UNIT 5

Time and Events

Warm-Up

A VOCABULARY | What time is it? | Read and listen. Then listen again and repeat.



1 It's nine o'clock.



2 It's nine fifteen. OR
It's a quarter after nine.



3 It's nine twenty. OR
It's twenty after nine.



4 It's nine thirty. OR
It's half past nine.



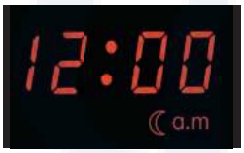
5 It's nine forty. OR
It's twenty to ten.



6 It's nine forty-five. OR
It's a quarter to ten.



7 It's noon.



8 It's midnight.

0:00 to 11:59 = A.M.
12:00 to 23:59 = P.M.



Say "eight A.M." OR "eight P.M."

COACH

B PRONUNCIATION | Sentence rhythm | Read and listen. Then listen again and repeat.

1 It's **TEN** after **FIVE**.
2 It's **TWEN**ty to **ONE**.
3 It's a **QUAR**ter to **TWO**.

C PAIR WORK | Take turns. Ask your partner what time it is. Pay attention to sentence rhythm.

"What time is it?"

1 It's a quarter after three.
2 It's ten to five.
3 It's twenty after six.
4 It's five to ten.

D VOCABULARY | Late, early, and on time | Read and listen. Then listen again and repeat.



1 She's **late**.



2 He's **early**.



3 They're **on time**.

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Unit 5 Time and Events

WARM-UP	Students learn how to tell and talk about time.	
	Pronunciation	Sentence rhythm
LESSON 1 **Ask about the time of events**	***Vocabulary***	Events
	Grammar	*Be*: Questions with *When* and *What time* / Preposition *at*
LESSON 2 **Plan to attend an event**	***Vocabulary***	Days of the week
	Grammar	*Be:* Questions with *When* and *What day* / Preposition *on*
	Grammar	Expressing parts of a day: Prepositions *in* and *at*
LESSON 3 **Ask about birthdays**	***Vocabulary***	Ordinal numbers; Months of the year
	Grammar	*Be:* Questions with *When* or *What month* / Prepositions *in* and *on*
LESSON 4 **Describe a time span**	***Reading***	Read about events
	Listening	Listen for information about events
	Writing	Write about events in your city or town
INTERACTIVE COOL DOWN	*Community Events Showdown; Chat*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Warm-Up

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Write *clock* on the board. Hold up your book and point to the pictures. Say, *These are clocks. Clocks show the time.*
- Have Ss read and listen, then listen again and repeat.
- Draw a round clock showing *6:00* on the board. Say, *It's six o'clock.* Write on the board: *6:00 / 6:15 / 6:20.* Point to *6:15* and *6:20* and say, *It's six fifteen. It's six twenty. We don't say* o'clock *with these times.* Then point to *6:00*. Say, *Six o'clock is before six fifteen.* Point to *6:20*. Say, *Six twenty is after six fifteen.*
- Write on the board:
  quarter = 15 minutes / half = 30 minutes
  a quarter after nine / half past nine.
  Say, After *and* past *have the same meaning.*
- Write: *twenty to ten*. Say, To *means* before. *It's twenty minutes before ten.*
- Write: *midnight = 0:00.* Point to *0:00* and say, *Midnight.*
- Read the note next to item 8 aloud. Then write on the board: *8:00 / 20:00.* Cross out *20:00* and write *8:00.* Add A.M. to the first time and P.M. to the second. Say, *Eight* A.M. *is in the morning. Eight* P.M. *is in the evening.*

LANGUAGE AND CULTURE

- Most countries use the 24-hour clock. The U.S., Canada, and Australia use the 12-hour clock.
- English speakers use *oh* when saying times digit by digit: *eight-oh-four* (8:04).

B PRONUNCIATION

Suggested time: 2–3 minutes | Your time:

- Have Ss read and listen. Then have them listen again and repeat.
- Write the times on the board. Draw dots above the stressed words or syllables.
- Call on Ss to say the times. Model the correct rhythm as necessary.

C PAIR WORK

Suggested time: 5 minutes | Your time:

- Say, *What time is it?* Have Ss repeat.
- Have Ss take turns asking *What time is it?* and answering with items 1–4. Monitor. Listen for the correct sentence rhythm.
- Write items 1–4 on the board. Invite volunteers to draw dots over the stressed words or syllables. Say the times again as a class.

D VOCABULARY

Suggested time: 5 minutes | Your time:

- Say, *Look at the pictures*. Point to picture 1. Say, *The train comes at 4:00* P.M. *What time is it?* (4:01 P.M.) Repeat the question for pictures 2 and 3. (picture 2: 7:30 A.M., picture 3: 8:45 A.M.)
- Write on the board: *late, early, on time.* Say, *Use these words to talk about time.*
- Have Ss read and listen, and then listen again and repeat.

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E VOCABULARY PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss preview the pictures and captions.
- Write on the board: *I'm ___*. Tell Ss to look at item 1. Read the conversation aloud with a higher-level S. Play Speaker A. Elicit the answer. Complete the sentence on the board with *early*.
- Have Ss complete the exercise individually.
- Go over the answers as a class.

LANGUAGE AND CULTURE Different cultures have different beliefs about the appropriate time to arrive for an event. In most English-speaking countries, it is important to arrive on time or early for events. It is also polite to let someone know if you're going to be late.

F PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss practice the conversations in pairs. Time permitting, have them switch roles.
- Monitor. Listen for the correct pronunciation of numbers and time.

G LISTENING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Copy the chart on the board.
- Say, *Listen to the conversations. Check if the person is late, early, or on time.*
- Do item 1 as a class. Play the first conversation and pause. Ask, *Is the man early, late, or on time?* Put a checkmark under *late*, next to item 1 in the chart.
- Play the rest of the audio. Have Ss complete the exercise individually.
- To go over answers, invite volunteers to complete the chart on the board.
- To clarify new vocabulary in the listening, write on the board: *Thank goodness!* Say, *Thank goodness. I'm on time. That's great!* Have Ss repeat.
- Write on the board: *A: What time is it? B: Let me check. . . .* Have a S ask you the question. Say, *Let me check*. Point to a clock or pretend to look at a watch on your wrist. Say the time.

TEACHING TIP To help Ss see the value of vocabulary in everyday situations, throughout class ask, *What time is it now?* Encourage Ss to respond using the expression *Let me check* before saying the time.

H ACTIVATE VOCABULARY

Suggested time: 5–7 minutes | Your time:

- Form similar-level pairs. Have Ss take turns asking and answering the questions. Monitor.
- To go over answers, read the questions aloud. Call on Ss to answer the questions.

TEACHING TIP Whenever possible, give Ss the opportunity talk about their real-life experiences. Asking and answering questions about their lives helps activate Ss' background knowledge of the topic and relate to the theme.

SPEAKING | PAIR WORK

Suggested time: 15 minutes | Your time:

- Tell Ss to look at the map. Ask, *What cities are on the map?* Ask volunteers to call out answers. Correct their pronunciation if necessary. Ask, *Where are we right now?* Have Ss point to your location on the map. Ask, *Where is [New York]?* Walk around and make sure Ss are pointing to the correct city on the map.
- Write on the board: *What time is it in ___?* Read the example question aloud. Have two volunteers read the answers aloud. Point out that these are two ways to say the time.
- Form mixed-level pairs. Have Ss take turns asking and answering questions about the times on the map. Ask higher-level Ss to help lower-level Ss say the times when necessary.
- Monitor. Help Ss pronounce the names of the cities. Listen for the correct use and pronunciation of numbers and time vocabulary. Remind Ss to say each time two ways.

EXTENSION (+5 minutes) For additional practice, have Ss take turns saying a time on the map and then saying which city matches that time. For example:

Partner A: It's 2:40 A.M. Where am I?
Partner B: You're in Sydney.
Partner A: That's right!

