Intercambio Uniting Communities
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THANK YOU!
INTERACTIVE ENGLISH
Life Skills for Success in the U.S.

KL Stolle
Shawn Camden and Rachel Fuchs
To the Teacher

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.
• 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: /iY/. Similarly, BLUE MOON represents the vowel sound /uW/, 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
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!)?

<table>
<thead>
<tr>
<th>pencil</th>
<th>paper</th>
<th>computer</th>
<th>type</th>
<th>delete</th>
<th>Good luck.</th>
</tr>
</thead>
</table>

**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>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s Your Name?</td>
<td>1</td>
<td>2</td>
<td>Greetings and Goodbyes</td>
</tr>
<tr>
<td>I Am a Student.</td>
<td>2</td>
<td>8</td>
<td>Classroom and Numbers</td>
</tr>
<tr>
<td>I Have Four Sisters.</td>
<td>3</td>
<td>14</td>
<td>Family</td>
</tr>
<tr>
<td>We Eat Fruit for Breakfast.</td>
<td>4</td>
<td>20</td>
<td>Food</td>
</tr>
<tr>
<td>Excuse Me, Where Is the Park?</td>
<td>5</td>
<td>26</td>
<td>Places and Directions</td>
</tr>
<tr>
<td>I Have a Five-Dollar Bill.</td>
<td>6</td>
<td>32</td>
<td>Money and numbers</td>
</tr>
<tr>
<td>How Much Are the Purple Socks?</td>
<td>7</td>
<td>38</td>
<td>Clothes and Colors</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>44</td>
<td>Review &amp; Test</td>
</tr>
<tr>
<td>LANGUAGE TOOL</td>
<td>LIFE SKILLS: HOW TO...</td>
<td>REAL LIFE</td>
<td>CULTURE TIPS</td>
</tr>
<tr>
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</tr>
<tr>
<td>What is your name? My name is</td>
<td>Give greetings, ask for spellings, use a picture dictionary</td>
<td>Picture dictionary</td>
<td>Shaking hands</td>
</tr>
<tr>
<td>Present tense of be: Questions and answers</td>
<td>Make phone calls, share personal information, call 911</td>
<td>Telephone keypads, leaving a voicemail</td>
<td>Phone calls</td>
</tr>
<tr>
<td>Present tense of have: Questions and answers</td>
<td>Respond to greetings, categorize, talk about family</td>
<td>Family trees</td>
<td>Sharing family photos</td>
</tr>
<tr>
<td>Present tense of eat: Questions and answers</td>
<td>Read a menu and recipe</td>
<td>Recipe cards, menu boards</td>
<td>Piece of cake</td>
</tr>
<tr>
<td>Questions and answers with where</td>
<td>Ask for directions, read a map, read traffic signs</td>
<td>Maps, traffic signs, postcards</td>
<td>Asking questions of strangers</td>
</tr>
<tr>
<td>Number pronunciation and stress</td>
<td>Count money, read and write checks</td>
<td>Coins, bills, checks</td>
<td>Tipping in a restaurant</td>
</tr>
<tr>
<td>How much is/are: Questions and answers</td>
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<td>Receipts</td>
<td>Clothing sizes</td>
</tr>
<tr>
<td>Title</td>
<td>Day</td>
<td>Page</td>
<td>Topic</td>
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<tr>
<td>------------------------</td>
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</tr>
<tr>
<td>To the Grocery Store!</td>
<td>9</td>
<td>53</td>
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</tr>
<tr>
<td>What Time Is It?</td>
<td>10</td>
<td>54</td>
<td>Time</td>
</tr>
<tr>
<td>When Is Your Birthday?</td>
<td>11</td>
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</tr>
<tr>
<td>When Do You Get Up?</td>
<td>12</td>
<td>66</td>
<td>Daily Activities</td>
</tr>
<tr>
<td>My Arm Hurts.</td>
<td>13</td>
<td>72</td>
<td>Body</td>
</tr>
<tr>
<td>Do You Have a Cold?</td>
<td>14</td>
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<td>Health</td>
</tr>
<tr>
<td>What Does Your Brother Do?</td>
<td>15</td>
<td>84</td>
<td>Jobs</td>
</tr>
<tr>
<td></td>
<td>16</td>
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</tr>
<tr>
<td>---------------</td>
<td>------------------------</td>
<td>-----------</td>
<td>--------------</td>
</tr>
<tr>
<td>Questions and answers: What time is it?</td>
<td>Read clocks and bus schedules</td>
<td>Clocks, bus schedules</td>
<td>Importance of being on time</td>
</tr>
<tr>
<td>Questions and answers about days and dates, ordinals</td>
<td>Read a calendar and bus schedule</td>
<td>Calendars, bus schedules</td>
<td>American holidays and writing dates</td>
</tr>
<tr>
<td>Questions and answers about daily activities using when</td>
<td>Use daily planners</td>
<td>Filling out a daily planner</td>
<td>Hygiene</td>
</tr>
<tr>
<td>Present tense of hurt: Questions and answers</td>
<td>Read a health questionnaire, talk about what hurts</td>
<td>Body chart, health questionnaire</td>
<td>How to get medical help</td>
</tr>
<tr>
<td>Questions and answers: Do you have...?</td>
<td>Read appointment cards and medicine labels, talk about health problems</td>
<td>Appointment cards, medicine labels</td>
<td>Medicines and first-aid kits</td>
</tr>
<tr>
<td>Questions and answers: What does he do?</td>
<td>Identify jobs, job application process</td>
<td>Job application</td>
<td>Following-up on a submitted application</td>
</tr>
</tbody>
</table>
**One on One Activity**

**MATERIALS**
- Board or paper + marker
- 1B audio CD, CD player
- Nametags, markers
- A picture dictionary
- An apple
- Greetings/Goodbyes Strips (reproducible) and save for day 2
- Fly swatter
- Pictures of people

**Warm Up**
- Before class, write basic class information on the board: your name, phone number, class start / finish times, etc. Have the student copy the information.
  **NOTE:** If you do not have access to a board, using scrap paper to write on is adequate.
- Welcome your student. Introduce yourself: Welcome! My name is ____. Point to your nametag. 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.
- Hand the student a nametag and marker. Say, Write your name. Then have the student say his/her name aloud. Repeat it to confirm pronunciation.
- Write on the board and say, Hi. My name is ____. Have the student repeat. Then gesture to the student to introduce himself/herself. **OPTION:** Say, My name is ____. Then do a simple gesture. The student follows by saying your name and doing your gesture before introducing himself/herself and doing new gesture.

**Group Activity**

**MATERIALS**
- Board + marker
- 1B audio CD, CD player
- Nametags, markers
- A picture dictionary
- An apple
- Greetings/Goodbyes Strips (reproducible) and save for day 2
- Fly swatters
- **OPTIONAL:** sheets of paper (1/2 per student)
- Pictures of people

**Warm Up**
- Before class, write basic class information on the board: your name, phone number, class start / finish times, etc. Have students copy the information.
- Welcome students. Introduce yourself: Welcome! My name is ____. Point to your nametag. Have students repeat your name. Establish a gesture that you’d like to use every time you want students to repeat, such as a waving motion toward yourself.
- Distribute nametags and markers. Say, Write your name. Walk around to help. Have each student say his/her name aloud. You and the class repeat it.
- Write on the board and say, Hi. My name is ____. Have students repeat. Then gesture to a student to introduce himself/herself. Continue around the room. **OPTION:** Say, My name is ____. Then do a simple gesture. Student A follows by saying your name and doing your gesture before introducing himself/herself and doing new gesture. Student B follows and so on.
**ONE ON ONE ACTIVITY**

**A. Vocabulary: Greetings and Goodbyes**

- Read the directions out loud. Give the student a few moments to absorb the picture and words. The student can say the words to himself/herself, or you can use this as a pronunciation practice.
- Point to the picture and talk about what’s going on. Assign the student one of the speech bubbles and do a role play with him/her.
- Point to the Greetings vocabulary and say, Greetings. Say a greeting as you wave and approach (through a door, if possible). Point to the Goodbyes vocabulary and say, Goodbyes. Say a goodbye as you wave and walk away. Ask, What are we learning today? **OPTION:** Write these pairs on the board:
  - Hi. / Hello.
  - How are you? / Fine, thank you.
  - Nice to meet you. / Nice to meet you too.
- Then say a greeting or goodbye and prompt the student to respond.

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

- **Memory** Give the student two sets of Greetings / Goodbyes Strips to place facedown on a table. The student turns over two strips, saying the words out loud and trying to find a match. If the two strips match, the student takes them and goes again. If not, the strips are returned facedown, and it’s your turn. **OPTION:** Rather than match the words, match a word with its response.

**B. Listening (track 2): Greetings and Goodbyes**

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

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**GROUP ACTIVITY**

**A. Vocabulary: Greetings and Goodbyes**

- Read the directions out loud. Give students a few moments to absorb the picture and words. Students should say the words quietly or to themselves.
- Point to the picture and talk about what’s going on. Assign students one of the speech bubbles and do a role play with the greetings.
- Point to the Greetings vocabulary and say, Greetings. Say a greeting as you wave and approach, in through a door, if possible. Point to the Goodbyes vocabulary and say, Goodbyes. Say a goodbye as you wave and walk away, out a door if possible. Ask, What are we learning today? **OPTION:** Write these pairs on the board as prompts:
  - Hi. / Hello.
  - How are you? / Fine, thank you.
  - Nice to meet you. / Nice to meet you too.
- Then say a greeting or goodbye and prompt the class to respond.

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

- **Memory** PAIR students. Give each pair two sets of Greetings/Goodbyes Strips to place facedown on a table. Student A turns over two strips saying the words out loud and trying to find a match. If the two strips match, Student A takes them and goes again. If not, the strips are returned facedown, and it’s Student B’s turn. **OPTION:** Match a word with the response.

**B. Listening (track 2): Greetings and Goodbyes**

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

---

**B. Listening (track 2): Greetings and goodbyes**

[1] Betty Thomas: Good morning, Marta.
  Marta: Hello, Betty.
  Betty Thomas: How are you?
  Marta: Fine, thank you.

  Jack: Hi. What’s your name?
  Marta: My name is Marta.
  Jack: My name is Jack. Nice to meet you.
  Marta: Nice to meet you too.

  Jack: Bye!
**One on One Activity**

C. Grammar: my, your, his, her, our, their  
- Write on the board, *What's your name? / My name is ____*. Model the exchange with the student, emphasizing the possessive adjectives.  
- To demonstrate the other possessive adjectives, point to the picture on page 2 (*What is his name? His name is Jack.*, etc.).  
- Using pictures of people or art from the book, ask your student questions about names.  
- Point out the Language Note (*What is = What's*) and explain to the student that these are found throughout the book. Encourage the student to read these notes and ask questions.

**D. and E. Activity**  
- Read the directions out loud. Go over the example together. Point out the picture of Marta. As the student works, answer any questions and offer encouragement. Check answers together  
- **EXPANSION:** After checking the activity together, practice the Q&As as mini-dialogs.

**NOTE:** Making corrections is extremely important, especially during grammar practice.

**Group Activity**

C. Grammar: my, your, his, her, our, their  
- Write on the board, *What's your name? / My name is ____*. Model the exchange with random students, emphasizing the possessive adjectives.  
- To demonstrate the other possessive adjectives, point to other students (*What is his name? / His name is ____.*, ) and/or the picture on page 2.  
- Have students make a list of their classmates, to remember names.  
- Read the words and have students repeat.  
- Using pictures of people or art from the book, ask your student questions about names.  
- Point out the Language Note (*What is = What's*) and explain to students that these are found throughout the book. Encourage them to read these notes and ask questions.

**D. and E. Activity**  
- Read the directions out loud. Go over the example together. Point out the picture of Marta. 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.

**NOTE:** Making corrections is extremely important, especially during grammar practice.
ONE ON ONE ACTIVITY

F. Activity
• Read the directions out loud. Go over the example together. As the student works, answer questions. Check answers together. OPTION: Write the message on the board and do the activity together.

G. Listening (track 3): The alphabet
• Write the word *dictionary* on the board. Then show the student a real picture dictionary. Ask, *Do you have a dictionary?*
• **EXPANSION:** Many students are unfamiliar with how to use a dictionary. Give a basic overview of organization (alphabetization, special sections).
• Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary.
• Confirm that the student understands the connection between the letters and the pictures. For example, write on the board: *alendar.* Point to the blank and ask, *What letter is missing?* OPTION: If the student doesn’t have strong literacy skills or has never used the Roman alphabet, have him/her practice writing the alphabet.
• **EXPANSION:** Encourage the student to add his/her own words to the dictionary in the back of the book. Have the student go to the back of the book. Ask for a word that begins with “a.” (Prompt the word apple by showing an apple.) Show your own book, with the word apple already written with a picture of an apple drawn under “A.” The student does the same.

H. Culture Tip!
• Read the culture tip with your student. Have the student stand. Demonstrate greeting and shaking hands. Explain that this is how Americans greet people they are meeting for the first time.

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: Write the message on the board and do the activity together.

G. Listening (track 3): The alphabet
• Write the word *dictionary* on the board. Then show students a real picture dictionary. Ask, *Do you have a dictionary?*
• **EXPANSION:** Many students are unfamiliar with how to use a dictionary. Give a basic overview of organization (alphabetization, special sections).
• Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary.
• Confirm that students understand the connection between the letters and the pictures. For example, write on the board: *alendar.* Point to the blank and ask, *What letter is missing?* OPTION: If students don’t have strong literacy skills or have never used the Roman alphabet, have them practice writing the alphabet.
• **EXPANSION:** Encourage students to add their own words to the dictionary in the back of the book. Have students go to the dictionary page. Ask for a word that begins with “a.” (Prompt the word apple by showing an apple.) Show your own book, with the word apple already written with a picture of an apple drawn under “A.” Then have the students do the same.

H. Culture Tip!
• Read the culture tip with your students. Have a student stand. Demonstrate greeting and shaking hands. Explain that this is how Americans greet people they are meeting for the first time.

G. Listening (track 3): The alphabet
A, A is for apple, B, C, C is for calendar, D, E, F, G, G is for greeting, H, I, J, K, L, M, M is for morning, N, N is for neighbor, O, P, Q, R, S, S is for shake hands, T, U, V, W, W is for website, X, Y, Z
ONE ON ONE ACTIVITY

I. Activity
• Note that throughout the Student Book, bits of language—such as *I can’t come to class*—are featured in speech bubbles and set alongside random exercises. These are meant to serve as aids to the student and are relevant to the corresponding activity. Point out the question *How do you spell it?* Hold up your apple and ask, *How do you spell it?* Prompt the student to answer. Then have student ask and you answer: *How do you spell it? / A-p-p-l-e.*
• Read the directions out loud. Model the example using your own name: *My first name is ____. I spell it ____. My last name is _____. I spell it ____.* Then ask the student these questions.
• Now, model the example from the book and have student do the activity. As the student works, answer any questions and offer encouragement.

J. Activity
• Read the directions out loud. Practice the dialog with the student. Switch roles. OPTION: Have the student read through the conversation alone.

K. Activity
• Have the student write greetings/goodbyes on the board. Demonstrate with the student how to practice greetings, pointing to two greetings on the board.
  
  Teacher: *Hi.*
  The student: *Hello.*
• Practice all the greetings/goodbyes on the board.
  OPTION: Include handshakes and other common gestures.

Before You Go.
• Make it a practice to leave time at the end of class for any questions or special directions for next class.
• Another positive way to reinforce what has been taught that day is to quickly practice pronouncing the words that have been written on the board throughout the class. Make this a dynamic activity where you quickly point at different words and have the student pronounce what you point at.
• Assign homework.

GROUP ACTIVITY

I. Activity
• Note that throughout the Student Book, bits of language—such as *I can’t come to class*—are featured in speech bubbles and set alongside exercises. These are meant to help to students—small chunks of useful language that students can notice and integrate into the corresponding activity. Point out the question *How do you spell it?* Hold up your apple and ask, *How do you spell it?* Prompt students around the room to ask and answer: *How do you spell it? / A-p-p-l-e.*
• PAIR students. Read the directions out loud. Model the example using your own name: *My first name is ____. I spell it ____. My last name is _____. I spell it ____.* Then ask random students, *What’s your first name? How do you spell it? What’s your last name? How do you spell it?*
• Model the book’s example and have students do the activity in pairs. Circulate and offer encouragement.

J. Activity
• PAIR students. Read the directions out loud. As students practice, circulate and offer encouragement. Have students switch roles.

K. Activity
• Have students stand up. Give each student a Greetings/Goodbyes Strip to write on the board. Then, standing in a circle with students, demonstrate with a student how to practice greetings, pointing to two greetings on the board.
  
  Teacher: *Hi.*  
  Student: *Hello.*
• Have students mingle and use as many different greetings/goodbyes as they can. As students practice, circulate and offer encouragement.

Before You Go.
• Leave time at the end of class for any questions or special directions for next class.
• A good way to review is to quickly point at words that are written on the board from class. Have students repeat.
• Remind students to bring their nametags again.
• Assign homework.
**ONE ON ONE ACTIVITY**

**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.

**M. Activity**
- Read the directions out loud. Go over the example together. Be sure the student understands the word find concept. As the student works, answer any questions and offer encouragement. Check answers together.

**EXTRA ACTIVITIES (if time permits):**
- **Alphabet Bingo** Have the student write any five letters on a piece 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!* Take turns being the caller.

- **ABCs** Write the alphabet on the board. Say it together. Then gesture to the student to say each letter. **NOTE:** It’s a good idea to develop a standard gesture meaning your turn, not only to save your voice but also to help activities flow.

- **Fly Swatter** Write the alphabet on the board or paper. Have the student stand at the board, fly swatter in hand. You call out a letter, and the student tries to swat it quickly. Place emphasis on letters that the student is struggling with. *A, e, and i* are commonly challenging letters.

**GROUP ACTIVITY**

**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.

**M. Activity**
- Read the directions out loud. Go over the example together. Be sure students understand the word find concept. As students work, circulate and offer encouragement. Have students check answers in PAIRS. **OPTION:** PAIR students who are familiar with the concept of a word find with students who aren’t.

**EXTRA ACTIVITIES (if time permits):**
- **Alphabet Bingo** Have students write any five letters on a piece 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!* Let the winners take turns being the caller.

- **ABCs** Write the alphabet on the board. Say it together. Then gesture to students around the room to say each letter. **NOTE:** It’s a good idea to develop a standard gesture meaning your turn, not only to save your voice but also to help activities flow better.

- **Fly Swatter** Write letters of the alphabet on the board. Split the class into two TEAMS. Have the first competing pair of students stand at the board, fly swatter in hand. You call out a letter, and students try to be the first to swat it. Place emphasis on letters that the students are struggling with. *A, e, and i* are commonly challenging letters.
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 1B 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 one of the suggestions and ask which one they will do. Say, *Try!*
- **D. Journal:** Explain that writing is a difficult skill that takes practice. Explain that they can share their journals with you for feedback, or keep them private. Do a journal example on the board, eliciting words and sentences from the class. Tell students that it’s okay to start out with single words, not complete sentences. Brainstorm ideas.
- Thank your students for their hard work in class today! *Thank you! Good job!*

### A. Listening (track 4): Names

<table>
<thead>
<tr>
<th></th>
<th>1. A: What is your first name?</th>
<th>B: Marta.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B: What is your last name?</td>
<td>A: Sanchez.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. A: What is your first name?</th>
<th>B: Julie.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B: How do you spell it?</td>
</tr>
<tr>
<td></td>
<td>B: What is your last name?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B: What is your last name?</td>
</tr>
<tr>
<td></td>
<td>B: How do you spell it?</td>
</tr>
</tbody>
</table>
### One on One Activity

**MATERIALS**
- Board or paper + marker
- 1B audio CD, CD player
- Classroom realia: a book, homework, notebook, paper, pen, pencil, cell phone
- Classroom Strips (reproducible)
- Adhesive tape
- Magazine pictures featuring up to 9 people
- A timer (or a cell phone with a timer)
- Greetings/Goodbyes Strip (from day 1)

**REVIEW**
- Review greetings/goodbyes from Day 1: Do a call and response with the student: *Hi. (Hello.) / What's your name? (My name is ____) / How are you? (I'm fine, thank you.)*
- **Meet and Sit** Split up the Greetings/Goodbyes Strips between you and the student. Make sure each strip you give the student has a response that makes sense—as indicated by the groupings in the vocabulary box.
- You say a greeting/goodbye, and have the student sort through his/her greetings/goodbyes until he/she finds a match: *What's your name? / My name is ____.*

**WARM UP**
- Set the classroom realia where the student can see all of the items. Give the student two or three Classroom Strips. Tell the student to find the objects that match his/her words by looking at the realia and around the room (for the words classroom, board, teacher, student) based on the day’s vocabulary (P. 8). Demonstrate by showing the strip book and eyeing the book on the table.

