

My sister works downtown.

Cycle 1, Exercises 1–6

1 SNAPSHOT

Learning objective: learn vocabulary for talking about transportation

[CD 2, Track 1]

- Focus Ss' attention on the title and pictures. Elicit or explain any new vocabulary.

Vocabulary

transportation: ways of going to different places

top: most popular

get to: go to

work: a job

- Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- Explain the first task. Ss check the kinds of transportation they use individually. Then they compare answers in groups. Write this model conversation on the board:

A: I walk, and I take the bus. How about you, Joe?

B: I take the subway. How about you, Maria?

2 CONVERSATION

Learning objectives: practice a conversation about transportation to work; see simple present statements in context


[CD 2, Track 2]

- Books closed. Write this focus question on the board:
What kinds of transportation do the speakers talk about?
Play the audio program and Ss listen for the answer. Elicit the answer. (Answer: a car, the bus, the train)
- Books open. Use the picture to set the scene. Ashley and Jason are in front of Jason's house.
- Ask these questions:
 - What are Jason and Ashley wearing?
 - What are they looking at?
 - What color is the car?
 - Whose car is it?Then elicit the answers. (Answers: 1. T-shirts and jeans 2. a car 3. red. 4. Jason's sister's)

In Unit 6, students discuss transportation, family, and routines. In Cycle 1, they talk about transportation and families using simple present statements. In Cycle 2, they discuss daily and weekly routines using simple present questions.

- Ss complete the task in groups. Elicit their answers.
- Explain the second task. Ss make a list of other kinds of transportation in groups. Point out that they can list unusual kinds of transportation.
- Elicit answers from each group and write them on the board. (Possible answers: boat, ship, plane, helicopter, truck, horse, camel) Elicit or draw pictures of any new vocabulary.

TIP To collect new vocabulary for warm-ups, reviews, and games, make a Vocabulary Box. As you present new words, ask different Ss to write them on pieces of paper and put them in the box.

-  For more practice with transportation vocabulary, play *Sculptures* on page T-144.

- Play the audio program again. Ss listen and read silently.
- Elicit or explain any new vocabulary.

Vocabulary

suburbs: outside area of a city where many people live



downtown: the business center of a city

public transportation: transportation everyone can use, such as buses, trains, and subways

slow: not fast

That's too bad: I'm sorry about that.

- Play the audio program again. Ss listen and repeat.
- Ss practice the conversation in pairs. Go around the class and give help as needed.
- Option:** Ask one or two pairs to role-play the conversation for the class.

-  For a new way to practice this conversation, try  **Moving Dialog** on page T-150.

3

WORD POWER

Learning objective: learn and practice vocabulary about family relationships

A Pair work [CD 2, Track 3]

- Focus Ss' attention on the picture. Point out that this is the family of Jason from Exercise 2.
- Ss study the illustration. Read the names (e.g., *Paul, Anne*) aloud. Ss repeat. Then read the words for family relationships aloud (e.g., *husband, wife*). Ss listen and repeat.
- Focus Ss' attention on the words in the box. Explain that the words on the left (i.e., *kids, mom, dad*) are informal ways to say the words on the right. Read the words. Ss repeat.
- Explain the task and read the first sentence. Ss complete the sentences in pairs.
- Play the audio program again. Ss listen and check their answers.

Answers

- Anne is Paul's **wife**.
- Jason and Emily are their **children (kids)**.

- Paul is Anne's **husband**.
- Jason is Anne's **son**.
- Emily is Paul's **daughter**.
- Jason is Emily's **brother**.
- Emily is Jason's **sister**.
- Paul and Anne are Jason's **parents**.

- Option:** Play the audio program again. Ss listen and repeat.

B Pair work

- Explain the task and ask a S to model the example sentences aloud. Then tell the class about your family.
- Ss talk about their families in pairs.
- Option:** Ask Ss to bring pictures of their family to class to show their classmates.
- Option:** To review numbers, Ss give the ages of family members. To review adjectives, they describe their personality and appearance.

4

GRAMMAR FOCUS

Learning objectives: practice simple present statements; practice using simple present regular and irregular verbs

Simple present statements

[CD 2, Track 4]

- Focus Ss' attention on the Grammar Focus box.
- Explain that we use the simple present for things that happen regularly (e.g., *I walk to school.*). We also use the simple present for things that are permanent (e.g., *I have one brother.*).
- Play the audio program. Ss listen and read silently.
- Point out the *-s* ending on the verbs that follow *he* and *she*. Explain that regular simple present verbs with *he, she,* and *it* end in *-s*.
- Point out *don't* and *doesn't* in the negative sentences. Explain that *don't* and *doesn't* are contractions of *do not* and *does not*.
- Elicit or explain the meaning of *use, far, near, alone,* and *need*.
- Option:** Play the audio program again. Ss listen and repeat.

