

# UNIT 6

## Overview

### TOPICS

- Days of the week
- Months and dates
- Daily routines
- Work and chores
- Ordinal numbers
- Birthdays and holidays

### COMMUNICATION SKILLS

#### Listening and Speaking

- Talking about routines at work and at home
- Asking for and giving information about the days of the week and the months of the year
- Talking about birthdays and holidays

### GRAMMAR

- Simple present tense: affirmative and negative statements; *yes/no* questions and short answers
- Subject-verb agreement
- Adverbs of frequency: *always, sometimes, often, never*

#### Reading and Writing

- Reading a letter
- Reading about international holidays
- Reading a weekly schedule
- Filling out a fitness survey
- Writing about daily activities
- Writing an e-mail message
- Keeping a personal calendar
- Sending a card online

## SKILL STANDARDS

### WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS\*

#### ***Fundamentals***

##### **Basic Skills**

Reading, writing, listening, speaking

##### **Thinking Skills**

Seeing things in the mind's eye

Knowing how to learn

##### **Personal Qualities**

Sociability—Demonstrates understanding, friendliness, adaptability, and politeness in group settings

#### ***Competencies***

##### **Information**

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

Uses computers to process information

##### **Interpersonal**

Participates as member of a team

Contributes to group efforts

##### **Systems**

Understands systems—knows how social, organizational, and technological systems work and operates effectively within them

##### **Technology**

Applies technology to task

### GENERAL COMPETENCIES / CASAS\*

#### **0 Basic Communication**

0.2.3 Interpret or write a personal note, invitation, or letter

0.2.4 Converse about daily and leisure activities and personal interests

#### **2 Community Resources**

2.3.2 Identify the months of the year and the days of the week

2.7.1 Interpret information about holidays

#### **3 Health**

3.5.9 Identify practices that promote physical well-being

\* See *Introduction*, page viii, for additional information on SCANS and CASAS.

# Lesson 1

## WARM UP

- Explain or elicit the meaning of the term *schedule*. Ask some questions: *What do you do on Mondays? What do you do on Friday evenings?* etc. Explain that people often do the same activities each week. Help the students gain a sense of your schedule by sharing some information with them. On the board, write the following sentences:

I always clean my house on Saturdays.

On Friday evenings, I usually go to the movies.

On Wednesday mornings, I always have an exercise class.

Then draw the grid below on the board. Have the students copy it into their notebooks and fill in their weekly activities.

- Have volunteers come to the board and write items from their personal schedule in the grid.
- Discuss each student's activities and draw conclusions.

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning							
Afternoon							
Evening							

## PRESENTATION

### *Life in the United States isn't easy!*

- **Set the stage.** Tell the students that they are going to listen to what Lynn and Yumiko do every week.
- **Personalize the situation.** Invite the students to talk about their *routines*. Explain that a routine is something we do regularly.
- **Focus on selected items.** Explain the meaning of *before* and *after* by asking the students these questions: *What do you do before class? / What do you do after class? / What do you do after dinner?* Call on several students to answer.
- **Set the listening task.** Have the students look at the pictures in the book and tell you what Lynn and Yumiko usually do. Then write the following statements on the board.
  1. Lynn and Yumiko go to class every day.
  2. Lynn and Yumiko make dinner together after class on Monday, Wednesday, and Saturday.
  3. Lynn and Yumiko work on Monday, Tuesday, Wednesday, Thursday, and Friday.
  4. Lynn and Yumiko watch TV after dinner.

- Have the students listen and then mark each statement *true* or *false*. Explain that if any part of the statement is incorrect, students should mark it *false*. Play the cassette or read the captions aloud.
- **Check the listening task.** Call on individual students to give the answers.

### Answers

- |          |          |
|----------|----------|
| 1. False | 3. True  |
| 2. False | 4. False |

- **Play or read the text aloud with pauses after each line.** Have the students listen and repeat the statements after you. Make sure they use natural speed and intonation.
- **Engage students in pair work.** Have the students practice reading the captions aloud, alternating the person who begins.
- **Circulate and monitor progress.** As the students practice reading the captions, help them with pronunciation and intonation.

# 1 What do they do?

► **Listening** ► **Speaking** ► **Reading** ► **Writing**

- Before doing the exercise, go over subject-verb agreement. On the board, write these sentences:

Lynn works with computers.

Yumiko walks to the park.

Tony plays the piano.

Gina buys a new dress every week.