### Group Activity

**MATERIALS**
- Board + marker
- 1B audio CD, CD player
- A bed sheet
- Nametags and markers
- Classroom realia: a book, homework, notebook, paper, pen, pencil, cell phone
- Classroom Strips (reproducible)
- Adhesive tape
- Magazine pictures featuring up to 9 people
- Greetings/Goodbyes Strip (from day 1)

**REVIEW**
- Review greetings/goodbyes from Day 1: Do a call and response with random students: *Hi. (Hello.) / What's your name? (My name is ____) / How are you? (I'm fine, thank you.)* **OPTION:** Focus the practice on names. Point to Student A and ask Student B, *What's his/her name?*
- **Peek-a-Who** Split the class into two TEAMS. You and a volunteer stand in the middle of the room, holding a sheet that divides the room, with Team A gathered on one half, Team B on the other. Each team sends a player up to the sheet; the other team members turn their backs. Lower the sheet until the two players face each other. The players say each other’s name. If a player can’t remember, he/she joins the other team. If both say the correct name, they return to their own team.
- Give new nametags to students who forgot theirs.

**EXTRA ACTIVITY (if time permits):**
- **Meet and Sit** Give each student a Greetings/Goodbyes Strip. Make sure each distributed strip has a corresponding response—as indicated by the groupings in the vocabulary box. Students mingle and say their word until they find a match: *Hi. / Hello.*

**WARM UP**
- Set the classroom realia where students can see all of the items. Give each student a Classroom Strip. Tell students to find the object that matches their word.
ONE ON ONE ACTIVITY

A. Vocabulary: The classroom and numbers
- Read the directions out loud. Give the student a few moments to absorb the picture and words. Tell the student to say the words out loud to use this as a pronunciation practice.
- Say the numbers out loud and have the student repeat. **NOTE:** The student will often hear 0 pronounced as "oh" and should be aware of that. He/she can say zero, but should recognize oh.
- Point to the vocabulary words. Say, *Find your word* (from the classroom strips activity you did in the warm-up). Help the student identify his/her word—and classroom object—on the page.
- Ask, *What are we learning today?*

EXTRA ACTIVITY (if time permits):
- **Fly Swatter** Write greetings/goodbyes on the board. Have the student stand at the board, fly swatter in hand. You call out a greeting/goodbye, and the student tries to swat it quickly.

B. Listening (track 5): The classroom and numbers
- Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary.

C. Activity
- Read the directions out loud. Model the example with the student. Continue with other classroom items. **OPTION:** Say, *Find your object.* Demonstrate by taping your Classroom Strip (book) to a book. Have the student find his/her objects and tape the strips. When the student finishes, review the names of all objects together.
- **EXTRA ACTIVITY (if time permits): Spelling Bee** Send the student to the board. Hold up a piece of classroom realia (or point to a classroom object). The student tries to spell the object correctly. **OPTION:** Use a timer to add a sense of excitement.

GROUP ACTIVITY

A. Vocabulary: The classroom and 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.
- Say the numbers out loud and have students repeat. **NOTE:** Students will often hear 0 pronounced as "oh" and should be aware of that. They can say zero, but should recognize oh.
- Point to the vocabulary words. Say, *Find your word.* Circulate and help students identify their word—and classroom object—on the page.
- Ask, *What are we learning today?*

EXTRA ACTIVITY (if time permits):
- **Fly Swatter** Split the class into two TEAMS. Write greetings/goodbyes on the board. Have the first competing pair of students stand at the board, fly swatters in hand. You call out a greeting/goodbye, and students try to be the first to swat it.

B. Listening (track 5): The classroom and numbers
- Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary.

C. Activity
- PAIR students. Read the directions out loud. Model the example with a student. As students talk, circulate and offer encouragement. **OPTION:** Say, *Find your object.* Demonstrate by taping your Classroom Strip (book) to a book. Have students tape their strip to their object. When students finish, review the names of all objects together.
- **EXTRA ACTIVITY (if time permits): Spelling Bee** Split the class into two TEAMS. Each team sends a player to the board. Hold up a piece of classroom realia (or point to a classroom object). The players try to spell the object first and correctly. Then new players come to the board.
**One on One Activity**

D. Grammar: am, is, are
- Write on the board, *Are you a student? Yes. I am a student.* Then model the exchange with the student.
- Distribute magazine pictures of people and have the student practice personal pronouns by making the student talk about the pictures.
- Make the distinction between *you* singular and *you* plural through the use of gestures and magazine pictures.
- Point out the two contractions boxes. Explain that recognizing contractions will help with understanding spoken English. Model how the contracted forms sound. Have students repeat.

**Group Activity**

D. Grammar: am, is, are
- Write on the board, *Are you a student? Yes. I am a student.* Then model the exchange with a student. After the student answers, say, *He/she is a student.* Continue around the room with random students.
- **OPTION:** Distribute magazine pictures of people and have students practice personal pronouns by making the students talk about the pictures. Or, ask questions about people in the room and have students answer.
- Make the distinction between *you* singular and *you* plural through the use of gestures and magazine pictures.
- Point out the two contractions boxes. Explain that recognizing contractions will help them understand spoken English better. Model how the contracted forms sound. Have students repeat.

**E. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement and make corrections. Check answers together. **NOTE:** These questions focus on the verb in the answer statement only.
- **EXPANSION:** After checking the activity together, practice the Q&As as mini-dialogs.

**F. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement and make corrections. Check answers together. **NOTE:** This activity focuses on the verb in the question only.
- **EXPANSION:** After checking the activity together, practice the Q&As as mini-dialogs. Or, encourage your student to come up with his/her own examples of sentences using the words *am, is and are.*
**One on One Activity**

**G. Activity**
- Introduce *it* and *they* by holding up a pen: *Is it a pen? (Yes, it is a pen.)* Then add a second pen: *Are they pens? (Yes, they are pens.)* Do this until the personal pronouns and corresponding forms of be are clear.
- Read the directions out loud. Model the example dialog with the student. Continue with classroom objects.

**EXTRA ACTIVITY (if time permits):** Place the classroom objects on a table. Tell the student to close his/her eyes. You hide one. The student has to guess what you hid by producing a sentence from the grammar chart: *It is a pen,* etc. Switch roles.

**H. Listening (track 6): Phone numbers**
- Hold up a phone and ask, *What is it?*
- Point to the keypad and say, *Count.* Gesture for the student to join you: *One, two, three ... etc.*
- Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary.
- Talk about how in English, we say each number individually in a phone number and that it’s important to pause between numbers.

**I. Culture Tip!**
- Read the culture tip.
- Write on the board, *This is ______.*
- Ask the student to role-play a phone call with you. Demonstrate being polite, using greetings/goodbyes, and saying *This is— not I am.*

**Group Activity**

**G. Activity**
- Introduce *it* and *they* by holding up a pen: *Is it a pen? (Yes, it is a pen.)* Then add a second pen: *Are they pens? (Yes, they are pens.)* Do this until the personal pronouns and corresponding forms of be are clear.
- 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):** PAIR students. Place the classroom objects on a desk in between students. Tell a student to close his/her eyes. His/her partner hides one of the objects. The student has to guess what the hidden object is by producing a sentence from the grammar chart: *It is a pen,* etc. Have partners switch roles after each round.

**H. Listening (track 6): Phone numbers**
- Hold up a phone and ask, *What is it?*
- Point to the keypad and say, *Count.* Gesture for the student to join you: *One, two, three ... etc.*
- Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary.
- Talk about how in English, we say each number individually in a phone number and that it’s important to pause between numbers.

**I. Culture Tip!**
- Read the culture tip with your students.
- Write on the board, *This is ______.*
- Ask a student volunteer with a cell phone to role-play a phone call. Demonstrate being polite, using greetings/goodbyes, and saying *This is— not I am.*

**H. Listening (track 6): Phone numbers**
1. My phone number is 212.555.9604.
2. His phone number is 824.555.3879.
3. Our phone number is 501.555.7321.
**One on One Activity**

**J. Activity**
- Write your phone number on the board.
- Read the directions out loud. As the student works, answer any questions and offer encouragement. Check answers together.

**K. Listening (track 7): I can’t come to class.**
- Read the first part of the directions: Read the voice message. Point to the text. As students read, circulate to check that they are only reading, not answering the questions.
- Next, write on the board, Marta can’t come to class. Ask, Can Marta come to class? Who does Marta call?
- Pointing to the calendar in the book, ask, What day is it? What is tomorrow?
- Do a demonstration of the difference between can and can’t by giving a thumbs up for can and down for can’t.
- Read the rest of the directions. Play and/or read the audio and do the activity. Repeat the audio as necessary. Review answers together.

**L. Activity**
- 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 first write out what they will say using Activity K as a model, then practice saying their message to their partner.
- As students write and practice, circulate and offer encouragement.
- Ask a pair of volunteers to read their messages.

**Before You Go.**
- Remind the student to bring family photos to the next class. You’ll be making family trees. NOTE: The "For next class" suggestions are just that, suggestions. Bringing real items into the classroom often helps make the relevance of an activity clearer. You can bring the suggested items yourself, or bring magazine pictures instead.
- Assign homework.

**Group Activity**

**J. Activity**
- Write your phone number on the board.
- Read the directions out loud. Circulate around the room as students work. Check answers together.

**K. Listening (track 7): I can’t come to class.**
- Read the first part of the directions: Read the voice message. Point to the text. As students read, circulate to check that they are only reading, not answering the questions.
- Next, write on the board, Marta can’t come to class. Ask, Can Marta come to class? Who does Marta call?
- Do a demonstration of the difference between can and can’t by giving a thumbs up or thumbs down.
- Pointing to the calendar in the book, ask, What day is it? What is tomorrow?
- Read the rest of the directions. Play and/or read the audio and do the activity. Repeat the audio as necessary. Review answers together.

**L. Activity**
- PAIR students. 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 first write out what they will say using Activity K as a model, then practice saying their message to their partner.
- As students write and practice, circulate and offer encouragement.
- Ask a pair of volunteers to read their messages.

**Before You Go.**
- Remind students to bring family photos to the next class. They’ll be making family trees. NOTE: The "For next class" suggestions are just that, suggestions. Bringing real items into the classroom often helps make the relevance of an activity clearer. You can bring the items yourself, or bring magazine pictures instead.
- Assign homework.

**K. Listening (track 7): I can’t come to class.**

Marta: Hello. This is Marta Sanchez. I am your student. Today is Wednesday. I can’t come to class tomorrow. My phone number is 720.555.3186. Thank you. Goodbye.
**One on One Activity**

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

N. Activity
- Read the directions out loud. Model the example dialog with the student. Continue with other questions on page 12.
- Explain and encourage the student to use the language in the speech bubble.

**Group Activity**

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

N. Activity
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.
- Explain and encourage students to use the language in the speech bubble.
- **Expansion:** Have students make a list of the telephone numbers of their classmates. Encourage students to call one another to find out the homework when they can’t go to class.
• Encourage students to do the homework.
• **A. Listening:** Remind students that this activity requires the 1B audio CD, and that practice is the best way to improve listening! For this activity, make sure students know the meaning of *true* and *false*. Give students an example to model the meaning: *My name is President Lincoln = False.*
• **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. Ask which one they will do. Say, *Try!*
• **D. Journal:** Remind them that they can share their journals with you for feedback, or keep them private. Do a sample journal entry with the students and/or get students thinking about the topic by asking probing questions: *What did you learn today? Was it fun? Who did you talk to?*
• Thank your students for their hard work in class today! *Thank you! Good job!*

**A. Listening (track 8): I can’t come to class.**
Marta: Hello. This is Marta Sanchez. I am your student. Today is Wednesday. I can't come to class tomorrow. My phone number is 720.555.3186. Thank you. Goodbye.
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 1B audio CD, CD player
- Family photos
- Family tree sketch
- Magazine pictures
- Adhesive tape
- Read and Write List (reproducible)

**REVIEW**
- Review homework.
- Review classroom objects, numbers 0–9, and present tense of *be* from Day 2: Ask the following questions and encourage the student to answer as you write his/her answers on the board: *What is my phone number? What is it?* (hold up a classroom object, such as a book, a pen, etc.) *How do you spell it?*

**WARM UP**

**GROUP ACTIVITY**

**MATERIALS**
- Board + marker
- 1B audio CD, CD player
- Family photos
- Family tree sketch
- Magazine pictures
- Adhesive tape
- Read and Write List (reproducible - 1 per pair)
- OPTIONAL: fly swatters (2)

**REVIEW**
- Review homework.
- Review classroom objects, numbers 0–9, and present tense of *be* from Day 2: Ask the following questions and encourage students to answer as you write their answers on the board: *What is my phone number? What is it?* (hold up a classroom object, such as a book, a pen, etc.) *How do you spell it?*

**WARM UP**
**One on One Activity**

A. Vocabulary: Family

- Read the directions out loud. Give the student a few moments to absorb the picture and words. The student can say the words to himself/herself, or you can use this as a pronunciation practice.
- Point to the picture and say, Jack’s family. Jack’s family tree.
- Ask, What are we learning today?

B. Listening (track 9): Jack’s Family

- Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary.

- Hold up a picture to indicate sister. Point to the Language Note and ask, One sister? or One sisters? Continue down the list until the concept of adding “s” to form plurals is clear.

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**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.
- Point to the picture and say, Jack’s family. Jack’s family tree.
- Ask, What are we learning today?

B. Listening (track 9): Jack’s Family

- Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary.

- Hold up a picture to indicate sister. Point to the Language Note and ask, One sister? or One sisters? Continue down the list until the concept of adding “s” to form plurals is clear.

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**B. Listening (track 9): Jack's Family**

1. My name is Jack. I have a big family. Mike and Pam are my father and mother.

2. Dana is my wife. We have two kids—a son and a daughter. Their names are Adam and Becky.

3. I have one sister. Her name is Lisa. Robert is her husband. They have two children: Jim and Jane.

4. My cousin’s name is Sue.
ONE ON ONE ACTIVITY

C. Grammar: have, has

- Give the student a magazine picture.
- Write on the board or paper:
  
  Q: Do you have sisters?
  
  A: I have one sister. I don’t have brothers.

- Hold up a magazine picture of a woman and say, I have one sister. I don’t have brothers.

- Go through the grammar chart, reading the questions, then answers. Have the student repeat.

- Gesture to the student and ask, Do you have sisters? The student shows his/her picture and responds.

- Give the student a different magazine picture. Continue until you’ve covered the forms in the grammar chart.

EXTRA ACTIVITY (if time permits): Move! The student takes a magazine picture of a person/people, but doesn’t show it to you. Write on the board, If you have _____, move! Demonstrate by saying, If you have two brothers, move! Show your picture of two men and stand up. Repeat with another picture and sit down. Call out different family members until the student “moves.” Then the student takes a new magazine picture. Continue until the student has stood up or sat down three times. Take turns being the caller.

D. Activity

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

- **EXPANSION:** After checking the activity together, practice the Q&As as mini-dialogs.

E. Activity

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

F. Activity

- Read the directions out loud. Have the student read the example. Continue with other family words. Take turns saying the sentence and repeating it.

GROUP ACTIVITY

C. Grammar: have, has

- Give each student a magazine picture.
- Write on the board:
  
  Q: Do you have sisters?
  
  A: I have one sister. I don’t have brothers.

- Hold up a magazine picture of a woman and say, I have one sister. I don’t have brothers.

- Go through the grammar chart, reading the questions, then answers. Have the students repeat.

- Gesture to different students and ask, Do you have sisters? The student responds from his/her picture.

- Pointing to a student who has shown his/her picture, ask another student, Does he/she have sisters? Continue until you’ve covered all structures.

EXTRA ACTIVITY (if time permits): Move!

Arrange chairs in a circle. Give each student a magazine picture of a person/people. All students sit except for one who stands in the center. Write on the board, If you have _____, move! Demonstrate by saying, If you have two brothers, move! Students with two brothers in their magazine picture get up and find a different chair. One student will always be left standing.

D. 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.

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. Or, have students write their own examples.

F. Activity

- PAIR students. Read the directions out loud. Have two students read the example. As students talk, circulate and offer encouragement. Be sure partners take turns saying the sentence and repeating it.
**ONE ON ONE ACTIVITY**

**G. Listening (track 10): Meet my family.**
- Have the student look at the picture. Remind him/her of the word imagine. Say, *Imagine that you go to Jack's house. You meet Jack and his family.* Point out the picture of Jack and his family.
- Read the directions out loud. Point out the word box and explain that it contains the answers. Word boxes are provided as additional support. If your student is advanced, encourage him/her to try doing the activity without using the word box.
- Play and/or read the audio. (You may want to stop the audio after the first item and point out the example answer: Jack.) Repeat the audio as necessary. Review answers together.

**H. Listening (track 11): Meet my family.**
- Read the first part of the directions: *Read the sentences.* Point to the multiple-choice activity. As the student reads, check that he/she is only reading, not answering the questions.
- Say, *Just listen.* Play and/or read the audio. Check that he/she is only listening, not answering the questions.
- Say, *Now circle the answers.* Go over the example together. Repeat the audio as necessary. Review answers together.

**GROUP ACTIVITY**

**G. Listening (track 10): Meet my family.**
- Have students look at the picture. Remind them of the word imagine. Say, *Imagine that you go to Jack's house. You meet Jack and his family.* Point out the picture of Jack and his family.
- Read the directions out loud. Point out the word box and explain that it contains the answers. Word boxes are provided as additional support. If you have more advanced students, encourage them to try doing the activity without using the word box.
- Play and/or read the audio. Repeat the audio as necessary. As students work, circulate and offer encouragement. Review answers together.

**H. Listening (track 11): Meet my family.**
- Read the first part of the directions: *Read the sentences.* Point to the multiple-choice activity. As students read, circulate to check that they are only reading, not answering the questions.
- Say, *Just listen.* Play and/or read the audio. Circulate to check that they are only listening, not answering the questions.
- Say, *Now circle the answers.* Go over the example together. Repeat the audio as necessary. Review answers together.

**I. Culture Tip!**
- Read the culture tip with your students.
- Demonstrate the idea that sharing photos is a great way to connect with people you meet: Point to the picture. Then mime with a student what’s happening in the image (riding on a bus, talking to your friend, pulling out photos).

**G. Listening (track 10) / H. Listening (track 11): Meet my family.**
2. Jack: I have one sister. Please meet Lisa. She’s my sister.
   Lisa: Hi! My name is Lisa.
3. Jack: I have a son and this is my nephew—Lisa’s son. Meet Adam and Jim.
   Kids: Hello.
   Uncle: How are you? I’m Uncle Ramon.
**One on One Activity**

**J. Activity**
- Read the first part of the directions: *Read the greetings*. Point to the fill-in-the-blank activity. As the student reads, check that he/she is only reading, not answering the questions.
- Then ask, *What do you say?* Point out the word box choices. Go over the example together. Check answers together.
- **EXPANSION**: After checking the activity together, practice the items as mini-dialogs.

**K. Activity**
- Write on the board, *family tree*. Tape your *family tree* to the board.
- Read the directions out loud. Gesture to your *family tree* and encourage the student to study it or the family tree on page 14. As the student works, answer any questions and offer encouragement.

**L. Activity**
- Read the directions out loud. Model the example with the student. Continue with other family members. Reference your family tree drawings or photos. **EXPANSION**: Encourage your student to ask questions about your family tree.

**Before You Go.**
- Suggest that the student bring a food or drink to the next class.
- Assign homework.

**Group Activity**

**J. Activity**
- Read the first part of the directions: *Read the greetings*. Point to the fill-in-the-blank activity. As students read, circulate to check that they are only reading, not answering the questions.
- Then ask, *What do you say?* Point out the word box choices. Go over the example together. Check answers together.
- **EXPANSION**: After students have checked the activity, have them practice the dialogs in PAIRS.

**K. Activity**
- Write on the board, *family tree*. Tape your *family tree* to the board.
- Read the directions out loud. Gesture to your *family tree* and encourage students to study it or the family tree on page 14. As students work on their own family trees, circulate and offer encouragement.

**L. Activity**
- PAIR students. Read the directions out loud. Model the example with a student. Tell students to reference their family tree drawings or photos. As students talk, circulate and offer encouragement. **EXPANSION**: Encourage students to ask questions about one another’s family tree.

**Before You Go.**
- Suggest that students bring a food or drink to the next class.
- Assign homework.
**ONE ON ONE ACTIVITY**

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

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

**O. Listening (track 12): Talk about your family**
- Read the directions out loud. Play and/or read the audio. (You may want to stop the audio after the first item and point out the example answer: a husband....) Repeat the audio as necessary. Check answers together.

