

## Summary of Lesson Plan

### ► Vocabulary (Student pages 84-85)

Suggested teaching time: 60 minutes

Your actual teaching time: \_\_\_\_\_



### Vocabulary (Student pages 84-85)

Suggested teaching time: 60 minutes

Your actual teaching time: \_\_\_\_\_

**Content:** relationships; verbs for everyday activities

**Procedure:**

#### A. Listen.

- Bring a photo of your family to class or use the family photo in Exercise D on page 85. Point to the picture and ask *How many people are there in the photo?* Write the word *relationships* on the board. Identify the relationship of each person in the photo. For example, point to a father and son and say *a father, a son*.

**Option:** Have students create a family tree for their own families, using real names. To demonstrate the activity, create a family tree on the board for your own family or for a famous family. Point out that horizontal lines are used for marital relationships and siblings and vertical lines for parent-child relationships. Say each relationship as you add each family member to the family tree.

**Challenge:** Ask students to identify additional family relationships, such as *cousin, grandfather, and son-in-law*. Have students add these relationships to their family trees. For more family relationships, see the *Supplementary word list* for Unit 7 on page 143.

#### B. Listen again and repeat.

- Say the words again or play the cassette. Have students repeat.

**Option:** For additional pronunciation practice, choose any words on this page that students had difficulty pronouncing. Say each word and have the class repeat. Say one of the words and point to a student. Ask the student to repeat. Quickly say the word again, point to another student, and have the student repeat. Continue this procedure with other students until pronunciation improves.

**Workbook Link: Exercises 1, 2**

#### C. Look at the pictures. Listen ...

- Point to each picture. Elicit from the class the vocabulary word that corresponds to each picture. For example, elicit the verb *study* for picture a.
- Read the tapescript out loud or play the cassette. Students look at the pictures and listen to the sentences.
- Read the tapescript out loud again or play the cassette. Have students match the pictures and the sentences by writing the correct letter on the line.

**Option:** After completing Exercises A through C, use the vocabulary builder flashcards provided in the Teacher's Resource Binder for reinforcement. Photocopy a set of flashcards for each student and have students quiz each other in small groups.

#### Tapescript

1. He's fixing the car.
2. She's a good student. She studies a lot.
3. She drives to work.
4. They're husband and wife.

**Workbook Link: Exercise 3**

(continued on p. 2)



## Summary of Lesson Plan

- **PROGRESS CHECK**  
Check assigned **Workbook** pages  
Suggested teaching time: 10 minutes
- **REVIEW/WARMUP**  
**Do it yourself! (Student page 85)**  
Suggested teaching time: 15 minutes  
Your actual teaching time: \_\_\_\_\_
- **PRESENTATION**  
**Practical conversations**  
**(Student pages 86-87)**  
Suggested teaching time: 35 minutes  
Your actual teaching time: \_\_\_\_\_

### ➤ Do it yourself! (Student page 85)

Suggested teaching time: 15 minutes  
Your actual teaching time: \_\_\_\_\_

#### Procedure:

#### A. Complete the chart ...

- Review occupations from Unit 1 and workplaces from Unit 2. Write in two columns on the board *occupations* and *workplaces*. Below *occupations*, write *teacher* and below *workplaces*, write *school*. Elicit more occupations and workplaces from the class and write them on the board in the appropriate column.
- To model the activity, copy the chart on the board and write about two of your friends or family members. If possible, bring to class photos of the people you are writing about.

#### B. Tell the class ...

- Model the activity. Tell the class about your friends or family. Write sentences about these people as demonstrated in the example.

**Option:** Review the days of the week from Unit 5. Have a volunteer write them on the board. Have students talk about when their family or friends work; for example, *My father works in the garage from Monday to Saturday*.