- Have a volunteer come to the board and point to the action word in each sentence: *works, walks, plays, buys*. Have the volunteer also identify and circle the subject of each sentence (*Lynn, Yumiko, Tony, Gina*).
- Have the class focus on the action word in the first sentence. Ask: *Why does "works" have an -s at the end?* Elicit the answer: *The sentence is about Lynn. "Works" has an -s at the end because she is one person.*
- Offer additional example sentences with singular subjects, describing the students' daily routines. For example: *Paula walks to school every day*. Then encourage students to make up their own sentences about singular subjects. Have them raise their hands and share their sentences orally.
- Next focus on plural subjects and verb forms. On the board, write the following sentence: *Lynn and Yumiko work from Monday to Friday*. Explain to your students: *The sentence is about Lynn and Yumiko. Since it has a plural subject, "work" takes no -s at the end.*
- Have the class study the verb forms chart at the bottom of Student Book page 62.
- On the board write additional verbs, such as *study, read, talk, write, call, wash, go to bed, wake up*, etc. Call on individual students to make up sentences, using the words on the board.
- After discussing subject-verb agreement, prepare students for the pair activity by going over the formation of *wh-* questions. Explain that *wh-* or information questions begin with the question words *what, who, where, why, when, or how* and are followed by *do* or *does*. Write examples on the board:
  - Where **does** Yumiko **work**?
  - What **do** Yumiko and Lynn **do** on weekends?
- Write two sentences on the board, one with a singular subject and another with a plural subject. Have the students change each statement into a *wh-*question. Call on volunteers to answer. Give students additional practice if necessary.
- Have the students, working in pairs, ask and answer questions about Yumiko and Lynn's schedule. Next they should write Yumiko and Lynn's activities in the calendar, choosing a day for each activity. Circulate to monitor progress and offer help as needed.
- In the second part of this exercise, pairs focus on their own daily routines. The partners should take turns asking and answering questions about each other's daily activities, using the verbs in the box. The partners should record their activities on the weekly calendar (February) in their Student Books.

## 2 Do Tony and Nelson have busy schedules?

► **Listening** ► **Speaking** ► **Writing**

- Tell students they are going to listen to Tony and Nelson's daily routines. Have them predict which words might go in the blanks. Play the recording or read the tapescript twice, having them write the missing words the second time through. Call on different students to read their answers.
- For the second half of the exercise, draw students' attention to the sample exchanges. Play the cassette or have a pair of students read the exchanges aloud. Give additional examples.
- Have the students read the paragraphs again, then take turns asking and answering the five questions. Tell them to use short answers. Model a question and answer with a volunteer.

**Teacher:** Do Tony and Nelson exercise every weekday?

**Student:** No, they don't.

### Answers

- |         |          |            |
|---------|----------|------------|
| 1. have | 5. eat   | 9. go      |
| 2. get  | 6. go    | 10. does   |
| 3. go   | 7. plays | 11. cleans |
| 4. take | 8. goes  |            |

1. Yes, they do.
2. No, they don't.
3. No, they don't.
4. Yes, he does.
5. He does the laundry on Tuesday and Thursday.

## 3 Information Gap Activity, pages 129 and 130.

► **Listening** ► **Speaking**

- Tell the students they are going to practice inviting a partner to eight different activities.
- Use the OHP or draw the schedule on the board. Tell the class about your weekly schedule by filling in the grid with activities you plan to do.
- Divide the class into pairs. Have one partner use the schedule on page 129 and the other use the one on page 130. Tell the students not to look at each other's pages.
- First have the students decide on eight things they plan to do and then write those activities

in any time slot on the schedule. The students will then choose one activity from their schedules and invite their partners to come along, using the question form *Do you want to . . . ?* Have the students take turns inviting one another. Tell the students to fill in those appointments on their weekly schedules.

- Use the schedule on the board to model for students how you record an appointment.
- Have the students complete the exercise and compare schedules when they are finished.

## 4 Do you go to bed late on weekday nights?

► **Speaking** ► **Writing**

- Start this writing activity with some prewriting tasks. Have the students brainstorm in small groups. Give each group a few minutes to talk about their usual weekly activities. To practice the negative form, they should also discuss activities that they do not do on school days:

I usually don't skate on Friday. I attend classes all day.

- This is a collaborative writing activity. First have the students read the model paragraph in the Student Book. Then have them work in groups of three and compose a paragraph together. One student in the group should be the recorder, writing down the paragraph as the others dictate.