- **EXTRA ACTIVITY (if time permits): Read and Write** Tape one copy of the Read and Write List on a wall. Designate the student as the reader and you are the writer. The reader goes to the list, reads a sentence, then returns to you and repeats the sentence. You write the sentence on a piece of paper. After number 3, switch roles.
- Or, use sentences from activities D and E on P. 15.

**GROUP ACTIVITY**

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

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

**O. Listening (track 12): Talk about your family**
- Read the directions out loud. Play and/or read the audio. (You may want to stop the audio after the first item and point out the example answer: a husband....) Repeat the audio as necessary. Check answers as a large group.

- **EXTRA ACTIVITY (if time permits): Read and Write** Pair students. For each pair, tape one copy of the Read and Write List around the room. Assign each pair one of the posted lists, and designate one student a reader and one a writer. The reader goes to the list, reads a sentence, then returns to the writer and says the sentence. The writer writes the sentence. After number 3, they switch roles. Circulate and offer encouragement.
- Or, use sentences from activities D and E on P. 15.

---

1. A: What’s your name?
   B: My name is Dana.
   A: Talk about your family.
   B: I have a husband, one son and one daughter.

2. A: What’s your name?
   B: My name is Mike.
   A: Talk about your family.
   B: I have a mom, a dad, and three sisters.

3. A: What’s your name?
   B: My name is Julie.
   A: Talk about your family.
   B: I have two aunts, four uncles, and five cousins.
• Encourage students to do the homework.
• A. Listening: Remind students that this activity requires the 1B 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*! Ask which one they will try.
• D. Journal: Remind them that they can share their journals with you for feedback, or keep them private. Brainstorm specific topics/sentences to get the student thinking and/or do an example on the board.
• Thank your students for their hard work in class today! *Thank you! Good job!*

**A. Listening (track 13): Jack’s Family**
1. My name is Jack. I have a big family. Mike and Pam are my father and mother.
2. Dana is my wife. We have two kids—a son and a daughter. Their names are Adam and Becky.
3. I have one sister. Her name is Lisa. Robert is her husband. They have two children: Jim and Jane.
4. My cousin’s name is Sue.
### Food  
#### Day 4

### One on One Activity

**MATERIALS**
- Board + marker
- 1B audio CD, CD player
- Food realia (items from page 20)
- Food pictures (reproducible)
- Blank recipe cards

**REVIEW**
- Review homework.
- Review family vocabulary and the present tense of have from Day 3: Do the homework Activity B, page 19, together. After the student reads the story, have him/her circle the family words and underline the present tense of have. Review answers together.

**WARM UP**
- Before class, write on the board, *food*.
- Hold up a food item and say, *food* and point to the word on the board.
- Hold up another food item and ask, *Food?* Point to the board. **OPTION:** Use the food items that the student brought.

### Group Activity

**MATERIALS**
- Board + marker
- 1B audio CD, CD player
- Food realia (items from page 20)
- Food pictures (reproducible)
- Blank recipe cards

**REVIEW**
- Review homework.
- Review family vocabulary and the present tense of have from Day 3: Do the homework Activity B, page 19, together. After students read the story, have them circle the family words and underline the present tense of have. Review answers together.

**WARM UP**
- Before class, write on the board, *food*.
- Hold up a food item and say, *food* and point to the word on the board.
- Hold up another food item and ask, *Food?* Point to the board. **OPTION:** Use the food items that the student brought.
**One on One Activity**

**A. Vocabulary: Food**

- Read the directions out loud. Give the student a few moments to absorb the pictures and words. Show how the food is divided by category. **NOTE:** Although eggs are not technically dairy, they are often found in the dairy section.
- Point to the blanks. Ask, *What food do you know?* Write them. If the student knows a word but is unsure of the spelling, encourage him/her to guess.
- Go over the example together. Point out the picture of the apple. As the student works, answer any questions and offer encouragement.

**EXTRA ACTIVITY: Food Artist** At the board, show the student a food picture. The student draws the word. **OPTION:** Show the written word of an item and have the student draw a picture, or find it in the food pictures.

**B. Listening (track 14): Food**

- Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary. Review answers together.
- **EXPANSION:** Have the student pull a food or drink picture from a bag. The student says the food word as he/she presents the picture. You repeat the student’s word, then pull a food picture from the bag and say the word. The student follows, repeating your item, then pulling a food picture from the bag and saying that word, and so on. **OPTION:** Rather than just repeating the one previous word, lay the pictures out and each turn the player must repeat all food words that have been said.

**Group Activity**

**A. Vocabulary: Food**

- Read the directions out loud. Give students a few moments to absorb the pictures and words. Show how the food is divided by category. **NOTE:** Although eggs are not technically dairy, they are often found in the dairy section.
- Point to the blanks. Ask, *What food do you know?* Write them. If students know a word but are unsure of the spelling, encourage them to guess.
- Go over the example together. Point out the picture of the apple. As students work offer encouragement.

**EXTRA ACTIVITY: Food Artist** Divide the class into two TEAMS. At the board, show a player on Team A a food picture. The player then draws a picture of the item. Team A tries to guess what it is. Team A has 20 seconds to draw and guess. If Team A doesn’t know or guesses incorrectly, Team B has 10 seconds to guess. If neither side guesses correctly, show the picture and say the word. Then Team B sends a player to the board, and so on.

**B. Listening (track 14): Food**

- Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary. Have students check their answers in pairs, then report back.
- **EXPANSION:** Have students stand in a circle. Have each student pull a food picture from a bag. Student A says the food word as he/she presents the picture. The class repeats. Student B follows, saying Student A’s item, then saying his/her own item, and so on. The last student recites all the food words around the circle. Be sure to have students clearly displaying their pictures. **NOTE:** Position lower-level students at the front.

---

<table>
<thead>
<tr>
<th>FOOD</th>
<th></th>
<th>FOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FRUITS</strong></td>
<td>1. apple a-p-p-l-e</td>
<td>12. beef b-e-e-f</td>
</tr>
<tr>
<td></td>
<td>2. banana b-a-n-a-n-a</td>
<td>13. chicken c-h-i-c-k-e-n</td>
</tr>
<tr>
<td></td>
<td>3. lime l-i-m-e</td>
<td>14. hot dogs h-o-t</td>
</tr>
<tr>
<td></td>
<td>4. orange o-r-a-n-g-e</td>
<td>15. pork p-o-r-k</td>
</tr>
<tr>
<td></td>
<td>5. tomato t-o-m-a-t-o</td>
<td></td>
</tr>
<tr>
<td><strong>VEGETABLES</strong></td>
<td>6. broccoli b-r-o-c-c-o-l-i</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. carrot c-a-r-r-o-t</td>
<td>16. butter b-u-t-t-e-r</td>
</tr>
<tr>
<td></td>
<td>8. corn c-o-r-n</td>
<td>17. cheese c-h-e-e-s-e</td>
</tr>
<tr>
<td></td>
<td>9. lettuce l-e-t-t-u-c-e</td>
<td>18. eggs e-g-g-s</td>
</tr>
<tr>
<td></td>
<td>10. potato p-o-t-a-t-o</td>
<td>19. yogurt y-o-g-u-r-t</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20. bread b-r-e-a-d</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21. cereal c-e-r-e-a-l</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22. rice r-i-c-e</td>
</tr>
</tbody>
</table>
**One on One Activity**

C. Grammar: Present tense of eat and drink

- Write on the board, *breakfast, lunch, dinner*. Draw clocks to help indicate the order of meals.
- Next, write on the board:
  
  \[Q: \text{What do you eat for breakfast?}\
  \[A: \text{I eat eggs.}\]

- Pointing to the board, say, *I eat eggs for breakfast.* Point to the picture of eggs on page 20.
- Read the questions and then answers from the grammar chart and have the student repeat.
- Ask the student, *What do you eat for breakfast?* Gesture for him/her to look at the pictures on page 20. Then point to the answer structure on the board.
- If your student is advanced, consider adding the word "have/has" to the chart and repeat the process with drinks. Talk about how we use have/has to deal with food, too. This will also come up in a language note on P.24.
- Have the student look at the grammar chart and ask, *What does Mary eat for breakfast?* Point out that with he, she, and proper nouns, we add an “s” to the verb: eats, drinks.

**NOTE:** For some students this chart will be hard to understand. In general, students do not have to understand everything perfectly the first time. They need to practice the material a lot over a long period of time.

**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 as mini-dialogs.

**E. Activity**

- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers.
- **EXPANSION:** After checking the activity together, have the student write his/her own mini-dialogs following the activity's structure. Practice them.

**Group Activity**

C. Grammar: Present tense of eat and drink

- Write on the board, *breakfast, lunch, dinner*. Draw clocks to help indicate the order of meals.
- Next, write on the board:
  
  \[Q: \text{What do you eat for breakfast?}\
  \[A: \text{I eat eggs.}\]

- Pointing to the board, say, *I eat eggs for breakfast.* Point to the picture of eggs on page 20.
- Read the questions and then answers from the grammar chart and have students repeat.
- Ask random students, *What do you eat for breakfast?* Gesture for them to look at the pictures on page 20. Then point to the answer structure on the board.
- If your students are more advanced, consider adding the word "have/has" to the chart and repeat the process with drinks. Talk about how we use have/has to deal with food, too. This will also come up in a language note on P.24.
- Have students look at the grammar chart and ask, *What does Mary eat for breakfast?* Point out that with he, she, and proper nouns, we add an “s” to the verb: eats, drinks.

**NOTE:** For some students this chart will be hard to understand. In general, students do not have to understand everything perfectly the first time. They need to practice the material a lot over a long period of time.

**D. 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.

**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 write their own mini-dialogs following the activity’s structure. Practice in pairs.
**One On One Activity**

**F. Activity**
- Read the first part of the directions: *You are at a restaurant.* Be sure the student understands that he/she should be imagining this.
- Read the rest of the directions. This is a thinking activity, preparing the student for Activity G.
  **EXPANSION:** Have the student add to the menu other food words he/she know.

**G. Activity**
- Read the directions out loud. Model the example with the student. Continue with other food.
  **OPTION:** You and the student each write a list of ten food and drinks you have at home. Then talk about what’s on your lists.
- Practice using the language notes in the speech bubble.
- Write *What does ___ mean?* on the board. Fill in the blank with food words and show the picture. Then, ask the question and have the student point to the correct picture.
- Then, to practice *really*, explain that this is used for surprises. Say:
  
  *I am from China.* Gesture for your student to respond with *really?*
  
  *I am 90 years old.* Gesture for your student to respond with *really?*

**H. Culture Tip!**
- Tell the student to close the Student Book.
- Write the idiom example (from the culture tip box) on the board.
- Read the culture tip with your students.
- Practice using the expression. Have the student brainstorm ideas for when to use the expression. Ask, *what is easy for you?*

**Group Activity**

**F. Activity**
- Read the first part of the directions: *You are at a restaurant.* Be sure students understand that they are imagining that they are in a restaurant.
- Read the rest of the directions. This is a thinking activity, preparing students for Activity G.
- **EXPANSION:** Have students add to the menu other food words they know.

**G. Activity**
- PAIR students. Read the directions out loud. Model the example with a student. As students talk, circulate and offer encouragement. **OPTION:** Have students write a list of ten food and drinks they have at home in their kitchen. Then they talk to their partner about what’s on their list.
- Practice using the language notes in the speech bubble.
- Write *What does ___ mean?* on the board. Fill in the blank with food words and show the picture. Then, ask the question and have students point to the correct picture.
- Then, to practice *really*, explain that this is used for surprises. Say:
  
  *I am from China.* Gesture for students to respond with *really?*
  
  *I am 90 years old.* Gesture for students to respond with *really?*

**H. Culture Tip!**
- Tell students to close their books.
- Write the idiom example (from the culture tip box) on the board.
- Read the culture tip with your students.
- Practice using the expression. Have students brainstorm ideas for when to use the expression. Ask, *what is easy for you?*
**One on One Activity**

I. Listening (track 15): Food

- Read the directions out loud. Have the student read the questions in the chart. Play and/or read the audio. (You may want to stop the audio after the first item and point out the example answer: Russell.) Repeat the audio as necessary. Review answers together.
- **NOTE:** Play each conversation once without stopping, then go back and repeat as necessary.

J. Activity

- Read the directions out loud. Point out the recipe and the underlined word bread. As the student works, answer any questions and offer encouragement. Check answers together.
- **EXPANSION:** Give the student blank recipe cards and have him/her write recipes.

Before You Go.

- Suggest that the student bring a map—ideally of his/her neighborhood or immediate community—to the next class.
- Assign homework.

---

**Group Activity**

I. Listening (track 15): Food

- Read the directions out loud. Have students read the questions in the chart. Play and/or read the audio. (You may want to stop the audio after the first item and point out the example answer: Russell.) Repeat the audio as necessary. Review answers together.
- **NOTE:** Play each conversation once without stopping, then go back and repeat as necessary.

J. Activity

- Read the directions out loud. Point out the recipe and the underlined word bread. As students work, circulate and offer encouragement. Check answers together.
- **EXPANSION:** Give students blank recipe cards and have them write a recipe they know.

Before You Go.

- Suggest that students bring a map—ideally of their neighborhood or immediate community—to the next class.
- Assign homework.

---

**I. Listening (track 15): Food**

1. A: What’s your name?
   B: My name’s Russell.
   A: What do you eat for breakfast?
   B: I eat eggs for breakfast.
   A: What do you eat for lunch?
   B: I eat a sandwich for lunch.
   A: What do you eat for dinner?
   B: I eat chicken for dinner.

2. A: What’s your name?
   B: My name is Kenny.
   A: What do you eat for breakfast?
   B: I eat cereal for breakfast.
   A: What do you eat for lunch?
   B: I eat hot dogs for lunch.
   A: What do you eat for dinner?
   B: I eat hamburgers for dinner.
**One on One Activity**

**K. Activity**
- Point out the Language Note. Write on the board, *I have eggs. I eat eggs.* Ask, *Which is correct?* Say, *Both!*
- 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**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. Encourage the student to write his/her own sentence for number 6.

**M. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Have the student read his/her answers aloud. **EXPANSION:** Read off several sentences about food. Have the student say *yes* if it is a typical food item for that meal, or *no* if it isn’t. For example, *I have ice cream for breakfast.* *(No.)* or *I eat pizza for lunch.* *(Yes.)*

**Group Activity**

**K. Activity**
- Point out the Language Note. Write on the board, *I have eggs. I eat eggs.* Ask, *Which is correct?* Say, *Both!*
- 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**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Have students check answers in PAIRS. Encourage students to write their own sentences for number 6.

**M. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Have random students read an answer aloud. **EXPANSION:** Read off several sentences about food. Have the students say *yes* if it is a typical food item for that meal, or *no* if it isn’t. For example, *I have ice cream for breakfast.* *(No.)* or *I eat pizza for lunch.* *(Yes.)*
• Encourage students to do the homework.
• **A. Listening:** Remind students that this activity requires the 1B 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!* Ask which one they will do.
• **C. Journal:** Remind them that they can share their journals with you for feedback, or keep them private.
• Thank your students for their hard work in class today! *Thank you! Good job!*

### I. Listening (track 16): Food

1. A: What’s your name?
   B: My name’s Russell.
   A: What do you eat for breakfast?
   B: I eat eggs for breakfast.
   A: What do you eat for lunch?
   B: I eat a sandwich for lunch.
   A: What do you eat for dinner?
   B: I eat chicken for dinner.

2. A: What’s your name?
   B: My name is Kenny.
   A: What do you eat for breakfast?
   B: I eat cereal for breakfast.
   A: What do you eat for lunch?
   B: I eat hot dogs for lunch.
   A: What do you eat for dinner?
   B: I eat hamburgers for dinner.
**O N E  O N  O N E  A C T I V I T Y**

**M A T E R I A L S**
- Board + marker
- 1B audio CD, CD player
- Fly swatters
- Street and Avenue Strips (reproducible)
- Adhesive tape
- Table tents (pieces of paper folded in half) and markers. OPTIONAL: legos, match boxes, monopoly buildings (to be used for the map)
- OPTIONAL: copy of student book P.29

**R E V I E W**
- Review homework.
- Review food and drinks and the present tense of eat and drink from Day 4: Write this chart on the board:

<table>
<thead>
<tr>
<th>Meal</th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Jack</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eats</td>
<td>cereal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Explain the example: Jack eats cereal for breakfast.
- Have the student come to the board and complete the chart. Then ask the student questions about the chart: What does _____ eat for breakfast?

**W A R M  U P**
- Write on the board or paper, *Turn right. Turn left.*
- Have the student stand by motioning and saying, *Stand up.* Then have the student sit by motioning and saying, *Sit down.* Have the student stand again.
- Repeat and have the student repeat the words.
- Say, *Listen and watch.* Turn to your right and say, *Turn right.* Face forward. Turn to your left and say, *Turn left.*
- Repeat and have the student repeat the words.
- Then say, *Now you. Say, Turn right. Say, Turn left.*

**O P T I O N:** Hold up your right arm and have the student say *right.* Do the same with the left arm. Do this quickly to generate class energy.

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**G R O U P  A C T I V I T Y**

**M A T E R I A L S**
- Board + marker
- 1B audio CD, CD player
- Fly swatters
- Street and Avenue Strips (reproducible - 1 per student)
- Adhesive tape
- Table tents (pieces of paper folded in half) and markers. OPTIONAL: legos, match boxes, monopoly buildings (to be used for the map)
- OPTIONAL: copy of student book P.29 (one per pair)

**R E V I E W**
- Review homework.
- Review food and drinks and the present tense of eat and drink from Day 4: Write this chart on the board:

<table>
<thead>
<tr>
<th>Meal</th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Jack</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eats</td>
<td>cereal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Explain the example: Jack eats cereal for breakfast.
- Have five students come to the board and complete the chart. Then ask the class questions about the chart: What does _____ eat for breakfast?

**W A R M  U P**
- Write on the board, *Turn right. Turn left.*
- Have students stand by motioning and saying, *Stand up.* Then have students sit by motioning and saying, *Sit down.* Have students stand again.
- Repeat and have students repeat the words.
- Say, *Listen and watch.* Turn to your right and say, *Turn right.* Then, turn to your left and say, *Turn left.*
- Repeat and have students repeat the words.

**O P T I O N:** Hold up your right arm and have the students say *right.* Do the same with the left arm. Do this quickly to generate class energy.
One on One Activity
A. Vocabulary: Places around town
• Read the directions out loud. Give the student a few moments to absorb the picture and read the words. The student can say the words to himself/herself, or you can use this as a pronunciation practice.
• Ask, What are we learning today?
• NOTE: You may want to tell your student that supermarket is another word for grocery store.

B. Listening (track 17): Places around town
• Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary.
• EXTRA ACTIVITY (if time permits): Map Draw a simulation of the map on a piece of paper. Ask the student questions about locations. Ask, Where is the (place)? The student tries to swat it quickly.
  OPTION: Switch roles.

Group Activity
A. Vocabulary: Places in the community
• Read the directions out loud. Give students a few moments to absorb the picture and read the words. Remind them to say the words quietly or to themselves.
• Ask, What are we learning today?
• NOTE: You may want to tell students that supermarket is another word for grocery store.

B. Listening (track 17): Places in the community
• Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary.
• EXTRA ACTIVITY (if time permits): Fly Swatter Draw a simulation of the map on the board. Split the class into two TEAMS. Have the first competing pair of students stand at the board, fly swatters in hand. Ask, Where is the (place)? Students try to be the first to swat it.

B. Listening (track 17): Places around town
restaurant
bank
school
library
park
bus stop
post office
gas station
grocery store
police station
laundromat
hospital
One on One Activity

C. Grammar: Where + Directions

- Read the questions columns, and then the answers columns from the chart and have the student repeat.
- Write on the board:
  
  Q: Where is the bank?
  A: It's across from X
  A: It’s next to X.
  A: It’s near the X.

- Using the map on page 26, demonstrate the direction words. Then ask the student questions about other places on the map, gesturing for him/her to use the direction words on the board.
- Next, write these directions on the board:
  
  Turn right. / Turn left. / Go straight.

- Say, Stand up. Review turning right and left. Then say, Watch and listen: Go straight. Walk forward. Say, Go straight. Motion for the student to walk forward.
- Demonstrate Go to the corner. It’s on the left/right. Draw a simple corner on the board, point to the corner as you say the words.

D/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 as mini-dialogs.

F. Activity

- Read the directions out loud. Go over the example dialog together. Continue with other places. Take turns asking for and giving directions.
- Point out the speech bubble. Remind the student to start with Excuse me.

Group Activity

C. Grammar: Where + Directions

- Read the questions columns and then the answers columns from the chart and have students repeat.
- Write on the board:
  
  Q: Where is the bank?
  A: It's across from X
  A: It’s next to X.
  A: It’s near the X.