EXTENSION (+5 minutes) For a quick review of information questions, have Ss complete this matching exercise in pairs. Write on the board:

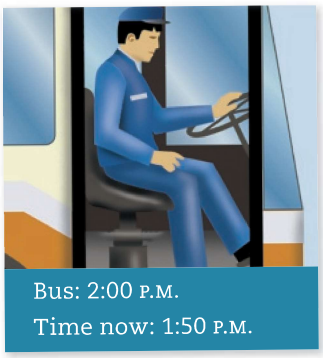
1. ___ is she? She's my sister.	*a. What*
2. ___ is her name? Her name is Jane.	*b. What time*
3. ___ is it? It's 4:30 P.M.	*c. Who*
4. ___ are they? They're 16.	*d. Where*
5. ___ is Paris? It's in France.	*e. How old*

Elicit the answers. (1. c; 2. a; 3. b; 4. e; 5. d) Write them on the board. Invite volunteers to read the conversations aloud for the class.

Remind Ss of additional vocabulary and pronunciation practice in their digital resources.

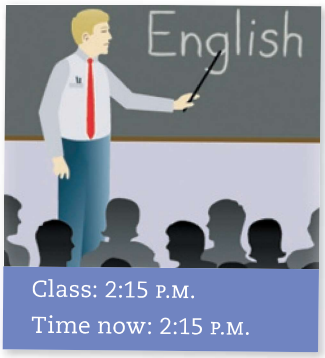
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E VOCABULARY PRACTICE | Look at the pictures. Complete the conversations with late, early, or on time.



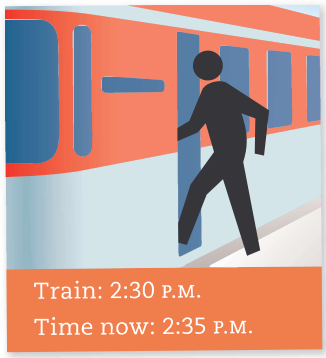
Bus: 2:00 P.M.
Time now: 1:50 P.M.

1 **A:** What time is it?
B: It's 1:50.
A: Whew! The bus is at 2:00.
I'm ...*early*... .



Class: 2:15 P.M.
Time now: 2:15 P.M.

2 **A:** What time is it?
B: Now? It's a quarter after two.
A: It is? That's great.
I'm ...*on time*... .



Train: 2:30 P.M.
Time now: 2:35 P.M.

3 **A:** Is it 2:30?
B: No, it isn't. It's 2:35.
A: No way! I'm ...*late*... .

F PAIR WORK | Practice the conversations from Exercise E.

G LISTENING COMPREHENSION | Listen to the conversations. Check late, early, or on time.

	late	early	on time
1	✓		
2	✓		
3			✓
4		✓	

H ACTIVATE VOCABULARY | Ask and answer the questions with a partner.

1 What time is it?
2 Are your classmates on time to English class?
3 Are you on time to English class?

SPEAKING PAIR WORK | Look at the map. Ask your partner about times in the different cities. Say each time two ways.



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1 COMMUNICATION GOAL Ask about the time of events

A VOCABULARY | Events | Read and listen. Then listen again and repeat.

VOCABULARY EXPANDER p. 130
More events


1 a party


2 a game


3 a meeting


4 a concert


5 a movie


6 a play


7 a talk


8 an exhibit

B LISTENING COMPREHENSION | Listen to the conversations. Write the kind of event and circle the time of the event. Then listen again to check your answers.

1 *talk*	(6:00 / 6:30)
2 *meeting*	(4:15) / 4:45)
3 *play*	(7:15 / 7:45)
4 *concert*	(8:30 / 9:00)
5 *party*	(9:45 / 10:15)
6 *movie*	(8:10 / 7:50)
7 *game*	(12:00 A.M. / 12:00 P.M.)
8 *exhibit*	(1:30) / 12:45)

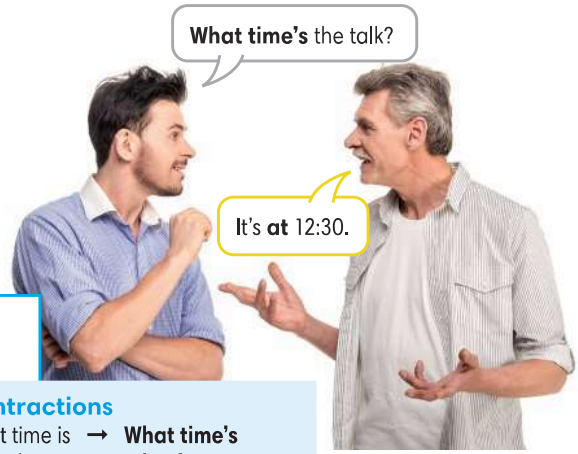
COACH **C** GRAMMAR | Be: Questions with When and What time / Preposition at

Use When or What time to ask about the time of events. Use the preposition at with times. Look at three ways to answer.

When's the movie?
What time's the movie?

It's at eight o'clock.
At eight o'clock.
Eight o'clock.

Remember: At is also used for places.
He's a chef **at** a French restaurant.



Contractions
What time is → **What time's**
When is → **When's**

Be careful!
When is it? NOT ~~When's~~ it?
What time is it? NOT What ~~time's~~ it?

D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

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LESSON 1 Ask about the time of events

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Have Ss preview the pictures and captions before listening. Say, *An event is something that people do or watch together.*
- Have Ss read and listen. Then have them listen again and repeat.
- Tell Ss to look at item 8. Ask, *Why is it* an exhibit *and not* a exhibit? (*Exhibit* starts with a vowel.)

VOCABULARY EXPANDER (optional, page 130)

EXTENSION (+5 minutes) Write these sentences on the board:

1. *A(n) ___ is in a game.*
2. *A(n) ___ is in a meeting.*
3. *A(n) ___ is in a concert.*
4. *A(n) ___ is in a movie or a play.*

Ask for volunteers to complete the sentences with appropriate words. (For example: 1. soccer player, 2. colleague, 3. singer, 4. actor) Make sure they use the correct article before each occupation.

EXTENSION (+5 minutes) Tell Ss to give examples of games, concerts, and movies they know. See Language and Culture note below.

LANGUAGE AND CULTURE

- A *game* is a physical or mental activity that has rules and that people often do for pleasure, such as a sports game, a board game, or an online game.
- We can add a music word to specify the type of concert: a *rock concert*, a *classical concert*.
- A *talk* is a formal conversation, usually with a speaker and a group of listeners called the *audience*.
- An *exhibit* is a single object or a collection put in a public space for people to look at. Exhibits are usually shown in galleries and museums.

B LISTENING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Say, *Listen for the event. Write it in the chart. Circle the time you hear.* Tell Ss to refer to Exercise A to guide their spelling.
- Do item 1 as a class. Play the audio and pause after the first conversation. Ask, *What is the event? What time is the talk?* Have Ss write *talk* and circle *6:30*.
- Play the rest of the audio. Have Ss complete the exercise individually. Then replay the audio and have Ss check their answers.
- To go over the answers, ask, *What is the event? What time is the [event]?* for each item. Write the answers on the board. When appropriate, elicit alternative ways of saying the time.

OPTION (+5 minutes) Play the audio twice. The first time, have Ss write the event. The second time, have them circle the time.

C GRAMMAR

Suggested time: 5 minutes | Your time:

- Direct Ss' attention to the photo. Say, *In this conversation, the men talk about an event. What is the event?* (a talk) Read the conversation aloud.
- Tell Ss to look at the grammar chart. Say, *We use* When *and* What time *with* be *to ask questions about the time of events.* Write on the board:

When / *What time*	+	*be*	+	*EVENT*?
When		*is*		*the movie?*

- Ask Ss to follow along as you read the examples aloud. Invite a volunteer to write the second example question under the formula on the board.
- Say, *Use the preposition* at *with clock times.* Remind Ss that we use the same preposition with places. Read the examples aloud.
- Point out that we can answer questions with *When* and *What time* with a complete sentence, with *at* plus the time, or with just the time.
- Write on the board: *It's at eight o'clock. = The movie is at eight o'clock.* Explain that *It* refers to an event.
- Say, *Look at the* ***Contractions*** *note.* Write on the board: *What time is* and *When is*. Ask for volunteers to come up and form the contractions. (What time's, When's)
- Direct Ss' attention to the **Be careful!** note. Say, *Do not use* What time's *and* When's *with* it.

