Intercambio Uniting Communities
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Written by KL Stolle
Project Managers: Shawn Camden and Rachel Fuchs
Illustrations by Meggan Foster and Andy Moore
Graphics and Template Designed by Mayrelis Cordero, James Dare, Terrence Fradet, Phoenix Priester, Karen Ruiz Leon and Alex Saldaña
Cover art and design by Mario Abela, Mayrelis Cordero, Terrence Fradet, Andy Moore
Editors Shawn Camden, Susan Corbett, Kathy Damas, Rachel Fuchs and Lee Shainis
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THANK YOU!
INTERACTIVE ENGLISH
Life Skills for Success in the U.S.

KL Stolle
Shawn Camden and Rachel Fuchs
The Interactive English series is a fun, interactive, and practical curriculum that is easy to use and highly effective. Our curriculum was designed using the most up-to-date methodologies for teaching English to adults.

We have developed easy-to-use teacher books for teachers and teacher trainers to help them create dynamic classes that result in student participation and positive results. The books focus on real-life situations that apply to immigrants' everyday lives. Interactive activities ensure that all students receive an equal amount of participation and speaking time.

The curriculum’s focus is on the four language skills: reading, writing, listening and speaking. The activities allow instructors to incorporate these in teaching grammar, vocabulary and life skills.

AN OVERVIEW
The series is divided into 6 levels and 12 books. Each book is divided into 16 lessons, which are designed for a 90-minute class session.

The lessons include listening activities where students hear a variety of people speaking English in tones and speeds similar to what they will hear in the “real world”. The students should receive a listening CD because the homework assignments require its use.

Each lesson opens with a VOCABULARY section and a GRAMMAR TOPIC (Language Tools).

Then, two REAL LIFE pages combine the grammar and vocabulary into practical activities with a real-world focus.

The Real Life section includes a culture tip and ends with “before you go” reminders for student and teacher.
Finally, the lesson includes an EXTRA PAGE (Extra! Extra!) that can supplement or replace activities on the Real Life pages or be given as homework. Extra! Extra! activities do not introduce new material.

The lesson ends with HOMEWORK that often includes listening tracks and introduce ways that the student can journal and practice outside of class. Encourage your student to try these ideas.

The student book also contains an appendix where you’ll find the verbs and vocabulary (dictionary) presented throughout the pages of the text book. In the dictionary, there are sections where students can add their own words. Encourage students to use these pages.

**REVIEW PAGES**

The book includes 2 review and test sections (days 8 and 16). The test is meant to be a pausing point for both teacher and student. Be sure to review the material in full before administering the test or assigning it as homework. After the test, discuss any missed points. Remember that the review is just as important as the test.

**FIELD TRIP**

Field trip lessons are on day 9 of each book. These give students an opportunity to practice what they have learned in class and allow for realistic interactions in English as one of students’ greatest blocks to learning is shyness. Individual students can be sent out to ask a question of someone after they’ve practiced with the group or teacher. They can report back with the response they got.

The trip will be most effective if you do preparatory and follow-up classroom work, having students report on what they did with you or their classmates.

Before the field trip:

• Some locations may require an appointment and most will benefit from knowing you plan to bring students to their site. Call ahead and prep the staff as necessary.
To The Teacher

• Tell the student(s) where you will be going.
• Distribute a map, if appropriate, and discuss it. Go over the logistics of where to meet.
• Review vocabulary related to the experience that students have learned in lessons 1-7.
• Create and practice a short dialog appropriate to the location.
• The book’s field trip location is a suggestion based on the book’s content. If it doesn’t make sense to go to the suggested location, go somewhere else!

After the field trip:
• De-brief by having students talk about what they did.
• Review the dialog or any actual interaction that took place.
• Review the new vocabulary and any homework that was assigned from the experience.

Teacher Book Format

The series was designed for both group and individual class sessions. The teacher book is formatted to make teaching in either setting easy.

In the Materials section, you will find a list of the items needed for each lesson. The reproducible pages (mentioned in the materials section and highlighted through the text) are found at the back of the teacher book. Get into the habit of saving all reproducibles to use as review activities in later lessons. Often, you will find additional (optional) activity ideas in the teacher book.

Suggested Teaching Strategies

It is a good idea to develop a consistent classroom structure (use of gestures, calling on students randomly, repeating corrections, etc). You may find it useful to review and try some of the following suggestions.

1. The art in the book was designed specifically for adult learners. Activate students’ prior knowledge by asking questions about the art—especially the opener on the vocabulary pages. Or, ask for students to make a list of the words that they know related to the art. Write the words on the board and use them for pronunciation practice.

2. The teacher or a student should always read the instructions out loud. First, though,
give students a chance to read silently. This will help them focus on the meaning, rather than just pronunciation. Then, have students rephrase what they need to do.

3. Expect listening exercises to be challenging. Making use of the following three-step process will help students feel less overwhelmed. Stage 1: Just listen. Ask questions. How many people do you hear? Where are they? What are they doing? Stage 2: Listen again and do something. Perhaps students put their fingers on the words that they hear. Stage 3: Read directions and do the activity as written. Remember, also, that students may need an altered activity. If writing while listening is too challenging, it may help to stay at stage two for several rounds of practice.

4. Supplement the book’s vocabulary with extra words if your student already knows what is being presented. Alternatively, limit the vocabulary presented if your student can’t take in everything at once.

5. Review the homework at the beginning of each class. Students will be more likely to practice at home if they know that their teacher will hold them accountable. Encourage your student to try the Hello World ideas by asking which items they intend to try that week, and to keep a journal in a separate notebook. Your student may only journal one sentence to start. Tell him or her that this is okay.

6. End each class with “can do” statements. Students should end on a positive note, verbalizing what they have learned.

7. Try to incorporate the 4 language skills (listening, speaking, reading, writing) into each activity even if it is not explicit within the directions.

8. Always go through the grammar charts (in the language tools section). Have students repeat words and phrases many times.

9. Always review at the end of class. Utilize what you have written on the board during class. A fun, easy way to review is to point quickly at different words on the board (or on your paper) and have students repeat the words as pronunciation practice.

Above all, be patient and encouraging and have fun! English class is about building bridges of understanding, as much as it is about learning the skills necessary to succeed in our culture. Remember, each lesson opens the door of opportunity for your student just a little bit more.
The Color Vowel™ Chart is a pronunciation tool that focuses on stress, a crucial aspect of clear communication. It provides you and your students with a powerful shorthand to talk about how words sound. The Color Vowel™ Chart helps learners recognize and produce the key sounds of spoken English. The Chart is an integral resource at each level of Interactive English. Each student book features a copy of The Color Vowel™ Chart on the inside back cover. The appendix lists the vocabulary for each lesson or day and identifies the vowel in the stressed syllable along with the sound or “color” of that vowel. (More on this later.)

Two facts about English Vowels:

American English has fifteen vowel sounds but only five vowel LETTERS - a, e, i, o, u, and the letters y and w, which sometimes represent vowel sounds. **Fact #1:** Each letter or group of letters can represent more than one vowel sound.

- **Example:** Notice how the letter “o” sounds different in each of these words. Say each word aloud: to, so, on, of, woman, women, work

**Fact #2:** A vowel sound may be represented in writing in more than one way.

- **Example:** The following words use five different spelling patterns for the same vowel sound: dress, friend, bread, any, said

Understanding The Color Vowel™ Chart

Get to know each Color Vowel™

Each Color in The Color Vowel™ Chart represents a single vowel sound. Each sound has a color name and a key word. For example, GREEN is the color name, and TEA is the key word. GREEN represents the vowel sound you hear in both of those words: /i/ /i/. Similarly, BLUE MOON represents the vowel sound /u/ /u/, as in true, balloon and approve. You can hear these sounds at www.colorvowelchart.org.

Identify the “COLOR” of new words and phrases

- A one-syllable word contains one vowel sound (even if it contains more than one vowel letter). For example, soup is BLUE, bread is RED, and knife is WHITE.
- In multi-syllable words, only one of the syllables has primary stress. The stressed syllable V
TO THE TEACHER - THE COLOR VOWEL™ CHART

is higher, louder, and, especially, longer than the other syllables. Giving extra time to the stressed vowel sound at the heart of the syllable will establish the correct rhythm. For example: education, classroom, biological

- In common phrases, one word will receive the focus stress. For example, “See you later.” is GRAY, “Let’s have lunch.” is MUSTARD, “Nice to meet you.” is GREEN. When you hear or say a word or phrase, try to identify the Color (vowel sound) of the stressed syllable. For example, “teacher” receives stress on the first syllable (teacher), so this word is GREEN. Similarly, “English” receives stress on the first syllable, the sound of which is SILVER. “Education,” with stress on the third syllable, is GRAY. “She’s a student.” is BLUE. “She’s studying biology.” is OLIVE. “Please sit down.” is BROWN.

Try it! What COLOR is each word or phrase? What COLOR is your name (write it!)?

pencil paper computer type delete Good luck.

Answers: pencil = RED; paper = GRAY; computer = BLUE; type = WHITE; delete = GREEN Good luck. = MUSTARD

*Notice that many of the unstressed syllables within words reduce to the MUSTARD sound.

balloon, Nebraska, approve

How to Use The Color Vowel™ Chart in the Classroom

Strategy #1: Get to know the Color Vowels. Show The Color Vowel™ Chart to the class. Point to each COLOR, and say the color name and the key word. Make sure you are producing the same vowel sound for both words, such as BLUE MOON. With beginning students, introduce and practice just a few colors at a time.

Strategy #2: Study by color. Categorize and review words from the book according to their stressed vowel sound (use the chart at the back of the student book). Identify the COLOR of a word or short phrase, and review it with other words of the same COLOR. Together, read the words in each box, noticing their shared stressed vowel sound.
Introducing The Color Vowel™ Chart to beginning and intermediate learners

Most languages do not use stress the same way English does, so helping learners focus on stress is essential to speaking and understanding English.

Sample Lesson

Preparation:

- Select common words that have one of the following sounds in the stressed syllable. Here are possible words:
  - **GREEN**: me, seat, teacher, tree, feet, teeth, meeting, meal, reading
  - **OLIVE**: hot, box, hospital, doctor, knock, clock
  - **BLUE**: shoe, student, afternoon, spoon, food, noon, newspaper
- Draw a blank Color Vowel™ Word List on the board. Use the same format as the list in the back of the book. Direct students to the chart in their book, or provide copies.

Lesson Steps:

1. Show students The Color Vowel™ Chart. Say: Tree. Tree. Tree. Teeeaa-cher, teeeeacher, teeeeacher. (Use pictures or drawings of each word if needed. See the website.) Exaggerate. Use gestures or a rubber band to show the lengthening of the vowel sound. Say: Can you hear the same sound? Eeeeeee Seat. Seat. GREEN TEA, seat. Now pointing to the Chart. GREEN TEA, tree, GREEN TEA, teacher, GREEN TEA, seat. [Continue until students understand that you are drawing their attention to the stressed vowel sound in each word.]
2. Repeat the words tree, teacher, and seat as you write those words in the GREEN section of the Color Vowel™ Word List on the board.
3. Have students repeat the words on the list as you have modeled, using gestures to indicate the lengthening of the stressed vowel sound. Use rubber bands if available, or an open hand gesture.
4. Have students write the words on the Color Vowel™ Word List in the student book appendix.
5. Repeat steps 2-5 when you introduce new words.
**Key Points:**

- Make a color-coded **word wall** and add to it as you study new vocabulary.
- Have students keep their own **word lists**.
- Be patient. Don’t rush to have the students identify the COLOR of a word. Just tell them. It will take students time to be able to correctly identify the color of the stressed vowel on their own. In the meantime, they are learning that it is important for them to listen for and begin to produce stress in spoken English.
<table>
<thead>
<tr>
<th>TITLE</th>
<th>DAY</th>
<th>PAGE</th>
<th>VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>My name is Luli.</td>
<td>1</td>
<td>2</td>
<td>Greetings and Useful Phrases</td>
</tr>
<tr>
<td>His name is Matt.</td>
<td>2</td>
<td>8</td>
<td>Greetings II</td>
</tr>
<tr>
<td>My phone number is (303) 555-3186.</td>
<td>3</td>
<td>14</td>
<td>Numbers</td>
</tr>
<tr>
<td>I can’t come to class today.</td>
<td>4</td>
<td>20</td>
<td>Days of the Week</td>
</tr>
<tr>
<td>I am 30. I’m single.</td>
<td>5</td>
<td>26</td>
<td>Descriptions</td>
</tr>
<tr>
<td>I have a headache.</td>
<td>6</td>
<td>32</td>
<td>Health</td>
</tr>
<tr>
<td>My leg hurts.</td>
<td>7</td>
<td>38</td>
<td>Body</td>
</tr>
<tr>
<td>Review &amp; Test</td>
<td>8</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>LANGUAGE TOOL</td>
<td>LIFE SKILLS: HOW TO...</td>
<td>REAL LIFE</td>
<td>CULTURE TIPS</td>
</tr>
<tr>
<td>---------------</td>
<td>------------------------</td>
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<td>--------------</td>
</tr>
<tr>
<td>My name is... Pronunciation: name</td>
<td>Introduce self</td>
<td>Name tags</td>
<td>Making eye contact</td>
</tr>
<tr>
<td>His name is... Her name is...</td>
<td>Introduce others, Use a dictionary</td>
<td>Name tags, Picture dictionaries</td>
<td>Shaking hands</td>
</tr>
<tr>
<td>My phone number is... My address is...</td>
<td>Complete an identification card</td>
<td>Use a telephone, Understand a phone directory</td>
<td>Giving a phone number</td>
</tr>
<tr>
<td>Today is... Tomorrow is...</td>
<td>Read a calendar</td>
<td>Community newsletter and events calendar</td>
<td>Calling when you can’t come to class</td>
</tr>
<tr>
<td>Are you...? I am... Personal pronouns</td>
<td>Give basic information, Read a pie chart</td>
<td>World map</td>
<td>Marriage statistics</td>
</tr>
<tr>
<td>I have a ...</td>
<td>Schedule a doctor’s appointment, Recognize medicines</td>
<td>Conversation role-play, Thermometer readings</td>
<td>Understanding body temperature</td>
</tr>
<tr>
<td>My ___ hurts. Stressing the important words</td>
<td>Explain a medical problem</td>
<td>Health questionnaire, Body diagram</td>
<td>Calling 911</td>
</tr>
<tr>
<td>TITLE</td>
<td>DAY</td>
<td>PAGE</td>
<td>VOCABULARY</td>
</tr>
<tr>
<td>----------------------------</td>
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<td>--------------------</td>
</tr>
<tr>
<td>To the drugstore!</td>
<td>9</td>
<td>53</td>
<td>Field Trip</td>
</tr>
<tr>
<td>My daughter is 13.</td>
<td>10</td>
<td>54</td>
<td>Family</td>
</tr>
<tr>
<td>A soda and two tacos, please.</td>
<td>11</td>
<td>60</td>
<td>Food and Drinks</td>
</tr>
<tr>
<td>I want oranges.</td>
<td>12</td>
<td>66</td>
<td>Shopping</td>
</tr>
<tr>
<td>How much is a soda?</td>
<td>13</td>
<td>72</td>
<td>Money</td>
</tr>
<tr>
<td>How much is a ticket?</td>
<td>14</td>
<td>78</td>
<td>Transportation</td>
</tr>
<tr>
<td>What time is it?</td>
<td>15</td>
<td>84</td>
<td>Time</td>
</tr>
<tr>
<td>Review &amp; Test</td>
<td>16</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>LANGUAGE TOOL</td>
<td>LIFE SKILLS: HOW TO...</td>
<td>REAL LIFE</td>
<td>CULTURE TIPS</td>
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</tr>
<tr>
<td>She is...</td>
<td>Describe people</td>
<td>Menu items</td>
<td>Independence and leaving home at 18</td>
</tr>
<tr>
<td>He is...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling: singular &amp; plural words (+s)</td>
<td>Order food, Alphabetize</td>
<td>Menu/food items</td>
<td>Tipping</td>
</tr>
<tr>
<td>Pronunciation of final z sound</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes, I want...</td>
<td>Express needs, Make a shopping list</td>
<td>Food items</td>
<td>Store samples</td>
</tr>
<tr>
<td>No, I don’t want...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronunciation of final s/z sound</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It’s ...(price of items)</td>
<td>Count and identify money</td>
<td>Coins/bills</td>
<td>Counting change from a cashier</td>
</tr>
<tr>
<td>Pronunciation of numbers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How much is....</td>
<td>Ask about prices</td>
<td>Public transportation route and fare schedule</td>
<td>Bus passes</td>
</tr>
<tr>
<td>Q &amp; A: What time is it...</td>
<td>Tell time, Read a schedule</td>
<td>Telling time, Bus schedule</td>
<td>Importance of being on time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
**Warm Up**

• Before class, write basic class information on the board: the class level (1A), your name, phone number, class start / finish times, etc. Have the student copy the information.
• Welcome the student. Introduce yourself: Example: *Welcome! This is English class 1A. My name is Stephen.* Have the student repeat your name. Establish a gesture that you’d like to use every time you want the student to repeat, such as a waving motion toward yourself.
• Write on the board and say, *Hi. My name is Stephen.* Then ask *What is your name?* and gesture to the student to introduce himself/herself. If it’s helpful, encourage the student to only say his/her name at this point, not the complete sentence structure.

**ICEBREAKER ACTIVITY: Peek-a-Who** Divide the class into two TEAMS. You and a volunteer student stand in the middle of the room, holding a bed sheet dividing the teams. Each team sends a player to the sheet; the other members turn their backs. You and the volunteer lower the sheet until the two players see each other. The players say each other’s name. If a player can’t remember, he/she goes to the other team, otherwise they return to their own team. Raise the sheet and the next set of students approach.

**Materials**
- Board or scrap paper + marker
- 1A audio CD, CD player
- Name tags, markers (2)
- OPTIONAL: sheet of paper (1)
**A. Vocabulary: Hello and goodbye**

- Read the directions out loud. Give the student a few moments to absorb the pictures and words. Explain that the student should say the words quietly.
- As pronunciation practice, say the words and have the student repeat. **NOTE:** It’s good practice to develop a set of standard classroom gestures so that you can do less talking, and so that your student can become accustomed to your cues. For example, an extended arm can be used to indicate *Your turn.*
- Ask the student if he/she knows any other greetings or goodbyes. Write them on the board and encourage the student to copy them on the page.
- Ask, *What are we learning today?* Point to the heading at the top of the page: *Greetings I*

**EXTRA ACTIVITY (if time permits):**

- **ABCs** Write the alphabet on the board. Say it together. Then gesture to the student to say each letter, focusing on vowels and more common or challenging letters.

**B. Listening (track 2): The alphabet**

- Read the directions out loud. Play and/or read the audio. Encourage the student to touch the letters as he/she hears them. Repeat the audio as necessary.

**C. Listening (track 3): Hello and goodbye**

- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**B. Listening (track 2): The alphabet**

<table>
<thead>
<tr>
<th>Alphabet Letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</td>
</tr>
</tbody>
</table>

**C. Listening (track 3): Hello and goodbye**

- David: Hello. My name is David.
- Patty: Hello. My name is Patty.
- Luli: Hello. My name is Luli.
- Together: What is your name?

- David: Hello.
- Luli: Hello. My name is Luli. What is your name?
- David: My name is David.

- Luli: Nice to meet you.
- David: Nice to meet you.

- Luli: Hello.
- Patty: Hello. My name is Patty. What is your name?
- Luli: My name is Luli.
- Patty: Spell it, please.
- Luli: L-u-l-i. Luli.
- Patty: Thank you!

- David: Goodbye.
- Patty: Bye.
- Luli: See you later.
**D. Language Tools: What is your name?**

- This grammar lesson focuses on the question *What is your name?* and the answer, *My name is Felipe.*
- Read the items in the grammar chart and have the student repeat: *What is your name?* (The student repeats.) *My name is Stephen.* (The student does not repeat.)
- Point to the student and ask, *what is your name?* This time encourage the student to answer using the sentence structure in the chart: *My name is Miguel.*
- Point out the language NOTE for the contraction *what is = what’s.* It is okay for students to produce the formal phrase, but they need to know that what they’ll hear is the contraction.

**E. Activity**

- Point out the Language NOTE (*Q = Question and A = Answer*). This Q&A format is utilized throughout the Intercambio series.
- Read the directions out loud. Go over the example together. As students work, answer any questions and offer encouragement. Check answers together. **EXPANSION:** After checking the activity together, practice the Q&As together.