**Additional Activity** See Unit 6 Appendix.

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## 5 Answer the fitness survey.

► *Speaking* ► *Reading*

- Have the students work in pairs to answer the fitness survey. Remind the pairs that they can discuss their answers with their partners as they respond to each question. Discussing their answers will provide more information for the writing activity that follows.
- Have each student compose a brief paragraph about his/her partner's health habits, using the information from the chart. Then call on individual students to read their paragraph aloud for the class.

**WORKBOOK** In class or for homework, assign Workbook Lesson 1.

# Lesson 2

## WARM UP

- Put the chart below on the board, but do not add the check marks and the adverbs of frequency yet. Read the first entry aloud, and under each day put a check. Then say: *I always get up early.* Write *always* on the board under the **Adverbs** heading. Next say: *I often watch TV after dinner* and check five days. Write *often* on the board. Continue by reading the next entry aloud and checking Sunday, Monday, and Tuesday. Explain the other adverbs of frequency with reference to the chart.
- Now have the students suggest additional activities. List these in chart form.
- Erase the checks from the chart on the board. Then call on individual students to come to the board, and ask each student how often she or he does one of the activities listed: *Pablo, how often do you watch TV?* The student scans the list to find the activity, makes the appropriate checks on the board, and answers in a complete sentence, using an adverb of frequency: *I often watch TV.*
- After you elicit several additional examples of sentences with adverbs of frequency, state your definitions: *always* means every day, *often* means several days a week, *sometimes* means a few days a week, and *never* means no days.

Activity	Adverbs of frequency	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
1. get up early	always	✓	✓	✓	✓	✓	✓	✓
2. watch TV	often	✓	✓	✓	✓	✓		
3. do errands	sometimes	✓	✓	✓				
4. exercise	never							

## PRESENTATION

*Dear Siao Yan,*

- **Set the stage.** Read the lesson title aloud. Explain the difference between a business letter and a personal letter. Have the students predict whether this will be a business letter or a personal letter. How can they tell? (*It's personal. She's talking to a friend about her feelings.*)
- **Personalize the situation.** Ask the students to raise their hands if they often write letters to friends and family back home. Have volunteers describe why it is important to keep in touch by writing.
- **Focus on selected items.** Explain specific vocabulary or phrases (*lonely, homesick, relaxed, tired*) that might affect students' overall understanding.
- **Play or read the letter aloud with pauses after each line.** Have the students listen and then repeat each line after you. Make sure they use natural speed and intonation.
- **Engage the students in pair work.** Have the pairs read the letter aloud, alternating paragraphs. Partners should discuss the following questions while you circulate and assist them.
  - Does Lynn seem to enjoy living in the United States? Why or why not?
  - Do you think it's difficult to live in another country?
  - What stories have you heard about living in the United States?
- **Circulate and monitor progress.** As students practice reading the letter and discuss the questions, help them with pronunciation and intonation.

**Additional Activity** See Unit 6 Appendix.

## 1 Lynn has a busy schedule!

► Speaking ► Reading

- Refer students back to the letter on page 65, and have them read it again.
- Then have the students look at the pictures and read the sentences. Have them work in pairs to discuss and circle the correct sentences for pictures 1 through 4.

### Answers

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

## 2 Siao Yan has a more relaxed life.

► Speaking ► Writing

- To review affirmative and negative statements in the simple present tense for third-person singular, write the following sentences on the board in two columns:
 

Lynn studies English.  
She doesn't study Spanish.
- Underneath the first sentence write *Oscar plays soccer*. Ask a volunteer to provide a negative statement for the second column, and have another volunteer write it there. Make sure the students use the correct pronoun for Oscar (*he*). (For example: *He doesn't play tennis*.) Add a few more examples to the columns or have students provide their own. Then go over the affirmative and negative structures with the students. You might point out some spelling rules for the students: *Study/studies; play/plays*.
- Have the students work in pairs and make up affirmative and negative statements. Have them

write their statements in the two columns. (For example: *Roberto works after class. He doesn't work before class*.) Call on a few students to read their sentences aloud.

- Now have the pairs do the exercise. Have them look at the pictures and use the cues under each picture. Then call on different pairs to read their sentences for the class.

### Answers

1. Siao Yan gets up late.
2. She walks to school.
3. She teaches kindergarten.
4. She goes home early.
5. She helps her mother cook dinner.
6. She prepares for the next day's class.