## Practical conversations

(Student pages 86-87)

Suggested teaching time: 35 minutes  
Your actual teaching time: \_\_\_\_\_

### Model 1

**Content:** talking about what you're doing; the present continuous

#### Procedure:

#### 🔊 A–B.

- To set the scene for the conversation, ask questions about the picture, such as *Where are they?* (at work) *What machines are in the picture?* (a computer and a telephone)
- Students should be able to determine from context that *busy* means spending time working or doing something so that you do not have time to do other things. The phrase *right now* was taught on page 15 in Unit 1. If necessary, convey that *right now* means at this exact moment by pointing to a clock and writing the current time on the board.
- Point out that the *-ing* ending is not stressed when pronouncing the sentence *I'm working*.

#### C. Pair work ...

- To highlight the present continuous, write on the board *I'm \_\_\_\_\_-ing*. Next, write the verb *work* on the board and say *I'm working*. Then say the verb *clean* and elicit from the class the sentence *I'm cleaning*. Continue in this manner with the word *study* and the phrase *fix the car*.
- Model the activity with a more advanced student. Play the role of Student B to demonstrate that students should use the pictures.

(continued on p. 4)

## Lesson Plan, Unit 7: Practical conversations (for Student pages 86-87)–continued

### Model 2

**Content:** questions with *why*; statements with *because*; stating an obligation with *have to*

**Procedure:**

#### A–B.

- ▶ The following new vocabulary should be comprehensible from context: *ready*, *Not yet*, *Because*, and *have to*. To further convey that *Not yet* means not now, but soon, ask students about events that will occur in the near future. For example, ask the class *Is class ending now? Is it (10:00)? Is it (spring)?* and then answer *Not yet*.
- ▶ To demonstrate that *have to* is used when you need to do something and don't have a choice about it, make sentences about your own obligations; for example: *I have to work. I have to clean my house. I have to cook for my family.*

#### C. Pair work ...

- ▶ To prepare students to use their own words in the activity, write on the board *I have to \_\_\_\_\_*. In small groups, have students make a list of things they have to do. To review, have students tell the class about their obligations.
- ▶ Model the activity with a more advanced student. Play the role of Student B to demonstrate that students should use their own words.

### Model 3

**Content:** talking about availability; asking for and giving a reason; time expressions

**Procedure:**

#### A. Listen and read.

- ▶ To set the scene for the conversation, ask the class questions about the photo, such as *How many people are there in the picture? (two) What are they wearing? (uniforms) What are they doing? (cleaning)*

- ▶ The new vocabulary *can* and *can't* should be comprehensible from context. To further convey that one meaning of *can* is to be available to do something, ask students about their availability during class; for example, ask *Can we see a movie right now / go to a restaurant?* Then ask *Why not?* and elicit an appropriate response, such as *We're studying / busy / in school / in class.*
- ▶ Point out that *Why?* and *Why not?* are interchangeable in response to a negative statement.

#### B. Listen again and repeat.

- ▶ Be sure students emphasize the word *can* when saying the sentence *Well, when can he clean the meeting room?*

#### How to say it

- ▶ To further convey the meaning of *in an hour* and *in 10 minutes*, ask the class *What time is it?* Write the current time on the board. Then write *In an hour = \_\_\_\_\_*. Fill in the blank with the time it will be in one hour. Repeat for *in 10 minutes*. Write other future time expressions on the board; for example: *in 2 hours, in 6 hours, in 15 minutes, in 30 minutes*. Have the class state the exact future time for each time expression based on the current time on the board.

#### C. Pair work ...

- ▶ To prepare students to use their own words in the activity, write on the board *Because he's at the post office right now*. Underline the words *at the post office*. As a class, brainstorm a list of other places where the person might be; for example, *at the store, at school, in the meeting room*.
- ▶ Point out that Student B could also answer the question *Why?* using the phrases *have to* or *has to*; for example, *Because he has to clean the supply room*.
- ▶ Model the activity with a more advanced student. Play the role of Student B to demonstrate that students use actions from the box and their own reasons and time expressions.

