

## UNIT 6 OVERVIEW: Text Pages 45–52b

# 6

### GRAMMAR

#### PRESENT CONTINUOUS TENSE

What's	he she	doing?	He's She's	sleeping.
What are	they	doing?	They're	swimming.

#### TO BE

Who is	he? she?	He's my father. She's my wife.
Who are	they?	They're my parents.

#### PREPOSITIONS OF LOCATION

She's in the park.	He's sitting on his bed.
He's at the beach.	We're in front of our house.

### FUNCTIONS

#### ASKING FOR AND REPORTING INFORMATION

Who is he?

He's *my father*.

What's his name?

His name is *Paul*.

What's he doing?

He's *standing in front of the Eiffel Tower*.

#### INQUIRING ABOUT LOCATION

Where is *he*?

#### GIVING LOCATION

*He's in Paris.*

#### INTRODUCING SOMEONE

I'd like to introduce \_\_\_\_.

Nice to meet you.

Nice to meet you, too.

## NEW VOCABULARY

### Family

aunt  
brother  
cousin  
daughter  
father  
grandchildren  
granddaughter  
grandfather  
grandmother  
grandparents  
grandson  
husband  
mother  
nephew  
niece  
parents  
sister  
son  
uncle  
wife

### People

man  
people  
teenagers  
woman

### Everyday Activities

acting  
baking  
crying  
dancing  
having *dinner*  
laughing  
making noise  
riding  
skateboarding  
standing  
taking *her* photograph  
talking (about)  
vacuuming  
wearing

### Adjectives

angry  
favorite  
late  
sentimental  
special  
tired  
wonderful

### Prepositions

in front of

### Question Words

Who

### Places Around the World

Paris  
Washington, D.C.

### Famous Sights

Eiffel Tower  
White House

### Additional Words

a lot  
apartment building  
argument  
band  
bench  
birthday party  
clock  
computer game  
corner  
drums  
music  
night  
photograph

picture  
play  
popular music  
rugs  
sofa  
wedding cake  
wedding day  
wedding gown

### EXPRESSIONS

getting to know each other  
having a big argument  
having a wonderful time  
“the good old days”  
What a *terrible* night!

## Text Page 45: Unit Opening Page

### VOCABULARY PREVIEW

*You may want to introduce these words before beginning the unit, or you may choose to wait until they first occur in a specific lesson. If you choose to introduce them at this point, here are some suggestions:*

1. Have students look at the illustrations on text page 45 and identify the words they already know.
2. Present the vocabulary. Say each word and have the class repeat it chorally and individually. Check students' understanding and pronunciation of the words.
3. Practice the vocabulary as a class, in pairs, or in small groups. Have students cover the word list and look at the pictures. Practice the words in the following ways:
  - Say a word and have students tell the number of the illustration.
  - Give the number of an illustration and have students say the word.



## Text Pages 46–48: My Favorite Photographs

### FOCUS

- Questions with *Who*
- To Be: Review
- Present Continuous Tense: Review
- Prepositions of Location: *in, at, on, in front of*

### CLOSE UP

**RULE:** The question word *who* asks about people.

**EXAMPLES:** **Who** is she?                      **Who** are they?  
                          She's my mother.                      They're my parents.

**RULE:** A preposition of location indicates where someone or something is located in relation to another noun.

**EXAMPLES:** She's **in** the park.  
                          He's **at** the beach.  
                          They're **in front of** the White House.  
                          He's sitting **on** his bed.

### GETTING READY

Introduce or review the vocabulary for family members depicted on text page 45. If you are introducing the vocabulary for the first time, refer to the suggestions for presenting it on the previous page.

### INTRODUCING THE MODEL

1. Have students look at the model illustration.
2. Set the scene: "Two co-workers are talking."
3. Present the model.
4. Full-Class Repetition.

5. Ask students if they have any questions. Check understanding of new vocabulary: *who, father, photograph, Paris, standing, in front of, Eiffel Tower*.

#### **Culture Note**

*The Eiffel Tower* is a well-known landmark in Paris, France.

6. Group Choral Repetition.
7. Choral Conversation.
8. Call on one or two pairs of students to present the dialog.  
 (For additional practice, do Choral Conversation in small groups or by rows.)

## SIDE BY SIDE EXERCISES

### Examples

1. A. Who is she?  
B. She's my mother.  
A. What's her name?  
B. Her name is \_\_\_\_\_.\*
- A. Where is she?  
B. She's in the park.  
A. What's she doing?  
B. She's riding her bicycle.
2. A. Who are they?  
B. They're my parents.  
A. What are their names?  
B. Their names are \_\_\_\_\_  
and \_\_\_\_\_.\*  
A. Where are they?  
B. They're in the dining room.  
A. What are they doing?  
B. They're having dinner.

\* Tell students that they can use any names they wish.

1. **Exercise 1:** Introduce the new words *riding*, *bicycle*. Call on two students to present the dialog. Then do Choral Repetition and Choral Conversation practice.
2. **Exercise 2:** Introduce the new expression *having dinner*. Same as above.
3. **Exercises 3-14:** Either Full-Class Practice or Pair Practice.