**F. Listening (track 4): Words that sound like name**

- On the board, write the words name, David, and thank you. Say them aloud, elongating the “a” sound. Point out the common sound. Then erase the board before beginning the activity. **OPTION:** If the student’s name has a long “a” sound, add it to the list.
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**F. Listening (track 4): Words that sound like name**

1. David
2. Luli
3. Thank you.
4. please


**ONE ON ONE ACTIVITY**

**G. Activity**
- Have the student look at the pictures. Point out the characters’ name tags and say them aloud: David, Patty, Luli. Then elicit the characters’ names from the student as you point to the book’s pictures.
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers.

**H. Activity**
- PAIR UP with your student. Read the directions out loud. Model using your name with the student.

**EXPANSION:** On the board, write, Spell it, please. Ask, What is your name? Then say, Spell it, please. Gesture to the NOTE you’ve written on the board, and indicate that you are ready to write the name on the board as the student spells it. **OPTION:** Invite the student to the board to spell his/her own name.

**EXPANSION:** Practice pronunciation of individual letters by sound group (i.e. the letter A sounds like the a in name):

\[
\begin{align*}
\text{A H J K} & \quad \text{as in name} \\
\text{B C D E G P T V} & \quad \text{as in Luli} \\
\text{F L M N S X} & \quad \text{as in check} \\
\text{I Y} & \quad \text{as in goodbye} \\
\text{O} & \quad \text{as in hello} \\
\text{Q U W} & \quad \text{as in you} \\
\text{R} & \quad \text{as in car}
\end{align*}
\]

**EXTRA ACTIVITY (if time permits):**
- **Alphabet Bingo** Have the student write any five letters on a sheet of paper. As you randomly call out letters in the alphabet, the student crosses out those on his/her list. When all five letters are crossed out, the student shouts, Bingo! Have the student be the caller for another round.

**I. Culture Tip!**
- Have the student read the culture tip silently. Then you read the tip aloud. Point to the picture to help explain the tip. Demonstrate with the student by introducing yourself and looking confidently into the student’s eyes. For some students, this may feel unnatural or uncomfortable, so practice accordingly.

**GROUP ACTIVITY**

**G. Activity**
- Have students look at the pictures. Point out the characters’ name tags and say them aloud: David, Patty, Luli. Then go around the room and elicit the characters’ names from the students as you point to the pictures in your book.
- Read directions. Go over the example together. Offer encouragement. Check answers.

**H. Activity**
- PAIR students. Read the directions out loud. Model an example with a student. As students talk, circulate and offer encouragement.

**EXPANSION:** On the board, write, Spell it, please. Choose a strong student and ask, What is your name? Then say, Spell it, please. Gesture to the NOTE you’ve written on the board, and indicate that you are ready to write the name as the student spells it. **OPTION:** Invite students to the board to spell their names.

**EXPANSION:** Practice pronunciation of individual letters by sound group (i.e. the letter A sounds like the a in name):

\[
\begin{align*}
\text{A H J K} & \quad \text{as in name} \\
\text{B C D E G P T V} & \quad \text{as in Luli} \\
\text{F L M N S X} & \quad \text{as in check} \\
\text{I Y} & \quad \text{as in goodbye} \\
\text{O} & \quad \text{as in hello} \\
\text{Q U W} & \quad \text{as in you} \\
\text{R} & \quad \text{as in car}
\end{align*}
\]

**EXTRA ACTIVITY (if time permits):**
- **Alphabet Bingo** Have students write any five letters on a sheet of paper. As you randomly call out letters in the alphabet, students cross out those on their list. When all five letters are crossed out, students shout, Bingo! The winner is the caller for another round.

**I. Culture Tip!**
- Have students read the culture tip to themselves. Read it aloud. Point to the picture to help explain the tip. Demonstrate with a student: introduce yourself and look confidently into the student’s eyes. For some students this may feel uncomfortable.
**ONE ON ONE ACTIVITY**

**J. Activity**
- Draw a name tag on the board with the same letters as in the image. Read the directions out loud. Do the letter "y" together on the board. Then point to the example in the book. As the student works, answer any questions and offer encouragement. Check answers together.

**K. Activity**
- Point to the picture and say, *Jack and Luli are having a conversation. They are greeting each other.*
- Read the directions out loud: Read the conversation. Point to conversation. As the student reads, be sure he/she is reading.

- EXPANSION: Practice sentence stress by clapping on the stressed (important) words: *Hello / Hello. My name is Luli. What's your name? / My name is Jack. / Spell it, please. / J-a-c-k. / Nice to meet you. / Nice to meet you.*

**L. Activity**
- PAIR UP with your student. Give the student a name tag and a marker.
- Read the directions and the first step out loud: *write your name.* Say and gesture, Write your name. Help the student with spelling if necessary.
- Then read the second and third steps. Practice the conversation with the student.

**Before You Go.**
- Make it a practice to leave time for any questions or special directions for the next class.
- Indicate when the next class is.
- Ask the student to keep his/her name tag.
- Suggest the student bring a family photo to the next class. **NOTE:** For next class suggestions (found on the second Real Life page of each lesson) are just that, suggestions. Bringing real items into the classroom often helps make the relevance of an activity clearer. If the student does not have the items, bring magazine pictures or ask him/her to draw simple images.
- Assign homework.

**GROUP ACTIVITY**

**J. Activity**
- Draw a name tag on the board with the same letters as in the image. Read the directions out loud. Do the letter "y" together on the board. Then point to the example in the book. As students work, circulate and offer encouragement. Check answers together.

**K. Activity**
- Point to the picture and say, *Jack and Luli are having a conversation. They are greeting each other.*
- Read the directions out loud: Read the conversation. Point to conversation. As students read, circulate to be sure they are reading.

- EXPANSION: Practice sentence stress by clapping on the stressed (important) words: *Hello / Hello. My name is Luli. What's your name? / My name is Jack. / Spell it, please. / J-a-c-k. / Nice to meet you. / Nice to meet you.*

**L. Activity**
- PAIR students. Distribute name tags and markers.
- Read the directions and the first step out loud: *write your name.* Say and gesture, Write your name. Walk around to help less literate students with spelling.
- Then read the second and third steps. Model a dialog with a student. As students practice the conversation, circulate and offer encouragement.

**Before You Go.**
- Make it a practice to leave time at the end of class for any questions or directions for the next class.
- Indicate when the next class is.
- Ask students to keep their name tags.
- Suggest students bring a family photo to the next class. **NOTE:** For next class suggestions (found on the second Real Life page of each lesson) are just that, suggestions. Bringing real items into the classroom helps make the relevance of an activity clearer.
- If students do not have the items, bring magazine pictures or ask students to draw simple images.
- Assign homework.
**ONE ON ONE ACTIVITY**

**M. Activity**
- Read the directions out loud. Point out the pictures of the characters and their name tags. Then invite the student to read the first conversation with you. Explain that you take turns reading your lines; the numbers indicate the order of the conversation.
- Go over the example in item 1 together. As the student works, answer any questions and offer encouragement. Have the student check answers.
  **OPTION:** If your student is more advanced, suggest that he/she work without using the word box.

**N. Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Practice the conversation with the student.
  **OPTION:** After you and the student have practiced the conversations, try the activity without the book.

**GROUP ACTIVITY**

**M. Activity**
- Read the directions out loud. Point out the pictures of the characters and their name tags. Then invite a student to read the first conversation with you. Explain that you take turns reading your lines; the numbers indicate the order of the conversation.
- Go over the example in item 1 together. As students work, circulate and offer encouragement. Have students check answers in PAIRS and then as a group.
  **OPTION:** For more advanced students, suggest that they work without using the word box.

**N. Activity**
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.
  **OPTION:** After students have practiced the conversations, encourage them to try the activity without the book.
HOMEWORK

• Give students an overview of the page. Emphasize the importance of studying English outside of class, including doing homework.

• **A: Listening:** Explain that they need the 1A audio CD for this activity. Explain that practice is the best way to improve listening!

• **B: Reading:** Explain that reading is a good way to grow vocabulary.

• **C: Hello, world!** Encourage students to try at least one of the suggestions. Say, *Try!*

• Thank your students for their hard work in class today! *Thank you! Good job!*

A. Listening (track 5): Words that sound like name

1. David
2. Luli
3. Thank you.
4. please
**GREETINGS II**  
**DAY 2**

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### ONE ON ONE ACTIVITY

**MATERIALS**
- Board or scrap paper + marker
- 1A audio CD, CD player
- Name tags and markers (1 per student)
- Fly swatters (1)
- OPTIONAL: timer (1)
- Sheets of paper (2)
- Your family photo (real or not)
- Crayons or colored pencils

**REVIEW**
- Review greetings and the alphabet from Day 1. Ask, *What's your name?* Encourage the student to answer in complete sentences.
- Review the homework.
- Give the student a new name tag if the student forgot his/hers.

**ICEBREAKER ACTIVITY: Fly swatter** Write greetings and goodbyes on the board. Have the student stand at the board, fly swatter in hand. You call out a greeting, and the student tries to swat it quickly. **OPTION:** Use a timer to add a sense of excitement.

**WARM UP**
- On the board write, *Hello. My name is ___.* Practice the exchange with the student.

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### GROUP ACTIVITY

**MATERIALS**
- Board + marker
- 1A audio CD, CD player
- Name tags and markers (1 per student)
- Fly swatters (2)
- Adhesive tape
- 1 large piece of paper (to cover board)
- Sheets of paper (2 per student)
- Your family photo (real or not)
- Crayons or colored pencils

**REVIEW**
- Review greetings and the alphabet from Day 1. Ask, *What's your name?* Encourage students to answer in complete sentences. **OPTION:** You start the questioning, but then let students continue to question each other, going around the room. Review the homework.
- Give new name tags to students who forgot theirs.

**ICEBREAKER ACTIVITY: Fly swatter** Write greetings and goodbyes on the board. Divide the class into two TEAMS. Have the first competing pair of students stand at the board, fly swatters in hand. You call out a greeting, and students try to be the first to swat it.

**WARM UP**
- Give each student a sheet of paper.
- On the board write, *Hello. My name is ___.* Go around the room practicing the exchange with various students.
- Cover the board (tape a large piece of paper over the writing) so that the greeting is not visible. Have students write the greeting on a piece of paper. After they’ve finished, have them pass their paper to the right. Uncover the writing on the board and have students correct their neighbor’s paper.
ONE ON ONE ACTIVITY

A. Vocabulary: Greetings
• Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words quietly or to himself/herself.
• As pronunciation practice, say the words and have the student repeat.

Ask, What are we learning today?

B. Listening (track 6): What’s his name?
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

GROUP ACTIVITY

A. Vocabulary: Greetings
• Read the directions out loud. Give students a few moments to absorb the pictures and words. Remind them to say the words quietly or to themselves.
• As pronunciation practice, say the words and have students repeat.
• Ask, What are we learning today?

B. Listening (track 6): What’s his name?
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

B. Listening (track 6): What’s his name?
  a. David: What’s his name? Luli: His name is Matt. [2]
  b. David: What’s her name? Luli: Her name is Ana. [1]
  d. Patty: What’s her name? Matt: Her name is Luli. [3]
**C. Language Tools: Possessive adjectives his and her**

- This grammar lesson focuses on the question What is his/her name? and the answer His/her name is David.
- On the board, write her and draw a stick figure of a girl / his and draw a stick figure of a boy. Read the items in the grammar chart and have the student repeat. Point to the pictures in Activity A and ask, What is his name? (The student repeats.) His name is David. (The student repeats.) Continue with all of the characters in Activity A, emphasizing his and her until the student gets the connection between words and gender.
- Point to the blue Language NOTE (in the student book). Explain that English speakers like to shorten sentences by connecting words. Explain that both forms are correct.

**D. Activity**

- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- **EXPANSION**: After checking the activity together, practice the Q&As.

**E. Listening (track 7): How are you?**

- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- Conveying the concept of formality and informality may be challenging at this level. Use the example of teacher-student interactions versus student-student interactions to exemplify the difference.
- **EXPANSION**: Practice his and her by asking about the characters in the pictures.

**E. Listening (track 7): How are you?**

1. Hello! How are you? [informal]
2. Hello. How are you? [formal]
3. What’s her name?
ONE ON ONE ACTIVITY

F. Activity

- Read the directions out loud. Go over the example together referencing the picture from Activity A. As the student works, answer any questions and offer encouragement. Check answers together.
  **OPTION**: Have the student add his/her friends’ names to the dictionary.

- **EXPANSION**: Encourage the student to start a personal picture dictionary in the back of the book. Have the student go to the back of the book. Ask for the student’s name: *What’s your name?* Write the name of the student in your own “dictionary,” then have the student do the same.

G. Culture Tip!

- Have the student read the culture tip silently. Then you read the tip aloud. Demonstrate the tip with the student. Also demonstrate a “bad” handshake (limp, or too firm, or too long).

GROUP ACTIVITY

F. Activity

- Read the directions out loud. Go over the example together referencing the picture from Activity A. As students work, circulate and offer encouragement. Have students check answers in PAIRS. **OPTION**: Have students add their classmates’ names to the dictionary by first standing up and practicing the exchange on page 5 of the student book, then writing the name.

- **EXPANSION**: Encourage students to start a personal picture dictionary in the back of the book. Have students go to the back of the book. Ask a student’s name: *What’s your name?* Write the name of the student in your own “dictionary,” then have the students do the same.

G. Culture Tip!

- Have students read the culture tip to themselves. Then you read the tip aloud. Demonstrate the tip with various students. Also demonstrate a “bad” handshake (limp, or too firm, or too long). Have the class stand up and practice firm handshakes.
**One on One Activity**

**H. Activity**
- On the board, write *My name is Stephen. Her name is Barb. His name is Bob.* Then show your family photo and repeat the sentences as you point out your family members.
- Pass out a sheet of paper and crayons or colored pencils if the student didn’t bring family photos. Give the student a five-minute time limit to draw basic family photos. OR, practice spelling family members’ names with the student: *What’s her name? Spell it, please,* etc. **NOTE:** Some students may feel uncomfortable drawing. Encourage your student to draw simple images, or avoid the drawing portion by bringing in magazine photos to play the part of the family photo.
- Read the directions out loud. Look at the example together. Point out the picture of Matt and his family. As the student works, answer any questions and offer encouragement. Check answers together.

**I. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

**J. Activity**
- **PAIR UP** with your student. Read the directions out loud. Read the example dialog with the student. Practice the conversation with the student. Take turns asking and answering questions.

**Before You Go.**
- Encourage the student to ask questions about any part of the lesson that wasn’t clear.
- Assign homework.

**Group Activity**

**H. Activity**
- On the board, write *My name is Stephen. Her name is Barb. His name is Bob.* Then show your family photo and repeat the sentences as you point out your family members.
- Pass out sheets of paper and crayons or colored pencils to students who didn’t bring family photos. Give those students a five-minute time limit to draw basic family photos. Meanwhile, practice spelling family members’ names with the remaining students: *What’s her name? Spell it, please,* etc. **NOTE:** Some students may feel uncomfortable drawing. Encourage your student to draw simple images, or avoid the drawing portion by bringing in magazine photos to play the part of the family photo.
- Read the directions out loud. Look at the example together. Point out the picture of Matt and his family. As students work, circulate and offer encouragement. Check answers together.

**I. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Have students check answers in **PAIRS.**

**J. Activity**
- **PAIR** students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.

**Before You Go.**
- Encourage students to ask questions about any part of the lesson they didn’t understand.
- Assign homework.
One on One Activity
EXTRA ACTIVITY (if time allows):
• Line up On the board, write the names of the characters from Day 2. Have the student order them alphabetically by first name. Then talk about the alphabetical order of your and the student’s names.

K. Activity
• PAIR UP with your student. Read the directions out loud. (Remind the student about the importance of a good handshake.) Practice the conversation with the student.

L. Activity
• PAIR UP with your student. Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. OPTION: If your student is more advanced, suggest that he/she work without using the word box.
• After the student has checked his/her answers, practice the conversation with the student.

Group Activity
EXTRA ACTIVITY (if time allows):
• Line up On the board, write the names of the characters from Day 2. Have the students order them alphabetically by first name. Have students form a line, organizing themselves alphabetically by first name. Then assign pairs for the next two activities based on order.

K. Activity
• PAIR students. Read the directions out loud. Model the conversation once with a student. (Remind students about the importance of a good handshake.) As students practice the conversation, circulate and offer encouragement.

L. Activity
• PAIR students. Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers in PAIRS. OPTION: For more advanced students, suggest that they work without using the word box.
• After students have checked their answers, model the conversation once with a student. As students talk, circulate and offer encouragement. OPTION: Volunteers perform their conversations for the class.
HOMEWORK

• Encourage students to do the homework.
• **A: Listening**: Remind students that this activity requires the 1A audio CD, and that practice is the best way to improve listening!
• **B: Reading**: Remind them that reading is a good way to grow vocabulary.
• **C: Hello, world!**: Encourage them to try at least one of the suggestions. Say, *Try!*
• Thank your students for their hard work in class today! *Thank you! Good job!*

**A. Listening (track 8): What’s his name?**


Luli: Hello. How are you?
Matt: Good, thank you.
### One on One Activity

**MATERIALS**
- Board or scrap paper + marker
- 1A audio CD, CD player
- Ball or other simple object that can be tossed (1)
- OPTIONAL: fly swatter (1)
- OPTIONAL: timer (1)

**REVIEW**
- Review greetings from Day 2. Pointing to characters in Day 2, ask, *What’s his name? What’s her name?*
- Review the homework. Ask, *What does “Guess!” mean?*

**WARM UP**
- Clap once and say, *One.* Clap twice and say, *Two.* Continue through nine, then begin again, encouraging the student to join you in both clapping and saying numbers. It’s okay if the student doesn’t catch the number words at this point—the point is to stimulate his/her interest in learning numbers.

### Group Activity

**MATERIALS**
- Board + marker
- 1A audio CD, CD player
- Ball or other simple object that can be tossed (1)
- OPTIONAL: fly swatters (2)

**REVIEW**
- Review greetings from Day 2. Pointing to characters in Day 2, ask, *What’s his name? What’s her name?*
- Review the homework. Ask, *What does “Guess!” mean?*

**WARM UP**
- Clap once and say, *One.* Clap twice and say, *Two.* Continue through nine, then begin again, encouraging students to join you in both clapping and saying numbers. It’s okay if students don’t catch the number words at this point—the point is to stimulate their interest in learning numbers.
**One on One Activity**

A. **Vocabulary: Numbers**
- Read the directions out loud. Give the student a few moments to absorb the picture and words. Remind the student to say the words quietly.
- As pronunciation practice, say the words and have the student repeat.
- Ask, *What are we learning today?*
- **NOTE** that throughout the Student Book, bits of language—such as Excuse me?—are featured in speech bubbles and set alongside exercises. These are meant to serve as aids to the student—small chunks of useful language that the student can notice and integrate into the corresponding activity.

B. **Listening (track 9): Numbers**
- Read the directions out loud. Direct the student’s attention to the numbers portion of the word box. Play and/or read the audio. Repeat the audio as necessary.
- Return to the clapping / counting activity. Clap once and say, *One.* Clap twice and say, *Two.* Continue through nine, then begin again, encouraging the student to join you in clapping and saying numbers.

C. **Listening (track 10): Identification card (ID)**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat as necessary.
- Check answers.

<table>
<thead>
<tr>
<th>B. Listening (track 9): Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>0    zero</td>
</tr>
<tr>
<td>1    one</td>
</tr>
<tr>
<td>2    two</td>
</tr>
<tr>
<td>3    three</td>
</tr>
<tr>
<td>4    four</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Listening (track 10): Identification card (ID)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerk: Number one!</td>
</tr>
<tr>
<td>Clerk: What’s your first name?</td>
</tr>
<tr>
<td>Marta: My first name is Marta.</td>
</tr>
<tr>
<td>Clerk: Spell it, please.</td>
</tr>
<tr>
<td>Marta: M-a-r-t-a.</td>
</tr>
<tr>
<td>Clerk: What’s your last name?</td>
</tr>
<tr>
<td>Marta: My last name is Sanchez.</td>
</tr>
</tbody>
</table>

**Group Activity**

A. **Vocabulary: Numbers**
- Read the directions out loud. Give students a few moments to absorb the picture and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat.
- Ask, *What are we learning today?*
- **NOTE** that throughout the Student Book, bits of language—such as Excuse me?—are featured in speech bubbles and set alongside exercises. These are meant to serve as aids to students—small chunks of useful language that students can notice and integrate into the corresponding activity.

B. **Listening (track 9): Numbers**
- Read the directions out loud. Direct students’ attention to the numbers portion of the word box. Play and/or read the audio. Repeat the audio as necessary.
- Return to the clapping / counting activity. Clap once and say, *One.* Clap twice and say, *Two.* Continue through nine, then begin again, encouraging students to join you in clapping and saying numbers.

