

Friends and family

LESSON A
Listening

1

TUTOR TIP: Incorporate Learner Experience *The content focus of Unit 3 - Friends and Family - can be a really fun topic and a great way to get to know your student better. Don't just focus on what these worksheets present - tie this topic into your student's life and your own life. Get creative and do some supplemental activities that highlight familial relationship vocabulary. Make a family tree with your student - one for you and one for them. Share family photos if you and your student are comfortable with it. Remember that adult students have a wealth of life experience and the more you draw practical connections between their lives and your lessons, the more relevant the content will feel to them and their retention of information will likely improve.*



TUTOR TIP: Reuse Worksheets *Use this page in different ways with your student throughout Unit 3.*

Hint: DO NOT do **all** of these things right away!

- See if your student can tell you what is happening in the picture. This may be difficult.
- Have your student describe *everything* they see, including objects & setting
- Make vocab lists focusing on only one aspect of the picture, for example, emotions, objects, colors, places, etc
- Use this picture as a way to review what was learned in Unit 1 and in Unit 2. Write sentences about each person, using adjective order and the present continuous tense. Talk about what they *need* to do. Talk about what they probably *will* do.

TUTOR TIP: Prepare for Grammar!

- Look ahead to the grammar concepts for this unit and see if you can introduce one here in a small way, to prepare/assess your student.
- You may find that your student already has some command of the grammar concepts.
- Come back to this page later and use it to practice the grammar concepts!

Unit Goals

Describe events in chronological order
Write a journal entry about past activities
Interpret information about cell phone use

Currently the audio tracks that correspond to this page are not available.
 Skip this page unless you can think of a creative way to use it with your student!

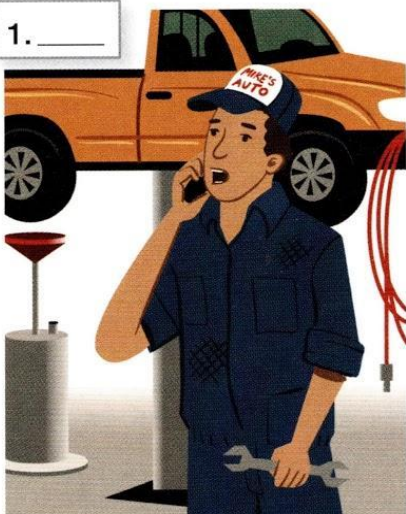
2 Listen



STUDENT TK 13
CLASS CD1 TK 21

A Listen. Who is Rosa talking to? Write the letter of the conversation.

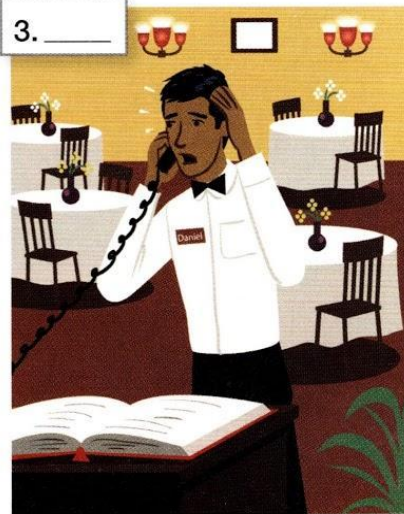
1. _____



2. _____



3. _____



STUDENT TK 13
CLASS CD1 TK 21

B Listen again. Write *T* (true) or *F* (false).

Conversation A

1. Rosa calls her boss. F
2. Rosa's husband is going to come from work. _____
3. Rosa knows the problem with the car. _____

Conversation B

4. Mike works at a coffee shop. _____
5. Mike will pick up the car this afternoon. _____
6. Mike will pick up Rosa and her children. _____

Conversation C

7. Ling needs a ride to school tonight. _____
8. Rosa usually leaves her house at 7:00. _____
9. Ling will pick up Rosa at 8:00. _____

Listen again. Check your answers.

3 After you listen

Talk with a partner. Ask and answer the questions.

1. Did you ever ask a friend for help? If yes, what happened?
2. Did a friend or family member ever ask you for help? If yes, what happened?