### New Vocabulary

- |                     |                    |
|---------------------|--------------------|
| 6. sofa             | 11. school         |
| 7. baking           | acting             |
| cake                | play               |
| 8. wedding          | 13. game           |
| crying              | 14. birthday party |
| 9. Washington, D.C. | dancing            |
| the White House     |                    |
| 10. apartment       |                    |
| building            |                    |
| skateboarding       |                    |

### Culture Note

*The White House* (Exercise 9) is a popular tourist site in Washington D.C., the U.S. capital. It is the official residence of the president of the United States.

### Language Note

Exercise 9: The word *aunt* has two accepted pronunciations: [ænt] and [ant].

### Pronunciation Note

The pronunciation focus of Unit 6 is **Stressed and Unstressed Words** (text page 52). You may wish to model this pronunciation at this point and encourage students to incorporate it into their language practice.

She's *riding* her *bicycle*.

He's *sleeping* on the *sofa*.

## ACTIVITY WORKBOOK

Pages 35–39

## EXPANSION ACTIVITIES

### 1. Clap and Listen ★

- With students' books closed, read the model conversation.
- Read it again, this time clapping your hands or tapping on the desk to indicate missing words. For example: "[clap] is he?" Have students respond: "Who."
- Say: "He's [clap] father." Have students respond: "my."
- Continue in the same way with the other lines of the conversation.

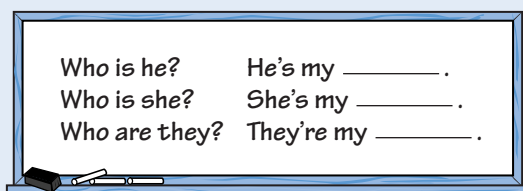
### 2. Scrambled Dialogs ★

- Write each line of the three lists of questions from page 46 on a separate card. Scramble the cards.
- Give the cards to 12 students. Have them unscramble the lines and put together the three sets of questions.
- Form pairs and have each pair read their set of four questions.

### 3. Pictures Alive! ★★

Review family members by having students look at the illustrations on text page 45 and make them *come alive*.

- Write on the board:



[top left picture]

- Have a female and male student come to the front of the room. Point to the male student and ask the female student: "Who is he?" ("He's my husband."). Point to the female student and ask the male student: "Who is she?" ("She's my wife.")

[top right picture]

- Call on another female and another male student to come to the front along side the husband and wife. Continue by pointing and asking about other family relationships: *mother, father, parents, daughter, son, children, sister, brother.*
- Continue with the remaining two illustrations.

### 4. Famous People! ★★★

Bring to class newspaper or magazine photographs of famous local, national, and international personalities. Have students use the questions on text page 46 to talk about the people. For example:

[photograph of national politician]

- Who is she?
- She's the prime minister of our country.
- What's her name?
- Her name is \_\_\_\_\_.
- Where is she in this photograph?
- She's \_\_\_\_\_.
- What's she doing?
- She's \_\_\_\_\_ ing.\*

\* You may need to introduce some new vocabulary, especially for answers to the question "What's he/she doing?"

### 5. Finish the Sentence! ★★

Begin a sentence about an activity, using the vocabulary from text pages 46–48. Tell students to add any location they wish to complete the sentence. For example:

- Teacher: She's washing her car . . .  
 Students: She's washing her car in front of her apartment building.  
 She's washing her car in front of the garage.  
 Teacher: They're singing and dancing . . .

(continued)

## EXPANSION ACTIVITIES (Continued)

Students: They're singing and dancing at my birthday party.  
They're singing and dancing in the park.

Teacher: He's sleeping . . .

Students: He's sleeping in the bedroom.  
He's sleeping on the sofa in the living room.

*Variation:* This activity may be done as a class, in pairs or small groups, or as a game with competing teams.

### 6. Question the Answers! ★★

- a. Dictate answers such as the following to the class:

She's my mother.  
His name is Ralph Jones.  
They're playing a game.  
We're washing our car.  
They're at my wedding.  
She's having dinner.  
We're at the beach.  
He's in front of his house.  
They're my cousins.  
She's in the yard.  
He's planting flowers.

- b. Have students write questions for which these answers would be correct. For example:

<u>Questions</u>	<u>Answers</u>
She's my mother.	Who is she?
His name is Ralph Jones.	What's his name?

- c. Have students compare their questions with each other.

*Variation:* Write the answers on cards. Divide the class into groups and give each group a set of cards.

### 7. Sentences Alive! ★★

- a. Make up several sentences based on this lesson. For example:

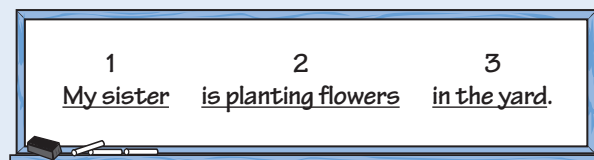
My daughter is riding her bicycle in the park.  
My wife is standing in front of our apartment building.

My husband is swimming at the beach.  
My son is sitting on his bed and playing the guitar.  
My grandparents are sitting on the sofa and watching TV.  
My uncle is painting his living room.  
My friends are dancing at my birthday party.

- b. Write the words to each of these sentences on separate cards.  
c. One sentence at a time, distribute the cards randomly to students in the class.  
d. Have students decide on the correct word order of the sentence and then come to the front of the room, and make the sentence *come alive* by standing in order while holding up their cards and saying the sentence aloud one word at a time.