C. **Listening (track 10): Identification card (ID)**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

Clerk: What’s your phone number?
Marta: Excuse me?
Clerk: What’s your phone number?
Marta: My phone number is 303.555.3186.
Clerk: Thank you. What’s your address?
Marta: My address is 53 Orange Street, Boulder, Colorado, 80321.

Clerk. Marta Sanchez? Your ID.
Marta: Thank you.
**One on One Activity**

D. Language Tools: Phone numbers and addresses
- Read the items in the grammar chart and have the student repeat.
- Write your full name, phone number, and full address on the board. Holding a ball say, *My name is Stephen. My last name is Thomas. My phone number is 303.555.3186. My address is 53 Orange Street, Boulder, Colorado, 80321.* Gesture to the board as you say each sentence. Toss the ball to the student and ask, *What’s my first name?* The student says, *Your first name is Stephen.* The student tosses the ball back to you, and you ask, *What’s my last name?* Continue tossing the ball, asking and answering questions about numbers, or skipping that step entirely. Give your student ample time to respond and point out the items in the chart to help as necessary. The student does not need to be proficient before you move on to the next activity.
- **OPTION:** Look at the art on the bottom of the page and ask questions about the information. Or, bring in photos and invent information about the people in them to ask questions about.

**Group Activity**

D. Language Tools: Phone numbers and addresses
- Read the items in the grammar chart and have students repeat.
- Write your full name, phone number, and full address on the board. Holding a ball say, *My name is Stephen. My last name is Thomas. My phone number is 303.555.3186. My address is 53 Orange Street, Boulder, Colorado, 80321.* Gesture to the board as you say each sentence. Toss the ball to a student and ask, *What’s my first name?* The student says, *Your first name is Stephen.* The student tosses the ball back to you, and you toss it to different student and ask, *What’s my last name?* Continue around the room, taking your time with the numbers and address, or skipping that step entirely. Give students time to respond and point out the items in the chart to help as necessary. The students do not need to be proficient before you move on to the next activity.
- **OPTION:** Look at the art on the bottom of the page and ask questions about the information. Or, bring in photos and invent information about the people in them to ask questions about.

**E. Activity**
- Read the directions out loud. Point out the image on the page. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- **EXPANSION:** After checking the activity together, practice the Q&As.
- Write your phone number on the board. Gesturing to the blue box in the student book, tell the student to write your phone number. Tell the student to call you if he/she can’t come to class. Write *I can’t come to class* on the board and have the student write it beside your phone number. (The student will practice that conversation in Day 4.)

**EXTRA ACTIVITY (if time permits):**
- **Fly swatter** Write numbers (or complete phone numbers) on the board. Have the student stand at the board, *fly swatter* in hand. You call out a number, and the student tries to swat it quickly.
- **OPTION:** Use a timer to add a sense of excitement.

**EXTRA ACTIVITY (if time permits):**
- **Fly swatter** Write numbers (or complete phone numbers) on the board. Divide the class into two TEAMS. Have the first competing pair of students stand at the board, *fly swatters* in hand. You call out a number, and students try to be the first to swat it.
**ONE ON ONE ACTIVITY**

**F. Listening (track 11): ID**
- Read the first part of the directions: *Look at the words*. Point to the ID. As the student reads, be sure he/she is only reading, not filling in the card.
- Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and point out the example answer: Marta.) Repeat the audio as necessary. Check answers together.

**G. Activity**
- Read the directions out loud. Emphasize that the student is to write his/her own information. As the student works, answer any questions and offer encouragement. Check answers together.

**H. Culture Tip!**
- Have the student read the culture tip silently. Then you read the tip aloud. To demonstrate the tip, Say, *Write my phone number*. Then say your number quickly. Then repeat, this time saying your number slowly.

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**GROUP ACTIVITY**

**F. Listening (track 11): ID**
- Read the first part of the directions: *Look at the words*. Point to the ID. As students read, circulate to check that they are only reading, not filling in the card.
- Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and point out the example answer: Marta.) Repeat the audio as necessary. Check answers together.

**G. Activity**
- Read the directions out loud. Emphasize that students are to write their own information. As students work, circulate and offer encouragement. Have students check answers in PAIRS.

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then you read the tip aloud. To demonstrate the tip, Say, *Write my phone number*. Then say your number quickly. Then repeat, this time saying your number slowly.

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**F. Listening (track 11): ID**

Clerk: Number one!
Clerk: What's your first name?
Marta: My first name is Marta.
Clerk: Spell it, please.
Marta: M-a-r-t-a.
Clerk: What's your last name?
Marta: My last name is Sanchez.
Clerk: Spell it, please.
Marta: S-a-n-c-h-e-z.

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Clerk: What's your phone number?
Marta: Excuse me?
Clerk: What's your phone number?
Marta: My phone number is 303.555.3186.
Clerk: Thank you. What's your address?
Marta: My address is 53 Orange Street, Boulder, Colorado, 80321.

Clerk: Marta Sanchez? Your ID.
Marta: Thank you.
**One on One Activity**

I. Activity

- PAIR UP with your student. Read the directions out loud. Practice the conversation with the student.

J. Listening (track 12): Phone numbers and addresses

- Read the first part of the directions: Look at the page. Point to the directory. As the student reads, be sure he/she is only reading, not answering the questions.
- Point out the Language NOTE. Model the pronunciation of *avenue* for the student.
- Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- EXPANSION: Ask the student about the information in the directory: What is Patty Brown’s phone number? What is Matt Kelly’s address?

Before You Go.

- Encourage the student to ask questions about any part of the lesson that wasn’t clear.
- Suggest the student bring a cell phone to the next class.
- Assign homework.

**Group Activity**

I. Activity

- PAIR students. Read the directions out loud. Model the conversation once with a student. As students talk, circulate and offer encouragement.

J. Listening (track 12): Phone numbers and addresses

- Read the first part of the directions: Look at the page. Point to the directory. As students read, circulate to be sure they are only reading, not answering the questions.
- Point out the Language NOTE. Model the pronunciation of *avenue* for the students.
- Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- EXPANSION: Ask students about the information in the directory: What is Patty Brown’s phone number? What is Matt Kelly’s address?

Before You Go.

- Encourage students to ask questions about any part of the lesson they didn’t understand.
- Suggest students bring a cell phone to the next class.
- Assign homework.

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J. Listening (track 12): Phone numbers and addresses

[1] A: Patty Brown ... What’s her phone number?
B: Her phone number is 719.555.1488.
A: What’s her address?
B: Her address is 164 School Street.

[2] A: Luli Jin ... What’s her phone number?
B: Her phone number is 303.555.2333.
A: What’s her address?
B: Her address is 3396 A Street.

[3] A: Matt Kelly ... What’s his phone number?
B: His phone number is 720.999.7560.
A: What’s his address?
B: His address is 81 K Avenue.
**One On One Activity**

**K. Activity**

- **PAIR UP** with your student. Assign the student to be Partner A; you are Partner B. Point out the two lists and explain that Partner A is not to look at Partner B’s list and vice versa.
- Read the directions out loud. Demonstrate an exchange with the student using the example.
- As the student writes, answer any questions and offer encouragement. Check answers together.

**L. Listening (track 13): Phone numbers and addresses**

- Read the directions out loud. Explain that the last line of the chart is for someone else’s information, not the student’s.
- Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- **OPTION:** Assign the “Ask a person the questions” portion as homework.

**Group Activity**

**K. Activity**

- **PAIR** students. Assign one student to be Partner A and the other to be Partner B. Point out the two lists and explain that Partner A is not to look at Partner B’s list and vice versa.
- Read the directions out loud. Model an exchange with a student using the example.
- As students write and talk, circulate and offer encouragement. Check answers together.

**L. Listening (track 13): Phone numbers and addresses**

- Read the directions out loud. Explain that the last line of the chart is for someone else’s information, not the student’s.
- Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- Have students **PAIR** to ask and answer the questions in the last line of the chart. **OPTION:** Assign the “Ask a person the questions” portion as homework.

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**L. Listening (track 13): Phone numbers and addresses**

[1] A: Patty Brown ... What’s her phone number?
B: Her phone number is 719.555.1488.
A: What’s her address?
B: Her address is 164 School Street.

[2] A: Luli Jin ... What’s her phone number?
B: Her phone number is 303.555.2333.
A: What’s her address?
B: Her address is 3396 A Street.

[3] A: Matt Kelly ... What’s his phone number?
B: His phone number is 720.999.7560.
A: What’s his address?
B: His address is 81 K Avenue.
HOMEWORK
• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 1A audio CD, and that practice is the best way to improve listening!
• **B: Hello, world!** Encourage them to try at least one of the suggestions. Say, *Try!*
• Thank your students for their hard work in class today! *Thank you! Good job!*

A. Listening (track 14): ID
Clerk: Number one!
Marta: My first name is Marta.
Clerk: Spell it, please.
Marta: M-a-r-t-a.
Clerk: What’s your last name?
Marta: My last name is Sanchez.
Clerk: Spell it, please.
Marta: S-a-n-c-h-e-z.
Clerk: What’s your phone number?
Marta: Excuse me?
Clerk: What’s your phone number?
Marta: My phone number is 303.555.3186.
Clerk. Thank you. What’s your address?
Marta: My address is 53 Orange Street, Boulder, Colorado, 80321.
**One on One Activity**

**MATERIALS**
- Board or scrap paper + marker
- 1A audio CD, CD player
- Calendar (1)
- OPTIONAL: Reproducible Days of the Week Strips (1 set per pair)
- Cell phone (yours + the student brings)

**REVIEW**
- Review numbers and questions from Day 3 by reviewing Activity A from the homework. Ask, What is Marta’s phone number? What is Marta’s address? Then ask the student about his/her phone number and address, and, lastly, your phone number.

**WARM UP**
- Present a calendar and say, Today is ... and gesture for the student to answer. Repeat the sentence with the correct response. For example: Today is Tuesday. Then say, Tomorrow is ... and gesture for the student to answer. Repeat the sentence: Tomorrow is Wednesday.

**Group Activity**

**MATERIALS**
- Board + marker
- 1A audio CD, CD player
- Calendar (1)
- OPTIONAL: Reproducible Days of the Week Strips (1 set per pair)
- Cell phone (yours + students bring)

**REVIEW**
- ICEBREAKER ACTIVITY: Question Line
  Review numbers and questions from Day 3. Position students around a long table, with a line of students on each side. On the board, write, What is your phone number? What is your address? Partner A asks Partner B one of the questions on the board, Partner B answers. Students shift one position to the left when you clap (or whistle or otherwise signal it’s time to move on). Eventually all students will ask and answer all questions.
- Review the homework.

**WARM UP**
- Present a calendar and say, Today is ... and gesture for students to answer. Repeat the sentence with the correct response. For example: Today is Tuesday. Then say, Tomorrow is ... and gesture for students to answer. Repeat the sentence with the correct response: Tomorrow is Wednesday. Circulate around the room with the calendar, pointing to appropriate days, prompting students to say the sentences.
**One on One Activity**

**A. Vocabulary: Days of the week**
- Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words out loud.
- As pronunciation practice, say the words and have the student repeat.
- Ask, *What are we learning today?*
- In order to help the student with Tuesday vs Thursday, see pronunciation exercise below.

**B. Listening (track 15): Days of the week**
- Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary. **OPTION:** Direct the student’s attention to your calendar as he/she listens to the days of the week.

**C. Listening (track 16): Tano can’t come to class.**
- Read the directions out loud. Explain that the student should touch the numbers on the phone picture and the words on the calendar. Play and/or read the audio. (Stop the audio after the first item and make sure the student is pointing to the number seven.) Repeat.

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**Group Activity**

**A. Vocabulary: Days of the week**
- Read the directions out loud. Give students a few moments to absorb the pictures and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat.
- Ask, *What are we learning today?*
- In order to help the students with Tuesday vs Thursday, see pronunciation exercise below.

**B. Listening (track 15): Days of the week**
- Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary. **OPTION:** Direct students’ attention to your calendar as they listen to the days of the week.

**C. Listening (track 16): Tano can’t come to class.**
- Read the directions out loud. Explain that they should touch the numbers on the cell phone picture and the words on the calendar picture. Play and/or read the audio. (Stop the audio after the first item and make sure students are pointing to the number seven.) Repeat.

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**Extra Pronunciation Exercise: t vs. th**

Tell the student(s) *we are going to practice the T and Th sound*. Write the following words on the board:
- **Tuesday**
- **Thursday**
- **Tanks**
- **Thanks**
- **Tin**
- **Thin**
- **Bat**
- **Bath**

Tell students to look at your mouth as you make the following sounds: *t, t, Tuesday* (point to Tuesday)
Say, *again look at my mouth* (pointing to your tongue sticking out a little bit) *th, th, Thursday* (point to Thursday). Show that your tongue goes out a little but then goes back into the mouth.
Have them repeat with you: *t, t, Tuesday; th, th, Thursday; t, t, tanks; th, th, thanks.*
Repeat with *tin, thin, bat and bath.*

Do a fly swatter exercise or label the “t” sounds 1 and “Th” 2. Say a word and call randomly on individuals to say if the word is sound 1 or 2. Make corrections as necessary.
**ONE ON ONE ACTIVITY**

**D. Language Tools: What is today?**
- With the calendar visible, but your hands free to gesture, read the items in the grammar chart and have the student repeat.
- Practice word stress by clapping on the first syllable of the days of the week. Then demonstrate the stress in a complete sentence: *Today is Monday.*
- Elicit the days of the week in chronological order.

**E. Listening (track 17): Days of the week**
- Read the first part of the directions: Look at the days of the week. Point to the calendar picture. As the student reads, be sure he/she is only reading, not underlining the words.
- Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**F. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **EXPANSION:** After the student has checked the activity, take turns asking questions about the days of the week, using the items in the activity as prompts.

**EXTRA ACTIVITY (if time permits):**
- **Order!** PAIR UP with your student. Give the student a set of *Days of the Week Strips.* Have the student put the strips in order (chronologically), starting with Sunday. **OPTION:** Have the student put the strips in order alphabetically or have the student start the series with today's day.

**GROUP ACTIVITY**

**D. Language Tools: What is today?**
- With the calendar visible, but your hands free to gesture, read the items in the grammar chart and have students repeat.
- Practice word stress by clapping on the first syllable of the days of the week. Then demonstrate the stress in a complete sentence: *Today is Monday.*
- Elicit the days of the week in chronological order, pointing to various students around the room.

**E. Listening (track 17): Days of the week**
- Read the first part of the directions: Look at the days of the week. Point to the calendar picture. As students read, circulate to check that they are only reading, not underlining the words.
- Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**F. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **EXPANSION:** After students have checked the activity, have them practice asking questions about the days of the week, using the items in the activity as prompts. Model an example exchange with a student.

**EXTRA ACTIVITY (if time permits):**
- **Order!** PAIR students. Give each pair a set of *Days of the Week Strips.* Have them put the strips in order (chronologically), starting with Sunday. **OPTION:** Have them put the strips in order alphabetically or have the students start the series with today's day.
**One on One Activity**

G. Listening (track 18): Tano can’t come to class.
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together. **OPTION:** If your student is more advanced, suggest that he/she work without using the word box.
- Point out the Language NOTE. Ask, *What does “okay” mean?*
- Demonstrate the pronunciation difference of *can* and *can’t.* Say a few phrases and have the student give a thumbs up if they hear *can* or a thumbs down if they hear *can’t.*

H. Activity
- **PAIR UP** with your student. Read the directions out loud. Practice the conversation with the student. **OPTION:** Sit back-to-back with your student and use your cell phones as props to simulate a phone call.

I. Culture Tip!
- Have the student read the culture tip silently. Then you read the tip aloud. Demonstrate an “I can’t come to class” call with the student, using your cell phones as props.

**Group Activity**

G. Listening (track 18): Tano can’t come to class.
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together. **OPTION:** For more advanced students, suggest that they work without using the word box.
- Point out the Language NOTE. Ask, *What does “okay” mean?*
- Demonstrate the pronunciation difference of *can* and *can’t.* Say a few phrases and have the students give a thumbs up if they hear *can* or a thumbs down if they hear *can’t.*

H. Activity
- **PAIR students.** Read the directions out loud. Model the conversation once with a student. As students talk, circulate and offer encouragement. **OPTION:** Have students sit back-to-back and use their cell phones as props to simulate a phone call.

I. Culture Tip!
- Have students read the culture tip to themselves. Then you read the tip aloud. Demonstrate an “I can’t come to class” with a student, using your cell phones as props.

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G. Listening (track 18): Tano can’t come to class.

<table>
<thead>
<tr>
<th>Tano:</th>
<th>Betty:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s Betty’s phone number?</td>
<td>Hello Tano.</td>
</tr>
<tr>
<td>Seven one nine five five five three zero six eight.</td>
<td>Tano can’t come to class today.</td>
</tr>
<tr>
<td><strong>Betty Thomas:</strong> Hello?</td>
<td>Betty: Okay. What is today?</td>
</tr>
<tr>
<td><strong>Tano:</strong> Hello?</td>
<td>Tano: Today is Tuesday.</td>
</tr>
<tr>
<td>Tano: Hello. This is Tano.</td>
<td>Tano: Thank you. Goodbye.</td>
</tr>
<tr>
<td>Betty:</td>
<td>Goodbye.</td>
</tr>
</tbody>
</table>
**ONE ON ONE ACTIVITY**

**J. Activity**
- Read the first part of the directions: Look at the calendars. Point to the calendars. As the student reads, be sure he/she is only reading, not answering the questions.
- Read the rest of the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

**Before You Go.**
- Encourage the student to ask questions about any part of the lesson that wasn’t clear.
- Assign homework.

**GROUP ACTIVITY**

**J. Activity**
- Read the first part of the directions: Look at the calendars. Point to the calendars. As students read, circulate to check that they are only reading, not answering the questions.
- Read the rest of the directions. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

**Before You Go.**
- Encourage students to ask questions about any part of the lesson they didn’t understand.
- Assign homework.
**One on One Activity**

K. Activity
• Draw a calendar on the board without the days of the week. Have the student write them in. Then elicit from the student his or her English class schedule, and you fill in the information.
• Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

L. Activity
• PAIR UP with your student. Read the directions out loud. Explain that the student is going to imagine a situation. Say, *Imagine that you can’t come to class. Call me. Leave a voice message.* Explain that the student should write out what he/she will say, then practice saying his/her message to you.
• As the student writes, answer any questions and offer encouragement. Practice the conversation with your student. Pretend to use your cell phones if you brought them.

**Group Activity**

K. Activity
• Draw a calendar on the board without the days of the week. Assign seven students to write the days of the week. Then elicit from the class their English class schedule and you fill in the information.
• Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Have students check answers in PAIRS.

L. Activity
• PAIR students. Read the directions out loud. Explain that students are going to imagine a situation. Say, *Imagine that you can’t come to class. Call me. Leave a voice message.* Explain that students should write out what they will say. Then they should practice saying their message to their partner.
• As students write and practice, circulate and offer encouragement. Have them pretend to use their cell phones if they brought one.
HOMEWORK

• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 1A audio CD, and that practice is the best way to improve listening!
• **B: Hello, world!** Encourage them to try at least one of the suggestions. Say, *Try!*
• Thank your students for their hard work in class today! *Thank you! Good job!*

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**A. Listening (track 19): Tano can't come to class.**

Tano: What's Betty's phone number? Seven one nine five five five three zero six eight.

Betty Thomas: Hello?
Tano: Hello. Betty?
Betty: Yes.

Tano: Hello. This is Tano.
Betty: Hello, Tano.
Tano: I can't come to class today.
Betty: Okay. What is today?
Tano: Today is Tuesday.
Betty: Okay. See you tomorrow. Wednesday.
Tano: Thank you. Goodbye.
Betty: Goodbye.
### One on One Activity

**MATERIALS**
- Board and/or paper + marker
- 1A audio CD, CD player
- Reproducible Description Cards (2 sets)
- OPTIONAL: adhesive tape
- OPTIONAL: world map

**REVIEW**
- Review days of the week from Day 4. On the board, write the letters S, M, T, W, T, F, S. Point to each letter to elicit the days of the week. Move into full sentences, asking, *What is today? What is tomorrow?*
- Review the homework.

**WARM UP**
- On the board, draw a happy face. Under the picture, write dashes in place of letters for happy. Gesture for the student to guess the letters. Continue with increasingly difficult description words from the day’s vocabulary, until the student knows no more.