**Workbook Link: Exercises 4, 5**

## Summary of Lesson Plan

- **PROGRESS CHECK**  
Check assigned **Workbook** pages  
Suggested teaching time: 10 minutes
- **REVIEW/WARMUP**  
**Do it yourself! (Student page 87)**  
Suggested teaching time: 20 minutes  
Your actual teaching time: \_\_\_\_\_
- **PRESENTATION**  
**Practical grammar (Student pages 88-89)**  
Suggested teaching time: 40 minutes  
Your actual teaching time: \_\_\_\_\_

### ➤ Do it yourself! (Student page 87)

Suggested teaching time: 20 minutes  
Your actual teaching time: \_\_\_\_\_

#### Procedure:

- To set the scene for the conversation, ask questions about the photo, such as *Where are they?* (a kitchen) *What foods and drinks are in the picture?* (apples, coffee, tea, milk)
- Model the activity with a more advanced student. Play the role of the daughter on the right to demonstrate that students should continue the conversation.
- In pairs, students continue the conversation for the mother and daughter in the picture. Have students switch roles to play both parts.

**Option:** Have several pairs of students act out their conversation in front of the class.

#### Your students can say ...

**A:** Are you ready to eat? **B:** No, I'm sorry. Not yet. / No, I'm not. **A:** Why not? **B:** Because I'm busy right now. / I have to study. **A:** Well, when can you eat? **B:** In 30 minutes / an hour.



## Practical grammar (Student pages 88-89)

Suggested teaching time: 40 minutes  
Your actual teaching time: \_\_\_\_\_

### The present continuous

**Content:** singular and plural forms of the present continuous; *yes / no* questions and short answers

#### Procedure:

- Review the full and contracted forms of *be*. (For suggestions for presenting the singular forms of the verb *be* and contractions, see pages T16 and T17; for plural forms and contractions, see page T28.)
- To introduce the present continuous, write on the board *be + (verb + -ing)*. Below this, write and say *You are studying right now*. Point out the *be* form *are* and the present participle *studying*. Perform several actions and write about your actions on the board using the present continuous; for example, point to an object in the classroom and write *I am pointing right now*. To indicate that the present continuous can be used to talk about what is happening now, point to your watch as you say the words *right now*.
- To present *yes / no* questions and short answers, ask and elicit appropriate short responses; for example: *Am I writing on the board right now?* (Yes, you are.) *Is he studying right now?* (Yes, he is.) *Are you cleaning right now?* (No, I'm not.) *Are they working now?* (No, they're not.)

**Option:** Practice the present continuous with a substitution chain activity. Write on the board *I'm cleaning right now*. Say the sentence and have students repeat several times. Then say the verb *work* and elicit from the class *I'm working right now*. Continue by prompting students with a pronoun (*I, he, she, you, we, they*) or base form of a verb (*study, read, clean, work, drive, eat, cook*) and have students substitute that word in the previous sentence. For example, Teacher: *she*. Class: *She's working right now*. Teacher: *read*. Class: *She's reading right now*.

(continued on p. 6)

## Lesson Plan, Unit 7: Practical grammar (for Student pages 88-89)–continued

### A. Choose a word. Write the word ...

- Copy item 1 on the board. Point to the two answer choices and elicit the correct answer from the class. Write the answer *Is* on the line.

### B. Complete each sentence ...

- Copy item 1 on the board. Point to the base form *work* and elicit the present continuous form *am working* or *'m working* from the class.

#### If your students are ready ...

**Language note:** Most verbs form the present continuous tense by adding *-ing* to the base form. However, if the base form ends in the letter *e* (*write*), delete the *e* before adding *-ing* (*writing*). With one- and two-syllable verbs ending with a sounded consonant + vowel + consonant (*sit*), double the final consonant before adding *-ing* (*sitting*). The following verbs are generally not used in the present continuous: *have, know, like, love, want, need*.

### Workbook Link: Exercises 6, 7

#### Can and can't

**Content:** statements with *can* and *can't*; *yes / no* questions; information questions with *who* and *what*.

#### Procedure:

- From the context of the sentence *Well, when can he clean the meeting room?* in Model 3 on page 87, students learned that the word *can* means to be available to do something. To convey that a second meaning of *can* is to know how to do something, write sentences on the board about your own abilities; for example, *I can drive a car*.
- To present negative statements, write on the board *can't = can not*. Write sentences about things you can't do; for example, *I can't drive a bus*.