- Using the map on page 26, demonstrate the direction words. Then ask students questions about other places on the map, gesturing for them to use the direction words on the board.
- Next, write these directions on the board:
  
  Turn right. / Turn left. / Go straight.

- Say, Stand up. Review turning right and left. Then say, Watch and listen: Go straight. Walk forward. Say, Go straight. Motion for the student to walk forward.
- Demonstrate Go to the corner. It’s on the left/right. Draw a simple corner on the board and point to the corner as you say the words.

D/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. Activity

- PAIR students. Read the directions out loud. Have two students model the example dialog. As students talk, circulate and offer encouragement. Remind students to take turns asking for and giving directions.
- Point out the speech bubble. Remind students to start with Excuse me.
**ONE ON ONE ACTIVITY**

G. Activity

- Read the directions out loud. Point out the picture and how the classroom has been transformed into a map using table tents and Street and Avenue Strips. Then say, *We are going to make a map.*
- Give the student the Street Strips and tape and you take the Avenue Strips and tape. Explain that together you are to set up a grid for the map.
- Once the grid is in place, hand the student a box and a marker tell him/her to write a place name on the paper. Continue until each box has a place name written on it. Then say, *Let's make a map.* Demonstrate by placing one box on the grid. As you help arrange the map, answer questions and offer encouragement.
- Model asking for and giving directions with the student:
  
  **Q:** Excuse me. Where is the bank?
  
  **A:** Go to the corner. Turn left. Go straight. It's on the left.
  
- Then practice asking for and giving directions, using the map. As you practice together, answer questions and offer encouragement.
- **EXPANSION:** Explain to the student that you and the student will be going on a field trip to a grocery store on Day 9. Show him/her a map of the area, highlighting the classroom location and the grocery store location. Have the student write a set of driving directions from the classroom to the grocery store.

H. Culture Tip!

- Read the culture tip with your student.
- Demonstrate the difference between being polite and impolite by first asking roughly for directions, *Hey! Where's the bus stop?* Then politely, *Excuse me. Where's the bus stop?*

**GROUP ACTIVITY**

G. Activity

- Read the directions out loud. Point out the picture and how the classroom has been transformed into a map using table tents and Street and Avenue Strips. Then say, *We are going to make a map.*
- Give a student the Street Strips and tape and a student the Avenue Strips and tape. Explain that they are to set up a grid for the map.
- Meanwhile, divide the class by the number of boxes and distribute the boxes and markers. Point to a group and tell them to write place names on the papers. Continue around the room until each group has a place. Then say, *Make a map.* Demonstrate by placing one group’s box on the grid, as an example. As students arrange the map, circulate and offer encouragement.
- PAIR students. Model asking for and giving directions with a student:
  
  **Q:** Excuse me. Where is the bank?
  
  **A:** Go to the corner. Turn left. Go straight. It's on the left.
  
- Then have students practice. As they practice, circulate and offer encouragement.
- **EXPANSION:** Explain to students that the class will be going on a field trip to a grocery store on Day 9. Show them a map of the area, highlighting the classroom location and the grocery store location. PAIR or GROUP students. Have each pair or group write a set of driving directions from the classroom to the grocery store.

H. Culture Tip!

- Read the culture tip with your students.
- Demonstrate the difference between being polite and impolite by first asking rudely for directions, *Hey! Where's the bus stop?* Then politely, *Excuse me. Where's the bus stop?*
**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. **OPTION**: For more practice, make a copy of P.29 (in the student book). Cut out the meanings and images and turn them over on a table. Have the student turn one over and try to match it with the correct meaning or image. Make sure the student says the words as he/she turns over the cards.

**Before You Go.**
- Suggest that the student bring change or small bills to the next class. Explain that it's voluntary.
- Assign homework.

**Group Activity**

**I. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION**: PAIR students. For more practice, make a copy of P.29 (in the student book). Cut out the meanings and images and turn them over on a table. Have a student turn one over and try to match it with the correct meaning or image. Make sure the student says the words as he/she turns over the cards.

**Before You Go.**
- Suggest that students bring change or small bills to the next class. Explain that it's voluntary.
- 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.

**K. Activity**
- Read the directions out loud. Model the example dialog with the student. Then take turns asking for and giving directions.

- **EXPANSION**: Show your student how to use the internet to find a local office. Talk about the different types of street signs that your student would see at the different intersections or along the route. If your student does not have internet access, bring a phone book and use the map in the front of the book.

**GROUP ACTIVITY**

**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 work alone to fill out the map with place names. They choose where to put the buildings from page 26. Then, PAIR students. Students have to ask each other questions to find out where the buildings are located. Each student will have a differently labeled map.

**K. Activity**
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. Remind students to take turns asking for and giving directions.

- **EXPANSION**: Show your students how to use the internet to find a local office. Talk about the different types of street signs that they would see at the different intersections or along the route. If your students do not have internet access, or using the internet in the classroom is not practical, bring a phone book and use the map in the front of the book.
• Encourage students to do the homework.
• **A. Listening:** Remind students that this activity requires the 1B audio CD, and that practice is the best way to improve listening!
• **B. Writing:** Remind them that writing is a difficult skill that takes practice. Say, *Here's your chance to practice!*
• **C. Hello, world!!** Encourage them to try at least one of the suggestions. Say, *Try! Ask which one they will do.*
• **D. Journal:** Remind them that they can share their journals with you for feedback, or keep them private. Brainstorm topic ideas, asking probing questions. For example, *Where do you go shopping? Where do you walk?* Consider writing a journal example with the students.
• Thank your students for their hard work in class today! *Thank you! Good job!*

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A. Listening (track 18): Postcard
Dear Lisa,
Hello from Chicago! Chicago has good restaurants and parks. My neighborhood has two schools and five gas stations! I live near a hospital. What does your neighborhood have?
Ana
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board + marker
- 1B audio CD, CD player
- Coins and bills (reproducible)
- OPTIONAL: real coins and bills

**REVIEW**
- Review homework.
- Review place names and direction words from Day 5: Have the student go to page 30, Activity K. Read the directions out loud. Point out the map. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** Do the activity orally, asking, *Where is the restaurant?*
- Continue the review by asking about places in your student’s town, city or neighborhood.

**WARM UP**
- Before class, write on the board the names of a few of the coins and bills you’ve brought.
- Show one of the coins and ask, *What is it? Guess!* Gesture toward the words on the board. Continue with the other coins and bills you brought.

**GROUP ACTIVITY**

**MATERIALS**
- Board + marker
- 1B audio CD, CD player
- Coins and bills (reproducible)
- OPTIONAL: real coins and bills

**REVIEW**
- Review homework.
- Review place names and direction words from Day 5: Have students go to page 30, Activity K. Read the directions out loud. Point out the map. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Do the activity orally, asking, *Where is the restaurant?*
- Continue the review by asking about places in the students’ towns or neighborhoods.

**WARM UP**
- Before class, write on the board the names of a few of the coins and bills you’ve brought.
- Show one of the coins and ask, *What is it? Guess!* Gesture toward the words on the board. Continue with the other coins and bills you brought. **OPTION:** Give the coin or bill to the student who answers correctly. Then ask the class, *What does he have?*
**ONE ON ONE ACTIVITY**

**A. Vocabulary: Money and numbers**

- Read the directions out loud. Point out how the money is categorized. Give the student a few moments to absorb the pictures and words. The student can say the words to himself/herself, or you can use this as a pronunciation practice.
- Ask, *What are we learning today?*

**B. Listening (track 19): Money**

- Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary.
- Ask follow-up questions. For example: *True or false, The child has a five-dollar bill. The receipt is for a restaurant, etc.*

**C. Listening (track 20): Counting money**

- Direct the student attention to the word box. Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary.
- Say, *Let’s practice counting. Zero.* Then motion for the student to join in. At ten, point to the word box. At twenty, gesture for the student to stop. Say, *Listen: Twenty-one. Twenty-two. Twenty-three.* Continue counting through twenty-nine. Then begin with thirty, motioning for the class to join you as you count to one hundred.

**GROUP ACTIVITY**

**A. Vocabulary: Money and numbers**

- Read the directions out loud. Point out how the money is categorized. Give students a few moments to absorb the pictures and words. Remind them to say the words quietly or to themselves.
- Ask, *What are we learning today?*

**B. Listening (track 19): Money**

- Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary.
- Ask follow-up questions. For example: *True or false, The child has a five-dollar bill. The receipt is for a restaurant, etc.*

**C. Listening (track 20): Counting money**

- Direct students attention to the word box. Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary.
- Say, *Listen: Twenty-one. Twenty-two. Twenty-three.* Continue counting through twenty-nine. Then begin with thirty, motioning for the class to join you as you count to one hundred. **OPTION:** Have individuals, instead of the entire class, say the next number as you point to them.

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**B. Listening (track 19): Money**

- Child: I have coins. I have a penny, a nickel, a dime, and a quarter.
- Woman: I have bills. I have a one-dollar bill. A five-dollar bill, a ten-dollar bill, and a twenty-dollar bill.
- Child: Can I have a buck?
- Woman: A dollar? OK.

**C. Listening (track 20): Counting money**

- OK, let’s count our money!
- Child: Ten, eleven, twelve, thirteen, fourteen, fifteen.
- Woman: Sixteen, seventeen, eighteen, nineteen, twenty.
- Child: Thirty, forty, fifty, sixty.
- Woman: Seventy, eighty, ninety.
- Woman and Child: One hundred!
D. Pronunciation: Numbers

• Write on the board:
  
  13–19:  teen
  20–90:  ty

• Explain that although they sound similar, -teen and -ty are spelled and said differently. Emphasize the importance of understanding the difference—for example by drawing a picture of a chair with a price tag of $19 versus $90.

• Then point out the boldfaced letters. Demonstrate stress by clapping on the stress.

• Do pronunciation drills with each of the numbers in the chart: Say a number and have the student repeat: **Repeat after me. Thirteen. Continue.**

• **NOTE:** The -ty numbers are stressed on the 1st syllable. The -teen numbers are usually stressed on the last syllable (except when counting).

E. Listening (track 21): Number stress and pronunciation

• Read the directions out loud. Play and/or read the audio. (You may want to stop the audio after the first item and point out the example answer: 13.) Repeat the audio as necessary. Review answers together.

F. Listening (track 22): Number stress and pronunciation

• Read the directions out loud. Play and/or read the audio. (You may want to stop the audio after the first item and point out the example answer: thirteen.) Repeat the audio as necessary. Review answers together.

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E. Listening (track 21): / F. Listening (track 22): Number stress and pronunciation

1. thirteen 2. forty 3. fifty 4. sixteen 5. seventy 6. eighteen 7. nineteen
**ONE ON ONE ACTIVITY**

G. Activity
- Read the directions out loud. Go over the example together. Point out the picture of the bills and coins totaling $70.11. As the student works, answer any questions and offer encouragement. Check answers together.

H. Culture Tip!
- Tell the student to close the Student Book. Draw a receipt on the board:
  
  Anthony's Restaurant
  Food: $30
  Drinks: $10
  $40
  20% Tip: ____

- Read the Culture Tip with your student. Ask for guesses. Clarify for the student what a tip is.
- Then gesture to the board. Ask, *How much is the tip?* Show the math for 10, 15, and 20 percent.
- EXPANSION: Discuss tipping in the student’s home culture: what services get tipped, how much, etc.

**GROUP ACTIVITY**

G. Activity
- Read the directions out loud. Go over the example together. Point out the picture of the bills and coins totaling $70.11. As students work, circulate and offer encouragement. Check answers together.

H. Culture Tip!
- Tell students to close their books. Draw a receipt on the board:
  
  Anthony's Restaurant
  Food: $30
  Drinks: $10
  $40
  20% Tip: ____

- Read the Culture Tip with your students! Ask for guesses. Clarify for the class what a tip is.
- Then gesture to the board. Ask, *How much is the tip?* Show the math for 10, 15, and 20 percent.
- EXPANSION: Discuss tipping in other cultures: what services get tipped, how much, etc.

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

Have students make a 3 x 3 grid on a piece of paper. Write the following numbers on the board and have students choose 9 of them to complete their grids.

<table>
<thead>
<tr>
<th>90</th>
<th>16</th>
<th>28</th>
</tr>
</thead>
<tbody>
<tr>
<td>71</td>
<td>60</td>
<td>17</td>
</tr>
<tr>
<td>56</td>
<td>33</td>
<td>70</td>
</tr>
<tr>
<td>42</td>
<td>11</td>
<td>50</td>
</tr>
<tr>
<td>64</td>
<td>40</td>
<td>15</td>
</tr>
<tr>
<td>19</td>
<td>18</td>
<td>90</td>
</tr>
</tbody>
</table>

- Call out the numbers randomly. The first person with 3 in a row wins. Switch of who is the caller.
**REAL LIFE**

**One on One Activity**

I. Activity
- Read the directions out loud. Model the example dialog with the student. If the student isn’t clear, do a second example. Take turns saying an amount and pointing to the figure.

J. Activity
- Read the first part of the directions: Read the questions. Point to the multiple-choice questions. As the student reads, check that he/she is only reading, not answering the questions.
- Say, Look at the check. Check that he/she is only studying the check, not answering the questions.
- Then say, Now circle the answers. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

Before You Go.
- Suggest that the student bring a shopping receipt to the next class.
- Assign homework.

**Group Activity**

I. Activity
- PAIR students. Read the directions out loud. Model the example dialog with a student. If students aren’t clear, do a second example. As students talk, circulate and offer encouragement. Remind students to take turns saying an amount and pointing to the figure.

J. Activity
- Read the first part of the directions: Read the questions. Point to the multiple-choice questions. As students read, circulate to check that they are only reading, not answering the questions.
- Say, Look at the check. Circulate to check that they are only studying the check, not answering the questions.
- Then say, Now circle the answers. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

Before You Go.
- Suggest that students bring a shopping receipt to the next class.
- Assign homework.
**One on One Activity**

**K. Activity**
- Read the directions out loud. Model the example exchange with the student. Continue down the chart.

**L. Activity**
- Read the directions out loud. Tell the student to use his/her imagination and write the check to anyone, for any amount that he/she can write out. As the student works, answer any questions and offer encouragement. Then have the student talk about the check (amount, to whom, for what, etc.).

**Group Activity**

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

**L. Activity**
- Read the directions out loud. Brainstorm with the students: *Who do you write checks to?* Tell students to use their imaginations and write their check to anyone, for any amount that they can write out. As students work, circulate and offer encouragement. Have students talk about their checks in PAIRS.
• Encourage students to do the homework.

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

• B. Reading: Remind them that learning idioms is a good way to grow vocabulary.

• C. Hello, world!: Encourage them to try at least one of the suggestions. Say, Try! Ask which one they will do.

• D. Journal: Remind them that they can share their journals with you for feedback, or keep them private.

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

---

A. Listening (track 23): Money

1. I have coins. I have a penny, a nickel, a dime, and a quarter.

2. I have bills. I have a one-dollar bill. A five-dollar bill, a ten-dollar bill, and a twenty-dollar bill. I have cash.

3. And, here’s a check. And a receipt from the restaurant.

4. Can I have a buck? A dollar? OK.
## One on One Activity

### MATERIALS
- Board + marker
- 1B audio CD, CD player
- Coin/Bill Cards (reproducible)
- Clothing items
- Color Cards (reproducible)

### REVIEW
- Review homework.
- Review money words, numbers, and pronunciation from Day 6: Give the student a handful of **Coin/Bill Cards** to count. Ask about coin and bill names and amounts: *What do you have? What's the total?*
  **OPTION:** Have the student use his/her own, real money.
- **EXPANSION:** Have the student go to page 37, Activity B. Read the directions out loud. Do the activity together.

### WARM UP
- From a bag, pull out **clothing and personal items** one at a time. If the student can name the item, give that piece of clothing to him/her. If not, you say it and have the student repeat. Then come back to that item later.
- Repeat the process with colors, using **Color Cards**.

## Group Activity

### MATERIALS
- Board + marker
- 1B audio CD, CD player
- Coin/Bill Cards (reproducible - 1 per pair)
- Clothing items
- Color Cards (reproducible)

### REVIEW
- Review homework.
- Review money words, numbers, and pronunciation from Day 6: **PAIR** students. Give pairs a handful of **Coin/Bill Cards** to count. Circulate and ask about coin and bill names and amounts: *What do you have? What's the total?*
  **OPTION:** Have students use their own, real money.
- **EXPANSION:** Have students go to page 37, Activity B. Read the directions out loud. Do the activity together.

### WARM UP
- From a bag, pull out **clothing and personal items** one at a time. If a student can name the item, give that piece of clothing to him/her. If no one knows the name of the item, say it and have students repeat. Then come back to that item after a few others.
- Repeat the process with colors, using **Color Cards**.
Clothes and Colors

One on One Activity
A. Vocabulary: Clothes and colors
• Read the directions out loud. Give the student a few moments to absorb the pictures and words. The student can say the words to himself/herself.
• Then practice the pronunciation of the words. Pay attention to the /z/ sound in clothes.
• Ask, What are we learning today?

B. Listening (track 24): Clothes and colors
• Read the directions out loud. Play and/or read the audio. (You may want to stop the audio after the first item and point out the example answer: black belt.) Repeat the audio as necessary. Review answers together.
• EXPANSION: Have a student stand up and “model” his/her clothing. Point to the student’s shirt and ask, What color is it? (brown) What is it? (shirt) Then, to emphasize word order, say, You have a brown shirt. Then switch roles.

Extra Activities:
• Move! Write on the board, If you have ______ move! Demonstrate by saying, If you have (a clothing item the student is wearing), move! The student stands up. You call out different clothes until the student “moves” (sits down) again. Continue until the student has stood up or sat down three times. Take turns being the caller.
• Fashion Show Dress up in the clothing and personal items you brought (over your clothes). Write on the board, (Name) has a (color) (item) and a (color) (item). Demonstrate the game by saying, I have an orange hat and brown pants. Thank you. Take turns modeling and announcing. OPTION: You can use a doll or a drawing on the board. Or, use a family member!

B. Listening (track 24): Clothes and colors
[1] I have a black belt.
[2] They have blue jeans.
[3] We have brown boots.
[4] Mr. Milan has a gray tie.
[5] The student has a green skirt.

Group Activity
A. Vocabulary: Clothes and colors
• 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.
• Then practice the pronunciation of the words. Pay attention to the /z/ sound in clothes.
• Ask, What are we learning today?

B. Listening (track 24): Clothes and colors
• Read the directions out loud. Play and/or read the audio. (You may want to stop the audio after the first item and point out the example answer: black belt.) Repeat the audio as necessary. Review answers together.
• EXPANSION: Have a volunteer student come to the front of the classroom to show his/her clothing. Point to the volunteer’s shirt and say to another student, What color is it? (brown) What is it? (shirt) Then, to emphasize word order, say, He has a brown shirt.

Extra Activities:
• Move! Arrange chairs in a circle. All students sit except for one who stands in the center. Write on the board, If you have ______ move! Demonstrate by saying, If you have blue jeans, move! Students wearing blue jeans stand up and find a different chair. One student will always be left standing.
• Fashion Show Have several volunteer students step out of the room and dress up in the clothing and personal items you brought (over their own clothes). Write on the board, (Name) has a (color) (item) and a (color) (item). Call the first student in and demonstrate the game by saying, Petro has an orange hat and brown pants. Thank you, Petro. Then assign an “emcee” to introduce the remaining “models.”

[7] Marta has pink shoes.
[8] We have purple socks.
[9] The teacher has red glasses.
[10] You have a white jacket.
**Group Activity**

C. Grammar: How much

- Read the questions column and then the answers column from the chart and have the students repeat.
- Write on the board:
  
  \[
  Q: \text{How much is the green skirt?} \\
  A: \text{It is $14.75.} \\
  Q: \text{Excuse me. How much is it?}
  \]

- Point to the green skirt on page 38 and ask (pointing to the board), *How much is the green skirt?* Prompt the student to answer, pointing to the board. Then say as though you misheard, *Excuse me. How much is it?* Continue asking about different items.
- Add to the board:
  
  \[
  Q: \text{How much are the blue jeans?} \\
  A: \text{They are $35.25.} \\
  Q: \text{How much are they?}
  \]

- Repeat as above.
- Prompt the student to use the contractions in the Language Note: *it’s, they’re.*

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 as mini-dialogs. **OPTION:** Write on the board, *What color is/are the ____?* and *How much is/are the ____?* Have the student look at the pictures on page 38 and take turns with you asking and answering the questions. To make the activity go faster, write in the prices.

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**
- Tell the student to imagine that he/she is the clerk (Partner A), and you are the customer (Partner B). Read the directions out loud. Model the example dialog with the student. After you’ve gone through the student’s list of items, he/she becomes the customer and you the clerk.