### 3 They have different lifestyles.

► Reading ► Writing

#### Culture Note

The word *lifestyle* is often used in the United States. A lifestyle is a person's approach to daily life. It covers one's choices in entertainment, fashion, and leisure activities. Our lifestyles are influenced by social trends. Lifestyle norms also affect common attitudes in the workplace.

#### Teaching Tip

To convey the term *lifestyle* to your students, give some personal examples:

Being a New Yorker influences my lifestyle. I live in an apartment. I take the subway to work. I wear black dresses and go to the theater. I eat international foods like sushi and pad thai noodles in dark, cozy restaurants.

Tell the students they are going to talk about Lynn and Siao Yan's different lifestyles. Remind them that Lynn lives and studies in the United States, and Siao Yan lives in China. Make sure your students understand what *lifestyle* means before doing this exercise.

- Have the students look at the activity chart in the Student Book. Explain that the chart represents Lynn and Siao Yan's lifestyles. It shows how often they do each activity listed. Have the students read each activity entry. Point out that the key to the chart appears above it: never = 0; sometimes = 1; often = 2; always = 3. Tell the students that the last column refers to their own lifestyle. They should add the appropriate number next to each activity.
- Review the adverbs of frequency. (See the notes to the Warm Up on adverbs of frequency.) Go over several examples on the board. Tell students: *I sometimes get up late. What number should I put down?* Have the students look at the chart key and answer : 1.
- Model the positions of adverbs of frequency within sentences. They usually come before the

main verb, but after the verb *be*. Write examples on the board.

Adverbs of frequency may also come at the beginning or end of the sentence:

*Often*, Oscar goes to the library at night.

*Sometimes* he studies until ten o'clock.

Tony writes letters *often*. As for me, I *sometimes* use e-mail.

- Have the students complete the chart individually.
- Have the students work in pairs to write sentences about Lynn and Siao Yan's different lifestyles, using adverbs of frequency. They should write the sentences in their notebooks. Help students with word order and vocabulary.
- Call on individual students to read their sentences aloud. Have students orally compare Lynn's activities with Siao Yan's and their own.

#### Expansion

- Play a chain memory game to help students practice using the pronouns *I*, *he*, and *she*. Have them go around the room saying sentences about their activities and those of their classmates. Each student must recite the activities of those who have gone before, as well as adding his or her own sentence at the end of the recitation. The game becomes more difficult because students must remember all the activities mentioned previously.

**Student 1:** I always get up late on Sundays.

**Student 2:** He always gets up late on Sundays. I sometimes get up early to play basketball.

**Student 3:** He always gets up late on Sundays. She sometimes gets up early to play basketball. I often do errands on Sundays.

**WORKBOOK** In class or for homework, assign Workbook Lesson 2.

# Lesson 3

## WARM UP

- On the board list some holidays celebrated in your country. Circle each holiday's name, and beneath it list associated activities. For example:

### Thanksgiving

eat a turkey dinner

visit with/invite family and friends

give thanks for everything

- Have student volunteers come to the board. If possible, give each student a piece of different-colored chalk. Have them write the name of a special holiday they celebrate, then list the ways in which that holiday is observed within their culture. Help them with any difficult vocabulary, or suggest they consult a bilingual dictionary.

### Ramadan

fast during the day (for a month)

purify oneself at the mosque

eat at nightfall

say special prayers for the holy month

read the Qur'an (Koran)

- Have the students at the board explain their holidays. Allow the class to ask questions about multicultural days of observance.
- Draw some general conclusions, such as: *In many cultures around the world, we have days of thanks and days of awe, days to celebrate and days to repent.*

### Teaching Tip

Students are usually interested in learning about each other's holidays. Some of the holidays you discuss may be good topics for short oral presentations.

## PRESENTATION

### What special holidays do you have?

- **Set the stage.** Read the lesson title aloud. Have the students look at the pictures. Ask the students what they think the topic of the lesson will be (*international holidays*).
- **Personalize the situation.** On the board, write:  
My favorite holiday is \_\_\_\_\_.

Have volunteers tell you the name of their favorite holiday. List these on the board.

- **Focus on selected items.** Explain specific vocabulary and phrases that might affect students' overall understanding of the reading. Write these words and phrases on the board: *celebrate, international, religious, festival, incense, costume, to observe a holiday*. Explain their meaning in the context of the lesson.
- **Set the listening task.** Students close their books. Write these lists on the board; have the students copy them. Tell the students to match the holiday with the month in which it is celebrated. Play the cassette or read the text aloud.