LESSON B What did you do last weekend?

1 Grammar focus: simple past with regular and irregular verbs

Questions

| | | |
|-----------------|------------|-------------------------|
| What did | you she | do last weekend? |
|-----------------|------------|-------------------------|

Answers

| | | |
|-----|---------------|-------|
| I | stayed | home. |
| She | | |

Questions

| | | |
|------------|------------|--------------------------------|
| Did | he they | stay home last weekend? |
|------------|------------|--------------------------------|

Answers

| | | | | | |
|------|------------|-------------|-----|------------|----------------|
| Yes, | he they | did. | No, | he they | didn't. |
|------|------------|-------------|-----|------------|----------------|

Regular verbs

| | |
|-------------------|-----------------|
| fix → fixed | stay → stayed |
| grill → grilled | study → studied |
| listen → listened | watch → watched |
| play → played | |

Irregular verbs

| | |
|---------------|------------|
| buy → bought | have → had |
| drive → drove | meet → met |

Turn to page 143 for a complete grammar chart.

TUTOR TIP: Break it Down. Address this grammar concept in stages, not all at once.

-Discuss usage of the Simple Past tense: Introduce or review appropriate usage of the simple past tense (to describe something that happened and is over/finished), and the rules for how verbs change.

-Practice regular and irregular verbs in the affirmative simple past tense: Together, make a list of regular English verbs your student already knows. If you feel it would be appropriate for your student, you may want to consider incorporating some explicit grammar instruction by practicing simple past verb conjugation throughout this unit using that list of verbs. No need to overwhelm your student with grammar, however - identify and focus on the verbs that you and your student feel are most essential.

-Practice the negative simple past tense: even though learning the affirmative verb forms in the simple past is difficult, at least you can tell your student that the negative form only requires "didn't" in front of the verb infinitive (in most cases). Use material you already have from practicing the affirmative form and work with your student to change it to the negative form so they can get the hang of it.

-Practice question/answer forms: Spend some time practicing questions with "did" and affirmative/negative answers in the simple past tense.

2 Practice

A Write. Complete the conversations. Use the simple past.

1. **A** What did Dahlia and her friends do on Sunday?

B They grilled hamburgers.
(grill)

2. **A** What did the children do on Thursday?

B They took a walk in the park.
(take)

3. **A** What did your family do last weekend?

B We drove to the beach.
(drive)

4. **A** What did Sarah do Monday night?

movies.

ay morning?

esday morning?

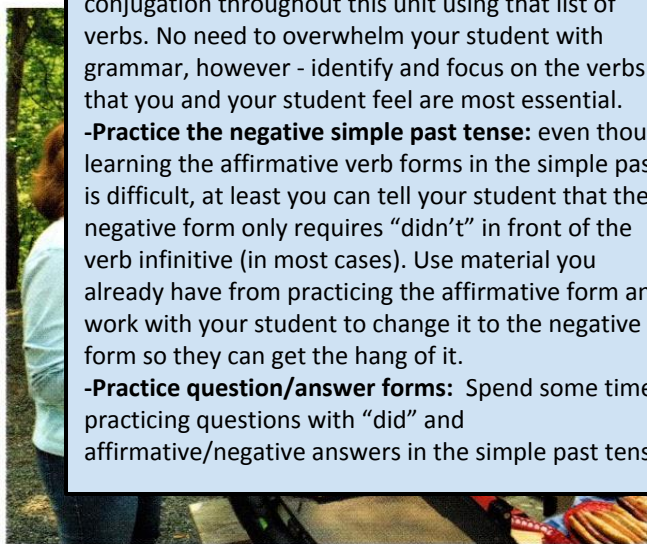
s.

TUTOR TIP: Supplement As is true with any grammar concept, repetition is key.

-Find supplemental worksheets/activities to reinforce meaning and construction of the present continuous tense.

-Ask LSW staff if you need help finding resources

-You can also come back to this worksheet after a few lessons and use it again for practice! Repeat, repeat, repeat!