LANGUAGE NOTE The example questions in the grammar chart use the definite article *the* because they are about a specific event—both speakers talk about the same movie.

D PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Listen for a /z/ sound in the contractions *When's* and *time's*, and an /s/ sound in the contraction *It's*.

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E INTEGRATED PRACTICE

Suggested time: 5–7 minutes | Your time:

- Do item 1 as a class. Write the conversation on the board. Point to the picture and ask, *What is this event?* (a meeting) Elicit the question *When's the meeting?* and complete it on the board. Ask, *What time's the meeting?* Elicit and complete the answer.
- Have Ss complete the exercise individually. Remind them to use *at* with times and to refer to the events vocabulary on page 56 if necessary.
- To go over answers, copy the rest of the conversations on the board. Invite volunteers to complete the sentences. Correct as necessary.

F PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Have Ss read the conversations aloud in pairs. Time permitting, have them switch roles.
- Monitor. Listen for the correct pronunciation of events.
- To go over answers, have pairs of Ss read each conversation for the class.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4–5 minutes | Your time:

These conversation strategies are implicit in the model
- Express worry with *Uh-oh*
- Repeat part of a question to clarify
- Confirm information with *That's right*

- Have Ss preview the conversation before listening. Elicit examples of events and *be* questions with *What time* in the conversation.
- Play the audio as Ss follow along in their books.
- To check comprehension, ask, *What time is their meeting?* (10:30) *What time is it now?* (10:25) *Are they late?* (No, they are early.)
- Call Ss' attention to the **Social language** box. Have them underline *Uh-oh* in the conversation. Read *Uh-oh* aloud and ask Ss to repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Make sure they use rising intonation for *Are we late?* and *Ten twenty-five?* and stress *No* and *not* in *No, we're not.*
- Form pairs. Monitor as Ss role-play.
- To review sentence rhythm, replay the audio and ask Ss to draw dots over the stressed words or syllables in the times in Exercise A. (ten thirty, ten twenty-five)

C CONVERSATION PAIR WORK

Suggested time: 10 minutes | Your time:

- Write on the board: *Class: 2:15. Time now: 2:15.*
- To model the exchange, role-play the conversation with a higher-level S. Play Speaker A. Use the information on the board.
- Point to the schedule. Say, *This is a schedule. It shows the times of events.* Ask, *What events are on the schedule?* (game, party, talk) Have Ss complete the schedule with their own event and time. Remind Ss that there are more events in the **Vocabulary Expander** on page 130. Then say, *Use these events in your conversations.*
- Form similar-level pairs. Have Ss role-play the conversation and then switch roles.
- Challenge higher-level Ss to talk about more than one event.
- Monitor. Make sure Ss are using alternative ways of saying times. Listen for the correct sentence rhythm. Model and correct as needed.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Form new pairs. Monitor as Ss practice their conversations.
- Have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ using vocabulary for events
- ✓ forming *be* questions with *When* and *What time*
- ✓ using the preposition *at* with times
- ✓ using the conversation strategies

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Have the Ss stand in two circles: an outer circle around the classroom and an inner circle facing the outer circle. Write three columns on the board with these headings: *Event, Time of Event, Time Now.* Under the headings, write item 1: *Exhibit, 10:30 A.M., 10:45 A.M.* Tell Ss they have 1 minute to talk about that event with the partner facing them. Every 2 minutes, say, *Turn!* For each turn, add a new item to the chart. Ss in the inner ring should move one space clockwise and start a new conversation about the new event on the board.

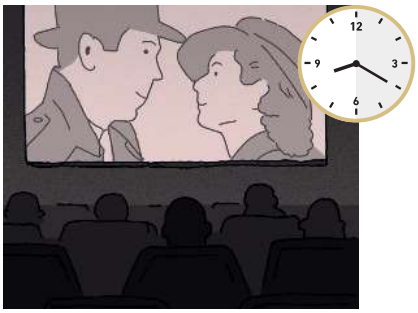
Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

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E INTEGRATED PRACTICE | Look at the pictures. Complete the conversations. Use contractions when possible.



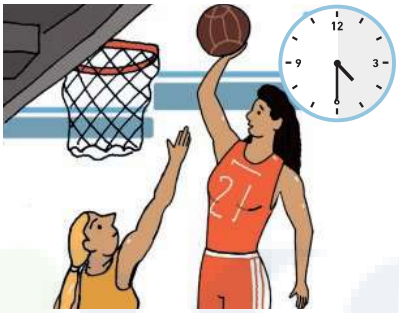
1 **A:** When *'s* the *meeting*?
B: It's *at one* o'clock.



2 **A:** What *time's* the *movie*?
B: It's *at 8:20*.



3 **A:** When *'s* the *party*?
B: It's *at 7:45*.



4 **A:** Olivia, what *time's* the *game*?
B: It's *at* half past *four*.

F PAIR WORK | Practice the conversations from Exercise E.

COMMUNICATION ACTIVATOR

Now let's ask about the time of events.



A CONVERSATION MODEL | Read and listen.

A: Harry, what time's the meeting?
B: Ten thirty.
A: Uh-oh, are we late?
B: No, we're not. It's ten twenty-five.
A: Ten twenty-five?
B: That's right. We're early.

Social language
Express worry with "Uh-oh."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Add your own event to the schedule. Use the events to change the conversation. Then change roles.

A: ....., what time's the .....?
B: .....
A: Uh-oh, ... late?
B: ..... It's .....
A: .....?
B: That's right. .....

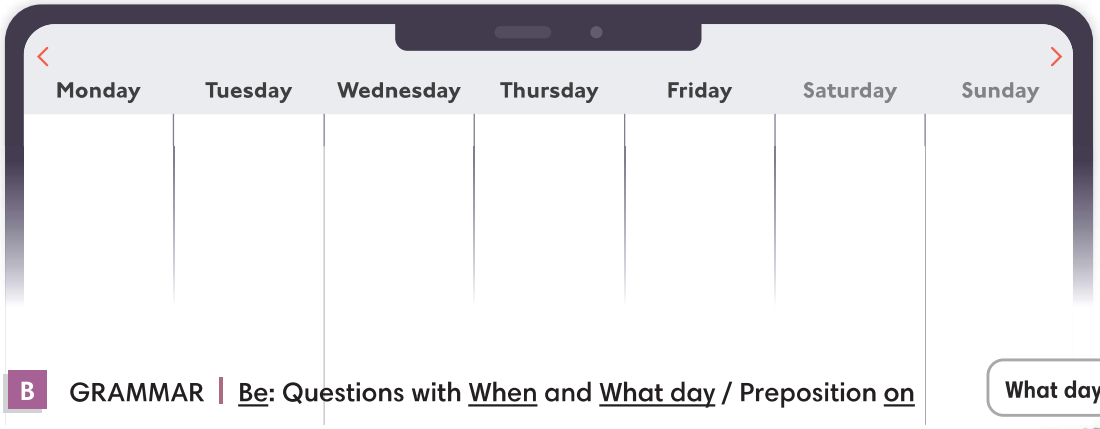
Game	4:00	time now: 3:45
Party	9:30	time now: 9:30
Talk	2:15	time now: 2:30
..... *[Your event]*	..... *[time]*	time now: .....

D CHANGE PARTNERS | Change the conversation again.

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2 COMMUNICATION GOAL Plan to attend an event

A VOCABULARY | Days of the week | Read and listen. Then listen again and repeat.



weekdays
Monday–Friday
the weekend
Saturday–Sunday

COACH **B** GRAMMAR | Be: Questions with When and What day / Preposition on

Ask questions about days of the week with When or What day. Use the preposition on with the names of days and the weekend.