- |                                     |                        |
|-------------------------------------|------------------------|
| __ 1. U.S. Independence Day         | a. January or February |
| __ 2. Chinese New Year              | b. November            |
| __ 3. Thailand's Festival of Lights | c. July                |

- **Check the listening task.** Call on volunteers to write the numbers on the board. Verify the answers with the class (*1. c; 2. a; 3. b*).
- **Play or read the text aloud again with pauses after each line.** Have the students listen and repeat each line after you. Be sure they use natural speed and intonation.
- **Engage students in pair work.** Have the students work in pairs to discuss three holidays that they celebrate in their own countries. Then have them list those holidays in their notebooks, adding a few words about each holiday. Encourage the students to describe which holiday is their favorite and why.

## 1 Word Bag: Ordinal Numbers

► **Listening** ► **Speaking**

- Copy the December page of a calendar and distribute it to the students. Put one copy on the board or use the OHP. Ask some general questions: *What month is this? How many days are there in December?* Have students answer.
- Play the cassette or say the ordinal numbers twice, having students repeat each number the second time. Then point to numbers randomly, calling on different students to name them.
- Ask: *What day is today?* Have a student answer. (*Today is Wednesday.*) Point to different days on the calendar and have the students say the days. Then ask: *What's the date today?* Say it and write the date on the board. Then point to different dates on the calendar and have different students say each date. Finally, call on different students to ask and answer questions about the dates as you point to the calendar.

## 2 Guess your partner's birthday.

► **Listening** ► **Speaking**

- Explain to students that they are going to guess their partner's birthday by following the instructions in their Student Books. Give an example of how this works: Tell them to imagine that their partner's birthday is July 9th. Write this date on the board. Then play the cassette and, as students read along, demonstrate the instructions on the board.
- Have students do the exercise in pairs. Caution the students to keep their birthdays secret.
- Call on individual students to tell the class their partner's birthday.
- As a follow up, suggest that your students try this mind-reading trick with their friends.

## 3 Hear it. Say it.

► **Listening** ► **Speaking**

**Sounds /t/ and /θ/**

- Demonstrate tongue position for producing the *-t* and the *-th* sounds. For the *-th* sound, the tongue is positioned in a curved and rounded position beneath the top row of teeth. To say the *-t* sound, the tongue moves upward toward the gum ridge, while touching the top front teeth.
- Say the pairs of words and have the students repeat them after you. Make sure they are able to distinguish between the *-t* and the *-th* sounds.
- Play the cassette or read words from the tape-script aloud. Tell the students: *Put a check mark next to the word that you hear from each pair.*

Students will listen and distinguish which of the two similar words is being read on the cassette, then listen again to check their answers.

- Have the students work in pairs, practicing their pronunciation of the pairs of words.

### Answers

*The following words should be checked:*

- |          |         |
|----------|---------|
| 1. tenth | 4. fort |
| 2. thank | 5. tie  |
| 3. thin  | 6. ate  |

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## 4 Online *(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

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## 5 Wrap Up

► **Listening** ► **Speaking** ► **Writing**

- On the board write: *When is your birthday?* along with the list of the months. Then explain the task: students move around the classroom, asking classmates when their birthday is and writing the names and dates in the chart in their books. The objective is to record all of their classmates' birthdays.
- Have the students look at the sample entry for Susan Palmer's birthday in June. They should use it as a model to record their classmates' birthdays. Help them warm up by giving them your own birthday to write on the calendar.
- Have the students return to their seats. Call on different students to write the names and dates next to the months on the board. Have the students say the date they write. Have the class make corrections as needed.
- Have pairs of students who have birthdays in the same month work together. If the class total is uneven, students may also work in small groups. Have the students discuss what they usually do to celebrate their birthdays.

### Expansion

- Direct students' attention back to Lynn's letter in Lesson 2. Tell them that they will be writing a letter to the person whose birthday comes right after theirs. Give them an example by pointing out the person to whom you would write. Use the chart on the board to locate the student whose birthday comes directly after yours.
- Have each student identify the person to whom he or she will write. Have students write about their usual birthday activities. Make sure that all students will receive a letter. Check to make sure everyone understands the instructions.
- Encourage students to ask questions and discuss what they want to write in their letters. Circulate, answer questions, and provide support.
- If possible, have students revise their letters before sending them. Collect the first draft and make constructive comments and corrections. Have them write a second draft and then deliver it to the recipient.

