Fixtures</td>
<td></td>
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<tr>
<td>Floor Covering</td>
<td></td>
</tr>
<tr>
<td>Walls &amp; Woodwork</td>
<td></td>
</tr>
<tr>
<td>Windows &amp; Screens</td>
<td></td>
</tr>
<tr>
<td>Towel Bars</td>
<td></td>
</tr>
<tr>
<td>Shower Rod</td>
<td></td>
</tr>
</tbody>
</table>
## Check-in/Check-out Check List (continued)

<table>
<thead>
<tr>
<th>Check-in</th>
<th>Check-out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check Only if Defective</td>
<td>Comments</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>Refrigerator:</td>
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<td></td>
<td>General:</td>
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<tr>
<td></td>
<td>General</td>
</tr>
<tr>
<td></td>
<td>Hallways - Walls</td>
</tr>
<tr>
<td></td>
<td>Hallways - Carpet</td>
</tr>
<tr>
<td></td>
<td>Storage Closets</td>
</tr>
<tr>
<td></td>
<td>Entry Door</td>
</tr>
<tr>
<td></td>
<td>Coat Closet</td>
</tr>
<tr>
<td></td>
<td>Light Fixtures</td>
</tr>
</tbody>
</table>
QUALIFICATIONS SUMMARY
A demonstrated interest in innovative thinking and project management. Computer skills include all Microsoft Office applications among others. Proficient in Arabic language.

EDUCATION
Colorado State University
Ft. Collins, CO, USA
1989 – 1993
-Graduated with a Bachelor of Science in Engineering and Project Management Certificate

EXPERIENCE
Corp Processes, Boulder, CO
Director of Engineers (June 2006 – present)
-Oversee recruitment and hiring of engineer consultants
-Manage projects and assign consultants to specific projects
-Provide training opportunities for engineers by recruiting trainers and offering in-house developed workshops

District One Engineers, Boulder, CO
Site Supervisor – (2000-2006)
-Implemented and oversaw engineering apprenticeship program including day-to-day operation, budgeting, field trips and special events
-Supervised and reviewed assistants, staff and volunteers

Project Management Consultants: Dayton, OH
Site Leader (1998-2000)
-Recruited and interviewed consultants for management teams
-Organized office accounting and attended biweekly management meetings

VOLUNTEER EXPERIENCE
-Current Soccer Coach for YMCA Youth Soccer League
-Holiday Phone Bank Volunteer: United Way (Annual)

ADDITIONAL SKILLS
-Fluent in Arabic
-Hobbies include origami and tai chi
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:
• The Immigrant Guide - A guidebook with essential information about U.S. laws, insurance, health, housing, finances, parenting, and culture
• Pronunciation Fun with Pictures - Essential pronunciation practice to build confidence

For free samples, ordering information, and accompanying teaching materials, visit www.unitingresources.org.