**G. Culture Tip!**
- Read the culture tip with your student.
- Show the student a clothing label that shows the size. Ideally, find a label that shows European, American, and other sizes. If the student asks more about sizes, talk about them.

**Group Activity**

**F. Activity**
- PAIR students. Tell them to imagine that one the clerk, the other the customer. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. Remind students to switch roles.

**G. Culture Tip!**
- Read the culture tip with your students.
- Show students a clothing label that shows the size. Ideally, find a label that shows European, American, and other sizes. If students ask more about sizes, discuss as a group.
**One on One Activity**

H. Listening (track 25): The receipt

- Read the first part of the directions: *Read the receipt.* Point to receipt. As the student reads, check that he/she is only reading, not filling in the answers.
- Read the rest of the directions. Play and/or read the audio. (You may want to stop the audio after the first item and point out the example answer: purple.) Repeat the audio as necessary. Review answers together.
- **EXPANSION:** Help the student hear the pronunciation differences between the following pairs of words:
  - skirt/shirt
  - t-shirt/teacher
  - tie/tea
- Write the words on the board or paper and have the student repeat the sounds after you, exaggerating the sounds.

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 the student brought a receipt to class, use that in addition to or instead of the Student Book receipt.
- Point out the Language Note and be sure the meanings of expensive and cheap are clear.

**Before You Go.**

- Remind the student that the next class is a review of Days 1–7 and a review test.
- Assign homework.

---

**Group Activity**

H. Listening (track 25): The receipt

- Read the first part of the directions: *Read the receipt.* Point to receipt. As students read, circulate to check that they are only reading, not filling in the answers.
- Read the rest of the directions. Play and/or read the audio. (You may want to stop the audio after the first item and point out the example answer: purple.) Repeat the audio as necessary. Review answers together.
- **EXPANSION:** Help the student hear the pronunciation differences between the following pairs of words:
  - skirt/shirt
  - t-shirt/teacher
  - tie/tea
- Write the words on the board or paper and have the students repeat the sounds after you, exaggerating the sounds.

I. Activity

- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** If students brought receipts to class, use them in addition to or instead of the Student Book receipt.
- Point out the Language Note and be sure the meanings of expensive and cheap are clear.

**Before You Go.**

- Remind students that the next class is a review of Days 1–7 and a review test.
- Assign homework.

---

**H. Listening (track 25): The receipt**

What do we have here...?

One purple tie for twelve dollars.

Two brown shirts for fourteen dollars and seventy-five cents.

A red skirt. Sixteen dollars.

Gray boots for forty dollars.

One pink jacket. Thirty-five dollars and twenty-five cents.

Green glasses for seventeen dollars.

The total is one-thirty-five. Hmm.. One hundred and thirty-five dollars.
**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.

K. 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 the student brought a receipt to class, use that in addition to or instead of the Student Book receipt.

**Group Activity**

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.

K. 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**: If students brought receipts to class, use them in addition to or instead of the Student Book receipt.
• Encourage students to do the homework.
• **A. Listening:** Remind students that this activity requires the 1B 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!* Ask which one they will do.
• **C. Journal:** Remind them that they can share their journals with you for feedback, or keep them private. Write a sample journal entry with the students.
• Thank your students for their hard work in class today! *Thank you! Good job!*

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**A. Listening (track 26): Drawing clothes and colors**

1. The man has a blue shirt, red pants, and green socks.
2. The woman has a black skirt, a yellow shirt, and a brown hat.
3. The boy has a black belt and a grey tie.
4. The girl has a pink jacket and purple shoes.
**One on One Activity**

**MATERIALS**
- Board + marker
- 1B audio CD, CD player
- Coin/Bill Cards (reproducible) or real change
- Clothing items
- Markers for the student
- Meal Strips (reproducible)
- A penny, nickel, dime, and quarter

**Group Activity**

**MATERIALS**
- Board + marker
- 1B audio CD, CD player
- Coin/Bill Cards (reproducible) or real change
- Clothing items
- Markers for students
- Meal Strips (reproducible)
- A penny, nickel, dime, and quarter
- Reproducible Meal Strips (1 set per pair)

**REVIEW**
- Review homework.
- Review clothing, personal items, and colors from Day 7: Give the student a Coin/Bill Cards or real change and one piece of clothing. The student matches each item with the amount of coins and bills that he/she thinks each item costs. Discuss.

**WARM UP**
- Write on the board, Review.
- Assign the student three days (from Days 1–7); you take the other four. Each of you will identify a teaching point from that day (a word, a grammar point, a life skill). As an example say, Day 5: traffic signs!
- Give the student a marker to write his/her three points on the board. Add yours.
- Go over the points and explain that the rest of the day will be spent reviewing these and other points.
- 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.

**OPTION**: As an alternative to the activities in the following pages, make copies of the sentences on each review page. Cut them in strips and have students practice answering orally. Mix up strips from different days.

**REVIEW**
- Review homework.
- Review clothing, personal items, and colors from Day 7: Give each student a Coin/Bill Cards or real change and one clothing item. Tell them to stand up and go to the “market” to buy and sell clothes. Circulate to see that they are practicing the forms correctly: How much is your brown shirt? / It's $14.30. Students can make up prices, but the prices should be within the range of the amount of money each has in cards or real change.

**WARM UP**
- Write on the board, Review.
- Divide the class by seven. Assign each GROUP a day (1–7) and have each group agree on one teaching point from that day (a word, a grammar point, a life skill). Give a person in each group a marker and ask him/her to write the group’s point on the board.
- Go over the groups’ points and explain that the rest of the day will be spent reviewing these and other points.
- 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.

**OPTION**: As an alternative to the activities in the following pages, make copies of the sentences on each review page. Cut them in strips and have students practice answering orally. Mix up strips from different days.
**One on One Activity**

**Day 1 Review: One on One**

- Tell the student to turn to page 2. Ask, *What did we study on Day 1?* (greetings and goodbyes, possessive adjectives, the alphabet, how to spell out words)

**A. Activity**

- Read the directions on page 44 out loud. Have the student go to page 2 to remind him/her of the greetings and goodbyes he/she studied. Go over the example dialog together. Continue with other greetings and goodbyes.

**B. Activity**

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

**EXPANSION:** After checking the activity together, practice the Q&As as mini-dialogs.

**Group Activity**

**Day 1 Review: Group**

- Tell students to turn to page 2. Ask, *What did we study on Day 1?* (greetings and goodbyes, possessive adjectives, the alphabet, how to spell out words)

**A. Activity**

- PAIR students. Read the directions on page 44 out loud. Have students go to page 2 to remind them of the greetings and goodbyes they studied. Have two students model the example dialog. As students practice, circulate and offer encouragement.

**B. Activity**

- Read the directions out loud. Go over the example together. Point out the picture. 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 2 Review: One on One**

- Tell the student to turn to page 8. Remind the student that on Day 2, you studied classroom words, numbers (0–9), my/his/her/your, the present tense of be, and how to leave a voice message.
- After completing both activities, check answers together.

**C. Activity**

- Read the directions on page 45 out loud. Go over the example together. As the student works, answer any questions and offer encouragement. If your student is advanced, encourage him/her to try doing the activity without using the word box.

**D. Activity**

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

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**GROUP ACTIVITY**

**Day 2 Review: Group**

- Tell students to turn to page 8. Remind students that on Day 2 they studied classroom words, numbers (0–9), my/his/her/your, the present tense of be, and how to leave a voice message.
- After completing both activities, check answers together.

**C. Activity**

- Read the directions on page 45 out loud. Go over the example together. As students work, circulate and offer encouragement. **OPTION**: For more advanced students, suggest that they work without using the word box.

**D. Activity**

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

Day 3 Review: One on One
- Ask the student, What did we study on Day 3? (family words, the present tense of have, how to make a family tree and describe one’s family)
- Tell the student to turn to page 14.

**E. Activity**
- Read the directions out loud. Go over the example together. Point out that Jack is the focus of the activity. As the student works, answer any questions and offer encouragement. Check answers together.

**GROUP ACTIVITY**

Day 3 Review: Group
- Ask students, What did we study on Day 3? (family words, the present tense of have, how to make a family tree and describe one’s family)
- Tell the students to turn to page 14.

**E. Activity**
- Read the directions out loud. Go over the example together. Point out that Jack is the focus of the activity. As students work, circulate and offer encouragement. Have students check answers in PAIRS.
**One on One Activity**

*Day 4 Review: One on One*

- Remind the student that on Day 4, you studied food and drinks; the present tense of eat, the meaning of the idiom “a piece of cake,” and how to read a menu and a recipe.

- **ACTIVITY: Meals 123** Give the student a mixed up set of Meal Strips and have the student order the strips by “story” and by meal (breakfast, lunch, dinner). **OPTION:** Do this game instead of Activities F and G.

**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.

**G. Activity**

- Read the directions out loud. Do an example together. As the student works, answer any questions and offer encouragement. **OPTION:** Have the student compare his/her list to yours.

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**Group Activity**

*Day 4 Review: Group*

- Remind students that on Day 4 they studied food and drinks; the present tense of eat, the meaning of the idiom “a piece of cake,” and they read a menu and a recipe.

- **ACTIVITY: Meals 123** PAIR students. Give each pair a mixed up set of Meal Strips and have students order the strips by “story” and by meal (breakfast, lunch, dinner). **OPTION:** Do this game instead of Activities F and G.

**F. Activity**

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

**G. Activity**

- Read the directions out loud. Do an example together. As students work, circulate and offer help. **OPTION:** Have students compare their list to another student’s.
One on One Activity

Day 5 Review: One on One
• Ask the student, What did we study on Day 5? (places, direction words, how to ask for/give directions, traffic signs)

H. Activity
• Read the directions out loud. Go over the example dialog on page 48 together. Take turns asking for and giving directions.

Group Activity

Day 5 Review: Group
• Ask students, What did we study on Day 5? (places, direction words, how to ask for/give directions, traffic signs)

H. Activity
• PAIR students. Read the directions out loud. Have two students model the example dialog. As students talk, circulate and offer encouragement. Remind students to take turns asking for and giving directions.
**One on One Activity**

Day 6 Review: One on One
- Remind the student that on Day 6 (on page 32), you studied money, numbers, pronunciation and stress of numbers, and how to write a check.
- After completing both activities, check answers.

I. Activity
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. **OPTION:** Do this activity orally, using real coins.

J. Activity
- Read the directions out loud. Go over the example together. Point out the pictures of money. As the student works, answer any questions and offer encouragement.

**Group Activity**

Day 6 Review: Group
- Remind students that on Day 6 (on page 32) they studied money, numbers (10–100), pronunciation and stress of numbers, and how to write a check.
- After completing both activities, check answers together.

I. Activity
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. **OPTION:** Do this activity orally, using real coins.

J. Activity
- Read the directions out loud. Go over the example together. Point out the pictures of money. As students work, circulate and offer encouragement.
One on One Activity
Day 7 Review: One on One
• Ask the student, What did we study on Day 7?
  (clothing, personal items, and colors; How much
questions, how to read a receipt)

K. Activity
• Read the directions out loud. Model an example
dialog exchange about prices with the student. Take
turns asking about and telling prices.

Group Activity
Day 7 Review: Group
• Ask students, What did we study on Day 7?
  (clothing, personal items, and colors; How much
questions, how to read a receipt)

K. Activity
• PAIR students. Read the directions out loud.
  Model an example dialog exchange with a student.
  As students talk, circulate and offer encouragement.
  Remind students to take turns asking about and
telling prices.
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.
- 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.
- 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. Use the word box for help.
- 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 stopping the class and directing all students to the item, to explain 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 a grocery store. Ask them to be on time. Remind them to bring their student books, a pen, and money if they plan to buy something. Agree on a meeting place. Make sure everyone has your phone number and transportation to the grocery store.
- You may want to assign Activity A, page 53 (make a grocery list) as homework, to help expedite the field trip.

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 successfully preparing a field trip.
- Remember, your student(s) will be nervous. Ease nerves by deciding on how you will get to the grocery store. If possible, go together using the form of transportation your student(s) would typically take. Look at a map and talk about the route.
- Practice the dialog needed ahead of time. You may even look at the activities that you will do ahead of time.
- Call ahead or visit the grocery store and let them know you will be coming. Explain the situation. Ask if there will be someone available to answer questions.
- Ask follow-up questions to debrief the field trip after the experience.
A. Complete the sentences.

USE THESE WORDS:

<table>
<thead>
<tr>
<th>black pants</th>
<th>eggs</th>
<th>police station</th>
<th>What's your</th>
</tr>
</thead>
<tbody>
<tr>
<td>classroom</td>
<td>five dollars</td>
<td>sisters</td>
<td>name?</td>
</tr>
</tbody>
</table>

1. My name is Marta. ____________________________ name?

2. The students are in the ____________________________.

3. He has two ____________________________ and one brother.

4. We eat ____________________________ for breakfast.

5. The laundromat is near the ____________________________.

6. A chicken salad is ____________________________.

7. How much are the ____________________________?

B. Circle the answers.

1. Her first name is Marta. What's _______ last name?
   a. she          b. her          c. his

2. Betty Thomas is a teacher. _____ in the classroom.
   a. She are      b. She's is      c. She's

3. My aunt and uncle _____________________ four sons.
   a. have         b. has          c. his

4. We _____________________ eggs for breakfast.
   a. has          b. eat          c. eats

5. _____________________ is the post office?

6. How do you say the word thirty?
   a. thirty       b. thirty

7. _____________________ is a hot dog?
   a. Where is     b. What's       c. How much
C. Answer the questions.

1. How do you spell your first name? _____________________________________________________

How do you spell your last name? _____________________________________________________

2. What's your phone number? __________________________________________________________

3. Describe your family. I have
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. What do you eat for dinner? __________________________________________________________
   __________________________________________________________________________________________

5. Match the meanings to the signs.

   Meanings
   
a. You cannot turn left.
   b. Stop.
   c. Slow down and maybe stop.

   1. _____  2. _____  3. _____

6. Look at the money. 
   What's the total? 
   $10.00 + $5.00 = __________

7. Write about your clothing today: ____________________________________________________
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
- Before entering the store, check to see that students have their books and pens. Briefly review the four activities. Explain that Activity D is optional.
- Tell students that they have 45 minutes to complete the activities. Remind students of the meet-up time.
  OPTION: You may want to pair / group students and make sure that each pair / group has a cell phone and your cell phone number. Say, Call me if you have a problem.
- You may want to accompany some of the lower-level students to help them with the activities. Or walk around as a group/pair with your student(s).
- 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 grocery list. Inside the store, write the prices.
- You may have assigned the grocery list as homework at the end of Day 8. Otherwise, have students spend a few minutes writing their lists in the grocery store cafe area, for example. Check the lists for spelling and likelihood of the items being in the store.

B. Activity.
- Have students write the names and colors of the food on their lists.
- Remind students to read the signs in the store, to help them identify and spell items. As an option, have students find the ingredients to a recipe instead.

C. Activity:
- Encourage students to ask store workers for directions: Excuse me. Where is the ____?

D. Activity:
- Make this activity optional.
- Encourage students to exchange greetings with the check-out clerk.

CONCLUSION
- At the end of the field trip, if possible, find a comfortable location to discuss the students’ experience for 15 minutes or so. OPTION: Review the field trip at the start of Day 10.
- Review the activities on the page. For example, What fruit did you see? What colors? Where is the cereal? What did you buy? How much was it?
- Ask experiential questions such as How do you feel? What part was easy or difficult? Is the food here expensive? Cheap? What questions do you have?
- After the discussion, remind students of the date and time of the next class (Day 10).
ONE ON ONE ACTIVITY
MATERIALS
• Board + marker
• 1B audio CD, CD player
• Clock with moveable hands (make one easily with a paper plate)

GROUP ACTIVITY
MATERIALS
• Board + marker
• 1B audio CD, CD player
• Clock with moveable hands (make one easily with a paper plate)

REVIEW
• OPTION: Review the field trip experience (Day 9).
• Ask questions about the field trip.
• OPTION: Consider writing about the shared experience. Elicit words, phrases or sentences about the field trip from your student and write them down to complete a short story. As you write the story on the board, correct any mistakes.
• EXPANSION: Look at a map on-line or in the phone book. Talk about where the grocery store was. Is there a closer one to where the student lives?

WARM UP
• Write on the board, 
  
  Q: What time is it?
  A: It’s (1:00).
• Show the clock with moveable hands, with the time set at 1:00. Ask, What time is it? Then change the clock to 2:00. Continue through 12:00. Do only on-the-hour times for now.
• As an option, bring cards with times written on them to illustrate how times will appear on a digital clock.

REVIEW
• OPTION: Review the field trip experience (Day 9).
• Ask questions about the field trip.
• OPTION: Consider writing about the shared experience. Elicit words, phrases or sentences about the field trip from students and write them down to complete a short story. As you write the story on the board, correct any mistakes.
• EXPANSION: Look at a map on-line or in the phone book. Talk about where the grocery store was. Is there a closer one to where the students live?

WARM UP
• Write on the board, 
  
  Q: What time is it?
  A: It’s (1:00).
• Show the clock with moveable hands, with the time set at 1:00. Go around the room asking students, What time is it? Then change the clock to 2:00. Continue through 12:00. Do only on-the-hour times for now.
• As an option, bring cards with times written on them to illustrate how times will appear on a digital clock.
**One on One Activity**

**A. Vocabulary: Time**

- Read the directions out loud. Give the student a few moments to absorb the pictures and words. The student can say the words to himself/herself, or you can use this as a pronunciation practice.
- Ask, *What are we learning today?*

**B. Listening (track 27): Time**

- Read the directions out loud. Point to the clock showing 9:00 and ask, *What time is it?* to show the student he/she already knows one answer (from the Warm Up). Play and/or read the audio. (You may want to stop the audio after the first item and point out the example answer: 7:53.) Repeat the audio as necessary. Review answers together.

**Expansion:** For more advanced students, point out that they may hear *quarter after* or *quarter of* to mean *15* and *45.*

**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.
- Ask, *What are we learning today?*

**B. Listening (track 27): Time**

- Read the directions out loud. Point to the clock showing 9:00 and ask, *What time is it?* to show students they already know one answer (from the Warm Up). Play and/or read the audio. (You may want to stop the audio after the first item and point out the example answer: 7:53.) Repeat the audio as necessary. Review answers together.

**Expansion:** For more advanced students, point out that they may hear *quarter after* or *quarter of* to mean *15* and *45.*

**B. Listening (track 27): Time**

a. seven fifty-three  
b. five thirty  
c. nine o’clock  
d. twelve fifteen  
e. eleven oh six  
f. four twenty-three  
g. six forty-five
**One on One Activity**

C. Grammar: Time

- Direct the student’s attention to the grammar chart. Point to clock “a” and ask the student, *What time is it?* Prompt the student to read the answer from the chart. Continue through clock “f.”
- Read the questions and then answers from the chart and have the student repeat.

D. Activity

- Read the directions out loud. Go over the example dialog together. Take turns asking and answering questions about time.

**Group Activity**

C. Grammar: Time

- Direct students’ attention to the grammar chart. Point to clock “a” and ask a student, *What time is it?* Prompt the student to read the answer from the chart. Continue around the room, through clock “f.”
- Read the questions and then answers from the chart and have the students repeat.

D. Activity

- PAIR students. Read the directions out loud. Have two students model the example dialog. As students practice, circulate and offer encouragement. Remind students take turns asking and answering questions about time.
**One on One Activity**

E. Listening (track 28): What time ... ?
- Point out the Language Note showing morning, afternoon, evening, and night. To be sure the terms are clear, ask, Is it morning now? etc.
- Read the directions out loud. Play and/or read the audio. (You may want to stop the audio after the first item and point out the example answer: nine o'clock.) Repeat the audio as necessary. Review answers together.

F. Listening (track 29): What time ... ?
- Read the directions out loud. Play and/or read the audio. (You may want to stop the audio after the first item and point out the example answer: a. the radio dj.) Repeat the audio as necessary. Check answers together.

G. Culture Tip!
- Read the culture tip.
- Explain that Americans like things and people to be “on time.” Say, If you are late, say, “I’m sorry.” Ask the student about time in his/her home culture: Is it important to be on time? Or is it okay to be late?

**Group Activity**

E. Listening (track 28): What time ... ?
- Point out the Language Note showing morning, afternoon, evening, and night. To be sure the terms are clear, ask, Is it morning now? etc.
- Read the directions out loud. Play and/or read the audio. (You may want to stop the audio after the first item and point out the example answer: nine o'clock.) Repeat the audio as necessary. Review answers together.

F. Listening (track 29): What time ... ?
- Read the directions out loud. Play and/or read the audio. (You may want to stop the audio after the first item and point out the example answer: a. the radio dj.) Repeat the audio as necessary. Check answers together.