- To emphasize that *to* is not used with *can*, write on the board *I like to drive. I want to drive. I have to drive*. Then write *I can to drive* and cross out the word *to*.
- To present *yes / no* questions with *can*, write on the board *Can you go tomorrow? Yes, I can. / No, I can't*. Ask questions such as *Can I speak English? Can you drive a bus?* Elicit appropriate short responses from individual students.
- To present information questions with *what* and *who*, write on the board *What can you do? I can write recipes. Who can help my friend? Al can*. Say each sentence and have students repeat several times. Then ask questions with *what* and *who*; for example: *What can you cook? Who can fix a car?* Elicit appropriate short responses from individual students.

**Option:** Have students make a list of five things they can do and five things they can't do. In pairs, students compare lists. To review, have each student tell the class about his or her partner's list.

### C. Ask your partner these questions ...

- To model the activity, write on the board *Can you drive?* Have a student volunteer ask you the question. Respond with either *Yes, I can* or *No, I can't* and write the answer on the board. Then write *My partner \_\_\_\_\_*. Point to the question and response on the board and elicit from the class the sentence *My partner (can / can't) drive*. Complete the sentence on the board with either *can* or *can't* and *drive*.

**Option:** Have students write four new questions with *can*; for example, *Can you cook tomato bean soup? What can you cook?* Have students work in pairs to ask their partner the four questions and then write about their partner.

### Workbook Link: Exercise 8

(continued on p. 7)



## Summary of Lesson Plan

- ▶ **PROGRESS CHECK**  
Check assigned **Workbook** pages  
Suggested teaching time: 15 minutes
- ▶ **REVIEW/WARMUP**  
**Do it yourself! (Student page 89)**  
Suggested teaching time: 20 minutes  
Your actual teaching time: \_\_\_\_\_
- ▶ **PRESENTATION**  
**Authentic practice 1 (Student pages 90-91)**  
Suggested teaching time: 25 minutes  
Your actual teaching time: \_\_\_\_\_

### ▶ Do it yourself! (Student page 89)

Suggested teaching time: 20 minutes  
Your actual teaching time: \_\_\_\_\_

#### Procedure:

#### A. Personalization ...

- ▶ Bring your own date book to class or create a date book for next Monday through Friday on the board. Tell the class what you have to do on each day of the week.
- ▶ Write on the board *go to the supermarket*. As a class, brainstorm a list of possible activities for next week and write them on the board; for example: *go to school, fix the car, clean the kitchen, study English*.

#### B. Pair work ...

- ▶ Write on the board *A: Can you go to the movies on Friday? B: No, I can't. I have to work on Friday*. Say each sentence and have students repeat several times. Next, model the activity with a more advanced student. Write on the board *A: Can you \_\_\_\_\_? B: No, I can't. I have to \_\_\_\_\_*. Play the role of Student A (the man on the left) to demonstrate that students should use their date books to ask and answer questions about their schedule.

#### If your students are ready ...

**Language note:** The preposition *on* is used with specific days of the week; for example, *School starts on Monday*. However, the preposition *on* is sometimes omitted in casual conversation and informal writing; for example, *School starts Monday*.

### ▶ Authentic practice 1 (Student pages 90-91)

Suggested teaching time: 25 minutes  
Your actual teaching time: \_\_\_\_\_

#### Procedure:

#### ▶ A. Listen and read.

- ▶ Read the conversation out loud or play the cassette. With books open, students listen and read.
- ▶ After students listen to the conversation, ask questions to check comprehension. For example, ask *Do they need to install new computers? When do they need to install the new telephones? Where is Tom's son? Can Tom work tomorrow?*

**Note:** The *Manager* role contains the following new language: *know, do you think you could, taking a personal day, his, someone, building, and thanks a million*. In addition, language learned in prior exercises has been modified; for example, the tag question *You can do that, can't you?* is a variation of the questions and statements with *can* and *can't* presented on page 88. The phrase *See you tomorrow* is a variation of *See you later* on page 62 in Unit 5.

Although students are encouraged to comprehend this new language through context and its similarity to language they know, it is not essential for students to know this new language to complete the task.