### 8. Change the Sentence! ★★★

- a. Write a sentence on the board, underlining and numbering different portions of the sentence. For example:



- b. Have students sit in a circle.  
c. Tell them that when you say a number, the first student in the circle makes a change in that part of the sentence. For example:  
Teacher: Two.  
Student 1: My sister is reading in the yard.  
d. The second student keeps the first student's sentence, but changes it based on the next number you say. For example:

Teacher: Three.  
Student 2: My sister is reading in the living room.

- e. Continue this way with the rest of the students in the circle. For example:

Teacher: One.

Student 3: My grandfather is reading in the living room.

Teacher: Two.

Student 4: My grandfather is playing cards in the living room.

## 9. Information Gap: Sam's Family ★★★

- a. Tell students that Sam's family is home today. Make up a map of his house with his family members placed in different rooms and a description of what they are doing. Divide the information between two different maps. For example:

House Map A:

<u>Living room</u> _____ _____	<u>Kitchen</u> Sam's mother baking a cake	<u>Bedroom</u> _____ _____
<u>Yard</u> Sam's grandparents planting flowers		<u>Dining room</u> Sam's cousin Tom doing his homework
<u>Attic</u> _____ _____	<u>Garage</u> Sam's brother fixing his car	<u>Bathroom</u> _____ _____

House Map B:

<u>Living room</u> Sam's aunt and uncle watching TV	<u>Kitchen</u> _____ _____	<u>Bedroom</u> Sam's brother playing the guitar
<u>Yard</u> _____ _____		<u>Dining room</u> _____ _____
<u>Attic</u> Sam's father cleaning	<u>Garage</u> _____ _____	<u>Bathroom</u> Sam's sister brushing her teeth

- b. Divide the class into pairs. Give each member of the pair a different map. Have students ask each other questions and fill in their house maps. For example:
- Student A: Who's in the living room?  
 Student B: Sam's aunt and uncle.  
 Student A: What are they doing?  
 Student B: They're watching TV.  
 Student A [writes the information in House Map A]
- c. The pairs continue until each has a filled-in map.
- d. Have students look at their partners' maps to make sure that they have written the information correctly.



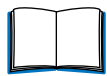
## ON YOUR OWN Your Favorite Photographs

Have students bring in photographs from home. Bring several of your own. (Note that large photographs of a limited number of people work best.)

1. Introduce the example in the text. Check students' understanding of the word *bench*. Call on a few students to read about the photograph of Amanda and her sister.
2. Tell about one of your photographs in a similar way.
3. As a class, in pairs, or in small groups, have students tell about photographs they have brought in.



## Text Page 49



### READING *Arthur Is Very Angry*

#### FOCUS

- To Be: Review

#### NEW VOCABULARY

a lot of	music
angry	night
barking	people
clock	rugs
drums	teenagers
having a big argument	tired
late	vacuuming
making noise	violin
man	What a terrible night!
	woman

#### READING THE STORY

**Optional:** Preview the story by having students talk about the story title and/or illustration. You may choose to introduce new vocabulary beforehand, or have students encounter the new vocabulary within the context of the reading.

1. Have students read the story silently, or follow along silently as the story is read aloud by you, by one or more students, or on the audio program.
2. Ask students if they have any questions. Check understanding of vocabulary.
3. Check students' comprehension, using some or all of the following questions:

What's Arthur doing?  
Is he happy?  
Why not?  
What are the people in Apartment 2 doing?

What's the man in Apartment 3 doing?  
What's the woman in Apartment 4 doing?  
What are the teenagers in Apartment 5 doing?  
What's the dog in Apartment 6 doing?  
What are the people in Apartment 7 doing?



#### READING CHECK-UP

#### Q & A

1. Call on a pair of students to present the model.
2. Have students work in pairs to create new dialogs.
3. Call on pairs to present their new dialogs to the class.

#### CHOOSE

- |      |      |
|------|------|
| 1. a | 4. a |
| 2. b | 5. b |
| 3. a | 6. a |

#### READING EXTENSION

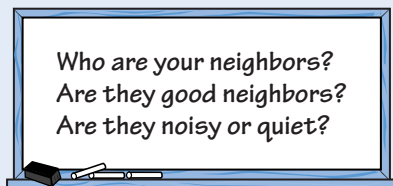
Ask students the following questions and have them review the text for the answers.

Who is sitting on his bed and looking at his clock?  
These people are dancing. What's their apartment number?  
These people are having an argument. What's their apartment number?  
These people are listening to loud music. What's their apartment number?  
This man is vacuuming his rugs. What's his apartment number?  
This woman is playing the drums. What's her apartment number?  
Who is tired and angry?  
What's another title for the reading?

## EXPANSION ACTIVITY

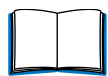
### Class Discussion ★★★

1. Write the following questions on the board:



2. Have students discuss their responses in pairs and then share their opinions with the class.

## Text Page 50



### READING *Tom's Wedding Day*

#### FOCUS

- To Be: Review

#### NEW VOCABULARY

band	taking her
corner	photograph
favorite	talking (about)
fireplace	"the good old days"
getting to know	wearing
each other	wedding cake
laughing	wedding day
popular music	wedding gown
sentimental	white
special	wonderful

#### READING THE STORY

**Optional:** Preview the story by having students talk about the story title and/or illustrations. You may choose to introduce new vocabulary beforehand, or have students encounter the new vocabulary within the context of the reading.