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## STRATEGIES FOR SUCCESS

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- Have the students look at the "Strategies for Success" box.
- Explain that for this unit the techniques are (1) writing to practice sentences they've learned and (2) creating opportunities to use English.
- Have the students write a journal entry—several sentences—about their weekday routine. Have the students start with the sentence "I get up at \_\_\_\_\_." They should end their entry with the sentence "I usually go to bed around \_\_\_\_\_."
- More advanced student writers may wish to expand their entries.
- Encourage the students to get a daily calendar and make reminders to themselves about schedules, appointments, special events, and things to do. They should record this information in English, and continue making entries in their calendar for the rest of the semester. Collect the calendar periodically and spot-check it for clarity.
- Recycling strategies: Review with students all the strategies they have practiced thus far. List the strategies on the board, then ask the students to give brief explanations of how they used each strategy. Have the students pick one strategy and practice it again.

**WORKBOOK** In class or for homework, assign Workbook Lesson 3.

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## CHECKPOINT

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*The Checkpoint is a quick self-assessment of the students' level of comfort with each proficiency in this unit.*

- Have the students read along while you read each entry under the **I Can** heading. Explain that they should make a checkmark in their books next to each entry to show what they have learned in the unit.
- Explain that students should check the appropriate column, depending upon how comfortable they feel with each new learning topic. If they are certain they can communicate specific information, for example, they should check the **Yes!** column. If they are in some doubt, they should check the **Sometimes** box. And if they feel unable to communicate the information, they should check the **Not Yet** box. Have the students evaluate themselves in regard to each of the items under the **I Can** heading.
- Monitor all the **Checkpoints** in the classroom for a quick assessment of your students' self-reported level of comfort with each competency.
- Explain the **Learning Preferences**. In terms your students can understand, discuss the importance of identifying and using various learning strategies. Tell the students that we all learn new things in different ways. Some prefer to work with a partner; others learn better by working alone. The student book tries to give all students a chance to learn in various ways through listening, speaking, reading, writing, doing activities, and playing games.

## GRAMMAR AND COMMUNICATION SUMMARY

- Point out to the students the vocabulary, grammar summaries, and communication summaries on the last two pages of each Student Book unit. Explain any unfamiliar

terms on these pages as clearly as possible. Have the students review these pages before they go on to the next unit, or as needed while studying the unit.

# Appendix

## ADDITIONAL ACTIVITIES

### Lesson 1, Exercise 4 (p. 63)

#### *When do you wash the smelly dog?*

- Have the students play The Smelly Dog card game in groups of four. Distribute sixteen index cards to each group. Choose a recorder, and have him/her write the names of the days of the week on eight separate index cards. Explain that two cards will have *Sunday*.
- Have the recorder write the names of players in his group on the eight remaining index cards, writing each person's name twice.
- The recorder will shuffle the index cards and distribute two day-cards and two name-cards to each player, making sure they are face down. Players may look at their own cards. The object of the game is to collect as many cards as possible from the other players by guessing a correct name-card and a day-card. If your guess correlates to the cards in a designated opponent's hand, he must give you the two cards you mentioned in your question. The person who amasses a whole week's worth of day cards will be designated the winner.
- Have the students take turns, going around the group. Each player has an opportunity to ask the person to his or her right: *Does (group member's name) wash the dog on Monday?* or *Do you wash the dog on Thursday?*
- If the respondee holds the two matching cards, he must answer *Yes, s/he does* or *Yes, I do*, surrendering the corresponding cards. The questioner then gets another turn, and may ask a question of the next player to the right. If that player says *No*, then the questioner forfeits the turn. The next player in the group takes a turn.
- If the respondee holds only one of the matching cards (for example, the correct day-card but the wrong name-card) the questioner loses his turn, and the player being questioned keeps his cards. Players who lose all their cards are eliminated.
- Play continues until one person collects a whole week's worth of day-cards. Upon the completion of a round, the winner calls out: *Next week, you wash the smelly dog!*

### Lesson 2, Presentation (p. 65)

#### *Verb Practice*

- Have the students close their books. Read aloud parts of the letter, omitting all the verbs and the words with contracted verbs. For each omitted verb, click your tongue, tap on a desk with a pencil, or pause. Tell the students to write down the missing word or an appropriate synonym. For example:

How (*click*) you? I hope (*click*) fine. (*Click*) OK here, but I (*click*) home.