#### ▶ B. Listen to the manager. Read ...

- ▶ Read out loud the *Manager* role in Exercise A or play the cassette. Have students read the **YOU** role out loud as a class.

**Challenge:** After practicing with books open, students listen with books closed and say the **YOU** role out loud.

(continued on p. 9)

**Lesson Plan, Unit 7: Authentic practice 1 (for Student pages 90-91)–continued**

**🔊 C. Listen and read. Choose ...**

- Model the task by writing the statement and the two answer choices for item 1 on the board. Say *What do you have to do?* Elicit the correct response from the class. Demonstrate that students must circle the letter of the correct answer by circling *b* on the board. Check answers by reading the next two items out loud and having the class give the correct response.

**🔊 D. Listen. Choose your response ...**

- Read each item in the tapescript out loud or play the cassette as many times as necessary for students to complete the exercise.

**Tapescript**

1. Tom can't be here tomorrow.
2. Do you think you could work on Sunday?
3. See you tomorrow.

**Workbook Link: Exercise 11**

**Listening comprehension**

**Procedure:**

**🔊 A. Listen to the conversation ...**

- To prepare students for the listening task, read items 1 and 2 out loud.
- *A personal day* is new vocabulary. If necessary, use the example of Tom's personal day in the *Authentic practice* conversation on page 90 to demonstrate that many employers allow employees paid time off from work to take care of personal matters. (See the *Culture / Civics note* on page T92.)

**🔊 B. Read the sentences ...**

- To demonstrate the task, copy item 1 on the board. Above this, write *Claire* and *Boris*. Elicit the correct answer from the class and complete the sentence on the board with the name *Boris*.

**🔊 C. Discussion ...**

- Divide the class into small groups. Read the tapescript out loud a third time or play the cassette. Students listen while looking at the pictures. Then have each group talk about Boris's problem, using the pictures and their own words.
- Circulate to offer help as needed. If necessary, prompt less advanced groups with useful words such as *son, new job, needs, have to, buy, start*.

**Tapescript**

**Manager:** Oh, hi, Boris. How are you?

**Boris:** I'm fine. But I can't come to work tomorrow. I want to take a personal day.

**Manager:** Is everything OK?

**Boris:** Oh, yeah, sure. Actually, it's my son, Ivan. He has a new job, and he needs a car. Tomorrow I have to go with him to buy the car because his new job starts on Thursday.

**Manager:** Well, is there someone else who can clean the meeting rooms tomorrow morning? There are three meetings tomorrow. Is Claire busy?

**Boris:** Claire has to install the new exit doors tomorrow. She'll be very busy.

**Manager:** Well, would it be possible for you to clean the rooms later today, say at about 6 p.m.?

**Boris:** Sure. No problem. I can do that.

**Manager:** That's great. Thank you for doing that, Boris.

**Workbook Link: Exercise 12**

## Summary of Lesson Plan

### ► PROGRESS CHECK

**Workbook** pages not assigned for Lesson Four.

### ► REVIEW/WARMUP

**Do it yourself! (Student page 91)**

Suggested teaching time: 10 minutes

Your actual teaching time: \_\_\_\_\_

### ► PRESENTATION

**Authentic practice 2 (Student pages 92-93)**

Suggested teaching time: 35 minutes

Your actual teaching time: \_\_\_\_\_

### ► REVIEW

**Do it yourself! (A plan-ahead project) (Student page 93)**

Suggested teaching time: 15 minutes

Your actual teaching time: \_\_\_\_\_

### ► Do it yourself! (Student page 91)

Suggested teaching time: 10 minutes

Your actual teaching time: \_\_\_\_\_

#### Procedure:

#### A. Write your own response ...

- Model the activity. Read the first speech balloon out loud and elicit appropriate responses from the class.

**Option:** Have several pairs of volunteers act out their conversations in front of the class.

#### Your students can say ...

**YOU** No, I'm not. I'm not busy. / Yes, I am. I'm fixing the computer / cleaning the meeting room / installing this telephone. Why? What's up?