G. Culture Tip!
- Read the culture tip with your students.
- Explain that Americans like things and people to be “on time.” Say, If you are late, say, “I’m sorry.” Ask students about time in their home cultures: Is it important to be on time? Or is it okay to be late?

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E. Listening (track 28): / F. Listening (track 29): What time ... ?
1. Good morning, New York! It’s nine o’clock. It’s time for music ... !
2. Hello, Betty? This is Ana. It’s ten thirty. I can’t come to class today.
4. Good afternoon. Welcome to English class!
**Real Life**

**One On One Activity**

**H. Activity**
- Read the first part of the directions: *Read the sentences.* Point to the fill-in-the-blank items. As the student reads, check that he/she is only reading, not answering the questions.
- Say, *Look at the bus schedule.* Check that he/she is only looking at the schedule, not answering the questions.
- Then say, *Now complete the sentences.* Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- **NOTE:** Point out that leaves and departs have the same meaning.
- **EXPANSION:** Talk with your student about the bus. Does he/she use it? Which one? Show your student how to find bus schedules on-line. Or, bring in several bus route maps and schedules to discuss.

**Before You Go.**
- Suggest that the student bring a calendar to the next class. Ideally, it should be his/her own personal calendar with information written on it. But even an outdated calendar will work.
- Assign homework.

**Group Activity**

**H. Activity**
- Read the first part of the directions: *Read the sentences.* Point to the fill-in-the-blank items. As students read, circulate to check that they are only reading, not answering the questions.
- Say, *Look at the bus schedule.* Circulate to check that they are only looking at the schedule, not answering the questions.
- Then say, *Now complete the sentences.* Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- **OPTION:** Have students write questions similar to the questions in this activity and have a partner complete the answers.
- **NOTE:** Point out that leaves and departs have the same meaning.
- **EXPANSION:** Talk with your students about the bus. Do they use it? Which ones? Show students how to find bus schedules on-line. Or, bring in several bus route maps and schedules to discuss.

**Before You Go.**
- Suggest that students bring a calendar to the next class. Ideally, it should be their own personal calendar with information written on it. But even an outdated calendar will work.
- Assign homework.
ONE ON ONE ACTIVITY

I. Activity

• Read the directions out loud. Model the example dialog with the student. Take turns asking and answering questions about time.
• Ask questions about the different times. What is your student doing at each of the times? Ask, Where are you at 9:00?

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.
• Ask questions about the different times. What are your students doing at each of the times? Ask, Where are you at 9:00?
• Encourage students to do the homework.
• **A. Listening:** Remind students that this activity requires the 1B audio CD, and that practice is the best way to improve listening!
• **B. Reading:** Remind them that learning idioms is a good way to grow vocabulary.
• **C. Hello, world!** Encourage them to try at least one of the suggestions. Say, *Try!* Ask which one they will do.
• **D. Journal:** Remind them that they can share their journals with you for feedback, or keep them private. Ask probing questions to get the students thinking about the topic. Consider writing a sample entry with the group or student.
• Thank your students for their hard work in class today! *Thank you! Good job!*

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**A. Listening (track 30): Time**

1. seven fifty-three
2. five thirty
3. nine o’clock
4. twelve fifteen
5. eleven oh six
6. four twenty-eight
7. six forty-five
One on One Activity

**MATERIALS**
- Board + marker
- 1B audio CD, CD player
- A calendar
- “The Happy Birthday Song” Strips (reproducible)
- A daily planner

**REVIEW**
- Review homework.
- Review asking and answering time questions from Day 10: Say, *What time is it?* as the student arrives. If the student is late, say (jokingly), *What do you say? (Sorry.)*

**WARM UP**
- Transition from *What time is it?* to *What day is it?* The student was exposed to the days of the week and the word tomorrow on Day 2 (Student Book page 11) so he/she should be able to answer.
- Take turns saying the days to practice them.
  - You: The student:
  - Monday Tuesday
  - Wednesday Thursday etc.
- Give extra attention to confusing items such as Tuesday and Thursday. **OPTION**: Use *The Color Vowel* Chart to explain that *Tuesday* is BLUE and *Thursday* is PURPLE.

Group Activity

**MATERIALS**
- Board + marker
- 1B audio CD, CD player
- A calendar
- “The Happy Birthday Song” Strips (reproducible)
- A daily planner

**REVIEW**
- Review homework.
- Review asking and answering time questions from Day 10: Say, *What time is it?* as the students arrive. If a student is late, say (jokingly), *What do you say? (Sorry.)*

**WARM UP**
- Transition from *What time is it?* to *What day is it?* Students were exposed to the days of the week and the word tomorrow on Day 2 (Student Book page 11) so they should be able to answer.
- After all of the days have been practiced, split the class in half and have them say the days, alternating from one half of the room to the other. Go through the days twice so each group has said each day:
  - Group A: Group B:
  - Monday Tuesday
  - Wednesday Thursday etc.
- Give extra attention to confusing items such as Tuesday and Thursday. **OPTION**: Use *The Color Vowel* Chart to explain that *Tuesday* is BLUE and *Thursday* is PURPLE.
**One on One Activity**

A. Vocabulary: Days, dates, and months
- Read the directions out loud. Give the student a few moments to absorb the picture and words. Have the student say the words to himself/herself, then you can use this as a pronunciation practice. **OPTION:** Use a real calendar.
- Point to the months of the year. Ask, *What month is it?* Repeat the Warm Up activity, only using months of the year.
- Then ask, *What is different about the numbers on this calendar?* Explain that they are ordinals (numbers that show order). Read each number and have the student repeat.
- Talk about the format for writing dates in English: *month/day/year.* Practice with several dates such as the current date, birthday, etc. Or, save this for the culture tip on page 62.

B. Activity
- Read the directions out loud. Go over the example dialog together. Continue with the other days of the week. **OPTION:** If your student is advanced, ask about birthdays: *What month is your birthday?*

**Group Activity**

A. Vocabulary: Days, dates, and months
- 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. **OPTION:** Use a real calendar.
- Point to the months of the year. Ask, *What month is it?* Repeat the Warm Up activity, only using months of the year.
- Then ask, *What is different about the numbers on this calendar?* Explain that they are ordinals (numbers that show order). Read each number and have students repeat.
- Talk about the format for writing dates in English: *month/day/year.* Practice with several dates such as the current date, birthday, etc. Or, save this for the culture tip on page 62.

B. Activity
- PAIR students. Read the directions out loud. Have two students model the example dialog. As students talk, circulate and offer encouragement. **OPTION:** Encourage more advanced students to ask about birthdays: *What month is your birthday?*
- Have students switch partners.
**One on One Activity**

C. Grammar: Days, dates, and months
- Read the questions column and then the answers column from the chart and have the student repeat.
- Using the grammar chart as a guide, do question and answer drills with the student. When you get to *What is the date?* write the question on the board. Underline *date* and write *= an ordinal number*. Then write day = *Monday, Tuesday, etc.* to highlight the difference between how we say days and dates.

\[
\text{date} = \text{an ordinal number} \\
\text{day} = \text{Monday, Tuesday, etc}
\]

- Practice with today’s date. Don’t focus on spelling the words, as much as pronouncing them (especially for ordinals above tenth).

**Group Activity**

C. Grammar: Days, dates, and months
- Read the questions column and then the answers column from the chart and have the students repeat.
- Using the grammar chart as a guide, do question and answer drills with random students. When you get to *What is the date?* write the question on the board. Underline *date* and write *= an ordinal number*. Then write day = *Monday, Tuesday, etc.* to highlight the difference between day and date.

\[
\text{date} = \text{an ordinal number} \\
\text{day} = \text{Monday, Tuesday, etc}
\]

- Practice with today’s date. Don’t focus on spelling the words, as much as pronouncing them (especially for ordinals above tenth).

**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.

**E. Activity**
- Read the directions out loud. Point out the example dialog. Take turns asking and answering questions about days, dates, and months.
REAL LIFE

**One on One Activity**

F. Listening (track 31): Days, dates, and months

- Read the directions out loud. Play and/or read the audio. (You may want to stop the audio after the first item and point out the example answer: Saturday.) Repeat the audio as necessary. Review answers together.

G. Activity

- Read the directions out loud. Model the example dialog with the student. Take turns pointing and saying dates.
- **EXPANSION:** Write your birthday (month, date) on the board. Say, *What is this date? Guess.* Then guess the student’s birthday. Give the student a “The Happy Birthday Song” Strip or write the lyrics on the board/paper. Say, *Listen.* Sing the song once through yourself. Then invite the student to join in.

H. Culture Tip!

- Read the culture tip with your student.
- Depending on when the class takes place, identify an upcoming holiday and ask why we celebrate it.
- Explain that Americans use the order of month then date (March 23rd), whereas other cultures list the date first (23 March).
- Practice with different dates.

---

**Group Activity**

F. Listening (track 31): Days, dates, and months

- Read the directions out loud. Play and/or read the audio. (You may want to stop the audio after the first item and point out the example answer: Saturday.) Repeat the audio as necessary. Review answers together.

G. Activity

- PAIR students. Read the directions out loud. Model the example dialog with a student. As students practice, circulate and offer encouragement. Remind students to take turns pointing and saying dates.
- **EXPANSION:** Find the person with the closest birthday. Distribute “The Happy Birthday Song” Strips. Say, *Listen.* Sing the song once through yourself. Then invite students to join in.

H. Culture Tip!

- Read the culture tip with your student.
- Depending on when the class takes place, identify an upcoming holiday and ask why we celebrate it.
- Explain that Americans use the order of month then date (March 23rd), whereas other cultures list the date first (23 March).
- Practice with different dates.

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**F. Listening (track 31): Days, dates, and months**

1. Good evening, San Francisco! It’s Saturday, and it’s time for music.!
2. Hello, Betty? This is Roberta. I can’t come to class on the fourteenth. Thanks. Goodbye.
3. A: When is your birthday?
   B: It’s September twenty-third.
   A: September twenty-third. Really?
4. Good afternoon. Today is March thirtieth. Welcome to English class!
**One on One Activity**

I. Activity
- Read the first part of the directions: *Read the sentences*. As the student reads, check that he/she is only reading, not answering the questions.
- Say, *Look at the bus schedule*. Check that he/she is only looking at the schedule, not answering the questions.
- Then say, *Now circle the answers*. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

Before You Go.
- Suggest that the student bring a daily planner to the next class. Show one to help explain what it is.
- Assign homework.

**Group Activity**

I. Activity
- Read the first part of the directions: *Read the sentences*. As students read, circulate to check that they are only reading, not answering the questions.
- Say, *Look at the bus schedule*. Circulate to check that they are only looking at the schedule, not answering the questions.
- Then say, *Now circle the answers*. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

Before You Go.
- Suggest to students to bring a daily planner to the next class. Show one to help explain what it is.
- Assign homework.
**One on One Activity**

**J. Listening (track 32): Days, dates, and months**
- Read the directions out loud. Play and/or read the audio. (You may want to stop the audio after the first item and point out the example answer: evening) Repeat the audio as necessary. Check answers together. **OPTION:** If your student is advanced, encourage him/her to try doing the activity without using the word box.

**K. 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 as mini-dialogs.

---

**Group Activity**

**J. Listening (track 32): Days, dates, and months**
- Read the directions out loud. Play and/or read the audio. (You may want to stop the audio after the first item and point out the example answer: evening) Repeat the audio as necessary. Check answers together. **OPTION:** For more advanced students, suggest that they work without using the word box.

**K. Activity**
- PAIR students. Read the directions out loud. Explain that students are to complete the written activity individually, then practice the Q&A with their partner. Have students check answers in PAIRS. As students talk, circulate and offer encouragement.
- Ask for volunteers to write their exchanges on the board or to perform for the class.

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**J. Listening (track 32): Days, dates, and months**

1. Good evening, San Francisco! It’s Saturday, and it’s time for music!
2. Hello, Betty? This is Roberta. I can’t come to class on the fourteenth. Thanks. Goodbye.
3. A: When is your birthday?
   B: It’s September twenty-third.
   A: September twenty-third. Really?
4. Good afternoon. Today is March thirtieth. Welcome to English class!
• Encourage students to do the homework.

• **A. Listening:** Remind students that this activity requires the 1B 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!* Ask which one they will do.

• **D. Journal:** Remind them that they can share their journals with you for feedback, or keep them private.

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

---

**A. Listening (track 33): Birthdays**

1. A: What’s your name?  
B: My name is Shawn.  
A: When’s your birthday?  
B: My birthday is January twenty-first.

A: When’s your birthday?  
B: My birthday’s July fifteenth.

3. A: What’s your name?  
B: My name is Ramon.  
A: When’s your birthday?  
B: My birthday is April fourth.
**One on One Activity**

**MATERIALS**
- Board + marker
- 1B audio CD, CD player
- A daily planner
- Hygiene realia: toothbrush, toothpaste, floss, mouthwash, deodorant, shampoo, hairbrush

**REVIEW**
- Review homework.
- Review days, dates, and months from Day 11: Have the student tell you his/her family members’ birthdays: *When is your birthday? When is your mother’s birthday?*

**WARM UP**
- **GAME: Charades** Indicate that you can’t talk (finger to your lips, point to self). Point to the student and indicate, *Watch*. Point to the board where you have written, *Name the activity*. Have the student say the activity.
- Then act out a person doing homework. Continue with one or two additional words from today’s vocabulary.
- The point of this activity is to warm the student up for the new vocabulary. If the student does not know (which is likely) the name of the activity, say the phrase and write it on the board. This will be covered in the day’s vocabulary.

**Group Activity**

**MATERIALS**
- Board + marker
- 1B audio CD, CD player
- A daily planner
- Hygiene realia: toothbrush, toothpaste, floss, mouthwash, deodorant, shampoo, hairbrush

**REVIEW**
- Review homework.
- Review days, dates, and months from Day 11: Have students stand up and arrange themselves in order according to their birthday (just month and date, not year). Circulate and guide students in using the proper forms: *When is your birthday? It’s March eleventh, etc.* Then assign pairs for the day based on the lineup.

**WARM UP**
- **GAME: Charades** Indicate that you can’t talk (finger to your lips, point to self). Point to students and indicate, *Watch*. Point to the board where you have written, *Name the activity*. Have students say the activity.
- Then act out a person doing homework. Continue with one or two additional words from today’s vocabulary.
- The point of this activity is to warm the students up for the new vocabulary. If students do not know (which is likely) the name of the activity, say the phrase and write it on the board. This will be covered in the day’s vocabulary.
**One on One Activity**

A. Vocabulary: Daily activities  
- Read the directions out loud. Give the student a few moments to absorb the pictures and words. The student can say the words to himself/herself, or you can use this as a pronunciation practice.
- Ask, *What is today’s class about?*

B. Listening (track 34): Daily activities  
- Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary. The first time through, have the student focus on the activity only.
- Now, write on the board:  
  *Look at the pictures and listen. Write the days and times you hear.*

  1. 7:00

  - On the second line, tell the student to write the time he/she hears. Play and/or read the audio. Stop the audio after the first item and point out the example answer on the board: *1. 7:00.* Repeat the audio as necessary. Check answers together.

**Group Activity**

A. Vocabulary: Daily activities  
- 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.
- Ask, *What is today’s class about?*

B. Listening (track 34): Daily activities  
- Read the directions out loud. Play and/or read the audio. (You may want to stop the audio after the first item and point out the example answer: get up. Repeat the audio as necessary.
- Now, write on the board:  
  *Look at the pictures and listen. Write the days and times you hear.*

  1. 7:00

  - On the second line, tell the students to write the time they hear. Play and/or read the audio. Stop the audio after the first item and point out the example answer on the board: *1. 7:00.* Repeat the audio as necessary. Check answers together.

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**B. Listening (track 34): Daily activities**

1. When do you get up? I get up at seven o’clock in the morning.
2. When do you shower? I shower at seven fifteen.
3. When do you get dressed? I get dressed at seven thirty.
4. When do you brush your teeth? I brush my teeth at eight forty-five.
5. When do you go to work? I go to work on Monday, Wednesday, and Friday. When do you go to class? I go to class on Tuesday and Thursday.
6. When do you clean the house? I clean the house on Saturday!
7. When do you do homework? I do homework in the afternoon.
8. When do you make dinner? I make dinner in the evening.
9. When do you go to bed? I go to bed at night.
**One on One Activity**

C. Grammar: Verbs: +s / +es
- Write this chart on the board:

<table>
<thead>
<tr>
<th>Verb</th>
<th>I/We/You/They</th>
<th>He/She/Marta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shower</td>
<td>shower</td>
<td>showers (+s)</td>
</tr>
<tr>
<td>Do</td>
<td>do</td>
<td>does (+es)</td>
</tr>
</tbody>
</table>

- Ask, *What is the difference?* Point to *shower* and *showers*. The student should observe that with *He/she / Mary*, we add —s. Remind the student of the verbs *eat* and *drink*, which he/she already learned, and how he/she already knows that third personal singular takes an —s.
- Repeat the steps with *do* and *does*. The student should observe that with *He/she / Mary*, we add —es. If your student would benefit from the explanation, explain that like *be*, also already learned, do is an “irregular” verb.
- Review the difference by pointing to showers and does. Again ask, *What is the difference?* The student should observe that with shower, we add —s, and with do, we add —es.
- Add *brush* and *go* to the chart and explain that they also take an —es ending:

<table>
<thead>
<tr>
<th>Verb</th>
<th>I/We/You/They</th>
<th>He/She/Marta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shower</td>
<td>shower</td>
<td>showers (+s)</td>
</tr>
<tr>
<td>Do</td>
<td>do</td>
<td>does (+es)</td>
</tr>
<tr>
<td>Go</td>
<td>___ to class.</td>
<td>___ to class.</td>
</tr>
<tr>
<td>Brush</td>
<td>___ (my) teeth.</td>
<td>___ (her) teeth.</td>
</tr>
</tbody>
</table>

- Point to shower and say, *With most verbs, just add —s.* Point to do, go, and brush and say, *But with some verbs, we add —es.* Then ask the student for the forms that go in the blanks.
- Read the questions and then answers from the chart and have the student repeat.

D/E. Activity
- Read the directions out loud. Go over the example together. Expect these Q&As to be challenging for your student. Check answers.
- **EXPANSION:** After checking the activity together, practice the Q&As as mini-dialogs.

**Group Activity**

C. Grammar: Verbs: +s / +es
- Write this chart on the board:

<table>
<thead>
<tr>
<th>Verb</th>
<th>I/We/You/They</th>
<th>He/She/Marta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shower</td>
<td>shower</td>
<td>showers (+s)</td>
</tr>
<tr>
<td>Do</td>
<td>do</td>
<td>does (+es)</td>
</tr>
</tbody>
</table>

- Ask, *What is the difference?* Point to *shower* and *showers*. Students should observe that with *He/she / Mary*, we add —s. Remind them of the verbs *eat* and *drink*, which they’ve already learned, and how they already know that third personal singular takes an —s.
- Repeat the steps with *do* and *does*. Students should observe that with *He/she / Mary*, we add —es. If your students will benefit from the explanation, explain that like *be*, also already learned, do is an “irregular” verb.
- Review the difference by pointing to showers and does. Again ask, *What is the difference?* Students should observe that with shower, we add —s, and with do, we add —es.
- Add *brush* and *go* to the chart and explain that they also take an —es ending:

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<td>shower</td>
<td>showers (+s)</td>
</tr>
<tr>
<td>Do</td>
<td>do</td>
<td>does (+es)</td>
</tr>
<tr>
<td>Go</td>
<td>___ to class.</td>
<td>___ to class.</td>
</tr>
<tr>
<td>Brush</td>
<td>___ (my) teeth.</td>
<td>___ (her) teeth.</td>
</tr>
</tbody>
</table>

- Point to shower and say, *With most verbs, just add —s.* Point to do, go, and brush and say, *But with some verbs, we add —es.* Then ask students for the forms that go in the blanks.
- Now, read the questions, then answers, from the chart and have students follow along and repeat.

D/E. Activity
- Read the directions out loud. Go over the example together. Expect these Q&As to be challenging for your students. Check answers together.
- **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.
**One on One Activity**

**F. Activity**
- Explain that the student is to imagine that the daily planner is his/hers. **OPTION:** If the student has a real daily planner with real information, consider using it. **NOTE:** For many students, thinking creatively in a new language may be hard. Brainstorm ideas before having the student work alone. In general, brainstorming before activities can be very useful.
- Read the directions out loud. The student is Partner A, and you are Partner B. **OPTION:** Prompt the student by first asking the question, *When do you _____?*
- Point out the Language Note box about a.m. and p.m.

**G. Culture Tip!**
- Read the culture tip.
- Set the [hygiene realia](#) on a table and explain which products you use every day. Americans have a mixed identity internationally in the realm of hygiene: both as the unclean backpacker hitchhiking around the globe, and as the fastidious, product-using germaphobe, so the student may have different reactions to this Culture Tip.
- Keep in mind that hygiene is both cultural and personal, and therefore best discussed with sensitivity.