When's the game?	It's **on** Sunday.
What day's the party?	The party's **on** Saturday.
When's the exhibit?	It's **on** Saturday and Sunday. [OR It's **on** the weekend.]

Contractions
What day is → **What day's**



C PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

D PAIR WORK | Invent a day and time for each event. Write the events and times in the calendar in Exercise A. Then take turns asking and answering questions about the events.

EVENTS
party game meeting concert
movie play talk exhibit

When's the movie? It's on Friday.

What time? At 7:45.

E INTEGRATED PRACTICE | Circle the correct prepositions to complete the statements.

1 The photo exhibit is (on / at) Tuesday at Charles's Restaurant.
2 The concert is (on / at) 7:00 at the bookstore.
3 Our meeting's (on / at) Friday (on / at) 10:00.
4 The game is (on / at) 3:15 P.M. (on / at) Saturday.
5 Professor Clark's talk is (at / on) Sunday (at / on) half past five.

COACH **F** GRAMMAR | Expressing parts of a day: Prepositions in and at

Use in with the morning, the afternoon, and the evening.
The exhibit is **in** the morning / **in** the afternoon / **in** the evening.

BUT Use at with night, midnight, and noon.
The talk is **at** night.
The movie's **at** midnight.
The game's **at** noon.

Be careful!
It's **on** Tuesday morning.
NOT It's ~~in the~~ Tuesday morning.
It's **on** Sunday night.
NOT It's ~~at~~ Sunday night.



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LESSON 2 Plan to attend an event

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Point to the calendar. Say, *This is one week. Point to each day as you hear it.*
- Have Ss read and listen, and then listen again and repeat.
- Direct Ss' attention to the note. Say, *Monday to Friday are* weekdays. *Saturday and Sunday are* the weekend. Say, *Weekdays. The weekend*. Ask Ss to repeat.
- Point out that the days of the week are always capitalized.
- To check comprehension, say true and false sentences. Ask Ss to say *true* or *false* and then correct the sentence as necessary. For example: *Monday is the weekend.* (False. Monday is a weekday.)

LANGUAGE AND CULTURE Different countries consider different days as the first day of the week. Most of the Americas and parts of Asia start the week on Sunday. Much of the Middle East starts the week on Saturday, and most of Europe starts the week on Monday.

B GRAMMAR

Suggested time: 5 minutes | Your time:

- Have Ss look at the grammar chart. Say, *We use* When *or* What day *with* be *to ask questions about the day of an event.* Write on the board:

When / *What day*	+	*be*	+	*EVENT?*
When		*is*		*the game?*

- Read the other example questions aloud and point out how they follow the formula.
- Point to the column in the chart with answers. Say, *Use* on *with the names of days. Use* on *with* the weekend. Read the examples aloud.
- Tell Ss that the answer to a question with *When* can be a day or a time. For example: *When's the dance?* (On Friday. / At 10:00.)
- Say, *Look at the* ***Contractions*** *note*. Write on the board: *What day is = What day's.*
- Direct Ss' attention to the photo. Read the conversation aloud. Tell Ss short answers can be with or without the preposition *on*. For example: *On Sunday. / Sunday.*

C PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Listen for a /z/ sound in the contractions *When's* and *day's.*

D PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Copy the calendar in Exercise A on the board. Under Friday, write: *Movie 7:45.*
- Direct Ss' attention to the **Events** box. Read the events aloud. Say, *Use these events in your calendar. Write a time for each event.*
- Have Ss work individually to write events and times in their calendar. Monitor.
- Form pairs. Say, *Now ask and answer questions about your calendar.* To model the activity, read the conversations aloud. Elicit different ways of answering the questions. For example: *Seven forty-five. A quarter to eight.*
- Call on Ss to share the day and time of one event on their calendar.

E INTEGRATED PRACTICE

Suggested time: 5 minutes | Your time:

- Do item 1 as a class. Read the first statement aloud. Elicit the answer. Ask, *Why is* on *correct?* (We use *on* with days.) Tell Ss to circle *on* in item 1.
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, ask for volunteers to read the completed sentences aloud.

F GRAMMAR

Suggested time: 4–5 minutes | Your time:

- Direct Ss' attention to the photo. Read the man's statement aloud.
- Tell Ss to look at the grammar chart. Say, *Use prepositions to talk about parts of a day.*
- Ask, *What are the four parts of the day?* (morning, afternoon, evening, night) To help Ss remember, say, *Good morning! Good afternoon! Good evening! Good night!*
- Ask Ss to follow along as you read the rules and examples aloud.
- Direct Ss' attention to the **Be careful!** box. Read the examples aloud. Say, *Use* on *for parts of the day when we know what day it is. Don't use* the. Write on the board: *It's on Tuesday in the morning. / It's on Tuesday morning.*
- To check comprehension, write examples on the board and elicit the correct prepositions. For example: *The play is ___ Saturday evening.* (on) *The party is ___ night.* (at)

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G PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.

H LISTENING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Tell Ss to look at the chart. Read the headings and the example aloud.
- Do item 1 as a class. Play the audio and pause after *It's at six P.M.* Ask, *What's the event? What day is the event? What part of the day is six P.M.?* Point to the sample answers in the chart.
- Play the rest of the audio. Have Ss complete the exercise individually.
- Replay the audio if appropriate.
- To go over answers, copy the chart on the board and invite volunteers to complete it.
- Form similar-level pairs. Have Ss work together to make statements about each event.
- Invite volunteers to say their sentences to the class. Correct as necessary.

TEACHING TIP To encourage Ss to experiment with the language they have learned, suggest they make statements in more than one way. For example: *The game is on Saturday morning.* OR *The game is on Saturday, in the morning.*

Communication Activator

A CONVERSATION MODEL

Suggested time: 3–4 minutes | Your time:

These conversation strategies are implicit in the model

- Use *Hey* to get someone's attention
- Show interest with *Really?*
- Use *Great!* to show enthusiasm for an idea
- Say *OK.* to show you agree

- Have Ss preview the conversation before listening. Elicit examples of days of the week, parts of a day, questions with *When*, and the preposition *on* in the conversation.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box and Speaker B's last line. Say the expressions. Ask Ss to repeat.
- To check comprehension, ask, *What's the event? Where is it? When is it?* Elicit the answers.
- Point out that we use *Let's* to make suggestions. Point out that *at* is used with both a place and a time in the conversation.
- Read Speaker A's last line aloud. Remind Ss that we use the imperative for instructions.

TEACHING TIP In this Communication Activator, Ss use *There's* to talk about an event. However, Ss don't learn *there is / are* until a later unit. Do not expect them to produce *There is / are* yet.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Make sure Ss use rising intonation for *Really?* and say *Great!* with enthusiasm.
- Form pairs. Monitor as Ss role-play.

C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss look at the pictures and identify each event. Read the text aloud.
- To model the exchange, role-play the conversation with a higher-level S. Play Speaker A.
- Form pairs. Have Ss role-play the conversation and then switch roles.
- Monitor. Listen for the correct pronunciation of days and times.
- Go over the information in the **Keep Talking!** box and play the video to provide more support. Encourage Ss to use these ideas and phrases to extend their conversations.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Form new pairs. This time, encourage Ss to include more information about the events in the pictures. Monitor as Ss practice their conversations.
- Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using vocabulary for days of the week
- ✓ including the definite article *the* with *morning, afternoon,* and *evening*
- ✓ forming *be* questions with *When* and *What day*
- ✓ using the prepositions *on, in,* and *at*
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Write on the board: *What's the event? What time is the event?* Have Ss write three events on a blank sheet of paper. Have them write a day and time for each event. Then form pairs. Have Ss take turns asking each other questions about their events. Make sure they do not show each other their papers. Walk around and take notes on areas for review and extra practice in later lessons.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

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G PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

H LISTENING COMPREHENSION | Listen to the conversations. Complete the chart. With a partner, make statements about each event.

	kind of event	day of the event	part of the day
1	concert	Friday	evening
2	movie	Thursday	night
3	party	Saturday	afternoon / evening
4	game	Saturday	morning
5	talk	Tuesday	morning

(The talk is on Tuesday morning.)