**YOU** Sure. / OK. / No problem. What's up?

**YOU** Sure. / OK. / No problem. / Yes, I can. / No, I can't. I'm sorry. I have to install the computer / fix the copier / clean the supply room.

## B. Discussion ...

- Model the discussion by talking about what you have to do at work or at home.
- To review, have several volunteers talk about what they have to do at work or at home.



## Authentic practice 2 (Student pages 92-93)

Suggested teaching time: 35 minutes

Your actual teaching time: \_\_\_\_\_

### Reading

**Critical thinking skill:** decision making (evaluating and choosing the best alternative)

#### Procedure:

#### A. Read the personal day policy ...

- To remind students that a *policy* is an organization's official way of doing things, refer them to the refund and exchange policy on page 56 in Unit 4. For an example of a personal day form, refer students to page 93. To further demonstrate that a *form* is an official document with spaces where you write information, refer students to the employment applications on page 19 in Unit 1 and the return / exchange forms on pages 57 and 58 in Unit 4.

- Have students read the personal day policy from the Quality Paint Company.

**Note:** The personal day policy contains the following new vocabulary: *every, entitled to, 4 paid personal days a year, one day before, take a personal day*. Although this language may be comprehensible through context, it is not essential for students to know this language to complete the task.

**Option:** To check students' comprehension, ask the class questions about the personal day policy at the Quality Paint Company. For example, ask: *How many personal days can employees take in one year at Quality Paint Company? (four) Who do employees have to speak to when they can't come to work? (a manager) What do employees need to fill out when they take a personal day? (a personal day form)*

(continued on p. 11)

## B. Critical thinking ...

- ▶ Point out that Michael Hakeem, Lucy Johnson, and Andrea Lara are employees of the Quality Paint Company.
- ▶ Have a more advanced student read item 1 out loud. Elicit from the class whether or not Michael Hakeem is following the company policy for personal days.
- ▶ Working individually, students read about the employees, determine whether each employee is following the company policy, and write *yes* or *no* on the line.
- ▶ To review, have students explain their answers for items 2 and 3.

**Challenge:** In small groups, have students invent two more employees of the Quality Paint Company who need to take a personal day. Have students create situations for these two employees. One employee follows the company personal day policy and the other does not. For each situation, students should include the following information: why the employee needs a personal day, whether or not the employee tells the manager, when the employee tells the manager, and whether or not the employee fills out a personal day form. Each group then reads its situation to the class, who must determine which employee is not following the company policy.

### If your students are ready ...

**Culture / Civics note:** Most companies provide employees with a specific amount of paid time off from work each year. Employees can use personal days for a variety of personal matters, such as pursuing a hobby, caring for sick family members, and participating in religious observances. Vacation days offer employees time away from work to relax and rest. The amount of paid vacation time is usually based on the amount of time the employee has worked for the company. Generally, personal and vacation days are scheduled in advance, with the oral or written approval of a supervisor. Sick days provide employees with time off from work to recover from an illness. When taking a sick day, employees are expected to notify a supervisor of the nature of their illness and the number of days they expect to be absent from work.

**Workbook Link: Exercises 13, 14**

## Writing

### Procedure:

#### A. Read Renee Samadi's personal day ...

- ▶ Have students look at Renee Samadi's personal day form while you read it out loud.
- ▶ For illustrations of the words *sick* and *doctor*, refer students to items 12 and 5 in the *Picture dictionary* on page 96. Remind students that they should print information on forms so that it is clear and can be easily read by others. If necessary, demonstrate on the board the difference between printed and cursive characters.
- ▶ To model the task, write on the board *Renee Samadi's husband is very sick.* \_\_\_\_\_ Elicit from the class that this statement is correct and write *yes* on the line.
- ▶ Students work individually, reading items 1 through 3 and writing *yes* or *no* on the line.

**Note:** The personal day form contains the following new language: *department*, *absence*, *very sick*, and *doctor*. While this language may be comprehensible from context, it is not essential for students to know this language to complete the task.