### Group Activity

**MATERIALS**
- Board and paper + marker
- 1A audio CD, CD player
- Reproducible Description Cards (1 set per student)
- OPTIONAL: adhesive tape
- OPTIONAL: world map

**REVIEW**
- Review days of the week from Day 4. On the board, write the letters S, M, T, W, T, F, S. Point to each letter to elicit the days of the week. Move into full sentences, asking, *What is today? What is tomorrow?*
- Review the homework.

**WARM UP**
- Divide the class into TEAMS. On the board, draw a happy face. Under the picture, write dashes in place of letters for happy. Team A calls out a letter. If the team is correct, it guesses again. If it’s incorrect, Team B guesses, and so on until the word is spelled out.
ONE ON ONE ACTIVITY

A. Vocabulary: Numbers
• Read the directions out loud. Give the student a few moments to absorb the picture and words. Remind the student to say the words quietly or to himself/herself.
• As pronunciation practice, say the words and have the student repeat. Ask, What are we learning today?

B. Listening (track 20): Numbers
• Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary. OPTION: Encourage the student to touch the numbers he/she hears.

C. Listening (track 21): Nora is single.
• Read the directions out loud. Explain that the student should circle both numbers and description words. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

GROUP ACTIVITY

A. Vocabulary: Numbers
• Read the directions out loud. Give students a few moments to absorb the picture and words. Remind them to say the words quietly or to themselves.
• As pronunciation practice, say the words and have students repeat.
• Ask, What are we learning today?

B. Listening (track 20): Numbers
• Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary. OPTION: Encourage students to touch the numbers they hear.

C. Listening (track 21): Nora is single.
• Read the directions out loud. Explain that students should circle both numbers and description words. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

B. Listening (track 20): Numbers
10 ten
11 eleven
12 twelve
13 thirteen
14 fourteen
15 fifteen
16 sixteen
17 seventeen
18 eighteen
19 nineteen
20 twenty
30 thirty
40 forty
50 fifty
60 sixty
70 seventy
80 eighty
90 ninety
100 one hundred

C. Listening (track 21): Nora is single.
Nora: I’m 30.
Jack: 30?
Nora: Yes.
Jack: I’m 30!

Jack: I’m from the United States.

Jack: I’m a student!
Nora: Oh, and I’m healthy.

Nora: Yes. I’m single.
Jack: Are you sad?
Nora: No! I’m happy.
**One on One Activity**

D. Language Tools: Are you / I am

- Introduce descriptions with Description Cards. Hold up the happy face card and ask, *Are you happy?* Give the student time to respond. Turn the card to confirm his/her response: *Yes. I am happy.*
- Read the questions and answers in the grammar chart and have the student repeat.
- Using the pictures from the book, make statements with he/she/they from the chart. Have the student do the same.
- Point out the Language NOTE and explain that English speakers like to connect words. Say, *Listening for connected words will help you understand English.*

E. Activity

- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

**Group Activity**

D. Language Tools: Are you / I am

- Introduce descriptions with Description Cards. Hold up the happy face card and ask, *Are you happy?* Give students time to respond. Turn the card to confirm their response: *Yes. I am happy.*
- Read the questions and answers in the grammar chart and have students repeat.
- Using the pictures from the book, make statements with he/she/they from the chart. Have students do the same.
- Point out the Language NOTE and explain that English speakers like to connect words. Say, *Listening for connected words will help you understand English.*

E. Activity

- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

**EXTRA ACTIVITY (if time permits):**

- **Memory** Pair up with your student. Take two sets of Description Cards and place them face down on a table. Partner A turns over two cards, trying to find a match (picture and sentence). If the two cards match, Partner A takes them and goes again. If not, the cards are returned facedown, and it’s Partner B’s turn. Make sure that the student says the word for the card they turn over. **OPTION:** Encourage the student to make a sentence with the matched or unmatched words.
**ONE ON ONE ACTIVITY**

**F. Listening (track 22): Nora is single.**
- Read the first part of the directions: *Read the sentences*. Point to the sentences. As the student reads, be sure he/she is only reading, not putting the conversation in order.
- Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**G. Activity**
- **PAIR UP** with your student. Read the directions out loud. Practice the conversation with the student. Use word stress and gestures to add drama to the conversation. **EXPANSION**: Point to the picture of the bride and groom and ask, *Is she single? Is he married?* Take care to ask questions that will elicit forms that the student knows (he and she, not they, for example).

**H. Culture Tip!**
- Have the student read the culture tip silently. Then you read the tip aloud. Ask about marriage age in his/her country. **EXPANSION**: Draw the symbols for male and female on the board. Ask the student, *What do these mean?*
- Show left and right. With your back to the student, hold up your left hand and say left. Then do the same with your right hand. Continue, but have the student come up with the word. Do this fast to generate energy.

**GROUP ACTIVITY**

**F. Listening (track 22): Nora is single.**
- Read the first part of the directions: *Read the sentences*. Point to the sentences. As students read, circulate to check that they are only reading, not putting the conversation in order.
- Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**G. Activity**
- **PAIR students.** Read the directions out loud. Model the conversation once with a student. Use word stress and gestures to add drama to the conversation. **EXPANSION**: Draw the symbols for male and female on the board. Ask students, *What do these mean?*
- Show left and right. With your back to the student, hold up your left hand and say left. Then do the same with your right hand. Continue, but have the student come up with the word. Do this fast to generate energy.

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**F. Listening (track 22): Nora is single.**

Nora: I’m 30.
Jack: 30?
Nora: Yes.
Jack: I’m 30!

[2] Nora: Oh. ... I’m from Jordan. ...
Jack: I’m from the United States.

Jack: I’m a student!
Nora: Oh, and I’m healthy.

Nora: Yes. I’m single.
Jack: Are you sad?
Nora: No! I’m happy.
**One on One Activity**

I. Activity
- Have the student look at the world map. Have the student write the name of his/her country. EXPANSION: Have the student write the names of other countries he/she knows. OPTION: Tape a world map on the wall and have the student approach the map, point to his/her country, and say where he/she is from.
- Read the directions out loud. Explain that the student is going to write about himself/herself. Look at the example together. Remind the student to include his/her age and country.
- As the student works, answer any questions and offer encouragement. OPTION: If your student is more advanced, suggest that he/she work without using the word box.

**Group Activity**

I. Activity
- Have students look at the world map. Have them write the name of their country. EXPANSION: Have students write the names of other countries they know. OPTION: Tape a world map on the wall and have students approach the map, point to their country, and say where they are from.
- Read the directions out loud. Explain that students are going to write about themselves. Look at the example together. Remind students to include their age and country.
- As students work, circulate and offer encouragement. OPTION: Have volunteers read their sentences to the class. OPTION: For more advanced students, suggest that they work without using the word box.

J. Activity
- PAIR UP with your student. Read the directions out loud. Practice the conversation with the student. Before You Go.
  - Encourage the student to do the homework before next class.
  - Assign homework.

J. Activity
- PAIR students. Read the directions out loud. Model an exchange with a student. As students talk, circulate and offer encouragement. Before You Go.
  - Encourage students to do the homework before next class.
  - Assign homework.
**One on One Activity**

**K. Activity**
- Read the directions out loud. Do the first item together on the board. As the student works, answer any questions and offer encouragement. Check answers together.

**L. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

**EXTRA ACTIVITY (if time permits)**
- **Appletree** Tell the student that you are thinking of a country name (a country name the student knows). Write blanks in place of letters. Draw a tree with several apples and a letter box for incorrect guesses. The student calls out a letter. If the student is correct, you write the letter in the blank and the student goes again. If the student is incorrect, you write the letter in the Incorrect Letter box and erase one of the apples. Continue until the country name is filled in and/or the tree loses all of its apples.

**Group Activity**

**K. Activity**
- Read the directions out loud. Do the first item together on the board. As students work, circulate and offer encouragement. Have students check answers in PAIRS.

**L. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Have students check answers in PAIRS.

**EXTRA ACTIVITY (if time permits)**
- **Appletree** Divide the class into two TEAMS. Tell students that you are thinking of a country name (one of the student’s countries). Write blanks in place of letters. Draw a tree with several apples for each team and a letter box for incorrect guesses for each team. Each team takes turns calling out a letter. If the team is correct, you write the letter in the blank and the team goes again. If the team is incorrect, you write the letter in the Incorrect Letter box and erase one of the apples. Continue until the country name is filled in and/or a team loses all of its apples.
HOMEWORK

• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 1A audio CD, and that practice is the best way to improve listening!
• **B: Hello, world!** Encourage them to try at least one of the suggestions. Say, *Try!*
• Thank your students for their hard work in class today! *Nice Work!*

**A. Listening (track 23): Nora is single.**

Nora: I'm 30.
Jack: 30?
Nora: Yes.
Jack: I'm 30!

Jack: I'm from the United States.
Jack: I'm a student!
Nora: Oh, and I'm healthy.

Nora: Yes. I'm single.
Jack: Are you sad?
Nora: No! I'm happy.
**One on One Activity**

**MATERIALS**
- Board or scrap paper + marker
- 1A audio CD, CD player
- Reproducible Health Problem Cards (1 set +1 for you)
- OPTIONAL: sheets of paper (2)

**REVIEW**
- Review descriptions and numbers from Day 5.
  On the board, write, *I am 32.* Then gesture to the student to tell his/her age.
- Review the homework.

**WARM UP**
- On the board, write *I have ____.*
- Give the student a set of Health Problem Cards (but not tired or sick). Hold up the “a cold” Health Card. Ask, *What’s wrong?* The student holds up his/her cards and reads the condition, *A cold!* Continue with the other health vocabulary. Don’t require the student to formulate a complete sentence at this stage.

**Group Activity**

**MATERIALS**
- board + marker
- 1A audio CD, CD player
- Reproducible Health Problem Cards (1 set per student + 1 for you)
- OPTIONAL: sheets of paper (2 per student)

**REVIEW**
- Review descriptions and numbers from Day 5. On the board, write, *I am 32.* Then gesture to each student to tell his/her age. OPTION: Have students stand up and order themselves by age.
- Review the homework.

**WARM UP**
- On the board, write *I have ____.*
- Give each student a Health Problem Card (but not tired or sick). Hold up the “a cold” Health Card, being sure that all students see the image. Ask, *Who has a cold?* The students who have “a cold” Health Cards hold up their cards and say, *I have a cold!* Continue with the other health vocabulary.
**One on One Activity**

**A. Vocabulary: Health**
- Read the directions out loud. Give the student a few moments to absorb the picture and words. Remind the student to say the words quietly or to himself/herself.
- As pronunciation practice, say the words and have the student repeat.

Ask, *What are we learning today?*

**B. Listening (track 24): What’s wrong?**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**Group Activity**

**A. Vocabulary: Health**
- Read the directions out loud. Give students a few moments to absorb the picture and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat.
- Ask, *What are we learning today?*

**B. Listening (track 24): What’s wrong?**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

<table>
<thead>
<tr>
<th>B. Listening (track 24): What’s wrong?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have a fever. It’s 102 degrees.</td>
<td>4. I have a cough.</td>
</tr>
<tr>
<td>2. I have a headache.</td>
<td>5. I have a stomachache.</td>
</tr>
<tr>
<td>3. I have a cold.</td>
<td>6. I’m sick.</td>
</tr>
<tr>
<td></td>
<td>7. I’m tired.</td>
</tr>
</tbody>
</table>
C. Language Tools: What’s wrong?
• Return to the remaining Health Problem Cards, asking the student, What’s wrong?
• Then read the questions and answers in the grammar chart and have the student repeat.

D. Activity
• Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. EXPANSION: After checking the activity together, practice the Q&As in PAIRS. EXPANSION: Point out the image of the thermometer. Ask, What does the thermometer say? Are you sick if the thermometer says 102 degrees? (The question is answered in the Culture Tip on page 34 and should be discussed there, too.)
**ONE ON ONE ACTIVITY**

**E. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

**EXTRA ACTIVITY (if time permits):**
- **Scrambled** Give the student a sheet of paper. On the board write scrambled sentences, but in vertical lists:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>cough</td>
<td>I</td>
<td>tired</td>
</tr>
<tr>
<td>have</td>
<td>fever</td>
<td>am</td>
</tr>
<tr>
<td>a</td>
<td>have</td>
<td>I</td>
</tr>
<tr>
<td>I</td>
<td>a</td>
<td></td>
</tr>
</tbody>
</table>

- Gesture to the first column and say, *Number one: Write a sentence.* (I have a cough.) The student raises a hand when he/she has a complete sentence written. Check for spelling and syntax (word order). **EXPANSION:** Ask the student to try to write his/her own scrambled sentence for you to unscramble.

**F. Culture Tip!**
- Have the student read the culture tip silently. Then you read the tip aloud. Point out the thermometer in the picture. Remind the student of the thermometer on page 33 and the temperature reading of 102. Ask more follow-up questions about different body temperatures, as was done on the previous page.

**GROUP ACTIVITY**

**E. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

**EXTRA ACTIVITY (if time permits):**
- **Scrambled** Give each student a sheet of paper. On the board write scrambled sentences, but in vertical lists:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>cough</td>
<td>I</td>
<td>tired</td>
</tr>
<tr>
<td>have</td>
<td>fever</td>
<td>am</td>
</tr>
<tr>
<td>a</td>
<td>have</td>
<td>I</td>
</tr>
<tr>
<td>I</td>
<td>a</td>
<td></td>
</tr>
</tbody>
</table>

- Gesture to the first column and say, *Number one: Write a sentence.* (I have a cough.) Students raise their hands when they have a complete sentence written, trying to be the first. **EXPANSION:** Ask a student volunteer to try to write his/her own scrambled sentence for the rest of the class to unscramble. Or, have students work in PAIRS.

**F. Culture Tip!**
- Have students read the culture tip to themselves. Then you read the tip aloud. Point out the thermometer in the picture. Remind students of the thermometer on page 33 and the temperature reading of 102. Ask more follow-up questions about different body temperatures, as was done on the previous page.
**ONE ON ONE ACTIVITY**

**G. Activity**

- PAIR UP with your student. Lay a set of Health Problem Cards in a stack, picture-side up. Read the directions out loud. Point out the picture in the book to show the student generally what the activity looks like.
- Read the example conversation with the student. Also demonstrate an exchange with the sick or tired card to be sure the student understands that *am* will also be used.
- Practice the conversation with the student. **NOTE:** Collect the Health Problem Cards at the end of the activity to reuse on Day 8 (Review Activity N).
- Point out that *wrong* can mean a problem, or it can mean *incorrect*. Give an example. Say, *1 + 1 is wrong* or *incorrect*.

**H. Activity**

- PAIR UP with your student. Explain that the student is going to imagine a situation. Say, *Imagine that you are sick*. Read the first part of the directions. As the student works, answer any questions and offer encouragement.
- When the student is finished writing his/her conversation, practice the conversation with the student.

**Before You Go.**

- Encourage the student to ask questions about any part of the lesson that wasn’t clear.
- Assign homework.

**GROUP ACTIVITY**

**G. Activity**

- PAIR students. Give each pair a set of Health Problem Cards, stacked picture-side up. Read the directions out loud. Point out the picture in the book to show students generally what the activity looks like.
- Model the example conversation with a student. Also model an exchange with the sick or tired card to be sure students understand that they may have to use *am*.
- As students talk, circulate and offer encouragement. **NOTE:** Collect the Health Problem Cards at the end of the activity to reuse on Day 8 (Review Activity N).
- Point out that *wrong* can mean a problem, or it can mean *incorrect*. Give an example. Say, *1 + 1 is wrong* or *incorrect*.

**H. Activity**

- PAIR students. Explain that they are going to imagine a situation. Say, *Imagine that you are sick*. Read the first part of the directions. As students work, circulate and offer encouragement.
- When students are finished writing their conversation, model a conversation with a student. As students talk, circulate and offer encouragement. **OPTION:** Have volunteers perform their conversation for the class.

**Before You Go.**

- Encourage students to ask questions about any part of the lesson they didn’t understand.
- Assign homework.
ONE ON ONE ACTIVITY

I. Activity
• Read the directions out loud. Direct the student to look at the picture of the sick man. Ask, What's wrong? Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

J. Activity
• Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION**: Have the student draw a picture of his/her own ailments on a separate piece of paper. **NOTE**: If your student doesn’t have any health problems, ask them to invent one, or talk about a family member. Or, for more advanced students, have them write negative sentences: I don’t have a headache.

GROUP ACTIVITY

I. Activity
• Read the directions out loud. Direct students to look at the picture of the sick man. Ask, What's wrong? Go over the example together. As students work, circulate and offer encouragement. Have students check answers in PAIRS.

J. Activity
• Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Have students check answers in PAIRS. **OPTION**: Have students draw a picture of themselves/their ailments on a separate piece of paper. **NOTE**: If your students don’t have any health problems, ask them to invent one, or talk about a family member. Or, for more advanced students, have them write negative sentences: I don’t have a headache.
HOMEWORK

• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 1A audio CD, and that practice is the best way to improve listening!
• **B: Reading:** Remind them that reading is a good way to grow vocabulary.
• **C: Hello, world!** Encourage them to try at least one of the suggestions. Say, *Try!*
• Thank your students for their hard work in class today! *Bravo!*

### A. Listening (track 25): What’s wrong?

- a. I have a fever. It’s 102 degrees.
- b. I have a headache.
- c. I have a cold.
- d. I have a cough.
- e. I have a stomachache.
- f. I’m sick.
- g. I’m tired.
**One on One Activity**

**MATERIALS**
- Board or scrap paper + marker
- 1A audio CD, CD player
- Crayons or colored pencils

**Review**
- Review health vocabulary from Day 6. Act out the various ailments (a cold, a cough, etc.) and ask the student, *What's wrong?* The student guesses.
- **OPTION:** Have the student act out the ailments, and you guess.
- Review the homework.

**Warm Up**
- Draw a stick figure on the board. Write the vocabulary words. Point to a body part then point to the list of body words. Gesture for the student to guess. Upon hearing a correct guess, repeat the word and draw a line from the body part to the word.

**Group Activity**

**MATERIALS**
- Board + marker
- 1A audio CD, CD player
- Crayons or colored pencils

**Review**
- Review health vocabulary from Day 6. Act out the various ailments (a cold, a cough, etc.) and ask students, *What's wrong?* The students guess.
- **OPTION:** Have individual students act out the ailments.
- Review the homework.

**Warm Up**
- Draw a stick figure on the board. Write the vocabulary words. Point to a body part then point to the list of body words. Gesture for students to guess. Upon hearing a correct guess, repeat the word and draw a line from the body part to the word.
**Body**

**One on One Activity**

**A. Vocabulary: Body**
- Read the directions out loud. Give the student a few moments to absorb the picture and words. Remind the student to say the words quietly or to himself/herself.
- As pronunciation practice, say the words and have the student repeat.
- Ask, *What are we learning today?*

**B. Listening (track 26): My body**
- Read the directions out loud. Explain that the student is going to touch the parts in the big picture. Play and/or read the audio. Repeat the audio as necessary.

**C. Listening (track 27): My leg hurts.**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- Ask, *What does “uh-huh” mean?* If necessary, repeat the audio. Point out the Language NOTE.

**Group Activity**

**A. Vocabulary: Body**
- Read the directions out loud. Give students a few moments to absorb the picture and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat.
- Ask, *What are we learning today?*

**B. Listening (track 26): My body**
- Read the directions out loud. Explain that students are going to touch the parts in the big picture. Play and/or read the audio. Repeat the audio as necessary.

**C. Listening (track 27): My leg hurts.**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- Ask, *What does “uh-huh” mean?* If necessary, repeat the audio. Point out the Language NOTE.

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**B. Listening (track 26): My body**

<table>
<thead>
<tr>
<th>head</th>
<th>arm</th>
<th>hand</th>
</tr>
</thead>
<tbody>
<tr>
<td>stomach</td>
<td>back</td>
<td>leg</td>
</tr>
<tr>
<td>foot</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**C. Listening (track 27): My leg hurts.**

- Doctor: Hello. I’m Dr. Lee. What’s wrong?
- Doctor: Uh-huh.
- Patty Brown: My foot hurts.
- Doctor: Uh-huh.
- Patty Brown: My hand hurts.
- Doctor: Uh-huh.
**One on One Activity**

D. Language Tools: *What's Wrong?*

- On the board, write, *My ___ hurts.*
- Introduce the first-person of the simple present tense of the verb hurt by touching your head and saying, *My head hurts.* Then stand before the student, gesture to a different body part (of the student) and ask, *What's wrong?*
- Point to other body parts if the student knows more.
- Read the questions and answers in the grammar chart and have the student repeat.
- Point out the Language Box. Explain that the underlined words are the important words and therefore should be stressed. Practice the sentences again, giving special attention to stress.