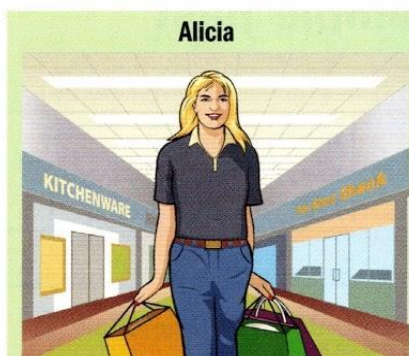


Listen and repeat. Then practice with a partner.

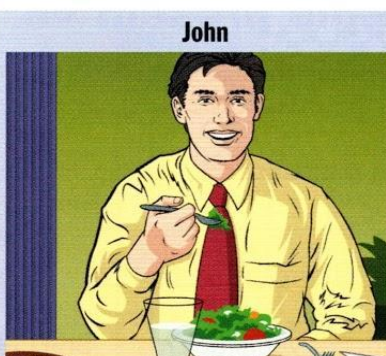
CLASS CD1 TK 22

B Talk with a partner. Change the **bold** words and make conversations.

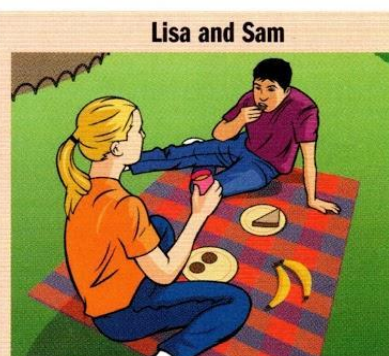
- A** What did **Alicia** do last weekend?
B She went **shopping** and **read a book**.



go shopping



eat in a restaurant



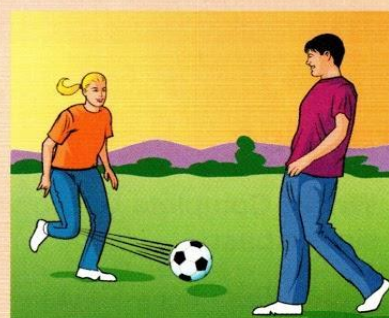
have a picnic



read a book



listen to music



play soccer

C Talk with a partner. Change the **bold** words and make conversations.
 Look at the pictures in Exercise 2B.

- A** Did **Alicia** go **shopping** last weekend?
B Yes, she did.

- A** Did John **play soccer** last weekend?
B No, he didn't. He **listened to music**.

1. Alicia / go shopping
2. John / play soccer
3. Sam and Lisa / read a book

4. John / eat in a restaurant
5. Alicia / have a picnic
6. Sam and Lisa / play soccer

TUTOR TIP: Supplement As is true with any grammar concept, repetition is key.
 -Consider finding some pictures online that you can show to your student, using activity B on this page as a model to plan similar types of activities in order to extend practice of this concept.

3 Communicate

Talk with your classmates. Ask and answer questions.

- A** Karen, did you go to the beach last weekend?
B No, I didn't. I stayed home.

- A** Marco, what did you do last weekend?
B I studied for a test.

LESSON C When do you usually play soccer?

1 Grammar focus: simple present vs. simple past

Simple present

| | | | |
|-------------------|---------------------------------------|-------------------|-----------------------------|
| When What time | do does do | you he they | usually play soccer? |
|-------------------|---------------------------------------|-------------------|-----------------------------|

| | | | |
|-----------------|---------|---|-------------------------|
| I He They | usually | play soccer plays soccer play soccer | on Sunday. at 10:00. |
|-----------------|---------|---|-------------------------|

Simple past

| | | | |
|-------------------|------------|--------------------|-------------------------------|
| When What time | did | you she they | play soccer yesterday? |
|-------------------|------------|--------------------|-------------------------------|

| | | |
|------------------|----------------------|--------------------------|
| I She They | played soccer | after lunch. at noon. |
|------------------|----------------------|--------------------------|

Turn to pages 141 and 143 for complete grammar charts

TUTOR TIP: Break it Down. This grammar concept incorporates a lot of different information. Too much at once might be very confusing/overwhelming for your student.