1. Have students read silently, or follow along silently as the story is read aloud by you, by one or more students, or on the audio program.

2. Ask students if they have any questions. Check understanding of new vocabulary.



#### READING CHECK-UP

##### WHAT'S THE ANSWER?

1. She's standing in front of the fireplace.
2. She's wearing a beautiful white wedding gown.
3. He's taking her photograph.
4. She's crying.
5. She's dancing with Jane's father.
6. They're sitting in the corner and talking about "the good old days."

#### READING EXTENSION

Ask students the following questions and have them scan the text for the answers.

- Who is wearing the wedding gown?
- Who is taking her picture?
- Who is crying?
- Who is playing music?
- Who is dancing with Jane's father?
- Who is dancing with Jane's mother?
- Who is sitting in the corner and talking about the "the good old days"?
- What's another title for the reading?

## Text Page 51



### LISTENING

#### QUIET OR NOISY?

**Listen to the sentence. Are the people quiet or noisy?**

1. He's listening to loud music.
2. She's reading.
3. He's sleeping.
4. The band is playing.
5. Everybody is singing and dancing.
6. He's studying.

#### Answers

1. b      3. a      5. b
2. a      4. b      6. a

#### WHAT DO YOU HEAR?

**Listen to the sound. What do you hear? Choose the correct answer.**

1. [sound: singing]
2. [sound: crying]
3. [sound: vacuuming]
4. [sound: laughing]
5. [sound: drums]

#### Answers

1. b      3. a      5. b
2. a      4. b



### IN YOUR OWN WORDS

1. Make sure students understand the instructions.
2. Have students do the activity as written homework, using a dictionary for any new words they wish to use.

3. Have students present and discuss what they have written, in pairs or as a class.

### How to Say It!

**Introducing People:** This is one of many ways to make an introduction. *I'd* is a contraction of *I would*. *I'd like to* is a polite way of saying *I want to*. In the United States, it is customary to shake hands when being introduced. The handshake is usually firm and brief—usually just two shakes.

1. Set the scene: "Someone is introducing her brother."
2. With books closed, have students listen as you present the conversation or play the audio one or more times.
3. Full-Class Repetition.
4. Have students open their books and look at the dialog. Ask students if they have any questions. Check understanding of new vocabulary: *I'd like to*, *introduce*.
5. Group Choral Repetition.
6. Choral Conversation.
7. Call on one or two groups of students to present the dialog. You may want them to stand in front of the class to demonstrate the handshake that accompanies an introduction.
8. Group Practice: Have students practice the model in groups of three as you walk around the room listening and helping.
9. Have students practice using their own names in the dialog.
10. Call on several groups of students to present their conversations to the class.



## EXPANSION ACTIVITY

### Celebrity Introductions ★★★

1. Tell students to choose a celebrity personality and pretend to *be* that person. Have them make a name tag with that person's name.
2. Have students circulate around the room introducing each other. Set a time limit of 5 minutes.
3. Have students make a list of all the names of celebrities they just met. Have students share their lists with the class. Who has the longest list?

## Text Page 52



### PRONUNCIATION

#### Stressed and Unstressed Words

Content words receive more stress in a sentence because they carry more information. They are spoken more clearly and at a higher pitch.

Structure words are the grammatical markers in a sentence. They don't carry as much information and are therefore not as stressed. They are spoken with reductions and at a lower pitch. For example:

He's playing the guitar.

#### Focus on Listening

Practice the sentences in the left column. Say each sentence or play the audio one or more times. Have students listen carefully and repeat.

#### Focus on Pronunciation

Practice the sentences in the right column. Have students say each sentence and then listen carefully as you say it or play the audio.

If you wish, have students continue practicing the sentences to improve their pronunciation.



### JOURNAL

Have students write their journal entries at home or in class. Encourage students to use a dictionary to look up words they would like to use. Students can share their written work with other students if appropriate. Have students discuss what they have written as a class, in pairs, or in small groups.

### ACTIVITY WORKBOOK

Check-up Test: Page 40



### GRAMMAR FOCUS

#### Answers

- |                 |                 |
|-----------------|-----------------|
| 1. is, He's     | 7. What's, He's |
| 2. are, They're | 8. she doing    |
| 3. she, She's   | 9. in           |
| 4. is he        | 10. on          |
| 5. doing, She's | 11. in front of |
| 6. are, They're | 12. at          |

#### MULTILEVEL VARIATION ★★★

Challenge *above-level* students to cover the grammar boxes as they complete the grammar exercises.

## Text Page 52a

### LIFE SKILLS READING

- Identifying family members
- Introducing people

### 1 READING A DIAGRAM A Family Tree



- Have students look at the family tree. Ask: "What is this?" (It's a family tree.) Point to various people in the family and ask: "What's his/her name?" Name two people from the tree and have students identify the relationship. For example:

Teacher: Oscar and Rosa.

Student: Husband and wife.

- Have students complete the story and compare their answers in pairs or as a class.

#### Answers

- |             |                   |
|-------------|-------------------|
| 1. husband  | 8. children       |
| 2. mother   | 9. cousins        |
| 3. father   | 10. grandchildren |
| 4. wife     | 11. grandmother   |
| 5. daughter | 12. grandfather   |
| 6. son      | 13. uncle         |
| 7. aunt     |                   |

#### MULTILEVEL VARIATION ★★★

After *above-level* students complete the reading and questions, have them write several sentences, answering this question: "Who is Freddy?" For example:

Freddy is Natalia and Daniel's son.