"The concert's on Friday evening."

(The movie is on Thursday night.)
(The party is on Saturday afternoon / evening.)
(The game is on Saturday morning.)

COMMUNICATION ACTIVATOR

Now let's plan to attend an event.



A CONVERSATION MODEL | Read and listen.

A: Hey, John. There's a party at Silvia's Restaurant.
B: Really? When?
A: On Friday evening. At 7:30.
B: Great! Let's meet at seven.
A: OK. Don't be late.

Social language
Express enthusiasm with:
Great! / Fantastic! / Cool!

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Change the conversation. Use the events and times in the pictures. Then change roles.

A: Hey, ... There's a ..... at ..... .
B: Really? When?
A: On ..... . At ..... .
B: Great. Let's meet at ..... .
A: OK. Don't be late.

KEEP TALKING! ●●●

Ask more about the location.
Where's ___ ?
Is it ___ ?

Decide where to meet.
Let's meet at [the school / the corner of Main and First].

Watch the video for ideas!



D CHANGE PARTNERS | Plan to attend a different event.

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3 COMMUNICATION GOAL Ask about birthdays

A VOCABULARY | Ordinal numbers | Read and listen. Then listen again and repeat.

1st	2nd	3rd	4th	5th	6th	7th	8th	9th
first	second	third	fourth	fifth	sixth	seventh	eighth	ninth
10th	11th	12th	13th	14th	15th	16th	17th	
tenth	eleventh	twelfth	thirteenth	fourteenth	fifteenth	sixteenth	seventeenth	
18th	19th	20th	21st	22nd	30th	40th	50th	
eighteenth	nineteenth	twentieth	twenty-first	twenty-second	thirtieth	fortieth	fiftieth	

B PAIR WORK | Say a number. Your partner says the ordinal number. Then change roles.

twenty-two

twenty-second

C VOCABULARY | Months of the year | Read and listen. Then listen again and repeat.

January

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

D VOCABULARY PRACTICE | Say one of the dates, using the month and the ordinal number. Your partner writes the date.

"August third"

August 3rd



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LESSON 3 Ask about birthdays

A VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Hold up your book and point to the numbers. Say, *Point to each number as you hear it.*
- Have Ss read and listen. Then have them listen again and repeat after each number.
- Write on the board: *first* = *1st*. Repeat for *second, third,* and *fourth*. Have Ss underline the endings *-st*, *-nd*, *-rd*, and *-th* in their books.

OPTION (+5 minutes) Write on the board: *twentieth*, *thirtieth*, *fortieth*, *fiftieth*. To help Ss pronounce these numbers, invite volunteers to draw a large dot above the stressed syllable in each word. (twen-ti-eth; thir-ti-eth; for-ti-eth; fif-ti-eth)

TEACHING TIP To help Ss pronounce the "th" sound, show how your tongue rests between your teeth as you blow air. If Ss are embarrassed to show their tongues, suggest they cover their mouths with a card or their hands as they practice.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Model the activity. Write two columns on the board: one with numbers and the other with the corresponding ordinal numbers. Write *one* in the numbers column and *first* in the ordinal numbers column. Then say *two*. Point to the ordinal numbers column to prompt Ss to say *second*. Repeat with different Ss and numbers.
- Have Ss complete the activity in pairs. Monitor. Listen for the correct pronunciation of ordinal numbers. Model and correct as necessary.

LANGUAGE NOTES

- The ordinal numbers for *1, 2,* and *3* have irregular forms. (first, second, third)
- The ordinal numbers for *5, 8, 9,* and *12* have spelling changes. (five: fifth; eight: eighth; nine: ninth; twelve: twelfth)
- In ordinal numbers ending in *-y*, the *-y* is replaced with *-ieth*. (twentieth, fortieth, seventieth, etc.)

C VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Point to the calendar. Say, *This is one year. Point to each month as you hear it.*
- Have Ss read and listen. Then have them listen again and repeat.
- Point to the months in the calendar. Say, *We use capital letters for months of the year.*
- Point to January 1st on the calendar and write it on the board. Say, *January first. This is a date. A* date *tells the day of a month or year. Use ordinal numbers to say dates.* Ask, *What is the date today?* Point to it on the calendar and write it on the board.

CHALLENGE (+10 minutes) Have Ss sit or stand in a circle. With large classes, divide the class into two groups. Join the circle. Say, *January*. Look at the S to your left. Ask, *What is the next month?* (February) Point to the next S to the left. Say, *January, February, . . .* and pause. Elicit the next month from that S. (March) Go around the circle clockwise as each S says a month. Continue until most Ss can confidently recite the months of the year in the correct order. Time permitting, repeat this activity with the days of the week.

D VOCABULARY PRACTICE

Suggested time: 5–7 minutes | Your time:

- Write on the board: *August 3 = August third = August 3rd.* Then point to the example "*August third*" in the book. Say, *Say the date this way: August third.* Point to *August 3rd.* Say, *Write the date this way.*
- Form pairs. Have Ss take turns saying and writing the dates. Monitor. Listen for the correct pronunciation of the ordinal numbers.
- To go over answers, say dates and have volunteers write them on the board. Ask the class to correct if necessary.

LANGUAGE AND CULTURE

- When saying dates, we always use an ordinal number, for example: *January fifteenth*. When writing dates, we can use cardinal or ordinal numbers. Cardinal numbers are used in formal documents, for example: *January 15*.
- In British English, the number precedes the month: *15 January*. In American English, the number always follows the month: *January 15*.
- In calendars, we often abbreviate names of months and days to first three letters. For example: *Jan, Feb, Mon, Tue*.

LANGUAGE NOTE In American English, the pronunciation of *February* as /'fɛbjuɛri/ "*feb-yoo-air-ee*" is more common than the traditional pronunciation of /'fɛbruɛri/ "*feb-roo-air-ee*."

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E GRAMMAR

Suggested time: 5 minutes | Your time:

- Direct Ss' attention to the photo. Ask, *Where are they?* (at work) Read the conversation aloud.
- Have Ss look at the grammar chart. Say, *We use* When *or* What month *with* be *to ask questions about months.*
- Read the first rule and example conversation aloud. Ask, *What is the event?* (a talk) *When is it?* (It's in March.)
- Read the second rule and examples aloud. Point out that Ss can say the date with or without the day of the week. Point out the comma after *Wednesday*.
- Read the third rule and example aloud.
- Say, *Look at the* ***Remember*** *note.* Review preposition use from earlier lessons. Say the phrases. Ask Ss to repeat.
- To check comprehension, write additional examples on the board and elicit the correct prepositions. For example: ___ *May* (in); ___ *May 4th* (on).

F PRONOUNCE THE GRAMMAR

Suggested time: 4-5 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Listen for the correct pronunciation of the dates.

G GRAMMAR PRACTICE

Suggested time: 5-7 minutes | Your time:

- Do item 1 as a class. Read it aloud, pausing to elicit the answers. Ask, *Why are* on, at, *and* in *correct?* (We use *on* with days and dates, *at* with times, and *in* with parts of the day.)
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, ask for volunteers to read the completed sentences aloud.

Communication Activator

A CONVERSATION MODEL

Suggested time: 4 minutes | Your time:

These conversation strategies are implicit in the model
- Express willingness to respond with *Sure!*
- Stress a word to show its importance

- Write *birthday* on the board and point to the birthday cake in the photo. Say, *My birthday is on [May 24th].*
- Have Ss preview the conversation before listening. Elicit examples of months, dates, and questions with *When*.
- Play the audio as Ss follow along in their books.
- Direct Ss' attention to the **Social language** box. Read it aloud. Have Ss underline *Sure!* in the conversation.
- To check comprehension, ask, *When's his birthday?* (on June 24th) *When's her birthday?* (on October 16th)

B PRONUNCIATION PRACTICE

Suggested time: 4-5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Monitor as Ss role-play. Listen for falling intonation in *When's your birthday?*

C CONVERSATION PAIR WORK

Suggested time: 5-7 minutes | Your time:

- Direct Ss' attention to the note about birthdays. Play the audio. Have Ss repeat.
- To model the exchange, role-play the conversation with a higher-level S. Play Speaker B. Stress *your*.
- Form pairs. Have Ss personalize the conversation and then switch roles.
- Monitor. Listen for the correct pronunciation of ordinal numbers and months.