-Focus on simple present questions and answers (routines): Review and practice conjugating verbs in the simple present, then practice forming questions and answers.

-Focus on simple past questions and answers: Review and practice conjugating verbs in the simple past tense, then practice forming questions and answers.

-Use what you already have: If you choose to follow these steps, you and your student should end up with a lot of complete question/answer sets that be used for different activities. For example you can use this material to create a pop quiz or a review, asking your student the same questions you've already created but having them generate answers spontaneously, or having them produce the questions that would precede a given present tense or past tense answer.

2 Practice

A Write. Complete the conversations. Use the simple present.

1. **A** When does Sharon usually meet her friends?

B She usually meets her friends at 10:00.

A When did Sharon meet her friends yesterday?

B Yesterday, she met them at noon.

2. **A** What time do Roberto and Selma usually eat dinner?

B They usually eat dinner at 7:00.

A When did they eat dinner last night?

B They ate dinner at 8:00.

3. **A** When do Irma and Ron usually study?

B They usually study on Saturday.

A When did they study last weekend?

B They studied on Friday night.

A When do they watch movies?

B They watch movies after dinner.

A When did they watch a movie last night?

B They watched a movie at 6:00.

TUTOR TIP: Supplement As is true with any grammar concept, repetition is key.

-Find supplemental worksheets/activities to reinforce all of the concepts introduced here.

-Spend plenty of time practicing these concepts.

-Ask LSW staff if you need help finding resources

- You can also come back to this worksheet after a few lessons and use it again for practice! Repeat, repeat, repeat!



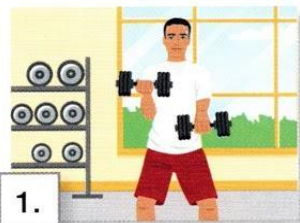
CLASS CD1 TK 23

Listen and repeat. Then practice with a partner.

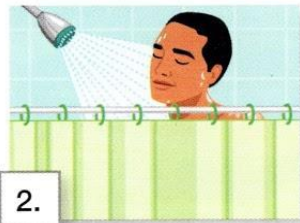
B Talk with a partner. Change the **bold** words and make conversations.

A When does Karim usually **go to the gym**?

B He usually **goes to the gym** at **7:00 a.m.**



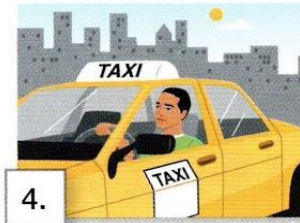
1.



2.



3.



4.

1. go to the gym / 7:00 a.m.

3. eat lunch / 1:00 p.m.

2. take a shower / 9:00 a.m.

4. go to work / 2:00 p.m.

C Talk with a partner. Change the **bold** words and make conversations.

A When did Maria **get up** last Saturday?

B She **got up** at **8:00 a.m.**



1.



2.



3.



4.



5.



6.

1. get up / 8:00 a.m.

4. clean her apartment / 6:00 p.m.

2. go shopping / 10:00 a.m.

5. go to the movies / 7:30 p.m.

3. go to her citizenship class / 1:00 p.m.

6. get home / 10:00 p.m.

3 Communicate

Talk with your classmates. Ask and answer questions about daily activities.

When do you usually get up?

I usually get up at 7:00 a.m.

When did you get up this morning?

I got up at 7:30 a.m.

LESSON D Read

1 Before you read

Look at the picture. Answer the questions.

1. Who is the woman?
2. What is she thinking about?

TUTOR TIP: Model First Don't put your student on the spot by asking them to read out loud first, unless you know that your student feels comfortable with it. You should provide the example of pronunciation.

-Read the passage out loud to your student first, before you ask them to try.
-If your student is very shy about pronunciation, consider breaking it down sentence by sentence and ask your student to echo you as you read each sentence.

2 Read



STUDENT TK 14
CLASS CD1 TK 24

Read Rosa's journal. Listen and read again.