Freddy is Flora's brother.

Freddy is Rosa and Oscar's grandson.

Freddy is Diego's nephew.

Freddy is Catalina's cousin.

### 2 TEAMWORK Family Relationships



- Have two students read the model conversation to the class.
- Ask students about another person in the family tree and write their responses on the board. For example:

Teacher: Who is Adriana?

Student 1: She's Rosa and Oscar's daughter.

Student 2: She's Fernando's wife.

Student 3: She's Catalina and Cynthia's mother.

- Divide the class into pairs and have them continue asking and answering questions about the family tree. Circulate around the room, helping students as necessary. Pay special attention to their pronunciation of the possessive *s*.

#### MULTILEVEL VARIATION ★★★

After *above-level* students finish talking about the family tree, have them cover the reading text and write several sentences about the family tree. They can submit their writing to you for your review.

### 3 CONVERSATION Introducing People



- Call on three students to come to the front of the class and read the dialog. Have them also shake hands.
- Divide the class into groups of three. Have students practice the conversation, pretending to be each other's family members and friends, as you walk around the room listening and helping.
- Invite a few groups to come up to the front of the class to present the conversation.

## LIFE SKILLS ENRICHMENT

### A Family Tree

#### Life Skills Worksheet 13

Make copies of Life Skills Worksheet 13 and give one to each student. Have students complete the worksheet as homework. In the next class, have students compare their answers in pairs.

## MULTILEVEL VARIATION ★★★

Challenge *above-level* students by telling them to cover the family tree diagram on the worksheet and draw one themselves based on the information in the reading.

## ACTIVITY WORKBOOK

Pages 148–149

## EXPANSION ACTIVITIES

### 1. Finish the Sentence! ★

Begin a sentence about the family tree on student text page 52a and have students repeat what you said and add appropriate endings to the sentence. For example:

Teacher	Students
Oscar is . . .	Oscar is Rosa's husband. Oscar is Diego's father. Oscar is Flora's grandfather.

*Variation:* This activity may be done as a class, in pairs, or small groups, or as a game with competing teams.

### 2. Create a Sentence! ★★

#### Activity Master 24

Make a copy of Activity Master 24 and cut it into cards. Distribute the cards randomly, one to each student. Have students write or say a sentence about the family in the family tree on student text page 52a, using the word on their card. For example:

word card: niece  
student sentence: Flora is Adriana's niece.

*Variation:* This activity may be done as a game. Divide the class into two teams. Place the set of cards in a pile on a table or desk in the front of the room. Have students from each team take turns coming up to the front of the room and selecting a card from the pile. The student

tries to make as many sentences as possible with the word on that card. A team gets one point for every correct sentence the student makes. The team with the most points wins the game.

### 3. Family ★★★

- Have students fold a piece of paper in half lengthwise and then open up the paper.
- On the left side, tell them to write a list of family members and on the right side, the first names of these family members. For example:

mother	Marie
father	Jack
sister	Carol
brother	Tim

- Tell students to fold their paper lengthwise again and hand it to a partner (Student B) so that the partner sees only the person's name. For example:

Marie  
Jack  
Carol  
Tim

(continued)



## EXPANSION ACTIVITIES (Continued)

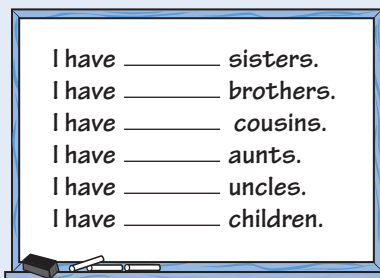
- d. Student B asks about the first name on the list—for example: “Who is Marie?” Student A answers: “She’s my mother.” Student B continues to ask about each name on the list. Then reverse roles, where Student A asks and Student B answers.

### 4. Family Tree ★★★

Have students draw their own family tree and then share it in pairs.

### 5. Common Family ★★★

- a. Write the following on the board:



I have \_\_\_\_\_ sisters.  
I have \_\_\_\_\_ brothers.  
I have \_\_\_\_\_ cousins.  
I have \_\_\_\_\_ aunts.  
I have \_\_\_\_\_ uncles.  
I have \_\_\_\_\_ children.

- b. Divide the class into pairs. Have students tell each other about their family members. The object is for students to find at least one fact about their families that they have in common and then report back to the class. For example:

We both have three sisters.  
We have six cousins.

## Text Page 52b ASSESSMENT

- Check-up test
- Self-evaluation checklists

### CHECK-UP TEST



*Note:* Have students use pencils for the check-up test.

1. Read item number 1 aloud. After students have identified the correct answer, show them how to fill in the bubble on the Answer Sheet.
2. Have students do the check-up test and then review the answers as a class.

#### Answers

- |      |       |
|------|-------|
| 1. B | 6. B  |
| 2. C | 7. D  |
| 3. D | 8. C  |
| 4. C | 9. A  |
| 5. A | 10. B |

### SKILLS CHECK



#### Words:

Explain to students that this is a list of words they have learned in the unit. Have students take turns reading each item aloud to the class. Have students put a check next to the item if they feel they have learned it. Encourage students to get a small notebook where they can write down words that are difficult for them.