**Group Activity**

D. Language Tools: *What's Wrong?*

- On the board, write, *My ___ hurts.*
- Introduce the first-person of the simple present tense of the verb hurt by touching your head and saying, *My head hurts.* Then stand before a student, gesture to a different body part (of the student) and ask, *What's wrong?*
- Point to other body parts if the student knows more.
- Read the questions and answers in the grammar chart and have students repeat.
- Point out the Language Box. Explain that the underlined words are the important words and therefore should be stressed. Practice the sentences again, giving special attention to stress.

**E. Activity**

- Read the directions out loud. Go over the example together. Make sure the student understands that he/she must look at the picture to answer the question. As the student works, answer any questions and offer encouragement. Check answers together. **EXPANSION:** After checking the activity together, practice the Q&As. Make sure the student is stressing the important words.

- Read the directions out loud. Go over the example together. Make sure students understand that they must look at the picture to answer the question. As students work, circulate and offer encouragement. Check answers together. **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS. Make sure they are stressing the important words.
**REAL LIFE**

**ONE ON ONE ACTIVITY**

**F. Listening (track 28): My leg hurts.**

- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together. **OPTION:** Have the student do the activity first, then listen with the slightly altered direction of *Underline the stressed words.* The student will find that the stressed words are the body words.

**G. Activity**

- **PAIR UP** with your student. Read the directions out loud. Practice the conversation with the student. Stress the body words. **EXPANSION:** Alter the conversation, using and/or adding other body part words or health problem words (from Day 6).

**H. Activity**

- Read the first part of the directions: *Look at the medicines. Read the information.* Point to the medicine pictures. As the student reads, be sure he/she is only reading, not circling the health problems.
- Read the rest of the directions. As the student works, answer any questions and offer encouragement. Check answers together.

**I. Culture Tip!**

- Have the student read the culture tip silently. Then you read the tip aloud, or ask the student to. Demonstrate calling 911 with your cell phone or the image in the book. Elicit from the student his/her understanding of what happens when 911 is called (the police come, an ambulance comes, the fire department comes, etc.).

<table>
<thead>
<tr>
<th><strong>F. Listening (track 28): My leg hurts.</strong></th>
<th><strong>Patty Brown: My foot hurts.</strong></th>
</tr>
</thead>
</table>
**One on One Activity**

**J. Activity**

- Read the first part of the directions: *Look at the pictures*. Point to the pictures of the accident. As the student studies the pictures, be sure he/she is only looking, not completing the questionnaire.
- Read the rest of the directions. Do an example together. As the student works, answer any questions and offer encouragement. Check answers together.

**NOTE:** The activity is somewhat subjective, based on what the student sees in the picture. Use the possible variation in answers as an opportunity to discuss different ailments. **EXANSION:** Tell the student to look at the questionnaire. Ask, *What’s the hospital phone number? What’s the address?* **OPTION:** Tell the student to look at the questionnaire, then close his/her book. Then ask questions about the information: *What is the name of the hospital? What’s the hospital phone number? What’s the address?*

**EXTRA ACTIVITY (if time permits):**

- **Telephone** Whisper a sentence from the questionnaire. The student can say, *Excuse me?* and you repeat one time, but then must write the message on the board. Check it for accuracy with the original message.

**Before You Go.**

- Remind the student that the next class is a review of Days 1–7 and a review test.
- Introduce the field trip lesson (Day 9). Talk about the purpose (practicing English in a real life situation, practicing the vocabulary and grammar that the student has learned, etc.). Make sure he/she understands the date and that you are mentioning it now so that the student can make arrangements for transportation. Emphasize that the next class is in the classroom, and that the field trip is the following class. Consider writing days or dates so that there is no confusion.
- Assign homework.

**Group Activity**

**J. Activity**

- Read the first part of the directions: *Look at the pictures*. Point to the pictures of the accident. As students study the pictures, circulate to check that they are only looking at the activity.
- Read the rest of the directions. Do an example together. As students work, circulate and offer encouragement. Check answers. **NOTE:** The activity is subjective, based on what the students see in the picture. Use the possible variation in answers as an opportunity to discuss different ailments. **EXANSION:** Tell students to look at the questionnaire. Ask, *What’s the hospital phone number? What’s the address?* **OPTION:** Tell students to look at the questionnaire, then close their books. Then ask questions about the information: *What is the name of the hospital? What’s the hospital phone number? What’s the address?*

**EXTRA ACTIVITY (if time permits):**

- **Telephone** Have students stand in a line. Whisper a sentence from the questionnaire to the first student (*My head hurts*). The student can say, *Excuse me?* and you repeat once, but then must pass the message as he/she understood to the next student in line. The last student in line says the message aloud. Check it for accuracy with the original message. **OPTION:** Have students stand in two lines, making the activity a race for accuracy and speed.

**Before You Go.**

- Remind students that the next class is a review of Days 1–7 and a review test.
- Introduce the field trip lesson (Day 9). Talk about the purpose (practicing English in a real life situation, practicing the vocabulary and grammar that they have learned, etc.). Make sure everyone understands the date and that you are mentioning it now so that they can make arrangements for transportation. Emphasize that the next class is in the classroom, and that the field trip is the following class. Consider writing days or dates so that there is no confusion.
- Assign homework.
**One on One Activity**

K. Activity
- PAIR UP with your student. Distribute crayons or colored pencils for drawing.
- Sit back-to-back with your student. Read the directions out loud. Point out the pictures at the bottom of the page. Demonstrate/Explain that Partner A looks at his/her picture and describes it as Partner B draws in the box what he/she hears. The word box is to help the speaking student with vocabulary.
- Point out the language NOTE. Show what this means by pointing to one of your feet and saying *foot*, then point to both and say *feet*. **OPTION:** If your student is more advanced, suggest that he/she work without using the word box.
- Check the accuracy of the drawing after all body parts have been described. Then switch roles.

**Group Activity**

K. Activity
- PAIR students. Distribute crayons or colored pencils for drawing.
- Have students sit back-to-back. Read the directions out loud. Point out the pictures at the bottom of the page. Demonstrate/Explain that Partner A looks at his/her picture and describes it as Partner B draws in the box what he/she hears. The word box is to help the speaking student with vocabulary. **OPTION:** For more advanced students, suggest that they work without using the word box.
- Point out the Language NOTE. Show what this means by pointing to one of your feet and saying *foot*, then point to both and say *feet*.
- As students talk, circulate and offer encouragement. Students can check the accuracy of their drawing after all body parts have been described. Then students switch roles.
HOMEWORK

• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 1A audio CD, and that practice is the best way to improve listening!
• **B: Reading:** Remind them that reading is a good way to grow vocabulary.
• **C: Hello, world!** Encourage them to try at least one of the suggestions. Say, *Try!*
• Thank your students for their hard work in class today! *Thank you! Good job!*

**A. Listening (track 29): Simon Says**

Touch your head.
Touch your arm.
Touch your leg.
Touch your back.
Touch your foot.
Touch your stomach.
Touch your arm.
Touch your leg.
Touch your head.
## Review Day 8

### One on One Activity

**MATERIALS**
- Board or paper + marker
- 1A audio CD, CD player
- Reproducible Health Problem Cards (from Day 6; 1 set)
- Reproducible Body Cards (1 set)

**REVIEW**
- Review body vocabulary from Day 7. Play “Simon Says” by reading the audio from Day 7. **OPTION:** Have the student be Simon.
- Review the homework.

**WARM UP**
- Write on the board, Review.
- Plan to spend approximately 10 minutes on each Day Review in order to have enough time (20 minutes) for the Review Test. **OPTION:** Spend the entire 90-minute period reviewing, and assign the Review Test home as homework.

### Group Activity

**MATERIALS**
- Board + marker
- 1A audio CD, CD player
- Reproducible Health Problem Cards (from Day 6; 1 set per pair)
- Reproducible Body Cards (1 set per pair)

**REVIEW**
- Review body vocabulary from Day 7. Play “Simon Says” by reading the audio from Day 7. **OPTION:** Have different students be Simon.
- Review the homework.

**WARM UP**
- Write on the board, Review.
- Plan to spend approximately 10 minutes on each Day Review in order to have enough time (20 minutes) for the Review Test. **OPTION:** Spend the entire 90-minute period reviewing, and send the Review Test home as homework.
**ONE ON ONE ACTIVITY**

Day 1 Review: One on One

- Have the student turn to Day 1 on page 2 and ask, *What did we study on Day 1?*

  **A. Activity**
  - PAIR UP with your student. Read the directions out loud. Practice the exchange with the student.

  **B. Activity**
  - PAIR UP with your student. Read the directions out loud. Point out that the student should insert his/her name where there are blanks. Practice the conversation with the student.

  **C. Activity**
  - Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

**GROUP ACTIVITY**

Day 1 Review: Group

- Have students turn to Day 1 on page 2 and ask, *What did we study on Day 1?*

  **A. Activity**
  - PAIR students. Read the directions out loud. Model the exchange with a student. As students talk, circulate and offer encouragement. **OPTION:** Do the activity as a class, divided into two TEAMS.

  **B. Activity**
  - PAIR students. Read the directions out loud. Model the conversation once with a student. Point out that students should insert their name where there are blanks. As students talk, circulate and offer encouragement.

  **C. Activity**
  - Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
**ONE ON ONE ACTIVITY**

Day 2 Review: One on One
- Have the student turn to Day 2 on page 8 and ask, *What did we study on Day 2?*

D. Activity
- Read the directions out loud. Explain that the student must look at the pictures for this activity. Go over the example together. As the student works, answer questions and offer support. Check answers together. **OPTION:** If your student is more advanced, suggest that he/she work without using the word box.

E. Activity
- **PAIR UP** with your student. Read the directions out loud. Read the example dialog with the student. Practice the conversation with the student. **OPTION:** For more structure, read the exchange in Activity D with your student rather than or in addition to talking about the pictures.

**GROUP ACTIVITY**

Day 2 Review: Group
- Have students turn to Day 2 on page 8 and ask, *What did we study on Day 2?*

D. Activity
- Read the directions out loud. Explain that the students must look at the pictures for this activity. Go over the example together. As students work, circulate and offer encouragement. Have students check answers in PAIRS. **OPTION:** For more advanced students, suggest that they work without using the word box.

E. Activity
- **PAIR** students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** For more structure, have students read the exchange in Activity D rather than or in addition to talking about the pictures.
**One on One Activity**

**Day 3 Review: One on One**
- Have the student turn to Day 3 on page 14 and ask, *What did we study on Day 3?*

**F. Activity**
- PAIR UP with your student. Read the directions out loud. Practice the conversation with the student.

**G. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **Expansion:** After checking the activity together, practice the Q&As.

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**Group Activity**

**Day 3 Review: Group**
- Have students turn to Day 3 on page 14 and ask, *What did we study on Day 3?*

**F. Activity**
- PAIR students. Read the directions out loud. Model the conversation once with a student. As students talk, circulate and offer encouragement. **Option:** Have students to perform their conversations for the class.

**G. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Have students check answers in pairs. **Expansion:** After students have checked the activity, have them practice the Q&As in pairs.
**Day 4 Review: One on One**

- Have the student turn to Day 4 on page 20 and ask, *What did we study on Day 4?*

**H. Activity**
- Read the directions out loud. Have the student look at the calendar. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
  **EXPANSION:** Ask the student, *What is today? What is tomorrow?*

**I. Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Practice the conversation with the student.

**J. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** If your student is more advanced, suggest that he/she work without using the word box. **EXPANSION:** After checking the activity together, practice the conversation.

**Day 4 Review: Group**

- Have students turn to Day 4 on page 20 and ask, *What did we study on Day 4?*

**H. Activity**
- Read the directions out loud. Have students look at the calendar. Go over the example together. As students work, circulate and offer encouragement. Have students check answers in PAIRS.
  **EXPANSION:** Ask, *What is today?* etc.

**I. Activity**
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Do the activity as a class, divided into two TEAMS.

**J. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Have students check answers in PAIRS. **OPTION:** For more advanced students, suggest that they work without using the word box. **EXPANSION:** After students check answers, have them practice the conversation in PAIRS.
**One on One Activity**

**Day 5 Review: One on One**
- Have the student turn to Day 5 on page 26 and ask, *What did we study on Day 5?*

**K. Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. OPTION: If your student is more advanced, suggest that he/she work without using the word box.

**L. Activity**
- Point out the world map. Have the student write the name of his/her country.
- Read the directions out loud. Look at the example together and/or do an example together on the board. As the student works, answer any questions and offer encouragement. OPTION: If your student is more advanced, suggest that he/she work without using the word box.

**Group Activity**

**Day 5 Review: Group**
- Have students turn to Day 5 on page 26 and ask, *What did we study on Day 5?*

**K. Activity**
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students count, circulate and offer encouragement. OPTION: For more advanced students, suggest that they work without using the word box.

**EXPANSION:** Do the activity as a class, divided into two TEAMS: Team A and Team B.

**L. Activity**
- Point out the world map. Have students write the name of their country.
- Read the directions out loud. Look at the example together and/or do an example together on the board. As students work, circulate and offer encouragement. OPTION: More advanced students, should work without using the word box. **EXPANSION:** Have volunteers read their descriptions (or just reference them) to the class.
**One on One Activity**

Day 6 Review: One on One

- Have the student turn to Day 6 on page 32 and ask, "What did we study on Day 6?"

M. Activity

- Read the directions out loud. Point out the pictures. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** If your student is more advanced, suggest that he/she work without using the word box.

N. Activity

- **PAIR UP** with your student. Use a set of Health Problem Cards (from Day 6). Read the directions out loud. Read the example dialog with the student. Practice the conversation with the student.

**Group Activity**

Day 6 Review: Group

- Have students turn to Day 6 on page 32 and ask, "What did we study on Day 6?"

M. Activity

- Read the directions out loud. Point out the pictures. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** For more advanced students, suggest that they work without using the word box.

N. Activity

- **PAIR students.** Give each pair a set of Health Problem Cards (from Day 6). Read the directions out loud. Model the example dialog with a student.
**One on One Activity**

Day 7 Review: One on One
- Have the student turn to Day 7 on page 38 and ask, *What did we study on Day 7?*

O. Activity
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

P. Activity
- PAIR UP with your student. Use a set of Body Cards. Read the directions out loud. Read the example dialog with the student.
- Point out the Language NOTE. Encourage the student to stress the body words. Practice the conversation with the student.

**Group Activity**

Day 7 Review: Group
- Have students turn to Day 7 on page 38 and ask, *What did we study on Day 7?*

O. Activity
- Read the directions out loud. Go over the example together. Circulate as students work. Have students check answers in PAIRS.

P. Activity
- PAIR students. Give each pair a set of Body Cards. Read the directions out loud. Model the example dialog with a student.
- Point out the Language NOTE. Encourage students to stress the body words. As students talk, circulate and offer encouragement. **OPTION:** Have volunteer students perform their conversations for the class.
REVIEW TEST (Days 1–7)

- Encourage students to Read the directions out loud and do the activities on their own. If students are anxious about the notion of taking a test, you may want to ease their stress by doing the first item together as an example. As students work, circulate and offer encouragement.
- Go through the directions for each of the three sections before the student starts.
- Sections A and B should take about 10 minutes total, and Section C should take about 10 minutes. If students are unable to finish the test during the class period, you can assign it as homework.
- After students have finished, review the answers together. OPTION: Quickly check two or three advanced students’ test, then assign those students to groups, and have students check their tests in groups. Or, review the answers at the next class. Be sure that students make corrections and review any mistakes.
- Students who score 80-90% should be ready to move on. We suggest that any missed questions are reviewed. Students who score lower than 80% should spend time reviewing the material that was missed and try the test again, either in class or as homework.

A. Complete the sentences.
- Section A features one vocabulary item from each of the seven days (Days 1–7), in chronological order.
- You may want to have students put down their pencils at the end of Section A so that you can introduce Section B.

B. Circle the answers.
- Sections B features grammar or pronunciation items from each of the seven days (Days 1–7), in chronological order.
- You may want to have students put down their pencils after Section B so that you can introduce Section C. If you are not stopping students after Section B, point out that the test continues on page 52.

C. Answer the questions.
- Section C features “real life” types of questions and activities from each of the seven days (Days 1–7), in chronological order.
- Because the items in this section are varied, students may have more questions as they work their way through. If a particular question is recurring, consider directing all students to the item, and explaining it.
- When grading these questions, the focus should be on the target concept. Ask yourself, what is this question testing?

Before You Go.
- Remind students that the next class is a field trip to the drugstore. Ask them to be on time. OPTION: Suggest that students bring their student books and a pen. Make sure everyone has your phone number, transportation and knows how to get there. OPTION: If students are traveling independently to the location of the field trip, have them turn to Day 9 and write the drugstore address and directions on the page.
- Assign homework.

Teacher Note: Preparing for the field trip.
- Having a successful field trip is a result of planning. Read the first section of this book (”To The Teacher”) to learn about the field trip.
- Remember, your student(s) will be nervous. Ease nerves by deciding on how you will get to the drug store. If possible, go together using the form of transportation your student(s) would typically take.
- Practice the dialogs needed ahead of time. Ask follow-up questions to debrief the field trip afterwards.
- Call ahead to let the drug store know that you will be coming. Ask if there will be someone available to answer questions.
A. Complete the sentences:

USE THESE WORDS:

<table>
<thead>
<tr>
<th>class</th>
<th>fever</th>
<th>Good, thank you.</th>
<th>please</th>
<th>seventeen</th>
<th>Zero</th>
</tr>
</thead>
</table>

1. Spell it, __________________________ .
2. Q: How are you?  
   A: __________________________________________ .
3. ________, one, two, three, four, five.
4. I can’t come to ________ today.
5. Fifteen, sixteen, __________, eighteen, nineteen, twenty.
6. I’m sick. I have a ____________ .
7. I have a stomachache. My ____________ hurts.

B. Circle the answers.

1. My ________ is Luli.  
   a. name  
   b. Hello  
   c. Your
2. _____ name is Matt.  
   a. Her  
   b. His  
   c. What’s
3. My ________ is 718.555.9162.  
   a. address  
   b. name  
   c. phone number
4. Today is Wednesday. Tomorrow is ____________.  
   a. Thursday  
   b. Tuesday  
   c. Friday
   a. happy  
   b. from China  
   c. married
   a. have  
   b. am  
   c. sick
7. My ____________ hurts.  
   a. hurt  
   b. wrong  
   c. arm
C. Answer the questions.

1. What is your name? ____________________________

2. What's your address? ____________________________

3. What is her name? ____________________________

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Class</td>
<td>English Class</td>
<td>X</td>
<td>English Class</td>
<td>X</td>
<td>English Class</td>
<td>X</td>
</tr>
</tbody>
</table>

4. Look at the calendar. Complete the sentence.

David can't come to English class on __________, __________, and __________.

5. Complete the sentence about you:

I am from ____________________________.

6. What is normal body temperature? a. 102.6 degrees b. 98.6 degrees

7. Check (✓) the true answers. In an emergency:

□ Call 911.   □ Call your teacher.
□ Say, "Help!" □ Say, "I'm good, thank you."
MATERIALS: extra pens

NOTE
• As you plan your field trip, keep in mind that the book’s suggestion is just that. Take your student to a location that will be helpful for him or her in the long-run. The goal is to provide your student with the opportunity to engage in the community in English and, in some instances, connect to resources of which he or she may not be aware.

REVIEW
• As students arrive, welcome them by practicing the greetings from Day 1. Check to see that students have their books and pens.
• Once everyone has arrived, give an overview of the visit. It’s up to you how you want to structure it and what other activities—games, conversation, etc.—you want to include.
• Before you have students work from the book, briefly review the activities. As students work, make yourself available for questions. OPTION: You may want to PAIR / GROUP students.
• Although the purpose of the field trip is largely to allow students to experience English in a real-world setting and recording “correct” answers isn’t the focus, you may want to complete the activities yourself so that you can check student answers later.

A. Activity
• Before you enter the store, make a list of health problems. Inside the store, write the names of medicines.
• Urge students to be mindful of customers.

B. Activity
• Clear this activity with the pharmacy department beforehand.

C. Activity
• Establish a meeting point as you enter the store.

CONCLUSION
• At the end of the visit, you may want to discuss the students’ experience for 15 minutes or so. OPTION: Review the field trip the next class.
• Review the activities on the page generally.
• Ask experiential questions such as How was it? Did you understand the pharmacist?
• After the discussion, make sure all students are accounted for and have means for getting home. Remind students about the next class and tell them to bring pictures of their family.
**One on One Activity**

**MATERIALS**
- Board or paper + marker
- 1A audio CD, CD player
- Family photos (real or not)
- OPTIONAL: family tree example
- OPTIONAL: timer (1)

**REVIEW**
- OPTION: Review the field trip experience (Day 9).

**WARM UP**
- Show a family photo. Say, *This is my family.* Point to a particular family member and say the relationship (sister, etc.). Then describe the family member, using the description vocabulary taught on Day 5: single, married, happy, unhappy, healthy, sick, from ____, or age.