#### **Answers**

are, you're  
I'm, miss

# WORKBOOK ANSWER KEY Lesson 1, pp. 41–44

## Exercise 1

### Across

5. Wednesday      7. Monday  
6. Friday

### Down

1. Thursday      3. Sunday  
2. Tuesday      4. Saturday

## Exercise 2

1. Friday      3. do      5. relax      7. watch      9. stay  
2. computer      4. clean      6. go      8. practice      10. study

## Exercise 3

Answers will vary.

## Exercise 4

1. Julio gets up at 7:00.      3. Julio gets dressed at 7:20.      5. Julio brushes his teeth at 7:50.  
2. Julio takes a shower at 7:05.      4. Julio eats breakfast at 7:35.      6. Julio leaves for work at 8:00.

## Exercise 5

1. Maria doesn't get up at 7:00.      3. Maria doesn't get dressed at 7:20.      5. Maria doesn't brush her teeth at 7:50.  
2. Maria doesn't take a shower at 7:05.      4. Maria doesn't eat breakfast at 7:35.      6. Maria doesn't leave for work at 8:00.

## Exercise 6

1. I *make* dinner at 8:00. I *don't make* dinner at 7:00.      5. I *go* shopping after work. I *don't go* shopping before work.      9. The students *study* at home. They *don't study* at work.  
2. Christine *wakes* up early. She *doesn't wake* up late.      6. Lisa *plays* the guitar. She *doesn't play* the trumpet.      10. I *take* a shower at night. I *don't take* a shower in the morning.  
3. Joe *does* his homework in the evening. He *doesn't do* his homework in the morning.      7. We *get home* late. We *don't get home* early.  
4. Mr. and Mrs. Finnigan *work* in New York City. They *don't work* in Philadelphia.      8. Harriet *drives* the children to school. Her husband *doesn't drive* them to school.

## Exercise 7

1. Yes, they do.      5. Do      9. Do  
2. No, they don't.      6. play/practice      10. have/take  
3. No, they don't.      7. Do  
4. Yes, they do.      8. clean

## Exercise 1

Answers will vary.

## Exercise 2

Wording will vary.

- |  |   |   |
|--|---|---|
| 1. Yes, they do. They always go shopping on the weekend. | 3. No, they don't. They never do the laundry on Sunday. | 5. Yes, they do. They always take showers in the morning. |
| 2. Yes, they do. Sometimes, they go to the movies.       | 4. Yes, they do. They do their homework often.          | 6. No, they don't. They never jog at night.               |

## Exercise 3

- |             |             |             |
|-------------|-------------|-------------|
| 1. Does     | 7. study    | 13. relax   |
| 2. get up   | 8. doesn't  | 14. doesn't |
| 3. does     | 9. Does     | 15. Does    |
| 4. Does     | 10. stop    | 16. watch   |
| 5. exercise | 11. doesn't | 17. doesn't |
| 6. Does     | 12. Does    |             |

## Exercise 4

Dear Oscar,

How are you? Are you busy? Do you *work* all day? How are Mr. and Mrs. Brennan? Do they live near you? I'm very happy. I go to school from Monday to Friday. I *don't* go on Saturday and Sunday. After school, I play with my friend Rosalie. She *has* two sisters and a brother. Rosalie *doesn't* play tennis, so sometimes we *play* baseball in the park. How is your schedule? Do you study a lot? How is your new girlfriend? What does she *like* to do? Write to me soon.

Love,

Carla

## **Lesson**

### **Exercise 1**

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- |                           |                           |                         |
|---------------------------|---------------------------|-------------------------|
| 1. December twenty-sixth  | 5. December fifth         | 9. December seventeenth |
| 2. December twenty-first  | 6. December twentieth     | 10. December thirteenth |
| 3. December twenty-second | 7. December eleventh      |                         |
| 4. December third         | 8. December twenty-fourth |                         |

### **Exercise 2**

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- |   |  |  |
|---|--|--|
| 1. Halloween is on October 31(st).        | 3. Christmas is on December 25(th).        | 5. New Year's Day is on January 1(st). |
| 2. Valentine's Day is on February 14(th). | 4. U.S. Independence Day is on July 4(th). | 6. My birthday is on _____.            |

### **Exercise 3**

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Answers will vary.