#### I can:

Explain to students that this is a list of skills they have learned in the unit. Read each item aloud to the class. Ask students to demonstrate the skill. For example:

Teacher: I can ask and answer: Who is she?  
 Student A: Who is she?  
 Student B: She's my sister.

Have students put a check next to the item if they feel they have learned it. Use this information to determine which lessons you may want to review or reinforce for the entire class or for particular students.

### TEST PREP WORKBOOK

Pages 15–18

### EXPANSION ACTIVITIES

#### 1. Clap in Rhythm ★

*Object:* Once a clapping rhythm is established, the students must continue naming different family member words.

- a. Have students sit in a circle.
- b. Establish a steady, even beat—one-two-three-four, one-two-three-four—by having students clap their hands to their laps twice and then clap their hands together twice. Repeat throughout the game, maintaining the same rhythm.
- c. The object is for each student in turn to name a different family member word *each time their hands are clapped together*. Nothing is said when students clap their hands to their laps.

*Note:* The beat never stops! If a student misses a beat, he or she can either wait for the next beat or else pass to the next student.

#### 2. Scrambled Sentences ★

Activity Master 25

Divide the class into pairs. Make enough copies of Activity Master 25 for half the class. Cut them into cards and distribute one set to each pair. Have students take turns picking up a prompt and then saying the complete sentence.

*Variation:* Students can write their complete sentences and compare their answers with other pairs.

#### 3. Dictation ★★

Have students take turns dictating words or questions from the Skills Check on student text page 52b. Write the correct word or question on the board so students can immediately correct their dictations.

(continued)

## EXPANSION ACTIVITIES (Continued)

### 4. Category Dictation ★★

- Have students make three columns on a piece of paper and write the following at the top of each column:  
Male  
Female  
Male and Female
- Dictate family words from the Words list on student text page 52b and have students write them in the appropriate column.
- As a class, in pairs, or in small groups, have students check their work.

#### MULTILEVEL VARIATION ★

Allow *below-level* students to look at the word list on student text page 52b so they do not have to spell and think about the categories at the same time.

### 5. True or False Memory Game ★★

- Tell students to spend three minutes looking very carefully at the illustration on student text page 51. Then have students close their books.
- Make statements about the characters in the illustration and have students tell you “True” or “False.” If the statement is false, have students correct it. For example:  
Teacher: Jessica’s grandfather is eating birthday cake.  
Student: True.  
Teacher: Jessica’s uncle is singing.  
Student: False. He’s taking a picture.

#### MULTILEVEL VARIATION ★

Allow *below-level* students to keep their books open during the entire activity.

### 6. Dictation Game ★★

- Make up a story about Jane’s Special Day. Write the story in large print on a piece of paper. For example:

Today is a special day for Jane.  
It’s her wedding day.  
Everybody is at her wedding.  
Her parents, her cousins, and her friends are there.  
Her mother is crying.  
She’s very sentimental.  
Jane isn’t crying.  
She’s laughing and dancing with her new husband.  
Jane is having a wonderful time.

- Put the paper on the far side of the room or out in the hallway so that students can’t read it from their seats.
- Divide the class into pairs. One student from each pair runs to read the story and then returns to dictate it to their partner. The runner may go back and forth as many times as necessary. The first pair to finish writing the story wins.

#### MULTILEVEL VARIATION ★

Give *below-level* pairs of students partially completed stories so they don’t have to reconstruct the whole story.

### 7. Board Game ★★

Activity Masters 26 and 27

For this activity, you will need a die, markers, and a piece of paper. (If students use a coin as a die, the class should decide which side of the coin will indicate a move of one space and which will indicate a move of two spaces.)

- Make multiple copies of Activity Masters 26 and 27. Cut Activity Master 27 into cards. Divide the class into small groups and give each group a copy of Activity Master 26, two sets of Activity Master 27 cards—in two piles face down—a die, markers, and a piece of paper.

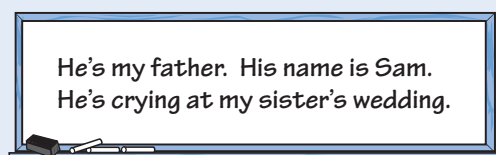
- b. Have students place their markers on *Start*. The group should decide who goes first. That student begins the game by rolling the die or flipping the coin and moving his or her marker. If the student responds to the question or task correctly, he or she may take one more turn. If the student doesn't respond correctly, the next student takes a turn. No one may take more than two turns at a time.

*Option 1:* The first person to reach *Finish* is the winner.

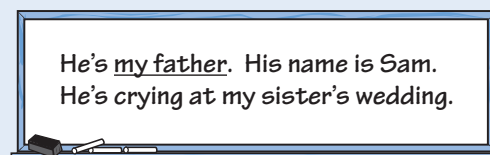
*Option 2:* The game continues until each student reaches *Finish*. This way everybody is a winner.