A

- Set the scene. Paul Carter from Exercise 3 is talking about his family. In number 1, he's talking about his wife and children. In number 2, he's talking about his parents.

- Elicit or explain any new vocabulary.

Vocabulary

retired: not working, especially because of age

- Explain the first part of the task and model the first sentence. Point out that *my family and I* means *we*. Elicit or explain that regular simple past verbs with *we* don't end in *-s*.
- Ss complete the task individually. Go around the class and give help as needed.
- Explain the second part of the task. Ss compare answers in pairs. Then elicit answers from the class and write them on the board.

Answers

- My family and I **live** in the suburbs. My wife and I **work** near here, so we **walk** to work. Our daughter Emily **works** downtown, so she **drives** to work. Our son **doesn't** drive. He **rides** his bike to school.
- My parents **live** in the city. My mother **takes** a train to work. My father is retired, so he **doesn't** work now. He also **uses** public transportation, so they don't **need** a car.



Irregular verbs

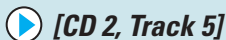
- Focus Ss' attention on the Grammar Focus box. Remind Ss that regular simple present verbs with *he, she, and it* end in *-s*.
- Point out that irregular simple present verbs change in different ways. Elicit or explain that *have, do, and go* change to *has, does, and goes* with *he, she, and it*.
- Play the audio program. Ss listen and read silently.

B

- Set the scene. Ashley is Jason's friend from Exercise 2 on page 32. She is talking about her family and Jason.
- Explain the first part of the task and model the first sentence.
- Ss complete the task individually. Then they compare answers in pairs.
- Elicit answers from the class and write them on the board.

5 PRONUNCIATION

Learning objective: notice and practice the pronunciation of third-person singular *-s* endings



- Point out that the pronunciation of third person singular *-s* endings in the simple present follow the same rules as the pronunciation of *-s* endings for plural nouns.
- Play the audio program. Ss listen and read silently.

6 WHO IS IT?

Learning objectives: practice writing simple present sentences; talk about a classmate using simple present regular and irregular verbs

A

- Explain the task. Point out that the writer of the model sentences is female. Ask a female S to model the example sentences.
- Ss complete the task individually. Go around the class and help Ss with grammar and spelling. Make sure they don't write their names on the papers. Then collect the papers.

B Class activity

- Explain the task and ask three Ss to model the example conversation. Point out that the paper says *Female*, so Student A says "She lives with her parents." Elicit or explain that if the paper says *Male*, Student A says "He lives with his parents."

Answers

- My parents **have** a house in the suburbs. My mom and dad **go** downtown to work. My parents are very busy, so I **do** a lot of work at home.
- My brother doesn't live with us. He **has** an apartment in the city. He **goes** to school all day, and he **does** office work at night.
- I **have** a new friend. His name is Jason. We **go** to the same school, and sometimes we **do** our homework together.

C Pair work

- Explain the task and model the example sentence. Point out that Ss should try to use the verbs *have, do, and go*.
- Ss complete the task in pairs. Go around the class and write down any grammar errors you hear. Then write them on the board and correct them as a class.
- Option:** Ss take notes about their partner's family. Then they tell the class. For example: "My partner has one brother and two sisters. They . . ."

- Play the audio program again. Ss listen and repeat.
- Option:** If Ss have trouble pronouncing /s/ and /z/ correctly, tell them to say the sounds with their fingers on their throats. The sound /z/ causes a vibration, but the sound /s/ does not.
- Option:** Ask different Ss to say the words. Correct pronunciation individually.

For a new way to practice third-person singular *-s* endings, try **Pronunciation Maze** on page T-157.

- Put the papers from part A in a bag. Each S chooses a paper from the bag.
- Ask different Ss to describe the writers. Their classmates guess the writer.

End of Cycle 1

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 1–6 on pages 31–34	Grammar, Vocabulary, and Writing
Lab Guide Exercises 1–5 on page 9	Listening, Pronunciation, Speaking, and Grammar

7 CONVERSATION

Learning objectives: practice a conversation about daily routines; see simple present questions in context

[CD 2, Track 6]

- Text covered. Focus Ss' attention on the picture. Ask the class: "Where are the speakers? What are they wearing? What do you think they're talking about?" Encourage Ss to make guesses.
- Play the audio program. Ss listen. Then ask them if their guesses are correct.
- Text uncovered. Ask the class: "What times does Jack get up on Sundays? What time does Amy get up?" Play the audio program again. Ss listen for the answers. Elicit the answers. (Answers: Jack gets up at noon. Amy gets up at ten o'clock.)