**Group Activity**

**MATERIALS**
- Board + marker
- 1A audio CD, CD player
- Family photos (real or not)
- OPTIONAL: family tree example

**REVIEW**
- OPTION: Review the field trip experience (Day 9).

**WARM UP**
- Show a family photo. Say, *This is my family.* Point to a particular family member and say the relationship (sister, etc.). Then describe the family member, using the description vocabulary taught on Day 5: single, married, happy, unhappy, healthy, sick, from ____, or age.
**One on One Activity**

**A. Vocabulary: Family**
- Read the directions out loud. Give the student a few moments to absorb the picture and words. Remind the student to say the words quietly or to himself/herself.
- As pronunciation practice, say the words and have the student repeat.
- Ask, *What are we learning today?*

**B. Listening (track 30): Describe your family.**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- For advanced students, add more words.

---

**Group Activity**

**A. Vocabulary: Family**
- Read the directions out loud. Give students a few moments to absorb the picture and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat.
- Ask, *What are we learning today?*

**B. Listening (track 30): Describe your family.**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- For advanced students, add more words.

---

**B. Listening (track 30): Describe your family.**

Interviewer: Describe your family.
Lan: Okay. My daughter is 13. Her name is Veronica.
Interviewer: Spell it, please.
Lan: V-e-r-o-n-i-c-a. She is happy. My sons are 18. They are single! Their names are Victor and Vince.
Interviewer: Spell it, please.
Lan: Victor: V-i-c-t-o-r. And Vince: V-i-n-c-e. They are healthy.
Lan: My husband is 43. He is from the United States. His name is Wade.
Interviewer: Spell it, please.
Lan: W-a-d-e.
Lan: My sister is 37. She's from China. Her name is Luli. L-u-l-i. She's married. She has a baby.
Lan: My name is Lan. L-a-n. I'm 46. I'm from China. I am happy!
**ONE ON ONE ACTIVITY**

C. Language Tools: is, are

- Introduce singular and plural forms of the present tense of be (is, are) by holding up your family photos and describing the people. Practice both the is and are forms.
- Read the items in the grammar chart and have the student repeat.
- Point out the Language NOTE. Hold up one finger and say, *Sister.* Hold up two fingers and say, *Sisters,* emphasizing the “s.” Hold up three fingers and prompt the student to say, *Sisters.* **NOTE:** For advanced students, talk about the words *kids* and *children.* Explain that these words mean more than one son or daughter. And talk about the difference between the two (*kids* typically refers to young people).

**GROUP ACTIVITY**

C. Language Tools: is, are

- Introduce singular and plural forms of the present tense of be (is, are) by holding up your family photos and describing the people. Practice both the is and are forms.
- Read the items in the grammar chart and have students repeat.
- Point out the Language NOTE. Hold up one finger and say, *Sister.* Hold up two fingers and say, *Sisters,* emphasizing the “s.” Hold up three fingers and prompt students to say, *Sisters.* **NOTE:** For advanced students, talk about the words *kids* and *children.* Explain that these words mean more than one son or daughter. And talk about the difference between the two (*kids* typically refers to young people).

D. Activity

- This activity focuses on singular and plural. Read the directions out loud. Go over the example together. Say, *One daughter. No “s.”* As the student works, answer any questions and offer encouragement. Check answers together.

E. Activity

- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
**One on One Activity**

**F. Activity**
- On the board, copy the chart structure shown in the book, but use your own family information for the example. Hold up a corresponding family photo and point to the information on the board.
- Read the directions out loud. Look at the example together. As the student works, answer any questions and offer encouragement. Check answers together.

**G. Activity**
- Direct the student’s attention to the board again. Under the chart example you wrote for Activity F, write complete sentences. Again show your family photo.
- Read the directions out loud. Look at the example together. As the student works, answer any questions and offer encouragement. Check answers together.

**H. Culture Tip!**
- Have the student read the culture tip silently. Then you read the tip aloud. Ask the student when he/she left home and what is normal in his/her country. **Expansion:** Point to the mother in the picture and ask, *Is she the father?* Point to the father and ask, *Is he the daughter?* and so on, eliciting family vocabulary.

**Group Activity**

**F. Activity**
- On the board, copy the chart structure shown in the book, but use your own family information for the example. Hold up a corresponding family photo and point to the information on the board.
- Read the directions out loud. Look at the example together. As students work, circulate and offer encouragement. Check students’ answers individually.

**G. Activity**
- Direct students’ attention to the board again. Under the chart example you wrote for Activity F, write complete sentences. Again show your family photo.
- Read the directions out loud. Look at the example together. As students work, circulate and offer encouragement. Check answers together.

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then you read the tip aloud. Ask students when they left home and what is normal in their country. **Expansion:** Point to the parents in the picture and ask, *Is she the father?* Point to the father and ask, *Is he the daughter?* and so on, eliciting family vocabulary.
**ONE ON ONE ACTIVITY**

I. Activity
- Direct the student to page 54. Explain that the picture is called “a family tree.” Draw a tree on the board to help explain the term. Then direct the student back to page 57. Read the directions out loud. Do an example together, using the student’s information. As the student works, answer any questions and offer encouragement.

J. Activity
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Practice the conversation with the student. **OPTION:** Prepare your own family tree to use as an example.

**Before You Go.**
- Encourage the student to ask questions about any part of the lesson that wasn’t clear.
- Suggest the student bring a cell phone to the next class.
- Assign homework.

**GROUP ACTIVITY**

I. Activity
- Direct students to page 54. Explain that the picture is called “a family tree.” Draw a tree on the board to help explain the term. Then direct students back to page 57. Read the directions out loud. Do an example together, using a student’s information. As students work, circulate and offer encouragement.

J. Activity
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Have volunteers present their family trees to the class. **OPTION:** Prepare your own family tree to use as an example.

**Before You Go.**
- Encourage students to ask questions about any part of the lesson they didn’t understand.
- Suggest they bring a cell phone to the next class.
- Assign homework.
**One on One Activity**

**K. Activity**
- Read the directions out loud. Go over the example together. Check to see that the student understands the concept of “different.” As the student works, answer any questions and offer encouragement. Check answers together.

**L. Activity**
- Read the directions out loud. Point out the picture. Read the expression aloud. Ask, *What does it mean?* Take guesses before revealing the answer.

**EXTRA ACTIVITY (if time permits):**
- **Spelling Bee** The student stands at the board. Say a family word. The student tries to spell the word correctly and quickly. **OPTION:** Give the student one clue if he/she is stuck. **OPTION:** Use a timer to add a sense of excitement.

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**Group Activity**

**K. Activity**
- Read the directions out loud. Go over the example together. Check to see that students understand the concept of “different.” As students work, circulate and offer encouragement. Check answers together.

**L. Activity**
- Read the directions out loud. Point out the picture. Read the expression aloud. Ask, *What does it mean?* As students think, circulate and offer encouragement. Take guesses before revealing the answer.

**EXTRA ACTIVITY (if time permits):**
- **Spelling Bee** Divide the class into two TEAMS. Each team sends a player to the board. Say a family word. The players try to spell the word first and correctly. If neither player is correct, give the correct spelling and call a new pair to the board. **OPTION:** Encourage team members to help if the participants are stuck.
HOMEWORK

- Encourage the students to do the homework.
- **A: Listening:** Remind the students that this activity requires the 1A audio CD, and that practice is the best way to improve listening!
- **B: Hello, world!** Encourage the students to try at least one of the suggestions. Say, *Try one!*
- Thank your students for his/her hard work in class today! *Great job!*

**A. Listening (track 31): Describe your family.**
Interviewer: Describe your family.
Lan: Okay. My daughter is 13. Her name is Veronica.
Interviewer: Spell it, please.
Lan: V-e-r-o-n-i-c-a. She is happy. My sons are 18. They are single! Their names are Victor and Vince.
Interviewer: Spell it, please.
Lan: Victor: V-i-c-t-o-r. And Vince: V-i-n-c-e. They are healthy.
Lan: My husband is 43. He is from the United States. His name is Wade.
Interviewer: Spell it, please.
Lan: W-a-d-e.
Lan: My sister is 37. She’s from China. Her name is Luli. L-u-l-i. She’s married. She has a baby.
Lan: My name is Lan. L-a-n. I’m 46. I’m from China. I am happy!
### One on One Activity

**MATERIALS**
- Board or paper + marker
- 1A audio CD, CD player
- Clock with moveable hands (1)
- Soda cans (2 or more)

**REVIEW**
- Review family vocabulary from Day 11. Draw a stick person family tree on the board, with blanks under the family members. Point to each member and gesture for the student to call out the family word. **OPTION:** Have the student call out the word, then spell it.
- Review the homework.

**WARM UP**
- Present a clock with moveable hands and lead the student in saying the face numbers. Then set the hands at one o’clock and ask, *What time is it?* and continue with various times until the student is comfortable with expressing time in numbers (3:08 = three oh eight; 3:15 = three fifteen, etc.) **NOTE:** You will need the clock again on Day 12.

### Group Activity

**MATERIALS**
- Board + marker
- 1A audio CD, CD player
- Clock with moveable hands (1)
- Soda cans (2 or more)

**REVIEW**
- Review family vocabulary from Day 11. Draw a stick person family tree on the board, with blanks under the family members. Point to each member and gesture for students to call out the family word. **OPTION:** Have students call out the word, then spell it.
- Review the homework.

**WARM UP**
- Present a clock with moveable hands and lead students in saying the face numbers. Then set the hands at one o’clock and ask, *What time is it?* and continue with various times until students are comfortable with expressing time in numbers (3:08 = three oh eight; 3:15 = three fifteen, etc.) **NOTE:** You will need the clock again on Day 12.
**Food & Drinks**

**One on One Activity**

A. Vocabulary: Food and drinks
- Read the directions out loud. Give the student a few moments to absorb the picture and words. Remind the student to say the words quietly or to himself/herself.
- As pronunciation practice, say the words and have the student repeat.
- Ask, What are we learning today?
- **NOTE** that there are regional differences between the use of soda versus pop. Your student does not need to produce both words, but depending on the common use in your area, the student should be able to recognize one or both.

B. Listening (track 32): Can I help you?
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**Group Activity**

A. Vocabulary: Food and drinks
- Read the directions out loud. Give students a few moments to absorb the picture and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat.
- Ask, What are we learning today?
- **NOTE** that there are regional differences between the use of soda versus pop. Your student does not need to produce both words, but depending on the common use in your area, the student should be able to recognize one or both.

B. Listening (track 32): Can I help you?
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

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**B. Listening (track 32): Can I help you?**

[1] Cashier: Can I help you?
Ana: Yes. A soda, two tacos, and one cookie, please.

[2] Cashier: Can I help you?
David: Yes. One hamburger and a tea, please.

[3] Cashier: Can I help you?
Nora: Yes. One salad, a soup, a yogurt, and a water, please.
C. Language Tools: plural nouns

- Introduce the concept of ordering and plural versus singular nouns with a brief role-play. On the board, write *Can I help you?* and *One soda, please./ Two sodas, please.* Stand at a table as a fast food worker would at a counter and wave the student to come before you. Ask, *Can I help you?* Then gesture to one soda can on the table and the sentence on the board, to elicit *One soda, please* from the student. Repeat, but now with two soda cans. And so on.
- Read the items in the grammar chart and have the student repeat.
- Point out the Language NOTEs. Demonstrate the pronunciation of the word *a* (typically pronounced as “uh” in sentences) with the different food items.

D. Activity

- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- Point out the Language NOTE. EXPANSION: After checking the activity together, practice the Q&As together.

E. Listening (track 33): Z endings

- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

E. Listening (track 33): Z endings

1. hamburgers
2. salads
3. water
4. taco
5. cookies
**REAL LIFE**

**ONE ON ONE ACTIVITY**

**F. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** If your student is more advanced, suggest that he/she work without using the word box. **EXPANSION:** After checking the activity together, practice the conversation.

**G. Activity**
- PAIR UP with your student. Sit or stand back-to-back with your student. Read the directions out loud. Read the example dialog with the student. Practice the conversation with the student. **OPTION:** Encourage the student to add other food words he/she knows: Two cheese pizzas, please.

**H. Culture Tip!**
- Have the student read the culture tip silently. Then you read the tip aloud. Point out the picture. Ask, **Who is she?** (a waitress). **Where is she?** (at a restaurant) **What is “a tip”?** (extra money)
- Ask the student about tipping practices his/her country.

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**GROUP ACTIVITY**

**F. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** For more advanced students, suggest that they work without using the word box. **EXPANSION:** After students have checked the activity, have them practice the conversation in PAIRS.

**G. Activity**
- PAIR students. Have them sit or stand back-to-back. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Encourage students to add other food words they know: Two cheese pizzas, please.

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then you read the tip aloud. Point out the picture. Ask, **Who is she?** (a waitress). **Where is she?** (at a restaurant) **What is “a tip”?** (extra money)
- Ask students about tipping practices their countries.
**One on One Activity**

I. Activity
- Read the directions out loud. Do an example together. As the student works, answer any questions and offer encouragement. Check answers together. **Expansion**: Pair up with your student. Practice the conversations with the student.

**Extra Activity (if time permits)**
- **Make a list** Say, *Write food words that have the letter “c”* (cookie, taco). After 30 seconds say, *Stop!* Then have the student read his/her list of words. Give a point for each word. Continue with another letter.

Before You Go.
- Encourage the student to ask questions about any part of the lesson that wasn’t clear.
- Assign homework.

**Group Activity**

I. Activity
- Read the directions out loud. Do an example together. As students work, circulate and offer encouragement. Have students check answers in *pairs*. **Expansion**: Pair students. Have them practice then perform their dialogs for the class.

**Extra Activity (if time permits)**
- **Make a list** Say, *Write food words that have the letter “c”* (cookie, taco). After 30 seconds say, *Stop!* Someone from each team then stands and reads the list of words. The team with the most correct words gets a point. Continue with another letter.

Before You Go.
- Encourage students to ask questions about any part of the lesson they didn’t understand.
- Assign homework.
**One on One Activity**

J. Activity

- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION**: Have the student draw pictures alongside the words. **EXPANSION**: Start a conversation about healthy and unhealthy food. Ask, *Is salad healthy or unhealthy?* Continue with other words: *water, soda, yogurt, cookies, hamburgers, tacos.*

**Group Activity**

J. Activity

- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION**: Have students draw pictures alongside the words. **EXPANSION**: Start a conversation about healthy and unhealthy food. Ask, *Is salad healthy or unhealthy?* Continue with other words: *water, soda, yogurt, cookies, hamburgers, tacos.*
HOMEWORK

- Encourage students to do the homework.
- **A: Listening:** Remind students that this activity requires the 1A audio CD, and that practice is the best way to improve listening!
- **B: Hello, world!** Encourage them to try at least one of the suggestions. Say, *Try!*
- Thank your students for their hard work in class today! *Nice work!*

A. **Listening** (track 34): *Can I help you?*

[1] Cashier: Can I help you?
Ana: Yes. A soda, two tacos, and one cookie, please.
[2] Cashier: Can I help you?
Nora: Yes. One salad, a soup, a yogurt, and a water, please.
[3] Cashier: Can I help you?
David: Yes. One hamburger and a tea, please.
**One on One Activity**

**MATERIALS**
- Board or paper + marker
- 1A audio CD, CD player
- Reproducible Food Cards (1 set)
- OPTIONAL: actual fruits and vegetables
- OPTIONAL: colored chalk

**REVIEW**
- Review food and drinks from Day 11. Have the student write all the food words he/she knows on the board. PAIR UP with your student. Partner A is the fast food worker (*Can I help you?*), and Partner B is the customer, asking for items from the “menu” (board). Practice the role play with the student.
- Review the homework. Give special attention to the use of the singular and plural forms in Activity A: soda, tacos, cookie, etc.

**WARM UP**
- Hold up the Food Card with green bananas. Say, *Green bananas*. Hold up another food card and ask, *Color? Food?* Then gesture to elicit the complete phrase, and so on.

**Group Activity**

**MATERIALS**
- Board + marker
- 1A audio CD, CD player
- Reproducible Food Cards (1 set per pair)
- OPTIONAL: actual fruits and vegetables
- OPTIONAL: colored chalk

**REVIEW**
- Review food and drinks from Day 11. Have students write all the food words they know on the board. PAIR students. Partner A is the fast food worker (*Can I help you?*), and Partner B is the customer, asking for items from the “menu” (board). As students practice their role play, circulate and offer encouragement.
- Review the homework. Give special attention to the use of the singular and plural forms in Activity A: soda, tacos, cookie, etc.

**WARM UP**
- Hold up the Food Card with green bananas. Say, *Green bananas*. Hold up another food card and ask, *Color? Food?* Then gesture to elicit the complete phrase, and so on.
**ONE ON ONE ACTIVITY**

**A. Vocabulary: Food**
- Read the directions out loud. Give the student a few moments to absorb the picture and words. Remind the student to say the words quietly or to himself/herself.
- As pronunciation practice, say the words and have the student repeat.
- Ask, *What are we learning today?*

**B. Listening (track 35): Your shopping list.**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- **NOTE**: Although technically tomatoes are fruit, they are often considered to be vegetables and are labeled as such in grocery stores.

**C. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

**GROUP ACTIVITY**

**A. Vocabulary: Food**
- Read the directions out loud. Give students a few moments to absorb the picture and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat.
- Ask, *What are we learning today?*

**B. Listening (track 35): Your shopping list.**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- **NOTE**: Although technically tomatoes are fruit, they are often considered to be vegetables and are labeled as such in grocery stores.

**C. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

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**B. Listening (track 35): Your shopping list.**

**Fruits**
- a. I want a green banana. Yes, 1 green banana.
- b. I want yellow bananas: 3 yellow bananas.
- c. I want red apples: 6 red apples.
- e. Oranges? Yes. I want 7 oranges.

**Vegetables**
- f. I want 2 white onions.
- g. 1 yellow corn.
- i. I want 10 purple potatoes.
- j. 12 red tomatoes.
- k. And 20 carrots.
**LANGUAGE TOOLS**

**One on One Activity**

D. Language Tools: Want

- On the board write, *Do you want ___? Yes. I want ___. / No. I don't want ___.*
- Introduce the simple present form of want by showing the oranges **Food Card** and asking the student, *Do you want oranges?* and gesturing to the board. Practice with only a handful of cards.
- Read the items in the grammar chart and have the student repeat.
- Point out the Language **NOTE**.

**NOTE:** *Do and does will be introduced in later levels. Asking questions in English is tricky and it is important that students understand how to form statements first. Do not get caught up in explaining *do/does*. Keep the focus on the statement, unless your student is particularly advanced.*

E. Activity

- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **EXPANSION:** After checking the activity together, practice the Q&As in PAIRS.

F. Listening (track 36): S/Z endings

- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

F. Listening (track 36): S/Z endings

1. fruits
2. apple
3. oranges
4. vegetables
5. potato
6. carrots

**Group Activity**

D. Language Tools: Want

- On the board write, *Do you want ___? Yes. I want ___. / No. I don't want ___.*
- Introduce the simple present form of want by showing the oranges **Food Card** and asking a student, *Do you want oranges?* and gesturing to the board. Practice with only a handful of cards. Read the items in the grammar chart and have students repeat.
- Point out the Language **NOTE**.

**NOTE:** *Do and does will be introduced in later levels. Asking questions in English is tricky and it is important that students understand how to form statements first. Do not get caught up in explaining *do/does*. Keep the focus on the statement, unless your students are particularly advanced.*

E. Activity

- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.

F. Listening (track 36): S/Z endings

- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
**ONE ON ONE ACTIVITY**

**G. Activity**

- PAIR UP with your student. Explain that Partner A looks at the fridge on page 68 and Partner B at the fridge on page 69. This type of activity is called “information gap”. It shows up throughout this series.
- Read the directions out loud. Tell the student that we often say fridge, not refrigerator.
- Have the student first write the names of the food in his/her fridge.
- Then have an exchange with your student about what is in your fridges, asking if the student wants things he or she doesn’t have, Do you want ___? The answering partner uses the structures on page 69 (Yes. I want ... / No. I don't want ...) depending on whether or not he or her fridge has that item.
- For the new food that the partner “acquires” (wants), the partner draws the picture and the name in his/her own fridge. EXPANSION: Have the student look at his/her fridge. Say, Count the fruits and vegetables in the pictures. How many apples are there? The student should only say a number, not a complete sentence.