## 8. Question Game★★★

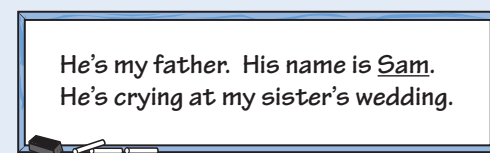
- a. Write the following sentences on the board:



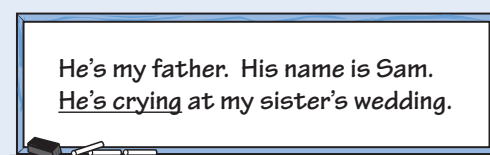
- b. Underline a different element of each sentence and have students create a question based on that portion of the sentence. For example:



Who is he?



What's his name?



What's he doing?

- c. Continue with other sentences.



## Text Pages 53–54: *Side by Side Gazette*



### FEATURE ARTICLE *A Family Tree*

#### PREVIEWING THE ARTICLE

Have students look at the diagram of the family tree. Check understanding of the expression *family tree*. Tell students to refer to the diagram while they read or listen to the article.

#### READING THE ARTICLE

1. Have students read silently, or follow along silently as the article is read aloud by you, by one or more students, or on the audio program.
2. Ask students if they have any questions. Check understanding of new vocabulary: *diagram, members*.
3. Check students' comprehension, using some or all of the following questions:
  - Who are the grandparents?
  - Who are Betty and Henry's children?
  - Who are Betty and Henry's grandchildren?
  - Who is Tom's wife?
  - Is Linda married?
  - Who is Sally's husband?
  - Who are Sally and Jack's children?
  - Who are Jimmy's cousins?
  - Who is Sarah's uncle?
  - Who are Sarah's aunts?
  - Who are Linda's nieces?
  - Who are Linda's nephews?

4. Have students individually draw their own family trees and write an explanation. In pairs, have students share their drawings and writing.

*Variation:* Divide the class into pairs, and have Student A tell about his or her family members while Student B draws a family tree based on the relationships that Student A describes.

**ACTIVITY WORKBOOK** Page 40a Exercise A

### EXPANSION ACTIVITIES

#### 1. Family Tree Game ★★

- a. Divide the class into teams.
- b. Have members of each team take turns answering questions about the family tree depicted on text page 53. You may use one or more of the following question types:
  - Make a statement about a family relationship and have students name the person. For example:
    - This person is Tom's wife. (Patty)
    - This person is Sarah's brother. (Jimmy)
  - Give two names and have students state the relationship. For example:
    - Linda: Tom (Linda is Tom's sister.)
    - Henry: Betty (Henry is Betty's husband.)
  - Make true/false statements about the family relationships. If the answer is false, have students correct it. For example:
    - Kevin is Tom's son. True.
    - Julie is Linda's nephew. False. Julie is her niece.

#### 2. Family Words ★★

As a class, in pairs, or in small groups, have students tell common ways in their language of referring to close family members. For example, in English:

mother: mom, mommy, mum, mummy, ma  
 father: dad, daddy, papa, pa  
 grandmother: grandma, grammie, granny, nana  
 grandfather: grandpa, gramps, grampie



## BUILD YOUR VOCABULARY!

### Classroom Activities

reading	closing my book
writing	erasing the board
raising my hand	using a calculator
opening my book	

1. Have students look at the illustrations and identify any words they already know.
2. Present the vocabulary. Say each word and have the class repeat it chorally and individually. Check students' understanding and pronunciation of the words.

**ACTIVITY WORKBOOK** Pages 40a–b Exercises B, C

### EXPANSION ACTIVITIES

#### 1. Miming ★

- a. Write down on cards the classroom activities from text page 53.
- b. Have students take turns picking a card from the pile and pantomiming the action on the card.
- c. The class must guess what the person is doing.

*Variation:* This can be done as a game with competing teams.

#### 2. Category Dictation ★★

- a. Have students draw three columns on a piece of paper. At the top of the first column, have students write the word write. At the top of the second column, have them write close. At the top of the third column, have them write use.
- b. Dictate words students have learned and have students write them in the appropriate column. For example:

<u>write</u>	<u>close</u>	<u>use</u>
your name	the window	a calculator
your address	your notebook	a ruler
a story		a computer

#### 3. Association Game ★★

- a. Divide the class into several teams.
- b. Call out a classroom activity verb.

- c. Have the students in each group work together to see how many words they can associate with that verb. For example:

read: book, newspaper, story

write: journal, letter

open: window, door, book,

The team with the most items wins.

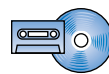
#### 4. TPR, Please! ★★

This game consists of a series of rapid commands which students follow only when the command is preceded by *please*. If a student follows the command when *please* is not spoken, that student must stop playing the game.

- a. Say: "Please open your notebook." (Students open their notebooks.)
- b. Say: "Please write your name in your notebook." (Students write their names in their notebooks.)
- c. Say: "Erase your name." (Any students who erase their names drop out of the game.)

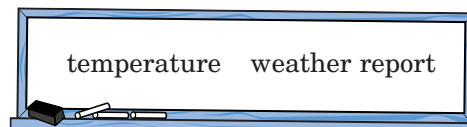
#### 5. Picture Description ★★★

- a. Find a picture of a classroom in a magazine or a textbook. Duplicate it and hand it out to every other student.
- b. Have pairs of students sit back-to-back. Student A describes the picture and Student B writes down what Student A says.
- c. Stop the activity after five minutes. See which pair has written the most sentences.