#### B. Read about Michael Hakeem again ...

- ▶ Point to item 1 in Exercise B on page 92. Have a student volunteer read out loud about Michael Hakeem.
- ▶ Write on the board *Mr. Hakeem works in the Sales Department.* Point to the word *Department* on the personal day form. Elicit from the class the department in which Mr. Hakeem works and have students write *Sales* on the line.
- ▶ Students work individually, using the information about Mr. Hakeem to fill out the personal day form. Have students check answers with a partner. To review, have a volunteer write Mr. Hakeem's personal day form on the board.

**Workbook Link: Exercises 15, 16**

(continued on p. 12)





► **Do it yourself!** (Student page 95)

**Procedure:**

**1. Point. Name the relationships.**

**Option: Relationships.** Divide the class into pairs. Have students alternate saying a relationship found in the picture, such as *father*, while their partner points to that person.

**Your students can say ...**

father, son; mother, daughter; wife, husband;  
brother, sister

**2. Point. What are the people doing?**

**Option: Actions.** Have students write a sentence for each person in the picture, describing what that person is doing. Students then pass the four sentences to a partner, who must write the identity of each person described. For example, *She is studying.* (*daughter / sister*)

**Your students can say ...**

(the daughter) She's studying / reading.  
(the son) He's talking. (Welcome Unit)  
(the father) He's fixing the refrigerator. (Unit 6)  
(the mother) She's pointing / going to work.

**3. Create conversations for the people.**

**Option: Role play.** Have two volunteers act out their conversation in front of the class. Have the class listen and guess which people in the picture they are portraying. The volunteers then act out their conversation again, and the class tries to remember exactly what was said. Working in pairs, students try to recreate the conversation they heard.

**Option: Writing activity.** Have students write their conversations in dialogue form. (For more ideas on using the picture for writing activities, see the Teacher's Resource Binder.)

**Your students can say ...**

(The son and the father)  
**A:** Are you busy right now? **B:** Yes, I am. **A:** What are you doing? **B:** I'm fixing the refrigerator. (Unit 6)  
**A:** Can you fix this bus? (Units 1 and 4) **B:** No, I'm sorry. I can't. **A:** Why? **B:** I have to fix the refrigerator. (Unit 6) **A:** When can you fix the bus? (Units 1 and 4) **B:** In 10 minutes.

(The mother and the daughter)

**A:** Are you ready to eat? **B:** No, I'm sorry. Not yet. **A:** Why not? **B:** Because I have to study.  
**A:** Well, when can you eat? (Unit 6) **B:** In an hour.

**A:** Are you studying English? **B:** Yes, I am. **A:** Can you eat right now? **B:** No, I can't. I have to study. **A:** Why do you have to study right now? **B:** Because I have to work tomorrow.

**4. Say more about the picture ...**

**Option: Memory game.** In pairs, students write five questions about the picture with *Are there any?* or *Is there any?* and a correct short answer; for example, *A: Is there any milk in the picture? B: Yes, there is. A: Are there any onions? B: No, there aren't.* Ask students to study the picture for one minute and try to remember as much as they can. Students then close their books. Group two pairs together and have the pairs alternate asking their five questions about the picture.

**Your students can say ...**

He is a father / husband. They're father and son. The mother has to work today. She's pointing (Welcome Unit) / going to work. (Unit 2) The father is fixing the refrigerator door. (Units 3 and 6) He can fix the refrigerator. He can't fix the bus. She's a housekeeper / mother / wife. The daughter is a student. (Unit 1) They are at home / in the kitchen. They are not at work / school. (Unit 2) It's eight twenty. (Unit 5) The tea is next to the milk. (Units 2 and 6) She has a red book. (Welcome Unit and Unit 4) He has an old bus. (Units 2 and 4) There's a green uniform / a clock. There are white shoes / brown pants. (Units 4 and 5) There is milk. There are four apples. (Units 5 and 6)

**Oral test (optional)**

Use the *Do it yourself!* exercise on page 95 for an oral test. Point to the people in the picture and have individual students make a statement about each person. For example, if you point to the woman wearing the green uniform, students could say *The mother has to work today.* Evaluate students on correctness, intelligibility, and completeness.