**Group Activity**

**F. Activity**
- Explain that the students are to imagine that the daily planner is theirs. **OPTION:** If students have real daily planners with real information, consider using those. **NOTE:** For many students, thinking creatively in a new language may be hard. Brainstorm ideas before having students work alone. In general, brainstorming before activities can be very useful.
- Read the directions out loud. Model the activity with a student. As students talk, circulate and offer encouragement. Tell students to switch roles after the first student has finished telling about his/her day.
- Point out the Language Note box about a.m. and p.m.

**G. Culture Tip!**
- Read the culture tip with your students.
- Set the [hygiene realia](#) on a table and explain which products you use every day. Americans have a mixed identity internationally in the realm of hygiene: both as the unclean backpacker hitchhiking around the globe, and as the fastidious, product-using germaphobe, so students may have different reactions to this Culture Tip.
- Keep in mind that hygiene is both cultural and personal, and therefore best discussed with sensitivity.
**Real Life**

**One on One Activity**

**H. Activity**
- Read the first part of the directions: *Look at the pie chart*. Point to pie chart. As the student studies it, check that he/she is only studying it, 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.

**I. Activity**
- Read the directions out loud. Do an example on the board. As the student works, answer any questions and offer encouragement.
- Ask questions about the student’s day. Does he/she call friends or family in a different country? Does he/she use skype? Talk about inexpensive ways to call internationally. **OPTION**: Do a demonstration using an on-line calling program, such as skype.

**Before You Go.**
- Assign homework.

**Group Activity**

**H. Activity**
- Read the first part of the directions: *Look at the pie chart*. Point to pie chart. As students study it, circulate to check that they are only studying it, 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.

**I. Activity**
- Read the directions out loud. Do an example on the board. As students work, circulate and offer encouragement.
- Ask questions about the students’ days. Does anyone call friends or family in a different country? Does anyone use skype? Talk about inexpensive ways to call internationally. **OPTION**: Do a demonstration using an on-line calling program, such as skype.
- **EXPANSION**: Group students and have each group compile its pie chart statistics. Have students present their findings.

**Before You Go.**
- 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.

K. Activity
- Read the directions out loud. Explain that the student is to complete the written activity individually, then talk about it with you. Model an example dialog with the student: *When do you get up? / I get up at 8:30 a.m.*
- **OPTION:** Write out your daily schedule to show the student an example. Ask the student questions about your schedule.

**Group Activity**

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.

K. Activity
- PAIR students. Read the directions out loud. Explain that students are to complete the written activity individually, then talk about it with their partner. Model an example dialog with a student: *When do you get up? / I get up at 8:30 a.m.* As students work and talk, circulate and offer encouragement.
- **OPTION:** Write out your daily schedule to show the student an example. Ask the student questions about your schedule.
**HOMEWORK**

- Encourage students to do the homework.
- **A. Listening:** Remind students that this activity requires the 1B 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, *You can do it!* Ask which one they will do.
- **C. Journal:** Remind them that they can share their journals with you for feedback, or keep them private.
- Thank your students for their hard work in class today! *Good work!*

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**A. Listening (track 35): About you**

1. What day is it?
2. What time is it?
3. What’s the date?
4. When do you get up?
5. When do you have breakfast on Sunday?
6. When do you eat dinner?
7. When do you go to bed?
## One on One Activity

**MATERIALS**
- Board + marker
- 1B audio CD, CD player
- Sets of sticky notes with body part words
- Body Cards (reproducible). Save for day 14.

**REVIEW**
- Review homework.
- Review daily activity words and verb forms from Day 12: Have the student go to page 70, Activity J. Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- **EXPANSION**: Go to page 66, Activity A. You are Partner A and the student is Partner B. Looking at page 66, Activity A, tell the student your daily activities in order: First, I ... Second, I ... The student writes ordinal numbers beside the pictures to reflect the order. Then you check your partner’s numbers to see that the order is correct. Then switch roles.

**WARM UP**
- Give the student sticky notes labeled with body parts. Have the student stick the notes on you, on corresponding body parts. **OPTION**: You can use a doll or a drawing on the board. Or a family member! If using another person, be sure that person is okay being touched on the stomach, leg, etc.
- Check to see that the final labels are placed correctly. If any are incorrect, say, *I see two mistakes.* The student tries to fix them without introducing new errors.

## Group Activity

**MATERIALS**
- Board + marker
- 1B audio CD, CD player
- Sets of sticky notes with body part words
- Body Cards (reproducible). Save for day 14.

**REVIEW**
- Review homework.
- Review daily activity words and verb forms from Day 12: Have students go to page 70, Activity J. Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- **EXPANSION**: PAIR students. Have students go to page 66, Activity A. Looking at his/her book, Partner A tells his/her daily activities in order. First, I ... Second, I ... Partner B writes ordinal numbers beside the pictures to reflect the order. Then Partner A checks Partner B’s numbers to see that the order is correct. Then they switch roles.

**WARM UP**
- Divide the class into two GROUPS. Ask for a student volunteer “model” from each group who will allow you to post sticky notes on his/her body. Be sure that the volunteers are okay with others touching them on the stomach, leg, etc.
- Stick the labeled sticky notes on corresponding body parts. **OPTION**: Depending on class size, use all or some of the body part words from page 72 and have fewer or more models.
- After the students are covered with sticky notes, have them “model” the words by walking around the room. The class should observe, trying to remember the names of the body parts.
- Then remove the sticky notes, distributing them to the model’s assigned group. Each group re-labels their model.
- Check that the final labels are placed correctly. **OPTION**: After the models are re-labeled, have them switch groups, and their new group checks to see that the parts are correctly labeled.
**One on One Activity**

**A. Vocabulary: The body**
- Read the directions out loud. Give the student a few moments to absorb the picture and words. The student can say the words to himself/herself, or you can use this as a pronunciation practice.
- Ask, *What are we learning today?*

**B. Listening (track 36): The body**
- Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary.

**C. Listening (track 37): The body**
- Read the directions out loud. Play and/or read the audio. Along with the student, repeat the words and touch your own body parts. Repeat the audio as necessary.
- After the listening, point out that to make the plural of most body parts, you just add -s. However, for foot and tooth, we change them to feet and teeth. Do a quick drill where you point to one foot, then both and have the student say what you are referring to. Repeat with tooth and teeth.
- Practice pronunciation of the body part words. Focus on challenging sounds:
  - *head/hair*
  - *eyes/ice*
  - *back/bag*
  - *mouth/mouse*

**Group Activity**

**A. Vocabulary: The 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.
- Ask, *What are we learning today?*

**B. Listening (track 36): The body**
- Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary. Repeat the audio as necessary.

**C. Listening (track 37): The body**
- Read the directions out loud. Play and/or read the audio. Along with students, repeat the words and touch your own body parts. Repeat the audio as necessary.
- After the listening, point out that to make the plural of most body parts, you just add -s. However, for foot and tooth, we change them to feet and teeth. Do a quick drill where you point to one foot, then both and have the students say what you are referring to. Repeat with tooth and teeth.
- Practice pronunciation of the body part words. Focus on challenging sounds:
  - *head/hair*
  - *eyes/ice*
  - *back/bag*
  - *mouth/mouse*

---

**B. Listening (track 36): / C. Listening (track 37): The body**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[15] eye</td>
</tr>
</tbody>
</table>
**One on One Activity**

D. Grammar: Present tense of hurt

- Read the questions, and then answers, from the chart and ask the student to repeat.
- Write on the board:
  
  (1) Does your _____ hurt?  
  Yes, it hurts. / No, it doesn't hurt.
  
  (2+) Do your _____ hurt?  
  Yes, they hurt. / No, they don't hurt.

- Ask, Does your back hurt? Point to the yes / no options on the board and prompt the student to reply. Ask, Do your feet hurt? Point to the yes / no options on the board and prompt the student to reply. Note: There are a lot of “moving parts” grammatically speaking in this exchange, so practice until the student is reasonably comfortable with the forms.

- Ask your student different questions about things that hurt and tell him/her to describe the pain on a scale of 1-10 (write 1: doesn’t hurt, 10: hurts a lot on the board). Doctors often ask this question.

**Group Activity**

D. Grammar: Present tense of hurt

- Read the questions, and then answers, from the chart and ask students to repeat.
- Write on the board:
  
  (1) Does your _____ hurt?  
  Yes, it hurts. / No, it doesn't hurt.
  
  (2+) Do your _____ hurt?  
  Yes, they hurt. / No, they don't hurt.

- Demonstrate with a student. Ask, Does your back hurt? Point to the yes / no options on the board and prompt the student to reply. Ask, Do your feet hurt? Point to the yes / no options on the board and prompt the student to reply. **NOTE:** There are a lot of “moving parts” grammatically speaking in this exchange, so practice until students are reasonably comfortable with the forms.

- Distribute the sticky notes with body parts to random students. Say, You are doctors.

- Prompt the “doctors” to ask random students in the class questions using the body part they have. Guide correct usage by pointing to the forms on the board.

- Ask students different questions about things that hurt and tell him/her to describe the pain on a scale of 1-10 (write 1: doesn’t hurt, 10: hurts a lot on the board). Doctors often ask this question.

**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. Notice that the focus here is on the answer statement.

- **EXPANSION:** After checking the activity together, practice the Q&As as mini-dialogs.

**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. Notice that the focus here is on the question.

- **EXPANSION:** After checking the activity together, practice the Q&As as mini-dialogs.
**ONE ON ONE ACTIVITY**

**G. Activity**
- Make sure the student understands what a clinic is (a small hospital). Read the directions out loud. Do the first item in each section as an example. As the student works, answer any questions and offer encouragement. Review the questionnaire together.

**H. Culture Tip!**
- Read the culture tip with your student.
- Ask the student where he/she goes when sick. Has he/she ever been hospitalized? Explain that clinics can be cheaper than the emergency room, if the condition isn’t serious.
- Talk about urgent care centers versus ERs. Urgent care centers are much less expensive. Visiting an urgent care facility could be a useful field trip.

**GROUP ACTIVITY**

**G. Activity**
- Make sure students understand what a clinic is (a small hospital). Read the directions out loud. Do the first item in each section as an example. As students work, circulate and offer encouragement. Have students review their questionnaire answers in PAIRS.

**H. Culture Tip!**
- Read the culture tip with your students.
- Ask students where they go when they are sick. Have they ever been hospitalized? Explain that clinics can be cheaper than the emergency room, if their condition isn’t serious.
- Talk about urgent care centers versus ERs. Urgent care centers are much less expensive. Visiting an urgent care facility could be a useful field trip.
**One on One Activity**

I. Activity

- Give the student a set of **Body Cards**. Write on the board, *How do you feel?*
- Read the directions out loud. Model the example dialog with the student. Take turns asking, *How do you feel?* and taking cards.
- **EXPANSION:** Look at a map on-line or in the phone book. Talk about where the nearest emergency clinic or urgent care center is. Talk about when to use an emergency clinic and when someone should make an appointment.

**Before You Go.**

- Encourage the student to do the homework to prepare for Day 14, health problems.
- Assign homework.

**Group Activity**

I. Activity

- PAIR students. Give each pair a set of **Body Cards**. Write on the board, *How do you feel?*
- Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. Remind students to take turns asking, *How do you feel?* and taking cards.
- **EXPANSION:** Look at a map on-line or in the phone book. Talk about where the nearest emergency clinic or urgent care center is. Talk about when to use an emergency clinic and when someone should make an appointment.

**Before You Go.**

- Encourage students to do the homework so that they're well prepared for Day 14, health problems.
- Assign homework.
**One on One Activity**

J. Activity

- Read the directions out loud. Point out the monster descriptions at the bottom of the page.
- Have the student stand at the board. He/she is Partner B. You are Partner A. begin by saying, *Monster A has one head.* Check that the student is catching on. Then turn your back and continue with the description under Partner A. When finished, check to see if the monster has the correct body parts. Then switch.
- **NOTE:** Talk about the language note *Repeat that, please.* and encourage your student to use the phrase when he/she doesn’t understand or hear what you say.

**Group Activity**

J. Activity

- PAIR students. Read the directions out loud. Point out the monster descriptions at the bottom of the page.
- Model an example dialog with a student drawing at the board. Use the Monster A description: *It has one head.* Students should sit back-to-back and use the descriptions at the bottom of the page. As students talk, circulate and offer encouragement. Have students check drawings in PAIRS.
- **NOTE:** Talk about the language note *Repeat that, please.* and encourage students to use the phrase when they don’t understand or hear what you say.
- **EXPANSION:** Tell everyone to describe a new monster to their partner. Or, have students switch partners.
• Encourage students to do the homework.
• **A. Listening:** Remind students that this activity requires the 1B audio CD, and that practice is the best way to improve listening!
• **B. Reading:** Remind them that singing songs is a good way to grow vocabulary.
• **C. Hello, world!** Encourage them to try at least one of the suggestions. Say, *Try!*
• **D. Journal:** Remind them that they can share their journals with you for feedback, or keep them private.
• Thank your students for their hard work in class today! *Thank you! Good job!*

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**A. Listening (track 38): Head and Shoulders song**

[1] Head and shoulders, knees and toes, knees and toes.
[3] Eyes and ears and mouth and nose.
[4] Head and shoulders, knees and toes, knees and toes!
One on One Activity

MATERIALS
- Board + marker
- 1B audio CD, CD player
- Health Problem Cards (save for day 15)
- Mini first-aid kit
- OPTIONAL: Copy of body part cards (reproducible, day 13)

Review
- Review homework.
- Review body parts and the present tense of hurt from Day 13: Have the student go to page 77, Activity A. Say, Listen and write. Sing the “Head and Shoulders” song. Repeat the song as necessary. After the student has completed the sentences, sing the song together. Tell the student to touch the part of the body when they hear it in the song.
- As an alternate review, make one sided copies of the body part cards. Pair students and have them play memory. Turn over all the cards (so that the blank side faces up). The student turns cards over one at a time trying to make a match between the word and the image. For pronunciation practice, make sure the student says every card they pick up out loud.

Warm Up
- Write the seven health problem words on the board, in sets like this:
  - cold
  - stomachache
  - fever
  - cough
  - headache
  - cut
  - sore throat
- Hold up a Health Problem Card, covering the word on the card, and point to a set of words on the board, prompting the student to guess the word describing the card’s image. Repeat with all cards.
- Expansion: Show a card without indicating which set of words it comes from. Or, erase the words and have the student guess based on memory.

Group Activity

MATERIALS
- Board + marker
- 1B audio CD, CD player
- Health Problem Cards (save for day 15)
- Mini first-aid kit
- OPTIONAL: Copy of body part cards (reproducible, day 13)

Review
- Review homework.
- Review body parts and the present tense of hurt from Day 13: Have students go to page 77, Activity A. Say, Listen and write. Sing the “Head and Shoulders” song. Repeat the song as necessary. After students have completed the sentences, sing the song together as a class. Tell the students to touch the part of the body when they hear it in the song.
- As an alternate review, make one sided copies of the body part cards. Pair students and have them play memory. Turn over all the cards (so that the blank side faces up). The student turns cards over one at a time trying to make a match between the word and the image. For pronunciation practice, make sure the student says every card they pick up out loud.

Warm Up
- Write the seven health problem words on the board, in sets like this:
  - cold
  - stomachache
  - fever
  - cough
  - headache
  - cut
  - sore throat
- Hold up a Health Problem Card, covering the word on the card, and point to a set of words on the board, prompting students to guess the word describing the card’s image. Repeat with all cards.
- Expansion: Show a card without indicating which set of words it comes from. Or, erase the words and have students guess based on memory.

Review (track 38): Head and Shoulders song
[1] Head and shoulders, knees and toes, knees and toes.
[3] Eyes and ears and mouth and nose.
[4] Head and shoulders, knees and toes, knees and toes!
ONE ON ONE ACTIVITY
A. Vocabulary: Health problems
• Read the directions out loud. Give the student a few moments to absorb the pictures and words. The student can say the words to himself/herself, or you can use this as a pronunciation practice.
• Ask, What are we learning today?

B. Listening (track 39): Health problems
• Read the directions out loud. Play and/or read the audio. (You may want to stop the audio after the first item and point out the example answer: a. cough.) Repeat the audio as necessary. Review answers together.
• Practice pronouncing these challenging pairs:
  ache/egg
cut/cat

GROUP ACTIVITY
A. Vocabulary: Health problems
• 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.
• Ask, What are we learning today?

B. Listening (track 39): Health problems
• Read the directions out loud. Play and/or read the audio. (You may want to stop the audio after the first item and point out the example answer: a. cough.) Repeat the audio as necessary. Review answers together.
• Practice pronouncing these challenging pairs:
  ache/egg
cut/cat

Pronunciation Extra: Minimal Pairs
• First pronounce column 1, then column 2.
• Use The Color Vowel™ Chart to explain that the stressed vowel sound in column 1 is MUSTARD. While the stressed vowel sounds in column 2 is BLACK.
• Then go across - cut vs cat.
• Next, say random words. Have your student hold up one or two fingers to indicate the sound.

B. Listening (track 39): Health problems
a. I have a cough.
b. Ouch! My finger! I have a cut.
c. I have a cold.
d. Ooh my head. I have a headache.
e. Excuse me. I have a stomachache.
f. I’m so hot. I have a fever.
g. Ugh. I have a sore throat.
**C. Grammar: Short answers**
- Read the questions columns and then the answers columns from the chart and ask the student to repeat.
- Write on the board:

  **LONG ANSWERS:**
  Yes, I have a cold.  No, I don't have a cold.

  **SHORT ANSWERS:**
  Yes, I do.   No, I don't.

- Ask the student, *Do you have a cold?* Gesture for him/her to choose a response from the board. Continue with different health problems.

**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 as mini-dialogs.

**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.

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**GROUP ACTIVITY**

**C. Grammar: Short answers**
- Read the questions columns, and then the answers columns, from the chart and ask students to repeat.
- Write on the board:

  **LONG ANSWERS:**
  Yes, I have a cold.  No, I don't have a cold.

  **SHORT ANSWERS:**
  Yes, I do.   No, I don't.

- Ask a student, *Do you have a cold?* Gesture for them to choose a response from the board. Continue around the room with different health problems.

**D. 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.

**E. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- **EXPANSION:** Ask for a volunteer to act out one of the health problems. Other students ask questions: *Do you have...* Take turns until several students have participated. In a large class, do this in several smaller groups.
**One on One Activity**

**F. Activity**
- Explain that an appointment card is a notice from the doctor that you are scheduled for a visit.
- Read the first part of the directions: *Read the appointment card*. Point to card. As the student reads, check that 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.

**G. Culture Tip!**
- Read the culture tip with your student.
- Bring a mini first-aid kit and show the student the contents. Explain that most American households have a kit for minor health problems such as those listed on page 78.

**Group Activity**

**F. Activity**
- Explain that an appointment card is a notice from the doctor that you are scheduled for a visit.
- Read the first part of the directions: *Read the appointment card*. Point to card. 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.

**G. Culture Tip!**
- Read the culture tip with your students.
- Bring a mini first-aid kit and show students the contents. Explain that most American households have a kit for minor health problems such as those listed on page 78.
**REAL LIFE**

**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. Encourage the student to look on pages 74 and 78 for ideas. Check answers together.

**I. Activity**
- Give the student a set of Health Problem Cards. Read the directions out loud. Demonstrate the activity with the student. Take turns taking cards and asking, and answering about health problems.

**J. Activity**
- Read the directions out loud. Point out the picture of the aspirin. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
  
  **OPTION:** Use a medicine from your mini first-aid kit instead of the picture in the Student Book and have the student try to answer the questions.

**Before You Go.**
- Suggest that the student bring a job application for help filling it out or just extra practice.
- Assign homework.

**GROUP ACTIVITY**

**H. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Encourage students who need help to look on pages 74 and 78 for ideas. Check answers together.

**I. Activity**
- Pair students and give each pair a set of Health Problem Cards. Read the directions out loud. Demonstrate the activity with a student. As students talk, circulate and offer encouragement. Remind students to take turns taking cards and asking, and answering about health problems.

**J. Activity**
- Read the directions out loud. Point out the picture of the aspirin. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Distribute medicine from your mini first-aid kit and have students try to answer the questions.