D CHANGE PARTNERS

Suggested time: 5-7 minutes | Your time:

- Write on the board:
  A: When's your brother's birthday?
  B: His birthday is on January 5th.
  Role-play the conversation with a higher-level S.
- Read the **Keep Talking!** box aloud. Say, *Ask your partner about these people's birthdays. Complete the chart.*
- Form new pairs. Monitor as Ss practice their conversations.
- Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ using ordinal numbers for dates
- ✓ using vocabulary for the months of the year
- ✓ forming *be* questions with *When* and *What month*
- ✓ using the prepositions *in* and *on* with dates
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Have Ss write their names on a blank sheet of paper. Write on the board four questions about your class. For example: *What month is the start of our class? What days of the week is our class? What time is it? What part of the day is it?* Tell Ss to write complete sentences to answer. Monitor. Check for correct preposition use. Collect the papers. Read them to identify areas for review.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

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COACH

E GRAMMAR | Be: Questions with When or What month / Prepositions in and on



Use When or What month to ask questions about months.
Use the preposition in with the names of months.
A: When (or What month) is your talk?
B: It's in March.

Use the preposition on with dates.
The meeting's on January 15th.
It's on Wednesday, September 3rd.

Use the when you don't say the name of the month.
The party's on the 15th.

Remember:
on Wednesday
on Tuesday evening
at 5:00
at night / midnight / noon
in the [morning / afternoon / evening]

F PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

G GRAMMAR PRACTICE | Complete the sentences. Use on, at, in, or the.

1 The play is *on* June 6th *at* 5:30 *in* the afternoon.
2 The movie is *at* midnight *on* Friday.
3 *In* January, our meeting is *on the* 10th.
4 The game is *on* Monday, August 15th, *at* noon.
5 The party is *in* November, *on the* 4th.
6 The talk is at the Movie Club *at* 9:00 *in* the morning *on* October 21st.

COMMUNICATION ACTIVATOR

Now let's ask about birthdays.



A CONVERSATION MODEL | Read and listen.

A: Can I ask you a question?
B: Sure!
A: When's your birthday?
B: On June 24th. When's *your* birthday?
A: My birthday's in October. On the 16th.

Social language
Express willingness to respond with "Sure!"

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Use your own birthdays.

A: Can I ask you a question?
B: Sure!
A: When's your birthday?
B: ..... . When's *your* birthday?
A: My birthday's in ..... . On ..... .

D CHANGE PARTNERS | Ask about other people's birthdays.

KEEP TALKING! ●●●

Ask your partner about more birthdays. Complete the chart.

brother's birthday:
sister's birthday:
mother's birthday:
father's birthday:
grandmother's birthday:
grandfather's birthday:

On someone's birthday, say:

Happy birthday!

Thank you!

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4 COMMUNICATION GOAL Describe a time span

A READING | Read the invitation and the events page. When is Melanie's birthday party?

Melanie's birthday party is on Saturday, May 13th, from 9:00 to midnight.

Week of May 8th

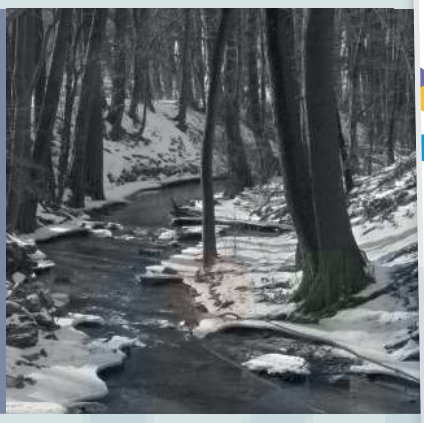
NEIGHBORHOOD
newsletter

Event Schedule

Student Photo Exhibit

HOURS:
Sunday 12:30–6:00

Fifth Avenue Gallery
20 Fifth Avenue
First floor



A talk for seniors between 50 and 70 years old.

May 12th
From 3:00 to 4:30

City Center
fourth floor

Dr. Lenny Youngman

"Be young! Don't be old!"

Meet new friends and neighbors!

Pharmacy 24/7

"We're open all the time, 7 days a week."

20 Third Street
(across from Sofia's Café)



BIRTHDAY PARTY

IT'S MELANIE'S 21ST BIRTHDAY!

DATE: SATURDAY, MAY 13TH

TIME: FROM 9:00 TO MIDNIGHT

Please be on time!

PLACE: SOFIA'S CAFÉ
18 THIRD STREET
SECOND FLOOR



SHHHH! It's a surprise!



NEW HOURS

TUESDAY TO FRIDAY:
From 11 A.M. to 9 P.M.

WEEKENDS:
From 11:00 A.M. to 11 P.M.

MONDAYS:
CLOSED

THEO'S RESTAURANT

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LESSON 4 Describe a time span

A READING

Suggested time: 15 minutes | Your time:

- Write *newsletter* on the board. Point to the newsletter listings in the book. Say, *This is the newsletter for Melanie's neighborhood. A newsletter gives information about events and places.*
- Write on the board: *Week of ___*. Say, *The newsletter has information for one week. This newsletter is for the week of. . . .* Elicit the answer. (May 8th)
- Have Ss preview the newsletter listings before listening.
- Say, *Listen to information about events in our neighborhood. Point to the event you hear or place the person describes.* Play the audio as Ss follow along and point to events and places in their books.
- Ask, *When is Melanie's birthday party?* (Saturday, May 13th) Remind Ss there is more than one way to answer the question.
- Write on the board: *from ___:___ to ___:___*. Say, *This is a* time span. *A* time span *says when an event starts and ends. It also says when a place opens and closes. Use the prepositions* from *and* to *to say a time span.* Write an example on the board: *The birthday party is from 9:00 P.M. to midnight.* Point out we also use time spans with days. For example: *The restaurant is open from Tuesday to Friday.*
- Clarify new vocabulary in the newsletter. Explain that *24/7* means twenty-four hours a day, seven days a week.
- Write on the board: *first floor.* Draw or show a photo of a building with many floors. Point to each floor and count them to demonstrate the meaning of *floor*. Say, *Use ordinal numbers to talk about floors.*
- Write on the board: *Shhhh! It's a surprise!* Put your finger to your lips and then make a surprised facial expression as you read the phrase aloud.

TEACHING TIP It's important for Ss to see that they can understand the general idea of a text without knowing every word. To help Ss build their confidence, expose them to a few phrases they have not previously learned within otherwise comprehensible text. For example, in Exercise A, Ss see new location words which support the authenticity of the events page, such as *first floor* and *gallery*.

TEACHING TIP To help Ss build the skill of understanding meaning from surrounding context, have them practice inferring. For example, if Ss don't understand *open,* point out the pharmacist's quote: *We're open all the time, 7 days a week*. Then ask Ss to find the word *closed* in the description of Theo's Restaurant. Ask, *Is the restaurant open on Mondays?* (No. Theo's isn't open on Mondays. It's closed.)

OPTION As Ss listen, ask them to underline months and circle dates.

EXTENSION (+10–15 minutes) To check comprehension, review the information in the newsletter listings as a class. Talk about the listings in the same order as Ss hear them in the audio. For each listing, ask questions about date, time, place, and location. Use *be* questions with *Where, When, What, What day, What month,* and *What time*. Have Ss respond with short or complete answers. If appropriate, refer Ss to page 31 for places in a neighborhood, pages 32 and 38 for locations, pages 22 and 46 for numbers, page 54 for times, page 56 for events, page 58 for days of the week, and page 60 for ordinal numbers and months of the year.