Thursday, June 20th

Today was a bad day! On Thursday, my children and I usually go to the park for a picnic, but today we had a problem. We drove to the store to buy groceries, and then the car broke down. I checked the engine, and there was a lot of smoke. I think the engine overheated. Luckily, I had my cell phone! First, I called my husband at work. He left early, picked us up, and took us home. Next, I called the mechanic. Finally, I called Ling and asked for a ride to school tonight. In the end, we didn't go to the park because it was too late. Instead, we had a picnic in our backyard. Then, Ling drove me to school.

Look for these words: **First, Next, Finally.** They tell the order of events.

3 After you read

A Write. Answer the questions about Rosa's day. Write complete sentences.

1. Where do Rosa and her children go on Thursday? They go to the park.
2. Why did they go to the store? _____
3. Who did Rosa call first? _____
4. Who picked up Rosa and the children? _____
5. What did Ling do? _____

B Number the sentences in the

- ____ Ling drove Rosa to school.
____ Rosa called her husband.
____ Rosa's husband took them to the store.
1 Rosa went to the store.
____ The car broke down.

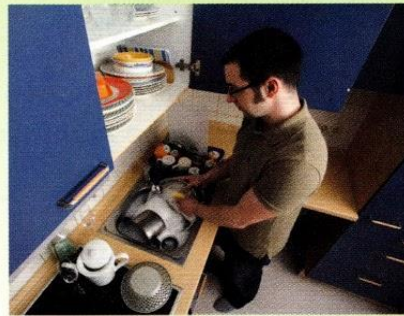
TUTOR TIP: Get Creative! Use this reading as a model for many different activities!

-In the passage, identify the grammar concepts you are working on.
-Ask your student past and present tense comprehension questions about the reading, for example "What do they usually do on Thursdays?", and/or "What did Rosa do first?"
-Consider creating a supplemental exercise modeled after this page that you and your student can work through. Find a picture, write a short passage about it using the simple present and simple past, present it to your student, and use the same ideas listed above.
-Consider asking your student to write some sentences about a picture that you present them with, following this reading as a model.

4 Picture dictionary Daily activities

1. make lunch

2. _____



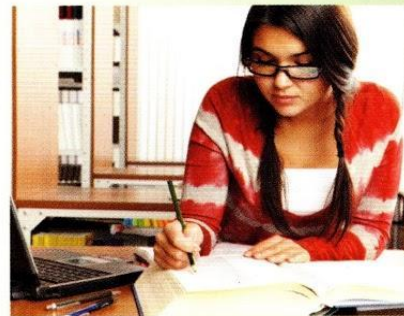
3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____



STUDENT TK 15
CLASS CD1 TK 25

A Write the words in the picture dictionary. Then listen and repeat.

do homework

get dressed

make the bed

do the dishes

get up

take a bath

do the laundry

make lunch

take a nap

B Talk with a partner. Change the bold words and make conversations.

A Did you **do the laundry** yesterday?

B Yes, I did.

A Did you **make the bed** this morning?

B No, I didn't. **I got up late.**

LESSON E Writing

1 Before you write

A Write. Think about a day last week. Draw three pictures about that day. Write a sentence about each picture. Use the simple past.

1.

2.

3.

1.

2.

3.

Talk with a partner. Share your pictures and sentences.

B Read Tina's journal.



Tuesday, September 1

Last Saturday, I went shopping. I bought five bags of food. I put the groceries in the trunk of my car. Then, I drove home. When I got home, I didn't have my purse. It wasn't in the car, and it wasn't in the trunk. First, I drove back to the store. Next, I looked for my purse outside by the shopping carts, but I didn't find it. Finally, I went inside and asked the manager about my purse. He looked and found my purse in the Lost and Found. I was very happy. In the end, it was a good day.

CULTURE NOTE

Many places have a *Lost and Found*. Go there to find lost things.

TUTOR TIP: Get Creative! Consider using exercise B on page 40 as a model for a supplemental activity. See if you and your student can each write a short paragraph about something that happened to you recently. If your student struggles with this, give them question prompts to answer in the paragraph. Then start by sharing your paragraphs by reading them out loud to each other and asking each other questions about the information you've shared. If it's too difficult to think of a personal experience to write about, find a picture that you can share with your student, and you can each individually write a short passage about the picture, using this passage as a model.