### LISTENING Today's Weather

1. Write on the board:



2. Review *temperature* by drawing a thermometer on the board and indicating the degrees. Remind students that 100 degrees Fahrenheit is very hot and that 32 degrees Fahrenheit is cold.

## LISTENING SCRIPT

**Listen to the weather reports. Match the weather and the cities.**

This is Robby T. with the weather report from WXBC. It's a hot day in Honolulu today. The temperature here is one hundred degrees, and everybody is swimming at the beach.

This is Annie Lu with the weather report from WCLD in Atlanta. It's snowing here in Atlanta today, and everybody is at home.

This is Herbie Ross with today's weather from WFTG radio. It's warm and sunny here in Los Angeles today. The temperature is seventy degrees. It's a beautiful day.

This is Jimmy G. with your weather on WHME radio. It's cool and sunny here in Toronto today. It's a very nice day.

This is Lisa Lee with your WQRZ weather report. It's cold and cloudy in Chicago today. The temperature here is thirty-two degrees. Yes, it's a cold and cloudy day!

### Answers

1. d    2. a    3. e    4. c    5. b



## AROUND THE WORLD Extended and Nuclear Families

- Have students read silently or follow along silently as the text is read by you, by one or more students, or on the audio program. Check understanding of new vocabulary:

another	nuclear family
building	only
common	same
extended family	

- As a class, in pairs, or in small groups, discuss the questions. For each type of family (*nuclear* and *extended*), draw a set of two columns on the board to contrast its advantages and disadvantages.



## GLOBAL EXCHANGE

- Set the scene: "Ken425 is writing to his keypal."

- Have students read silently or follow along silently as the message is read aloud by you, by one or more students, or on the audio program.
- Ask students if they have any questions. Check understanding of vocabulary.
- Suggestions for additional practice:
  - Have students write a response to Ken425 and share their writing in pairs.
  - Have students correspond with a keypal on the Internet and then share their experience with the class.



## FACT FILE Family Relationships

- Explain that *in-law* indicates a family relationship through marriage.
- Read the text aloud as students follow along.
- Ask students if they have anyone in their family who is an *in-law*. Have students name the person and explain the relationship. For example:
 

Student 1: Rick is my brother-in-law. He's my sister's husband.

Student 2: Elena is my daughter-in-law. She's my son's wife.
- For additional practice, do either or both of the following:
  - Have students look at the illustration on page 53 and identify all the *in-law* relationships.
  - Review all family relationships. Divide the class into teams and quiz them with the following clues:

your daughter's husband	(son-in-law)
your sister's daughter	(niece)
your brother's wife	(sister-in-law)
your mother's mother	(grandmother)
your brother's son	(nephew)
your mother's brother	(uncle)
your father's sister	(aunt)
your aunt's children	(cousins)
your father's father	(grandfather)
your sister's husband	(brother-in-law)
your son's wife	(daughter-in-law)
your husband's mother	(mother-in-law)
your wife's father	(father-in-law)
your daughter's son	(grandson)
your son's children	(grandchildren)



## WHAT ARE THEY SAYING?

### FOCUS

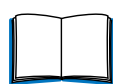
- Talking about Families

Have students talk about the people and the situation, and then create role plays based on the scene. Students may refer back to previous lessons as a resource, but they should not simply reuse specific conversations.

*Note:* You may want to assign this exercise as written homework, having students prepare their role plays, practice them the next day with the other students, and then present them to the class.

**ACTIVITY WORKBOOK** Page 40b Exercise E

## Text Pages 54a–54b



### READING The Family

1. You may choose to introduce the following new vocabulary beforehand, or have students encounter it within the context of the passage:

always	often
anymore	per
average	percentage
church	right
clean	same-sex family
clothing	single-parent
divorced	family
example	social group
family member	some
healthy	sometimes
important	strong
just	these
learn	two-parent family
lesson	wrong
life	

2. Have students read the passage.
3. Ask students if they have any questions. Check understanding of vocabulary.
4. Have students complete the reading comprehension questions.

#### Answers

1. B    2. A    3. B    4. D    5. B    6. C

5. Have students share their answers to the *Apply Your Knowledge* questions in pairs, small groups, or as a class.

### THE WRITING PROCESS *Pre-writing* • Organizing Ideas • Writing a First Draft



1. Explain to students that in this lesson they are going to practice the first three steps of the process: pre-writing, organizing ideas, and writing a first draft. Have students look at the example that shows how Marisol uses these steps to get ideas, organize these ideas, and write a first draft.
2. Point out Marisol's pre-writing step. She observes and records. She is in her apartment, and she is making a list of people in her family, what they are doing, and the room where they are. Have students read her Pre-writing list.
3. Point out how Marisol uses the rooms in her apartment to organize her ideas. Have students read her Organizing Ideas list.
4. Have students read aloud Marisol's first draft. Explain that it is called a first draft because she can correct it and improve it later. Point out the title centered at the top, point out that the sentences are together in a paragraph (not on separate lines), and point out that the first line of the paragraph is indented.
5. Have students use all three steps to prepare and then write a paragraph about life at home. Have them write everything—their Pre-writing lists, their Organizing Ideas lists, and their first draft.

*(You may choose to correct students' paragraphs and have them write a revised version. However, the emphasis in this lesson is on the preliminary steps of the writing process up through the first draft. Revision, proofreading, and publishing steps of the process will occur in upper levels of the program.)*