For example:

1. Birthday party: *What is the event?* (a party) *What kind of party?* (a birthday party)
2. Restaurant: *What is the name of the restaurant?* (Theo's Restaurant) *What week days it is open?* (from Tuesday to Friday) *Is it open on the weekends?* (yes)
3. Pharmacy: *What's the name of the pharmacy?* (Pharmacy 24/7) *Where is it?* (It's across from Sofia's Café.)
4. Talk: *Who speaks at the talk?* (Dr. Youngman) *Who will the people meet at the event?* (friends and neighbors)
5. Photo exhibit: Ask, *What is the event?* (an exhibit) *What kind of exhibit?* (a student photo exhibit) *What day's the exhibit?* (on Sunday) *What's the address?* (It's at 20 Fifth Avenue.)

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B READING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Go over item 1. Write the original sentence on the board. Say, *Look at the newsletter. Who has a birthday on Saturday?* (Melanie) *How old is she now?* (She's 20 years old.) Point to *Sofia's* in the example on the board. Say, *This is a mistake.* Cross out *Sofia's* and write *Melanie's.*
- Make sure Ss understand that *Melanie's 21st birthday* means she will be 21 years old on Saturday.
- Have Ss work in pairs to complete the exercise but write their answers individually. Tell them that some items have more than one answer.
- To go over answers, write the statements on the board. Invite volunteers to correct them.

C LISTENING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Do item 1 as a class. Write it on the board. Play the beginning of audio and pause after *Yes, it is.* Elicit the answer. Complete the sentence on the board.
- Play the rest of the audio. Have Ss listen and complete the exercise. Pause after each conversation to allow Ss time to write.
- Replay the audio if appropriate.
- To go over answers, ask for volunteers to read the completed sentences aloud. Write the answers on the board. Tell Ss to check their spelling.

Communication Activator

A TALKING POINTS

Suggested time: 5-7 minutes | Your time:

- Lead a class brainstorm. Ask, *What are the places in your neighborhood?* Refer Ss to the photos on the right and the pictures in Exercise A on page 62 for ideas. Write their ideas on the board.
- Direct Ss' attention to the sample answers in the chart. Ask, *What days is our school open? What time is our school open?* Encourage Ss to answer using A.M. and P.M.
- Hold up your book and point to the list of places. Say, *Write the days and times for each place.*
- Monitor. Encourage Ss to make up information if necessary.

B PAIR WORK

Suggested time: 10 minutes | Your time:

- Read the example aloud. Give Ss time to review the vocabulary and grammar charts in the unit before talking.
- Form similar-level pairs. Have Ss take turns making statements using the information in their charts.
- Monitor. Listen for the correct use of prepositions and time expressions.
- Invite volunteers to share information about the places in their neighborhood.

LOOK FOR While Ss are doing Exercise B, monitor their conversations to determine if they are

✓ incorporating vocabulary for places, events, days of the week, and months of the year
✓ using time expressions like *early, late,* A.M., and P.M.
✓ using and pronouncing ordinal numbers for dates

WRITING

Suggested time: 8 minutes | Your time:

- Say, *Write five sentences about events in your city or town.* Read the writing sample aloud.
- Have lower-level Ss list place and time of the events before they write their sentences.
- Encourage Ss to write sentences in paragraph format and to start their statements with *There's a(n).*
- Monitor. Have Ss check their sentences before turning them in.
- Collect Ss' writing and compile feedback. Check to make sure Ss have included a day and date, time span, and location. Also check for correct use of capitalization and punctuation.
- Review the most common areas for improvement with Ss as a class.

GUIDED WRITING (optional, page 136)

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

EXTENSION (+10 minutes) Have Ss write as many sentences as they can about the events on page 62. Call on individual Ss to read their sentences aloud. Listen for correct preposition use. Correct as necessary.

CLOSURE ACTIVITY (+15 minutes) Form pairs. Have Ss work together to make a newsletter announcement for one of the events they wrote about in the writing task. If possible, provide them with big blank sheets of paper and colorful markers. Have them use the newsletter on page 62 as a model. Ask them to include as many details as they can about the event. Then have each pair present their event to the class. As Ss present, take notes on areas for review. Display the announcements around the classroom.

Remind Ss of additional reading, listening, and writing practice in their digital resources.

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B READING COMPREHENSION | Correct these statements.

1 Saturday is ~~Sofia's~~ Melanie's 21st birthday.
2 There's a party at ~~Theo's~~ Sofia's Restaurant.
3 The party is ~~in the afternoon~~ at night / in the evening.
4 Sunday is May ~~15th~~ 14th.
5 Pharmacy 24/7 is ~~down the street from~~ across from Sofia's Café.
6 The pharmacy ~~isn't~~ is open at night.
7 Dr. Youngman's talk is for ~~young~~ older people.
8 The talk is at ~~4:30~~ 3:00 / from 3:00 to 4:30.
9 The talk is on ~~Thursday~~ Friday.
10 The photo exhibit is on ~~weekdays~~ Sunday from 12:30 to 6:00.

C LISTENING COMPREHENSION | Listen to each conversation. Complete the statements. Use the correct prepositions.

Conversation 1

1 There's a(n) meeting at Jack's Restaurant at 6:00.
2 Alicia Remy is one of the chefs.
3 The restaurant is at 123 Main Street.
4 The restaurant is right down the street from the first bus stop.
5 The restaurant is across from a(n) gas station.

Conversation 2

6 The supermarket is on First Street.
7 On Sunday, Supermarket Six Ten is open from 6:00 in the morning to 10:00 at night.
8 The hours are the same on weekdays and weekends.
9 The supermarket isn't open from 10:00 at night to 6:00 in the morning.

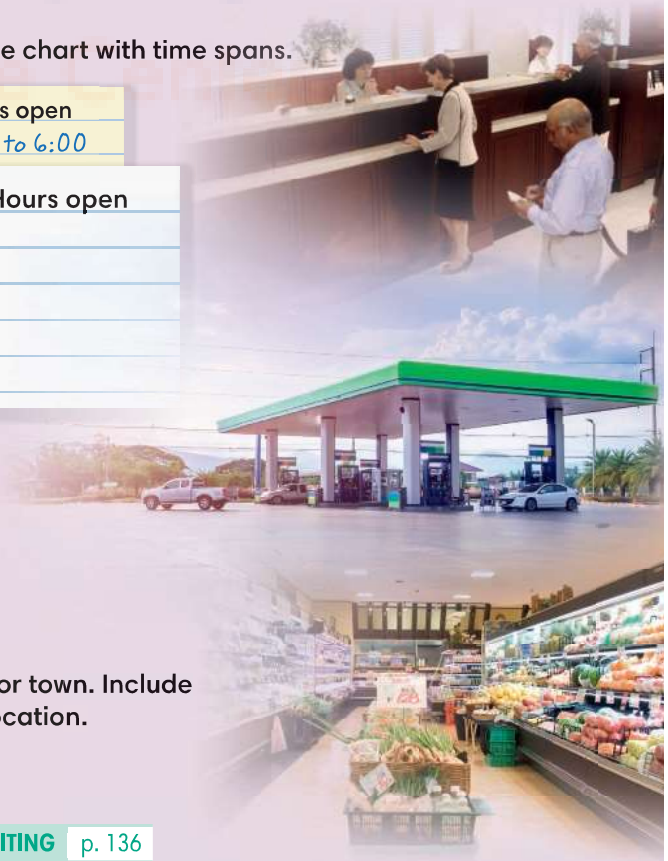
COMMUNICATION ACTIVATOR

Now let's describe a time span.

A TALKING POINTS | Think about places you know. Complete the chart with time spans.

Place	Days open	Hours open
Our school	Monday to Saturday	9:00 to 6:00

Place	Days open	Hours open
Our school		
My supermarket		
My bookstore		
My gas station		
Another place:		



B PAIR WORK | Compare charts.

"Our school is open from Monday to Saturday, from eight A.M. to eight P.M."

WRITING Write sentences about one or more events in your city or town. Include information about the day and date, time span, and location.

There's an exhibit at the art gallery on Friday, September 10th at . . .