... complete sentences.

g last Saturday.

D Write Read the sentences. Write *First*, *Next*, or *Finally* on the correct line.

Use a comma after sequence words.
First, I washed the dirty clothes.

1. Last Saturday, I did the laundry.
_____, I dried the clothes in the dryer.
_____, I folded the clean clothes.
First _____, I washed the dirty clothes.
2. Last night, I stayed home.
_____, I washed the dishes.
_____, I cooked dinner.
_____, I went to bed.
3. Last Thursday, my family had a picnic.
_____, we ate breakfast.
_____, we woke up early.
_____, we went to the park.

E Write the sentences from Exercise 1D in the correct order.

1. Last Saturday, I did the laundry. First, I washed the dirty clothes. Next, ...

2. _____

3. _____

2 Write

Write a journal entry about a day in your life. Use Exercises 1A, 1B, and 1E to help you.

3 After you write

A Read your journal entry to a partner.

B Check your partner's journal entry.

- What kind of day did your partner have?
- What happened first?
- Are there commas after the sequence words (*First*, *Next*, *Finally*)?

LESSON F Another view

1 Life-skills reading

|  E-Z Cell Phone Calling Plans – Monthly Rates | | | | |
|--|------------------------|----------------------|---------------|---------------------------------|
| Plan Name | Shared anytime minutes | Talk, Text, and Data | Talk and Text | Cost for each additional minute |
| Plan A | 700 | \$ 99.99 | \$ 69.99 | \$.45 |
| Plan B | 1,400 | \$ 119.99 | \$ 89.99 | \$.40 |
| Plan C | 2,000 | \$ 129.99 | \$ 99.99 | \$.35 |
| Plan D | Unlimited | \$ 149.99 | \$ 119.99 | None |

A Read the questions. Look at the cell phone calling plans. Fill in the answer.

- Which plan costs \$129.99 per month?
(A) Plan A
(B) Plan B
(C) Plan C
(D) Plan D
- How much is each additional minute with Plan B?
(A) \$0.35
(B) \$0.40
(C) \$0.45
(D) No charge
- How much is Plan A for talking and texting only?
(A) \$69.99
(B) \$89.99
(C) \$99.99
(D) \$119.99
- How many minutes come with Plan C?
(A) 700
(B) 1,400
(C) 2,000
(D) unlimited

B Talk with a partner. Ask and answer the questions.

- Do you have a cell phone? If so, what kind of cell phone plan do you have?
- When do you usually call your friends? What do you talk about?
- Sue usually talks and texts on the phone about 1,600 minutes a month. Which plan should she choose?

2 Grammar connections: *make* and *do*; *play* and *go*

| | |
|--|---|
| Use <i>do</i> to talk about most chores. Exception: <i>make the bed</i> | Did you do the dishes ? We did the laundry after school. |
| Use <i>make</i> for activities when you create or build something. | My mother made a dress . I made lunch . / I made tacos . |
| Use <i>play</i> with many sports, games, and musical instruments. | My brother plays baseball well. I play board games with my friends. Jenna plays the guitar . |
| Use <i>go</i> + verb + <i>ing</i> for activities. | I usually go jogging in the morning. Do you go shopping on the weekends? |

A Work with a partner. Write the words under the correct category.

| | | | |
|-----------|---------|-----------|---------|
| biking | chores | football | jewelry |
| breakfast | dancing | hiking | laundry |
| cards | dinner | homework | piano |
| chess | fishing | housework | pizza |

TUTOR TIP: Supplement A simple mention of these concepts here will not help your student learn them. Consider planning several lessons around these different constructions before you wrap up Unit 3, or skipping this for now and returning to it later.

| Do | Make | Play | Go |
|----|------|------|--------|
| | | | biking |
| | | | |
| | | | |
| | | | |

B Work in a group. Choose a word from 2A. Act out the activity in front of your group. Your classmates guess.

A Are you playing chess?

B No, I'm not.

C Are you playing the piano?

B Yes, I am.



3 Wrap up

Complete the **Self-assessment** on page 137.