- Elicit or explain the meaning of any new vocabulary.



Vocabulary

coffee shop: an informal restaurant

Let's . . . : I suggest that we . . .

serve: give (food in a restaurant)

- Play the audio program again. Ss listen and repeat.
- Ss practice the conversation in pairs.
- Option:** Ask one or two pairs to role-play the conversation for the class.

 For a new way to practice this conversation, try the  **Onion Ring** technique on page T-151.

8 GRAMMAR FOCUS

Learning objective: practice simple present questions and time expressions



[CD 2, Track 7]

Simple present questions

- Focus Ss' attention on the left column of the Grammar Focus box. Elicit or explain the pattern for simple present yes/no questions:
Do/Does + subject + verb?
- Focus Ss' attention on the right column of the Grammar Focus box. Elicit or explain the pattern for simple present Wh-questions:
Wh-word + do/does + subject + verb?
- Play the audio program for the Grammar Focus box. Ss listen and read silently. Point out that yes/no questions have rising intonation and Wh-questions have falling intonation.

Time expressions

- Focus Ss' attention on the *time expressions* box. Elicit or explain the meaning of any new words. Explain the following rules:
 - Use *at* with specific times (e.g., *9:00*, *noon*, *midnight*) and *night*.
 - Use *in the* with *morning*, *afternoon*, and *evening*.
 - Use *on* with specific days of the week (e.g., *Sundays*, *weekends*, *weekdays*).
- Play the audio program for the time expressions box.
- Option:** Ss underline the time expressions in the Conversation in Exercise 7. Elicit the answers. (Answers: on Sunday, in the afternoon, late, on weekends, on Sundays, At ten o'clock, early, On Sundays, at noon, every day, at one o'clock)

 For more practice with time expressions, play  **Tic-Tac-Toe** on page T-148.

A


- Explain the task and model the first question.
- Ss complete the task individually. Go around the class and give help as needed.
- Elicit answers from the class. Ask different Ss to write their questions for numbers 7 to 10 on the board. If needed, correct the questions as a class.

Answers

- Do you get up early on weekdays?
- What time **do** you go home?
- Does** your mother work?
- How **does** your father get to work?
- Do** your parents read in the evening?
- When **do** your parents shop?
(Answers will vary for 7–10.)

B Pair work

- Explain the task. Ask two Ss to model the example conversation.
- Ss complete the task in pairs.
- Option:** Ss change partners and ask their questions again.

 For more practice with simple present Wh-questions and time expressions, try **Line Up!** on page T-144. Ask questions such as "What time do you get up?"

C

- Explain the first part of the task. Explain that *unscramble* means “to put in the correct order.”
- Write the first question on the board and demonstrate how to unscramble it. Point out that the question begins with a capital letter and ends with a question mark.
- Ss complete the task individually. Go around the class and check Ss’ use of capital letters.
- Ss compare their answers in pairs. Then ask different pairs of Ss to read each conversation.

Answers

1. Do you exercise every day?
2. What time do you eat lunch?
3. Does this class start at eight o’clock?
4. When do you study English?

9 LISTENING

Learning objectives: learn the days of the week; develop skills in listening for details

A [CD 2, Track 8]

- Focus Ss’ attention on the days of the week. Read each one aloud. Ss repeat.
- Explain the task. Then go over the activities in the chart. Elicit or explain any new vocabulary.
- Play the audio program. Ss listen for any activities Marsha talks about. Then elicit the activities they hear.
- Play the audio program again. Ss listen and check the days she does each thing.
- Ss compare answers in small groups. Play the audio program again for Ss to check their answers. Then elicit the answers from the class.

TIP If Ss feel nervous about listening to audio recordings, have them work together in pairs or small groups. Explain that the aim is to help each other.

Audio script

MAN: Do you get up early every day, Marsha?
MARSHA: Well, no. I only get up early on weekdays and Saturdays. I go to school on weekdays, and I work on Saturdays, so I get up around seven o’clock.
MAN: How about on Sundays?
MARSHA: On Sundays? Then I sleep late.
MAN: What else do you do? I mean, do you exercise during the week?
MARSHA: Yes, but not every day. I swim about three times a week – on Mondays, Tuesdays, and Thursdays. Oh, and I also play tennis on Saturdays after work. So I exercise about four days a week.