GUIDED WRITING p. 136

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Interactive Cool Down

1 COMMUNITY EVENTS SHOWDOWN

Form two teams.

MY TEAM'S SCORECARD

TOTAL SCORE

GAME 1

Preparation (5 minutes)

- **Team A:** Study the Milton Bulletin Board.
- **Team B:** Write 10 questions for Team A about the events on the Milton Bulletin Board.

Game: Team A covers the Milton Bulletin Board with a sheet of paper. Team B asks Team A their questions. Team A writes a checkmark on their scorecard for each correct answer. Total the score.

Where's the movie?

It's at Milton Hall.

GAME 2

Preparation (5 minutes)

- **Team B:** Study the Bilton Bulletin Board.
- **Team A:** Write 10 questions for Team B about the events on the Bilton Bulletin Board.

Game: Team B covers the Bilton Bulletin Board with a sheet of paper. Team A asks Team B their questions. Team B writes a checkmark on their scorecard for each correct answer. Total the score.

THE MILTON BULLETIN BOARD

NOVEMBER 8–10

MILTON COMMUNITY EVENTS







THE BILTON BULLETIN BOARD

NOVEMBER 8–10

BILTON EVENT CALENDAR

Bilton Town Birthday Party

Happy 50th birthday, Bilton!

At Bilton Books | Saturday, November 9 | 10 a.m.to 2 p.m.

ENGINEERS' CLUB MEETING

SUNDAY, NOVEMBER 10
7:00 P.M.
AT FISKE RESTAURANT
456 POWELL ROAD
(ACROSS FROM BILTON BOOKS)



STUDENT ART EXHIBIT

At The Central School
990 Central Avenue
Friday, November 8
4:00 to 6:00 P.M.



Interactive Cool Down

1 COMMUNITY EVENTS SHOWDOWN

Suggested time: 35 minutes | Your time:

- Write *Community Events Showdown* on the board. Say, Community *means the people who live in a place*. Showdown *means a game.*
- Write *bulletin board* on the board. Explain that a bulletin board shows information about events, just like a newsletter.
- Hold up your book. Say, *These are the Milton and Bilton bulletin boards. Milton and Bilton are names of towns.* Point to each bulletin board as you say its name. Stress the words *Milton* and *Bilton* to show the difference in pronunciation.
- Divide the class into two multi-level teams: Teams A and B.
- Ask Ss to follow along as you read the directions for Game 1 aloud.
- Point to each team as you read their specific directions.
- Read the example conversation aloud with a higher-level S. Ask the class, *Where's the movie?* (at Milton Hall) Tell Ss to point to the answer in the bulletin boards.
- Direct Ss' attention to the scorecard. Remind Ss to complete their own scorecard as they play the game.
- If appropriate, read the bulletin boards aloud and go over any new vocabulary to make sure Ss understand all the listings before starting the game.
- Play Game 1. Allow 5 minutes for Team A to study the Bulletin Board and Team B to think of questions. Tell a higher-level team member to write the questions on a blank sheet of paper. Help with spelling and vocabulary in the questions.
- After 5 minutes, say, *Stop!* Tell Team A to close their books.
- Tell Ss that each team member must speak at least once. Give Team B a minute to decide which team member will ask each question.
- When Ss are ready, look at Team A and ask, *Ready to answer the questions?* Tell Team B to begin.
- After Team A answers each question, say if the answer is correct or incorrect. If it is incorrect, correct it on the board.
- For each correct answer, make sure Ss in Team A write a checkmark in their scorecard.
- When Game 1 ends, ask Team A to write their total points.
- Repeat the above steps for Game 2. The team with the most points wins.

OPTION Have Ss play the game in pairs.

OPTION (+5 minutes) Tell all Ss to close their books. Ask Ss questions about the bulletin boards. For example: *What are the events? Where are they? When are they?* Elicit the answers. When Ss can't remember any more, have them open their books to find the information.

OPTION (+10 minutes) To prepare the activity, make a copy of page 64. Delete some details, such as days of the week, times, or locations. Make copies of the new page. In class, tell Ss to study the bulletin boards on page 64 for 5 minutes and then close their books. Pass out the copies of the activity. Form pairs. Tell Ss to ask each other questions about the missing information on their pages. For example: *What day of the week is May ninth?* When Ss have filled in the blanks with what they remember, have them check their answers on page 64.

CHALLENGE (+10 minutes) Say, *Let's plan a weekend!* In pairs or small groups, have Ss choose 2–3 events they want to go to from the bulletin boards. Give them a few minutes to discuss and write details about each event. For an additional challenge, have higher-level Ss ask questions about any missing information. For example: *What's the address of the gallery?* Write on the board: *Let's go to* ___. Invite Ss to use the expression on the board to talk about their weekend plans. Then ask the class, *What's the plan?* Have volunteers share their weekend plans with the class.

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2 CHAT

Suggested time: 25 minutes | Your time:

- Say, *Look at the people in the pictures.* Ask, *What is their conversation about?* Elicit ideas.
- Read the conversation aloud with a higher-level S. Ask the rest of the class to follow along in their books as they listen.
- Form pairs. Ask Ss to choose roles. Tell Ss that Partner A's role is similar to Scott's and Partner B's role is similar to Vicki's.
- Tell Ss to look at the bulletin boards on page 64. Say, *Complete your Chat Guide with information about one of these events.*
- Give Ss time to work together to fill out their Chat Guides. Walk around as Ss work and provide help with spelling and vocabulary. Allow them to use alternative ways of answering questions about dates and times.
- When pairs are ready, have them practice their new conversations. Remind them to be expressive when they use social language like *Sure!* and *Excuse me?*
- Invite pairs to role-play their conversation for the class.

OPTION Rather than reading the conversation at the top of the page as a class, Ss can read it aloud once they are in pairs.

OPTION If possible, make a copy of page 65 and cut out each Chat Guide. Then make copies of each Partner's Chat Guide and hand them out to the appropriate Ss before starting the exercise.

OPTION Ss can complete the Chat Guides with information about a local event in your city or town.

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review and extend the unit content, additional materials are available in the back of the Student's Book and online. For the online content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW, p. 147 The Unit Review section offers two pages of workbook-style activities to review the unit content.

PRACTI-CHANT, p. 160 Practi-Chants reinforce pronunciation, rhythm, and intonation as well as increase vocabulary retention, listening comprehension, and speaking fluency.

***CONNECT TV* (online)** Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER (online) Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES (online) Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

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2 Chat

Read the conversation. Then, with a partner, use the Chat Guides to create your own conversation. Use information from the bulletin boards in the Events Showdown. Cover your partner's Chat Guide with a sheet of paper.







Scott: Vicki, can I ask you a question?
Vicki: Sure!
Scott: When's your birthday?
Vicki: It's in January. On the 12th.
Scott: Excuse me?
Vicki: It's on January 12th.

Scott: Oh! Vicki—there's a party at the Film Club today.
Vicki: At the Film Club? When is it?
Scott: It's from 8:00 to 11:00.
Vicki: Great! What time is it now?

Scott: It's 6:30.
Vicki: OK. Let's meet at the Film Club.
Scott: Sure. What time?
Vicki: Nine fifteen. Don't be late, OK?
Scott: OK. See you later!

Partner A's Chat Guide

A ___ , can I ask you a question?
B
A When's your birthday?
B
A Excuse me?
B
A Oh! ___—there's ___ at ___ .
B
A It's ___ .
B
A It's ___ .
B
A Sure. What time?
B
A OK. See you later!

Partner B's Chat Guide

A
B Sure!
A
B It's in ___ . On the ___ .
A
B It's ___ .
A
B At ___ ? When is it?
A
B Great! What time is it now?
A
B OK. Let's meet ___ .
A
B ___ . Don't be late, OK?
A

Language Center

For more practice . . . Unit Review, p. 147 / Practi-Chant, p. 160
Connect TV / Test-Taking Skills Booster

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Ask about the time of events.
- ☐ Plan to attend an event.
- ☐ Ask about birthdays.
- ☐ Describe a time span.

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