**Before You Go.**
- Suggest that students bring a job application for help filling it out or just extra practice.
- Assign homework.
**ONE ON ONE ACTIVITY**

**K. 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 as mini-dialogs. Or, have the student substitute other words in the blanks.
- **NOTE:** Make sure the student understands that there are different ways to express pain: *My __ hurts* vs *I have a ___*

**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** Discuss the first aid kit section in the Intercambio publication *What Every Immigrant Needs to Know.*

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**GROUP ACTIVITY**

**K. Activity**
- PAIR students. Read the directions out loud. Explain that students are to complete the written activity individually, then practice the Q&A with their partner. Have students check answers in PAIRS. As students talk, circulate and offer encouragement. Or, have students substitute other words in the blanks.
- **NOTE:** Make sure the students understand that there are different ways to express pain: *My __ hurts* vs *I have a ___*

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

**EXTRA ACTIVITY** Discuss the first aid kit section in the Intercambio publication *What Every Immigrant Needs to Know.*
## A. Listening (track 40): Health problems

1. I have a cough.
2. Ouch! My finger! I have a cut.
3. I have a cold.
4. Ooh my head. I have a headache.
5. Excuse me. I have a stomachache.
6. I’m so hot. I have a fever.
7. Ugh. I have a sore throat.

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**Homework**

- Encourage students to do the homework.
- **A. Listening:** Remind students that this activity requires the 1B 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, *Practice!* Ask which one they will do.
- **C. Journal:** Remind them that they can share their journals with you for feedback, or keep them private.
- Thank your students for their hard work in class today! *You’re almost finished with 1B!*
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board + marker
- 1B audio CD, CD player
- Job application
- OPTIONAL: Health Problem Cards (from day 14)

**REVIEW**
- Review homework.
- Review health problems and short answers from Day 14: Have the student go to page 82, Activity K. Read the directions out loud. Go over the example together. Point out the picture of the person with the headache. Review the rest of the activity orally.
- **EXPANSION:** Write the dialogs from the activity on the board. Give the student a health problem card and have him/her practice all of the dialogs with that information. Continue with other cards. **OPTION:** Don’t write the dialogs on the board. Have the student generate the Q&A with the card you give him/her.

**WARM UP**
- Say, *Think about your family.* Have the student look at the pictures of jobs. Say, *My aunt is a nanny. Is anyone in your family a nanny?* Raise your hand. Raise your own hand to prompt the student to raise his/hers if the answer is yes. Continue, shortening the question to *A carpenter?* etc. Stop occasionally and ask, *Do you have a (doctor) in your family?*

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**GROUP ACTIVITY**

**MATERIALS**
- Board + marker
- 1B audio CD, CD player
- Job application
- OPTIONAL: Health Problem Cards (from day 14)

**REVIEW**
- Review homework.
- Review health problems and short answers from Day 14: PAIR students. Have them go to page 82, Activity K. Read the directions out loud. Go over the example together. Point out the picture of the person with the headache. Review the rest of the activity orally.
- **EXPANSION:** Write the dialogs from the activity on the board. Give students a health problem card and have them practice all of the dialogs with that information. Continue with other cards and other students. **OPTION:** Don’t write the dialogs on the board. Have students generate the Q&A with the card you give them.

**WARM UP**
- Say, *Think about your family.* Have students look at the pictures of jobs. Say, *My aunt is a nanny. Is anyone in your family a nanny?* Raise your hand. Raise your own hand to prompt students to raise theirs if the answer is yes. Continue, shortening the question to *A carpenter?* etc. Stop occasionally and ask, *Who has a (doctor) in their family?*
ONE ON ONE ACTIVITY

A. Vocabulary: Jobs
- Read the directions out loud. Give the student a few moments to absorb the picture and words. The student can say the words to himself/herself, or you can use this as a pronunciation practice.
- Point to the job words. Read them and have the student repeat.
- Ask, What are we learning today?

B. Listening (track 41): Jobs
- Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary. As the student works, answer any questions and offer encouragement.
- EXPANSION: Write the names of various locations on the board or paper. Have the student match the job words with the locations. For example:
  
<table>
<thead>
<tr>
<th>Location</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>hospital</td>
<td>doctor</td>
</tr>
<tr>
<td>school</td>
<td>teacher, custodian</td>
</tr>
<tr>
<td>home</td>
<td>housekeeper</td>
</tr>
<tr>
<td>restaurant</td>
<td>server</td>
</tr>
<tr>
<td>gas station</td>
<td>mechanic</td>
</tr>
</tbody>
</table>
- Practice syllable stress as your student says the words after you. NOTE: In 2-syllable nouns, the stress is always on the 1st syllable.

GROUP ACTIVITY

A. Vocabulary: Jobs
- 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.
- Point to the job words. Read them and have students repeat.
- Ask, What are we learning today?

B. Listening (track 41): Jobs
- Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary. As students work, circulate and offer encouragement.
- EXPANSION: Write the names of various locations on the board or paper. Have the student match the job words with the locations. For example:
  
<table>
<thead>
<tr>
<th>Location</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>hospital</td>
<td>doctor</td>
</tr>
<tr>
<td>school</td>
<td>teacher, custodian</td>
</tr>
<tr>
<td>home</td>
<td>housekeeper</td>
</tr>
<tr>
<td>restaurant</td>
<td>server</td>
</tr>
<tr>
<td>gas station</td>
<td>mechanic</td>
</tr>
</tbody>
</table>
- Practice syllable stress as your students say the words after you. NOTE: In 2-syllable nouns, the stress is always on the 1st syllable.

B. Listening (track 41): Jobs
2. Cook. A cook makes food.
3. Custodian – A custodian takes care of buildings.
4. Doctor – A doctor helps sick people.
5. Housekeeper – A housekeeper cleans rooms.
6. Landscaper – A landscaper works outside.
7. Lawyer – A lawyer helps with legal problems.
8. Mechanic – A mechanic fixes cars.
11. Teacher – A teacher teaches the student.
12. Server – A server serves food.
**ONE ON ONE ACTIVITY**

**C. Grammar: Jobs**
- Write on the board, *What do you do?* Explain that people sometimes answer with the name of their job, and other times by describing the activity: For example, *I am a housekeeper. Or, I clean rooms.*
- Read the questions and then answers from the chart and ask the student to follow along and repeat.
- Use the images in Activity A to practice the structures. Prompt the student with the question, *What does he do?* Direct the student to a particular job picture.
- Take turns asking and answering questions about jobs, using the forms in the grammar box.

**D. Activity**
- Read the directions out loud. Go over the example together. Check answers together.
- **EXPANSION:** After checking the activity together, practice the Q&As as mini-dialogs.

**E. Activity**
- Read the directions out loud. Go over the example together. Check answers together.
- **EXPANSION:** Have the student continue by asking and answering questions about his/her family members.

**GROUP ACTIVITY**

**C. Grammar: Jobs**
- Write on the board, *What do you do?* Explain that people sometimes answer with the name of their job, and other times by describing the activity: For example, *I am a housekeeper. Or, I clean rooms.*
- Read the questions and then answers from the chart and ask the students to follow along and repeat.
- Use the images in Activity A to practice the structures. Prompt students with the question, directing them to a particular job picture.
- PAIR students. Have them practice asking and answering questions about jobs, using the forms in the grammar box.

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

**E. Activity**
- Read the directions out loud. Go over the example together. Check answers together.
- **EXPANSION:** Have the student continue by asking and answering questions about his/her family members.
**ONE ON ONE ACTIVITY**

**F. Activity**
- Read the directions out loud. Go over the example together. Have the student write the correct job words under each picture. Then, Model the example dialog with the student. Take turns asking and answering questions about the pictures.

**G. Culture Tip!**
- Read the culture tip with your student.
- You can demonstrate the tip by doing a role-play, with you as the manager and the student, with an application in hand, as the job-seeker.

**EXTRA ACTIVITY (if time permits):**
- Talk about other important items such as firm handshakes, eye contact, saying thank you and dressing professionally. Ask if these things are important in the student’s country too.

**GROUP ACTIVITY**

**F. Activity**
- PAIR students. Read the directions out loud. Go over the example and model the sample dialog with a student. As students talk, circulate and offer encouragement. Remind students to take turns asking and answering questions about the pictures.

**G. Culture Tip!**
- Read the culture tip with your students.
- You can demonstrate the tip by doing a role-play, with you as the manager and a student, with an application in hand, as the job-seeker.

**EXTRA ACTIVITY (if time permits):**
- Talk about other important items such as firm handshakes, eye contact, saying thank you and dressing professionally. Ask if these things are important in the students’ countries too.
**One on One Activity**

**H. Activity**

- Read the directions out loud. As the student writes, answer questions and offer encouragement. Check the application for errors.
- **EXPANSION:** If the student has an actual application, have him/her complete it in pencil first, then you review.
- **NOTE:** You may want to explain that for some of the listed jobs, this type of application isn’t used (doctors, lawyers, teachers, etc). Ask if the student has filled out an application like this before. For what job?

**Before You Go.**

- Remind the student that the next class is a review of Days 10–15 and a review test.
- Assign homework.

---

**Group Activity**

**H. Activity**

- PAIR students. Read the directions out loud. As students write, circulate and offer encouragement. Remind students to exchange applications, checking for errors.
- **EXPANSION:** If students have actual applications they want to fill out, have them complete them in pencil first, then you review.
- **NOTE:** You may want to explain that for some of the listed jobs, this type of application isn’t used (doctors, lawyers, teachers, etc). Ask if the students have filled out an application like this before. For what job?

**Before You Go.**

- Remind students that the next class is a review of Days 10–15 and a review test.
- 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.
- Consider introducing the job of stay-at-home mom/dad.

**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.
- Consider introducing the job of stay-at-home mom/dad.
• Encourage students to do the homework.
• **A. Listening:** Remind students that this activity requires the 1B 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, *Yes, you can!*
• **D. Journal:** Remind them that they can share their journals with you for feedback, or keep them private.
• Thank your students for their hard work in class today! *Bravo!*

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**A. Listening (track 42): I have a good job.**
I have a good job. I’m a server. I work part-time. Twenty hours a week. The restaurant has six servers total. The job pays eight dollars an hour plus tips. We have a job for a cook. Are you a cook?
**One on One Activity**

**MATERIALS**
- Board + markers
- OPTIONAL: Treats to celebrate end of the term

**WARM UP**
- Review homework.
- Write on the board, Review.

**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.

**Group Activity**

**MATERIALS**
- Board + markers
- OPTIONAL: Treats to celebrate end of the term

**WARM UP**
- Review homework.
- Write on the board, Review.

**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

- Ask the student, *What did we study on page 54?* (time words, how to ask about and tell time, how to read a local bus schedule).

**A. Activity**

- Read the directions out loud. Go over the example dialog together. Take turns asking about and telling the time.

**Group Activity**

Day 10 Review: Group

- Ask students, *What did we study on page 54?* (time words, how to ask about and tell time, how to read a local bus schedule).

**A. Activity**

- PAIR students. Read the directions out loud. Have two students model the example dialog. As students practice, circulate and offer encouragement. Remind students to take turns asking about and telling the time.
**One on One Activity**

Day 11 Review: One on One

- Remind the student that on Day 11 (page 60), you studied days, dates, and months; ordinals (1st, 2nd, 3rd, etc); how to ask about and say days, dates, and months; how to read a calendar and regional bus schedule.

**B. Activity**

- Read the directions out loud. Go over the example dialog together. Take turns asking and answering questions about the calendar.

**C. Activity**

- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. **OPTION:** For more advanced students, ask about holidays: *When is halloween,* for example. **OPTION:** If your student is advanced, suggest he/she work without using the word box.

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**Group Activity**

Day 11 Review: Group

- Remind students that on Day 11 (page 60) they studied days, dates, and months; ordinals (1st, 2nd, 3rd, etc); how to ask about and say days, dates, and months; how to read a calendar and regional bus schedule.

**B. Activity**

- PAIR students. Read the directions out loud. Have two students model the example dialog. As students practice, circulate and offer encouragement. Remind students to take turns asking and answering questions about the calendar.

**C. Activity**

- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. **OPTION:** For more advanced students, ask about holidays: *When is halloween,* for example.
One on One Activity

Day 12 Review: One on One
• Ask the student, *What did we study on page 66?* (daily activities, prepositions of time, how to read a daily planner, how to read a pie chart).

D. Activity
• Read the first part of the directions: *Look at Ana’s schedule.* Point to the schedule. As the student looks, check that he/she is only looking at the schedule, 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.

Group Activity

Day 12 Review: Group
• Ask students, *What did we study on page 66?* (daily activities, prepositions of time, how to read a daily planner, how to read a pie chart).

D. Activity
• Read the first part of the directions: *Look at Ana’s schedule.* Point to the schedule. As students look, circulate to check that they are only looking at the schedule, 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.
**Review**

**One on One Activity**

Day 13 Review: One on One
• Remind the student that on Day 13 (page 72), you studied body words, present tense of hurt, and how to complete a health survey.

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**

Day 13 Review: Group
• Remind students that on Day 13 (page 72) they studied body words, present tense of hurt, and how to complete a health survey.

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

Day 14 Review: One on One
- Ask the student, *What did we study on page 78?* (health problems, short answers with do and does, how to read an appointment card; how to read medicine directions).

F. Activity
- Read the directions out loud. Go over the example together. Point out the pictures of the health problems. As the student works, answer any questions and offer encouragement. Check answers together.

G. Activity
- Read the directions out loud. Have the student go to page 78 to remind him/her of health problem vocabulary. Go over the example dialog together. Take turns asking about and telling health problems. **OPTION:** If your student is advanced, suggest he/she also use vocabulary from page 72: body parts + hurt.

**Group Activity**

Day 14 Review: Group
- Ask students, *What did we study on page 78?* (health problems, short answers with do and does, how to read an appointment card; how to read medicine directions).

F. Activity
- Read the directions out loud. Go over the example together. Point out the pictures of the health problems. As students work, circulate and offer encouragement. Check answers together.

G. Activity
- PAIR students. Read the directions out loud. Have students go to page 78 to remind them of health problem vocabulary. Have two students model the example dialog. As students talk, circulate and offer encouragement. Remind students to take turns asking about and telling health problems. **OPTION:** For more advanced students, suggest they also use vocabulary from page 72: body parts + hurt.
**One on One Activity**

Day 15 Review: One on One

- Remind the student that on Day 15 (page 84) you studied job words and actions; how to ask and tell about one's work; how to complete a job application.

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. **OPTION:** Instead of Activity H, choose five sentences from the activity and do a dictation. Have the student close the Student Book and get out a piece of paper. Read each sentence three times, slowly the first time, then at normal speed. Write the answers on the board and have the student check his/her sentences. Note: If your student is less literate, allow him/her to do the original activity in the book.

**Group Activity**

Day 15 Review: Group

- Remind students that on Day 15 (page 84) they studied job words and actions; how to ask and tell about one's work; how to complete a job application.

H. 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:** Instead of Activity H, choose five sentences from the activity and do a dictation. Have students close their books and get out a piece of paper. Read each sentence three times, slowly the first time, then at normal speed.
- Call on volunteers to write the answers on the board and have students check their sentences. **Note:** For less literate students, allow them to do the original activity in the book.
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. Use the word box for help.
• 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!
• Have students exchange Student Books and write nice messages to each other. Or, write a note to your student, and ask your student to write you a note.
• Remind everyone when the next term begins and encourage them to continue studying and practicing English!
A. Complete the sentences.

USE THESE WORDS:

<table>
<thead>
<tr>
<th>carpenter</th>
<th>does homework</th>
<th>o’clock</th>
</tr>
</thead>
<tbody>
<tr>
<td>cut</td>
<td>eyes</td>
<td>September</td>
</tr>
</tbody>
</table>

1. It's eight __________ (8:00).
2. My birthday is __________ 30th.
3. Jason __________ in the evening.
4. Do your __________ hurt?
   They are red.
5. I have a __________ on my finger. It hurts!
6. I'm a __________. What do you do?

B. Circle the correct words.

1. Q: What time is / are it?
   A: It's 6:45.
2. Q: What day is it?
   A: It's / They’re Monday.
3. Q: When does Al go to work?
   A: He go / goes at 8:00 a.m.
4. Q: Do your fingers hurt?
   A: No, they don’t hurt / hurts.
5. Q: Do you have a sore throat?
   A: No, I don’t / doesn’t.
6. Q: What does / do Mike do?
   A: Mike is a mechanic.
C. Answer the questions.

<table>
<thead>
<tr>
<th>Bus Station</th>
<th>General Hospital</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaves</td>
<td>Arrives</td>
</tr>
<tr>
<td>2:43 p.m.</td>
<td>3:12 p.m.</td>
</tr>
</tbody>
</table>

1. The bus leaves the hospital at 3:12 p.m.  
   T or F?

2. Lisa sleeps and works for 16 hours total.  
   T or F?

3. When is your birthday? ____________________

4. Look at the picture. Complete the questionnaire.

5. What two things are in a first-aid kit? Circle them.   
   bandages  medicine  doctor

6. How do you apply for a job? Circle the correct words.

Check (✓) YES or NO. For YES, circle RIGHT or LEFT.

YES  NO

a. His shoulder hurts.  RIGHT  LEFT

b. His arm hurts.  RIGHT  LEFT

c. His foot hurts.  RIGHT  LEFT
Reproducible Section
Hi.
Hello.
Good Morning.
Welcome!
How are you?
Fine, thank you.
What’s your (first) name?
My (first) name is ________.
What’s your last name?
My last name is __________.
It’s nice to meet you.
It’s nice to meet you, too.
Goodbye.
Bye.
See you later.

Day 1 Greetings & Goodbyes
<table>
<thead>
<tr>
<th>board</th>
<th>book</th>
</tr>
</thead>
<tbody>
<tr>
<td>classroom</td>
<td>homework</td>
</tr>
<tr>
<td>notebook</td>
<td>paper</td>
</tr>
<tr>
<td>pen</td>
<td>pencil</td>
</tr>
<tr>
<td>phone</td>
<td>phone number</td>
</tr>
<tr>
<td>student</td>
<td>teacher</td>
</tr>
</tbody>
</table>
1. He has a daughter.

2. We have a brother

3. I have a sister.

Switch!

4. She has a cousin.

5. You have a niece.

6. They have a grandson.
Day 4 Food Cards

- White Onion
- Yellow Corn
- Green Bananas
- Green Bananas
- Red Apples
- Green Apples
- Yellow Bananas
- Yellow Bananas
- Red Tomatoes
- Red Tomatoes
- Carrots
- Carrots
- Red Potatoes
- Oranges
- Oranges
- Orange Pepper
- Orange Pepper
<table>
<thead>
<tr>
<th>Street Avenue Strip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church Street</td>
</tr>
<tr>
<td>High Street</td>
</tr>
<tr>
<td>Elm Street</td>
</tr>
<tr>
<td>Main Street</td>
</tr>
<tr>
<td>Maple Street</td>
</tr>
<tr>
<td>1st Avenue</td>
</tr>
<tr>
<td>2nd Avenue</td>
</tr>
<tr>
<td>3rd Avenue</td>
</tr>
<tr>
<td>4th Avenue</td>
</tr>
<tr>
<td>5th Avenue</td>
</tr>
</tbody>
</table>
Day 7 - Color
John eats cereal for breakfast.

He eats beans for lunch.

He has a hamburger for dinner.

Shellie has yogurt for breakfast.

She has a salad for lunch.

She eats pork for dinner.

My cousins eat eggs for breakfast.

They eat pizza for lunch.

They have potatoes for dinner.
“The Happy Birthday Song.”
Happy birthday to you. Happy birthday to you.
Happy birthday dear _____. Happy birthday to you.

“The Happy Birthday Song.”
Happy birthday to you. Happy birthday to you.
Happy birthday dear _____. Happy birthday to you.

“The Happy Birthday Song.”
Happy birthday to you. Happy birthday to you.
Happy birthday dear _____. Happy birthday to you.

“The Happy Birthday Song.”
Happy birthday to you. Happy birthday to you.
Happy birthday dear _____. Happy birthday to you.

“The Happy Birthday Song.”
Happy birthday to you. Happy birthday to you.
Happy birthday dear _____. Happy birthday to you.

Day 11 Happy Birthday Song
Day 13 - Body
Day 14 - Health Problems
Day 14 - Health Problems

- a cold
- a cold
- a cough
- a cough
- stomachache
- stomachache
- a headache
- a headache
- cut
- cut
- sore throat
- sore throat
- fever
- fever
The Interactive English series was designed by Resources to Unite Communities, an initiative of Intercambio Uniting Communities, a Colorado-based non-profit whose mission is to build understanding, respect and friendship across cultures through educational and intercultural opportunities.

Our series:
• Is fun, engaging and easy to use
• Is structured into 16 lessons with regular review activities
• Uses up-to-date methodologies for teaching English to adults
• Emphasizes the four language skills of reading, writing, listening and speaking
• Focuses on real-life everyday situations
• Contains cultural tips to help students avoid conflicts
• Has listening tracks to provide the opportunity to hear a variety of English speakers

Visit www.unitingresources.org, for additional teaching resources including audio tracks and downloadable teacher books.

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• Pronunciation Fun with Pictures - Essential pronunciation practice to build confidence

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