**H. Culture Tip!**

- Have the student read the culture tip silently. Then you read the tip aloud. Point out the picture to explain the tip.

**GROUP ACTIVITY**

**G. Activity**

- PAIR students. Explain that Partner A looks at the fridge on page 68 and Partner B at the refrigerator on page 69. This type of activity is called “information gap”. It shows up throughout this series.
- Read the directions out loud. Tell students that we often say fridge, not refrigerator.
- Have students first write the names of the food in their fridges.
- Then students have an exchange about what is in their fridges, asking their partner, Do you want ___? The answering partner uses the structures on page 69 (Yes. I want ... / No. I don't want ...) depending on whether or not he or she has that item in his or her fridge.
- For the new food that the partner “acquires” (wants), the partner draws the picture and the name in his/her own fridge. EXPANSION: Have the student look at their refrigerator. Say, Count the fruits and vegetables in the pictures. How many apples are there? Students should only say a number, not a complete sentence.

**H. Culture Tip!**

- Have students read the culture tip to themselves. Then you read the tip aloud. Point out the picture to explain the tip.
**ONe On ONE ACTIVITY**

G. Activity

EXTRA ACTIVITIES (if time permits):
- **Picture dictation** At the board, with colored chalk in hand, ask the student to tell you what food and drinks he/she wants, using the structure *I want...*. Ask, *What food do you want?* As the student answers (*I want red apples. I want green peppers.*), you draw quickly.
- Once the board is full, prompt the student to say what he/she doesn't want. Ask, *What food don't you want?* As the student answers *I don't want...*, erase the items.
- **Memory** PAIR UP with your student. Lay a set of Food Cards face down on a table. Partner A turns over two cards, trying to match food pictures. If the two cards match, Partner A says the food word. If correct, he/she takes the cards and goes again. If not, the cards are returned face down, and it's Partner B’s turn. Make sure that the students say the word (or a sentence with the word) each time he/she turns over a card. **NOTE:** Collect the Food Cards to reuse on Day 13.

**Before You Go.**
- Suggest the student bring U.S. money (small bills or coins) to the next class.
- Assign homework.

---

**GROUP ACTIVITY**

G. Activity

EXTRA ACTIVITIES (if time permits):
- **Picture dictation** At the board, with colored chalk in hand, ask the student to tell you what food and drinks they want, using the structure *I want...*. Ask, *What food do you want?* As students answer (*I want red apples. I want green peppers.*), you draw quickly.
- Once the board is full, then prompt them to say what they don't want. Ask, *What food don't you want?* As students answer with *I don't want...*, you erase the items.
- **Memory** PAIR students. Give each pair two sets of Food Cards to place face down on a table. Partner A turns over two cards, trying to match food pictures. If the two cards match, Partner A says the food word. If correct, he/she takes the cards and goes again. If not, the cards are returned face down, and it's Partner B’s turn. Make sure that students say the words (or sentences with the words) each time they turn over a card. **NOTE:** Collect the Food Cards to reuse on Day 13.

**Before You Go.**
- Suggest that students bring U.S. money (small bills or coins) to the next class.
- Assign homework.
**ONE ON ONE ACTIVITY**

I. Activity

- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **EXPANSION:** Have the student look at the pictures. Ask about colors: *What color is the carrot? What color is the tomato?* etc.

J. Activity

- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **EXPANSION:** After checking the activity together, practice the Q&As.

**GROUP ACTIVITY**

I. Activity

- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Have students check answers in PAIRS. **EXPANSION:** Have students look at the pictures. Ask about colors: *What color is the carrot? What color is the tomato?* etc.

J. Activity

- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Have students check answers in PAIRS. **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.
HOMEWORK

- Encourage students to do the homework.

- **A: Listening:** Remind students that this activity requires the 1A audio CD, and that practice is the best way to improve listening!

- **B: Hello, world!** Encourage them to try at least one of the suggestions. Say, *Try!*

- Thank your students for their hard work in class today! *Thank you! Good job!*

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**B. Listening (track 37): Your shopping list.**

**Fruits**

a. I want a green banana. Yes, 1 green banana.
b. I want yellow bananas: 3 yellow bananas.
c. I want red apples: 6 red apples.
e. Oranges? Yes. I want 7 oranges.

**Vegetables**

f. I want 2 white onions.
g. 1 yellow corn.
i. I want 10 purple potatoes.
j. 12 red tomatoes.
k. And 20 carrots.
## One on One Activity

### MATERIALS
- Board or paper + marker
- 1A audio CD, CD player
- Reproducible Food Cards (1 set)
- Small U.S. bills ($1, $5, $10, $20) and coins (1c, 5c, 10c, 25c)
- OPTIONAL: fly swatter (1)
- Crayons or colored pencils
- Reproducible Money Cards (1 set)

### Warm Up
Spread the bills and coins on a table. Say the names and encourage the student to point to the bill or coin. **OPTION:** Have the student order the bills and coins by value.

## Group Activity

### MATERIALS
- Board + marker
- 1A audio CD, CD player
- Reproducible Food Cards (1 set)
- Small U.S. bills ($1, $5, $10, $20) and coins (1c, 5c, 10c, 25c)
- Food card from Day 12
- OPTIONAL: fly swatters (2)
- Crayons or colored pencils
- Reproducible Money Cards (1 set per pair)

### REVIEW
**Icebreaker Activity**
Review shopping (food and colors) vocabulary from Day 12 by reviewing the homework. Have the student show his/her pictures. Ask, *What color are the apples?* etc.

### Warm Up
Spread the bills and coins on a table and have students gather around. Say the names and encourage students to point to the bill or coin. **OPTION:** Have students order the bills and coins by value.
Money

One on One Activity

A. Vocabulary: Money and numbers
- Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words out loud.
- As pronunciation practice, say the words and have the student repeat.
- Ask, What are we learning today?
- Repeat the list one more time. As you say a word, hold up the amount on your hand (i.e. penny, and hold up 1 finger) or write 1 on the board. Emphasize that the bills are called bills.

B. Activity
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

C. Listening (track 38): Dollars and cents
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

Group Activity

A. Vocabulary: Money and numbers
- Read the directions out loud. Give students a few moments to absorb the pictures and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat.
- Ask, What are we learning today?
- Repeat the list one more time. As you say a word, hold up the amount on your hand (i.e. penny, and hold up 1 finger) or write 1 on the board. Emphasize that the bills are called bills.

B. Activity
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

C. Listening (track 38): Dollars and cents
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

C. Listening (track 38): Dollars and cents
1. Q: How much is a penny?
   A: A penny is one cent.
2. Q: How much is a nickel?
   A: A nickel is five cents.
3. Q: How much is a dime?
   A: A dime is ten cents.
4. Q: How much is a quarter?
   A: A quarter is twenty-five cents.

   5. Q: How much is a one-dollar bill?
      A: It’s one dollar.
6. Q: How much is a five-dollar bill?
   A: It’s five dollars.
7. Q: How much is a ten-dollar bill?
   A: It’s ten dollars.
8. Q: How much is a twenty-dollar bill?
   A: It’s twenty dollars.
**One on One Activity**

D. Language Tools: It is

- On the board, write, *It is ___.*
- Introduce *How much is ...?* by again placing the bills and coins on the table. Ask, *How much is a one-dollar bill?* pointing to the bill. Gesture to the structure on the board if the student says only the amount.
- Read the items in the grammar chart and have the student repeat.
- Point out that in English, we usually say *one fifty*, instead of *one dollar and fifty cents*. But, caution the student that *one fifty* can also mean *one hundred and fifty*, so they need to be aware of context.

E. Activity

- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. EXPANSION: After checking the activity together, practice the Q&As.

F. Pronunciation: Number pronunciation and stress

- Read the items in the pronunciation chart and have the student repeat. Clap on the stress to help the student understand where the stress falls.

G. Listening (track 39): Number pronunciation and stress

- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

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<table>
<thead>
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<tbody>
<tr>
<td>1.</td>
<td>thirteen</td>
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<tr>
<td>2.</td>
<td>forty</td>
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<tr>
<td>3.</td>
<td>fifty</td>
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<td>4.</td>
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<td>6.</td>
<td>eighteen</td>
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<td>7.</td>
<td>nineteen</td>
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</tbody>
</table>

**Group Activity**

D. Language Tools: It is

- On the board, write, *It is ___.*
- Introduce *How much is ...?* by having students again gather around the table with the bills and coins. Ask, *How much is a one-dollar bill?* pointing to the bill. Gesture to the structure on the board if students say only the amount.
- Read the items in the grammar chart and have students repeat.
- Point out that in English, we usually say *one fifty*, instead of *one dollar and fifty cents*. But, caution the student that *one fifty* can also mean *one hundred and fifty*, so they need to be aware of context.

E. Activity

- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. EXPANSION: After students have checked the activity, have them practice the Q&As in PAIRS.

F. Pronunciation: Number pronunciation and stress

- Read the items in the pronunciation chart and have students repeat. Clap on the stress to help students understand where the stress falls.

G. Listening (track 39): Number pronunciation and stress

- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
**ONE ON ONE ACTIVITY**

**H. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

**I. Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Practice the conversation with the student.

**EXTRA ACTIVITY (if time permits):**
- **Fly swatter** Write prices on the board. Have the student stand at the board, fly swatter in hand. You call out a price, and the student tries to swat it quickly. **OPTION:** Use a timer to add a sense of excitement. **OPTION:** Have the student write or say a sentence with the price after he/she finds it on the board.

**J. Culture Tip!**
- Have the student read the culture tip silently. Then you read the tip aloud. To demonstrate the concept, practice making change using the bills and coins.

**GROUP ACTIVITY**

**H. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

**I. Activity**
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.

**EXTRA ACTIVITY (if time permits):**
- **Fly swatter** Write prices on the board. Divide the class into two TEAMS. Have the first competing pair of students stand at the board, fly swatters in hand. You call out a price, and students try to be the first to swat it. **OPTION:** Use a timer to add a sense of excitement. **OPTION:** Have the student write or say a sentence with the price after he/she finds it on the board.

**J. Culture Tip!**
- Have students read the culture tip to themselves. Then you read the tip aloud. To demonstrate the concept, practice making change using the bills and coins.
**One on One Activity**

**K. Listening (track 40): How much is it?**
- First practice vocabulary by pointing to the items in the picture and asking, *What’s this?*
- Read the first part of the directions: Look at the pictures and read the conversation. Point out the pictures. As the student reads, be sure he/she is only reading, not filling in the blanks.
- Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**L. Activity**
- PAIR UP with your student. Read the directions out loud. Practice the conversation with the student.

**Before You Go.**
- Encourage the student to do the homework so that he/she is well prepared for Day 14.
- Assign homework.

**K. Listening (track 40): How much is it?**
Marta: How much is a yogurt?
Cashier: It’s 92 cents.
Marta: How much is a taco?
Cashier: It’s $3.68
Marta: How much is a soda?
Cashier: A soda is $1.25

**Group Activity**

**K. Listening (track 40): How much is it?**
- First practice vocabulary by pointing to the items in the picture and asking, *What’s this?*
- Read the first part of the directions: Look at the pictures and read the conversation. Point out the pictures. As students read, circulate to check that they are only reading, not filling in the blanks.
- Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**L. Activity**
- PAIR students. Read the directions out loud. Model the conversation once with a student. As students practice, circulate and offer encouragement.

**Before You Go.**
- Encourage students to do the homework so that they’re well prepared for Day 14.
- Assign homework.

K. Listening (track 40): How much is it?
Marta: How much is a water?
Cashier: It’s $1.10
Marta: How much is a salad?
Cashier: A salad is $4.83.
Marta: Okay. One salad, one yogurt, and a water, please.
One on One Activity

M. Activity
• Provide the student with crayons or colored pencils. Read the directions out loud. Explain that the student can draw any food and drinks, as long as he/she knows the names, and can make up any prices. Look at the examples together. As the student works, answer any questions and offer encouragement. Check answers together.

N. Activity
• PAIR UP with your student. Use a set of Money Cards. Read the directions out loud. Explain that one student is the customer, the other is the deli owner. Draw a picture of a taco on the board. Write $2.45 as the price. Ask the student, Can I help you? Gesture for the student to follow the example dialog in the book: How much is a taco? Answer with It is $2.45. Add other items to the board and continue the role play.
• In addition to speaking, be sure to also count and exchange Money Cards. NOTE: Collect Money Cards to reuse on Day 14.

Group Activity

M. Activity
• Provide students with crayons or colored pencils. Read the directions out loud. Explain that students can draw any food and drinks, as long as they know the names, and can make up any prices. Look at the examples together. As students work, circulate and offer encouragement. Have students check answers in PAIRS.

N. Activity
• PAIR students. Give each pair a set of Money Cards. Read the directions out loud. Explain that one student is the customer, the other is the deli owner. Draw a picture of a taco on the board. Write $2.45 as the price. Point to a student and ask, Can I help you? Gesture for student to follow the example dialog in the book: How much is a taco? Answer with It is $2.45. Add other items to the board and continue the role play until students are clear on the activity.
• As students talk, circulate and offer encouragement. Check to be sure that in addition to speaking, students are also counting and exchanging Money Cards. NOTE: Collect Money Cards to reuse on Day 14.
HOMEWORK

- Encourage students to do the homework.
- **A: Listening:** Remind students that this activity requires the 1A audio CD, and that practice is the best way to improve listening!
- **B: Reading:** Explain that reading is a good way to grow vocabulary.
- **C: Hello, world!:** Encourage them to try at least one of the suggestions. Say, *Try just one!*
- Thank your students for their hard work in class today! *We’re almost finished with Book 2A!*

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A. Listening (track 41): How much is it?
Marta: How much is a yogurt?
Cashier: It’s 92 cents.
Marta: How much is a taco?
Cashier: It’s $3.68
Marta: How much is a soda?
Cashier: A soda is $1.25
Marta: How much is a water?
Cashier: It’s $1.10
Marta: How much is a salad?
Cashier: A salad is $4.83.
Marta: Okay. One salad, one yogurt, and a water, please.
**One on One Activity**

**MATERIALS**
- Board or paper + marker
- 1A audio CD, CD player
- Envelope (1)
- Reproducible Money Cards (from Day 13; 1 set)

**REVIEW**
- Review money vocabulary from Day 13. PAIR UP with your student. Use an envelope of Money Cards. Ask, *How much is it?* Have the student count the money and record his/her amount on the front of the envelope.
- Review the homework.

**WARM UP**
- On the board, draw a picture of a bus. Keep drawing until the student guesses correctly, then write bus on the board. Repeat with taxi and train.

**Group Activity**

**MATERIALS**
- Board + marker
- 1A audio CD, CD player
- Envelopes (1 per pair)
- Reproducible Money Cards (from Day 13; 1 set per pair)

**REVIEW**
- Review money vocabulary from Day 13. PAIR UP students. Give each pair an envelope of Money Cards. Ask, *How much is it?* Have students count the money and record their amount on the front of the envelope. They then exchange envelopes with another pair and count those cards, and so on.
- Review the homework.

**WARM UP**
- On the board, draw a picture of a bus. Keep drawing until students guess correctly, then write bus on the board. Repeat with taxi and train.
**One on One Activity**

A. Vocabulary: Transportation

- Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words quietly or to himself/herself.
- As pronunciation practice, say the words and have the student repeat.
- Ask, *What are we learning today?*

B. Listening (track 42): How much is a ticket?

- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- **NOTE:** Caution the student that saying *five fifty* can mean $5.50 or $550, depending on context.

<table>
<thead>
<tr>
<th>B. Listening (track 42): How much is a ticket?</th>
<th>Taxi driver: It’s expensive. It’s $17.70. Plus tip.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tano: How much is a train ticket?</td>
<td>Tano: $70.70?!</td>
</tr>
<tr>
<td>Conductor: It’s $4.16. It’s cheap.</td>
<td>Taxi driver: No! $17.70</td>
</tr>
<tr>
<td>Tano: $4.60?</td>
<td>3. Tano: How much is a bus ticket?</td>
</tr>
<tr>
<td>Conductor: No. $4.16.</td>
<td>Bus driver: A bus ticket is $3.80.</td>
</tr>
<tr>
<td>2. Tano: How much is a taxi to the grocery store?</td>
<td>Tano: Excuse me?</td>
</tr>
<tr>
<td></td>
<td>Bus driver: It’s $3.80.</td>
</tr>
</tbody>
</table>
C. Language Tools: How much is ...

- This grammar lesson focuses on asking questions about transportation and prices. Introduce the structure by directing the student's attention to the picture in Activity A. Ask, *How much is a bus ticket? How much is a train ticket?* etc.
- Read the items in the grammar chart and have the student repeat.
- Point out the Language NOTE. Explain that in spoken English the contracted form (*it's*) is very common.

D. Activity

- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. EXPANSION: After checking the activity together, practice the Q&As.

E. Pronunciation: Number pronunciation and stress

- Read the items in the pronunciation chart (which is the same as the chart on P. 73) and have the student repeat. Emphasis should be placed on the difference between *-teen* and *-ty*.

F. Listening (track 43): Number pronunciation and stress

- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

F. Listening (track 43): Number pronunciation and stress

1. thirteen
2. forty
3. fifty
4. sixteen
5. seventy
6. eighteen
7. nineteen
ONE ON ONE ACTIVITY
G. Listening (track 44): How much is a ticket?
• Read the first part of the directions: Read the questions. Point to the questions. As the student reads, be sure he/she is only reading, not answering the questions.
• Point out the Language NOTE. Demonstrate the contracted form: I dunno. This type of contracted form is important for students to be able to understand. However, students should not necessarily be encouraged to use them.
• Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

H. Culture Tip!
• Have the student read the culture tip silently. Then you read the tip aloud. Show a bus ticket or pass if you have one; ask the student to do the same.

GROUP ACTIVITY
G. Listening (track 44): How much is a ticket?
• Read the first part of the directions: Read the questions. Point to the questions. As students read, circulate to check that they are only reading, not answering the questions.
• Point out the Language NOTE. Demonstrate the contracted form: I dunno. This type of contracted form is important for students to be able to understand. However, students should not necessarily be encouraged to use them.
• Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

H. Culture Tip!
• Have students read the culture tip to themselves. Then you read the tip aloud. Ask students who have tickets or passes to show them.

G. Listening (track 44): How much is a ticket?
1. Tano: How much is a train ticket?
Conductor: It’s $4.16. It’s cheap.
Tano: $4.60?
Conductor: No. $4.16.

2. Tano: How much is a taxi to the grocery store?
Taxi driver: It’s expensive. It’s $17.70. Plus tip.
Tano: $70.70?! 
Taxi driver: No! $17.70

3. Tano: How much is a bus ticket?
Bus driver: A bus ticket is $3.80.
Tano: Excuse me?
Bus driver: It’s $3.80.
ONE ON ONE ACTIVITY

I. Activity
• PAIR UP with your student. Read the first part of the directions: Look at the prices. Point to the Transportation Prices chart. As the student reads, be sure he/she is only reading, not writing.
• Read the rest of the directions. Go over the example together. As the student works, answer any questions and offer encouragement.

J. Activity
• PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Practice the conversation with the student.

OPTIONAL ACTIVITY:
• Internet Practice Look up the bus schedule, map or fare information for the local route on the internet.

Before You Go.
• Encourage the student to ask questions about any part of the lesson that wasn’t clear.
• Assign homework.

GROUP ACTIVITY

I. Activity
• PAIR students. Read the first part of the directions: Look at the prices. Point to the Transportation Prices chart. As students read, circulate to check that they are only reading, not writing.
• Read the rest of the directions. Go over the example together. As students work, circulate and offer encouragement.

J. Activity
• PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.

EXTRA ACTIVITY (if time permits):
• A seat on the train (Musical Chairs) Arrange chairs in a circle, facing out, with students around the outside of the circle. There should be one less chair than students. Tell students to walk until they hear a certain number (for example, 40) that you have written on the board. You say random numbers (14, 14, 15, 30 ... ). Once you say the target number, stop and students must find a seat “on the train.” The student who doesn’t find a seat is out of the game and takes a chair with him/her.

OPTIONAL ACTIVITY:
• Internet Practice Look up the bus schedule, map or fare information for the local route on the internet.

Before You Go.
• Encourage students to ask questions about any part of the lesson they didn’t understand.
• Assign homework.
**One on One Activity**

K. Activity
- Practice vocabulary by pointing to the pictures to elicit transportation words. Ask, *Is the bus cheap? Is the train expensive?*
- Read the directions out loud. As the student works, answer any questions and offer encouragement. **OPTION**: If your student is more advanced, suggest that he/she work without using the word box.
- **NOTE**: For the next activity, you will need to write conversations, too.