- Explain the second part of the task. Ss ask and answer the questions in pairs. This time, they use their own information. Remind Ss to use rising intonation for yes/no questions and falling intonation for Wh-questions.
- Ss complete the task in pairs. Go around the class and check their use of intonation.
- **Option:** Ss write three scrambled questions individually. Then they exchange scrambled questions with a partner and unscramble them.

MAN: What about the rest of the weekend? When do you see your friends and family?
MARSHA: Let’s see. I see friends on Fridays and Saturdays. That’s in the evening. And I visit my family on Sundays.
MAN: Wow! You’re really busy!

Answers

get up early: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
go to work: Saturday
exercise: Monday, Tuesday, Thursday, Saturday
see friends: Friday, Saturday
see family: Sunday

B Group work

- Explain the task. Ask three Ss to read the example conversation.
- List these words on the board: *Mondays, Tuesdays, Wednesdays, Thursdays, Fridays, Saturdays, Sundays, weekdays, weekends*. Point out that we use *on* and the plural form of days of the week to talk about routine activities (e.g., *on Mondays*).
- Ss complete the task in small groups. Go around the class and give help as needed. Encourage Ss to talk about their routine each day of the week.
- Ask different groups to share their information with the class.

TIP To make sure that all Ss participate, tell them they will share information or answers with the class.

10 INTERCHANGE 6

See page T-120 for teaching notes.

11 READING

Learning objectives: read and discuss three interviews; develop skills in predicting, skimming, and sequencing events

CD 2, Track 9

- Read the title aloud. Explain that a *schedule* is a daily routine.
- Ss cover the article. Focus their attention on the pictures and labels.
- Read the pre-reading questions. Encourage Ss to use the pictures and labels to make predictions. Elicit predictions from the class, and ask for their reasons. (Possible predictions: Brittany Davis is a college student, so she gets up early. Maya Black is a rock musician, so she gets up late.)
- Ss uncover the text. Tell them to skim the article to check their predictions. Explain that *skim* means “to read quickly to find the main ideas.” Encourage Ss to look for words like *early*, *late*, *in the morning*/*afternoon/evening*, and clock times.

TIP To encourage Ss to skim an article quickly, set a time limit. This helps them to focus on finding the words that help them complete the task.

- Elicit the answers. (Answers: Brittany Davis and Joshua Burns get up early. Maya Black gets up late.)

A

- Explain the first part of the task. Ss read the article individually and underline any words they don't know.
- Ss complete the task individually.
- Ss share information about the words they underlined in small groups. Elicit or explain the meaning of any remaining words.

Vocabulary

end: finish; stop
library: a place where you borrow books
go for a run: run
break: a pause from doing something, such as work or school
project: a special job or assignment

- Explain the second part of the task. Ss number the events in each person's schedule individually. Then they compare answers in pairs.
- Elicit answers from the class.

Answers

Brittany Davis
a. 3 b. 2 c. 4 d. 5 e. 1
Joshua Burns
a. 3 b. 4 c. 5 d. 1 e. 2
Maya Black
a. 3 b. 2 c. 5 d. 1 e. 4

- Option:** Play the audio program. Ss listen and read silently.

B

- Focus Ss' attention on the pictures. Elicit or explain the meaning of *early bird* and *night owl*. Give examples from the article (e.g., Joshua gets up at 6:30 A.M., so he's an early bird. Maya goes to bed at 5:00 in the morning, so she's a night owl.).

Vocabulary

early bird: a person who gets up early
night owl: a person who stays up late

- Explain the first part of the task. Model the task by writing five sentences about your schedule on the board. Ask: “Am I an early bird or a night owl?”
- Ss complete the task individually. Go around the class and give help as needed.
- Explain the second part of the task. Ss read their sentences in pairs. They take turns reading their sentences aloud.
- Ask: “Who is an early bird? Who is a night owl?” Elicit answers from the class.
- Option:** Ss tell the class about their partners' schedules.

End of Cycle 2

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 7–10 on pages 35–36	Grammar, Vocabulary, and Writing
Lab Guide Exercises 6–9 on page 10	Listening, Pronunciation, Speaking, and Grammar
Video Activity Book Unit 6	Listening, Speaking, and Cultural Awareness
CD-ROM Unit 6	Grammar, Vocabulary, Reading, Listening, and Speaking

Evaluation

Assess Ss' understanding of Units 5 and 6 with the quiz on pages T-204 and T-205.