L. Activity
- **PAIR** up with your student. Read the directions out loud. In this activity, you will read your students’ conversations and he/she will read conversations that you write. Practice the conversations with the student.

**Group Activity**

K. Activity
- Practice vocabulary by pointing to the pictures to elicit transportation words. Ask, *Is the bus cheap? Is the train expensive?*
- Read the directions out loud. As students work, circulate and offer encouragement. **OPTION**: For more advanced students, suggest that they work without using the word box.

L. Activity
- **PAIR** students. Read the directions out loud. In this activity, students will switch books with their partner. Have a pair demonstrate by reading one of the conversations. As students talk, circulate and offer encouragement.
HOMEWORK

• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 1A audio CD, and that practice is the best way to improve listening!
• B: Reading: Explain that reading is a good way to grow vocabulary.
• C: Hello, world!: Encourage them to try at least one of the suggestions. Say, Try!
• Thank your students for their hard work in class today! You did great!

A. Listening (track 45): How much is a ticket?
1. Tano: How much is a train ticket?
   Conductor: It’s $4.16. It’s cheap.
   Tano: $4.60?
   Conductor: No. $4.16.

2. Tano: How much is a taxi to the grocery store?
   Taxi driver: It’s expensive. It’s $17.70. Plus tip.
   Tano: $70.70?!
   Taxi driver: No! $17.70

3. Tano: How much is a bus ticket?
   Bus driver: A bus ticket is $3.80.
   Tano: Excuse me?
   Bus driver: It’s $3.80.
**One on One Activity**

**MATERIALS**
- Board or paper + marker
- 1A audio CD, CD player
- Clock with moveable hands (1)
- OPTIONAL: timer (1)

**REVIEW**
- **ICEBREAKER ACTIVITY:** Review transportation vocabulary from Day 14 with Word find: Draw the following word find on the board. Have the student find the three transportation words. **OPTION:** Have the student copy the puzzle and find the words:

  t r a i n
  a n x r t
  x b a r a
  i i b u s

- Review the homework.

**WARM UP**
- Present a clock with moveable hands and lead the student in saying the face numbers. Then set the hands at one o’clock and ask, *What time is it?* and continue with various times until the student is comfortable expressing time in numbers (3:08 = three oh eight; 3:15 = three fifteen, etc.).

**Group Activity**

**MATERIALS**
- Board + marker
- 1A audio CD, CD player
- Clock with moveable hands (1)

**REVIEW**
- **ICEBREAKER ACTIVITY:** Review transportation vocabulary from Day 14 with Word find: Draw the following word find on the board. Have students find the three transportation words. **OPTION:** Have student copy the puzzle and find the words:

  t r a i n
  a n x r t
  x b a r a
  i i b u s

- Review the homework.

**WARM UP**
- Present a clock with moveable hands and lead students in saying the face numbers. Then set the hands at one o’clock and ask, *What time is it?* and continue with various times until students are comfortable expressing time in numbers (3:08 = three oh eight; 3:15 = three fifteen, etc.).
One on One Activity

A. Vocabulary: Time
- Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words quietly or to himself/herself.
- As pronunciation practice, say the words and have the student repeat.
- Ask, What are we learning today?

B. Listening (track 46): Time
- Read the directions out loud. Have the student first match the clocks to the sentences. Check answers together.
- Then play and/or read the audio. Repeat the audio as necessary.

Group Activity

A. Vocabulary: Time
- Read the directions out loud. Give students a few moments to absorb the pictures and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat.
- Ask, What are we learning today?

B. Listening (track 46): Time
- Read the directions out loud. Have students first match the clocks to the sentences. Check answers together.
- Then play and/or read the audio. Repeat the audio as necessary.

<table>
<thead>
<tr>
<th>B. Listening (track 46): Time</th>
<th>4.  Tired office worker: What time is it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents: It’s 1:00 (one o’clock).</td>
<td></td>
</tr>
<tr>
<td>2. Businessperson: Excuse me. What</td>
<td></td>
</tr>
<tr>
<td>time is it?</td>
<td></td>
</tr>
<tr>
<td>Pedestrian: It’s 12:15 (twelve</td>
<td></td>
</tr>
<tr>
<td>fifteen).</td>
<td></td>
</tr>
<tr>
<td>3. Person waking up: What time is it?</td>
<td></td>
</tr>
<tr>
<td>Other person: It’s 6:30 (six thirty).</td>
<td></td>
</tr>
<tr>
<td>5. Yawner #1: What time is it?</td>
<td></td>
</tr>
<tr>
<td>Yawner #2: It’s 11:56 (eleven</td>
<td></td>
</tr>
<tr>
<td>fifty-six).</td>
<td></td>
</tr>
</tbody>
</table>
**One on One Activity**

C. Language Tools: What time is it?
• Introduce time questions and answers by pointing to a clock in Activity A and asking, *What time is it?*
• Read the items in the grammar chart and have the student repeat.

D. Activity
• PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Practice the conversation with the student.
**OPTION**: Let the student set the clock with moveable hands and ask questions.

**Group Activity**

C. Language Tools: What time is it?
• Introduce time questions and answers by pointing to a clock in Activity A and asking, *What time is it?*
• Read the items in the grammar chart and have students repeat.

D. Activity
• PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.
**OPTION**: Let different pairs of students use the clock with moveable hands.
ONE ON ONE ACTIVITY

E. Activity
• Read the first part of the directions: Look at the train schedule. Point to the train schedule. As the student reads, be sure he/she is only reading, not filling in the blanks.
• Read the rest of the directions. Go over the example together. As the student works, answer any questions and offer encouragement.

F. Activity
• PAIR UP with your student. Read the directions out loud. Check answers together.

OPTIONAL ACTIVITY:
• Internet Practice Look up the bus schedule, map or fare information for the local route on the internet.
• NOTE: This is a good activity for a student who already uses the bus. Make sure to choose a relevant route. The student will understand the information better if the focus is on relevant needs.

G. Culture Tip!
• Have the student read the culture tip silently. Then you read the tip aloud. Ask the student how important it is his/her country to be on time.
EXPANSION: Talk about when it’s important to be on time (class, appointments, work, transportation), and when it isn’t as important.

GROUP ACTIVITY

E. Activity
• Read the first part of the directions: Look at the train schedule. Point to the train schedule. As students read, circulate to check that they are only reading, not filling in the blanks.
• Read the rest of the directions. Go over the example together. As students work, circulate and offer encouragement.

F. Activity
• PAIR students. Read the directions out loud. Demonstrate by modeling an exchange with a student. As students talk, circulate and offer encouragement. Check answers together.

OPTIONAL ACTIVITY:
• Internet Practice Look up the bus schedule, map or fare information for the local route on the internet.
• NOTE: This is a good activity for students who already use the bus. Make sure to choose a relevant route. Students will understand the information better if the focus is on relevant needs.

G. Culture Tip!
• Have students read the culture tip to themselves. Then you read the tip aloud. Ask students how important it is their country to be on time.
EXPANSION: Talk about when it’s important to be on time (class, appointments, work, transportation), and when it isn’t as important.
**One on One Activity**

H. Listening (track 47): Time
- Read the first part of the directions: *Look at the pictures.* Point to the five pictures. As the student studies the pictures, be sure he/she is only looking, not trying to order the pictures.
- Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together. **EXPANSION:** PAIR UP with your student. Have the student write a conversation for one of the pictures. Then read the conversation together. **NOTE:** The clocks are not all easy to read! Encourage your student to use process of elimination and context to make the correct choice.

**Before You Go.**
- Remind the student that the next class is a review of Days 10–16 and a review test.
- Assign homework.

**Group Activity**

H. Listening (track 47): Time
- Read the first part of the directions: *Look at the pictures.* Point to the five pictures. As students study the pictures, circulate to check that they are only looking, not trying to order the pictures.
- Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together. **EXPANSION:** PAIR students. Have them write a conversation for one of the pictures. Then have them perform their conversation for the class. **NOTE:** The clocks are not all easy to read! Encourage your students to use process of elimination and context to make the correct choice.

**Before You Go.**
- Remind students that the next class is a review of Days 10–16 and a review test.
- Assign homework.

**H. Listening (track 47): Time**

1. Child: Dad! What time is it?  
   Father: It’s 5:02 (five oh two).

2. Pedestrian 1: Excuse me. What time is it?  
   Pedestrian 2: It’s 2:45 (two forty five).  
   Pedestrian 1: Thanks.

3. Female Person waking up: What time is it?  
   Male Other person: It’s 6:00 (six o’clock).

4. Male Tired office worker: What time is it?  
   Female Colleague: It’s 12:20 (twelve twenty).

5. Female Yawner: What time is it?  
   Female Yawner #2: It’s 1:35 (one thirty-five).
**One on One Activity**

I. Activity
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Practice the conversation with the student.
- Point out the speech bubbles. Encourage the student to use this language in your conversation.

**Group Activity**

I. Activity
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.
- Point out the speech bubbles. Encourage students to use this language in their conversations.

**EXTRA ACTIVITY (if time permits):**
- **Numbers Bee** Have the student stand at the board. You say a time. The student tries to write the time (in numbers: 12:15) correctly and quickly.
  - **OPTION:** Use a timer to add a sense of excitement.
  - **OPTION:** Give a hint if the student is stuck.

**EXTRA ACTIVITY (if time permits):**
- **Numbers Bee** Divide the class into two TEAMS. Each team sends a player to the board. You say a time. The players try to write the time (in numbers: 12:15) first and correctly. If neither player is correct, write the correct answer and call a new pair to the board. **OPTION:** Encourage team members to help if the participants are stuck.
HOMEWORK

- Encourage students to do the homework.
- **A: Listening**: Remind students that this activity requires the 1A audio CD, and that practice is the best way to improve listening!
- **B: Reading**: Tell them that English has a lot of expressions, so it's good to learn to understand.
- **C: Hello, world!**: Encourage them to try at least one of the suggestions. Say, *Try!*
- Thank your students for their hard work in class today! *Great work!*

**A. Listening (track 48): Time 2**

1. Child: Dad, what time is it?
   Parents: It’s 1:00 (one o’clock).

2. Businessperson: Excuse me. What time is it?
   Pedestrian: It’s 12:15 (twelve fifteen).

3. Person waking up: What time is it?
   Other person: It’s 6:30 (six thirty).

4. Tired office worker: What time is it?
   Colleague: It’s 2:45 (two forty-five).

5. Yawner #1: What time is it?
   Yawner #2: It’s 11:56 (eleven fifty-six).
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board + markers
- Clock with moveable hands (1)
- Crayons or colored pencils
- Sheets of paper (2)
- OPTIONAL: Treats to celebrate end of the term

**GROUP ACTIVITY**

**MATERIALS**
- Board + marker
- Markers (1 per group)
- Clock with moveable hands (1)
- Crayons or colored pencils
- Sheets of paper (1 per student)
- OPTIONAL: Treats to celebrate end of the term

**REVIEW**
- Review time from Day 15 by reviewing the homework.

**WARM UP**
- Write on the board, *Review*.
- Plan to spend approximately 10 minutes on each day in order to have enough time (20 minutes) for the test. **OPTION**: Spend the entire 90-minute period reviewing, and assign test as homework.

**REVIEW**
- Review time from Day 15. Divide the class into two TEAMS. A player from each team stands up. Show a time on the clock with moveable hands. When players know the correct time, they clap and you call on them. If the player says the time correctly, two points are awarded to that team, and it’s a new turn. However if the player makes a mistake, the other team automatically gets one point, and it’s a new turn.
- Review the homework.

**WARM UP**
- Write on the board, *Review*.
- Plan to spend approximately 10 minutes on each day in order to have enough time (20 minutes) for the test. **OPTION**: Spend the entire 90-minute period reviewing, and send the test home as homework.
**One on One Activity**

**Day 10 Review: One on One**

• Have the student turn to Day 10 on page 54 and ask, *What did we study on Day 10?*

**A. Activity**

• Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** If your student is more advanced, suggest that he/she work without using the word box.

**B. Activity**

• Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** If your student is more advanced, suggest that he/she work without using the word box.

**Group Activity**

**Day 10 Review: Group**

• Have students turn to Day 10 on page 54 and ask, *What did we study on Day 10?*

**A. Activity**

• Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** For more advanced students, suggest that they work without using the word box.

**B. Activity**

• Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** For more advanced students, suggest that they work without using the word box.
**ONE ON ONE ACTIVITY**

Day 11 Review: One on One
- Have the student turn to Day 11 on page 60 and ask, *What did we study on Day 11?*

C. Activity
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

D. Activity
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

**GROUP ACTIVITY**

Day 11 Review: Group
- Have students turn to Day 11 on page 60 and ask, *What did we study on Day 11?*

C. Activity
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

D. Activity
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Have students check answers in PAIRS. **EXPANSION**: After students have checked the activity, have them practice the Q&As in PAIRS.
**One on One Activity**

**Day 12 Review: One on One**

- Have the student turn to Day 12 on page 66 and ask, *What did we study on Day 12?*

**E. Activity**

- **PAIR UP** with your student. Provide crayons or colored pencils and paper. Read the directions out loud. Model part of the activity with the student.
- Sit back-to-back with your student. Draw as your student describes his/her picture. Check accuracy after the student has described all of the food.

**F. Activity**

- Read the directions out loud. Look at the example together. As the student works, answer any questions and offer encouragement. Have the student read his/her list aloud.

**Group Activity**

**Day 12 Review: Group**

- Have students turn to Day 12 on page 66 and ask, *What did we study on Day 12?*

**E. Activity**

- **PAIR** students. Provide crayons or colored pencils and paper. Read the directions out loud. Model part of the activity with a student.
- Have pairs sit back-to-back. Explain that one will draw as the other describes his/her picture.
- Have pairs check the accuracy of the drawing after the student has described all of the food.

**F. Activity**

- Read the directions out loud. Look at the example together. As students work, circulate and offer encouragement. Have students check their lists in PAIRS.
**One on One Activity**

Day 13 Review: One on One

- Have the student turn to Day 13 on page 72 and ask, *What did we study on Day 13?*

G. Activity

- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **EXPANSION:** After checking the activity together, practice the Q&As together.

H. Activity

- PAIR UP with your student. Read the directions out loud. Explain that Partner A asks Partner B about the missing prices, and vice versa.
- Read the example dialog with the student. Practice the conversation with the student.

**Group Activity**

Day 13 Review: Group

- Have students turn to Day 13 on page 72 and ask, *What did we study on Day 13?*

G. Activity

- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Have students check answers in PAIRS. **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.

H. Activity

- PAIR students. Read the directions out loud. Explain that Partner A asks Partner B about the missing prices, and vice versa.
- Model the example dialog with a student. As students talk, circulate and offer encouragement.
**One on One Activity**

**Day 14 Review: One on One**
- Have the student turn to Day 14 on page 78 and ask, *What did we study on Day 14?*

**I. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** If your student is more advanced, suggest that he/she work without using the word box. **EXPANSION:** After checking the activity together, practice the conversations together.

**J. Activity**
- PAIR UP with your student. Read the directions out loud. Practice the conversations with the student.

**Group Activity**

**Day 14 Review: Group**
- Have students turn to Day 14 on page 78 and ask, *What did we study on Day 14?*

**I. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Have students check answers in PAIRS. **OPTION:** For more advanced students, suggest that they work without using the word box. **EXPANSION:** After students check their answers, have them practice the conversations in PAIRS.

**J. Activity**
- PAIR students. Read the directions out loud. Model a conversation from Activity I with a student. As students talk, circulate and offer encouragement. **OPTION:** Have volunteer students perform their conversations for the class.
**One on One Activity**

Day 15 Review: One on One
- Have the student turn to Day 15 on page 84 and ask, *What did we study on Day 15?*

**K. Activity**
- Read the first part of the directions: Look at the bus schedule. Point to the bus schedule. As the student reads, be sure he/she is only reading, not filling in the blanks.
- Read the rest of the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

**L. Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Practice the conversation with the student.

**Group Activity**

Day 15 Review: Group
- Have students turn to Day 15 on page 84 and ask, *What did we study on Day 15?*

**K. Activity**
- Read the first part of the directions: Look at the bus schedule. Point to the bus schedule. As students read, circulate to check that they are only reading, not filling in the blanks.
- Read the rest of the directions. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

**L. Activity**
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. OPTION: Let students take turns using the clock with moveable hands.
REVIEW TEST (Days 10–15)

• Encourage students to Read the directions out loud and do the activities on their own. If students are anxious about the notion of taking a test, you may want to ease their stress by doing the first item together as an example. As students work, circulate and offer encouragement.
• If students are unable to finish the test during the class period, you can assign it as homework. Sections A and B should take about 10 minutes total, and Section C should take about 10 minutes.
• After students have finished, review the answers together. **OPTION:** Quickly check two or three advanced students’ test, then assign those students to groups, and have students check their tests in groups.
• Students who score 80-90% should be ready to move on. We suggest that any missed questions are reviewed. Students who score lower than 80% should spend time reviewing the material that was missed and try the test again, either in class or as homework.

A. Complete the sentences.
• Section A features one vocabulary item from each of the six days (Days 10–15), in chronological order.
• You may want to have students put down their pencils at the end of Section A so that you can introduce Section B.

B. Circle the answers.
• Sections B features grammar or pronunciation items from each of the six days (Days 10–15), in chronological order.
• You may want to have students put down their pencils after Section B so that you can introduce Section C. If you are not stopping students after Section B, point out that the test continues on page 52.

C. Answer the questions.
• Section C features “real life” types of questions and activities from each of the six days (Days 10–15), in chronological order.
• Because the items in this section are varied, students may have more questions as they work their way through. If a particular question is recurring, consider stopping the class, directing all students to the item, and explaining it.
• When grading these questions, the focus should be on the target concept. Ask yourself, what is this question testing?

CONCLUSION:
• Congratulate everyone on completing the term and learning so much! Enjoy treats.
• Have students exchange Partner Books and write nice messages to each other.
• Remind everyone when the next term begins and encourage them to continue studying and practicing English!
A. Complete the sentences.

USE THESE WORDS:

daughter        quarters        tacos
expensive        red             time

describe  your family. 

1. My son is married.
   My ________ is single.

2. A soda and two ________, please.

3. I want ______ apples. I don't want green apples.

4. Two ______are 50 cents.

5. The taxi is $99! It's ______.

6. What ______ is it?

B. Circle the correct words.

1. A: Describe your family.
   B: My sisters is / are happy.

2. Q: Can I help you?
   A: A hamburger and a / two soda, please.

3. Q: Do you want carrots?
   A: Yes. / No. I don't want carrots.

4. Q: How much is / What's a soda?
   A: It is $1.50.

5. Q: How much is a ticket?
   A: She's / It's $14.40.

6. Q: What / How much time is it?
   A: It's 1:15.
C. Answer the questions.

1. You are a daughter. Circle T or F.

2. Cross out the different word:
   salad  taco  cookie  tea

3. Look at Marta’s shopping list.
   Does she want red apples? Circle YES or NO.

4. Count the money. Write the amount:
   ________________________________

5. Look at the transportation prices.
   Circle the cheapest ($) ticket.
   Underline the most expensive ($$$) ticket.

<table>
<thead>
<tr>
<th>TRANSPORTATION PRICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus ticket</td>
</tr>
<tr>
<td>$1.05</td>
</tr>
<tr>
<td>$3.50</td>
</tr>
<tr>
<td>Train ticket</td>
</tr>
<tr>
<td>$2.70</td>
</tr>
<tr>
<td>$4.17</td>
</tr>
</tbody>
</table>

6. What time is it?______________________________
Reproducible Section
SUNDAY
MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY

Day 4 Days of the Week
Day 5 - Descriptions
Yes. I am single.

Yes. I am married.

Yes. I am happy.

Yes. I am unhappy.

Yes. I am sick.

Yes. I am healthy.

Day 5 - Descriptions
DAY 6 - Health Problems
<table>
<thead>
<tr>
<th>a cold</th>
<th>a cold</th>
<th>a cough</th>
<th>a cough</th>
</tr>
</thead>
<tbody>
<tr>
<td>a stomachache</td>
<td>a stomachache</td>
<td>a headache</td>
<td>a headache</td>
</tr>
<tr>
<td>tired</td>
<td>tired</td>
<td>sick</td>
<td>sick</td>
</tr>
<tr>
<td>a fever</td>
<td>a fever</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DAY 6 - Health Problems
Day 8 - Body
Day 8 - Body
Day 12 - Food
Day 12 Money

Day 13 and 14 Money
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• Uses up-to-date methodologies for teaching English to adults
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• Contains cultural tips to help students avoid conflicts
• Has listening tracks to provide the opportunity to hear a variety of English speakers

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