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

www.unitingresources.org
The Interactive English series is a fun, interactive, and practical curriculum that is easy to use and highly effective. Our curriculum was designed using the most up-to-date methodologies for teaching English to adults.

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

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

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

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

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

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

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

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

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

**REVIEW PAGES**

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

**FIELD TRIP**

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

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

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

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

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

TEACHER BOOK FORMAT

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

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

SUGGESTED TEACHING STRATEGIES

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

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

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

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

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

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

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

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

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

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

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

Two facts about English Vowels:
American English has fifteen vowel sounds but only five vowel LETTERS - a, e, i, o, u, and the letters y and w, which sometimes represent vowel sounds. Fact #1: Each letter or group of letters can represent more than one vowel sound.
• Example: Notice how the letter “o” sounds different in each of these words. Say each word aloud: to so on of woman women work
Fact #2: A vowel sound may be represented in writing in more than one way.
• Example: The following words use five different spelling patterns for the same vowel sound: dress friend bread any said

Understanding The Color Vowel™ Chart
Get to know each Color Vowel™
Each COLOR in The Color Vowel™ Chart represents a single vowel sound. Each sound has a color name and a key word. For example, GREEN is the color name, and TEA is the key word. GREEN represents the vowel sound you hear in both of those words: /iː/. Similarly, BLUE MOON represents the vowel sound /uː/, 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, tteeeeacher, tteeeacher. (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>
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<td>Where are you from?</td>
<td>1</td>
<td>2</td>
<td>Greetings and Goodbyes</td>
</tr>
<tr>
<td>How’s the weather?</td>
<td>2</td>
<td>8</td>
<td>Weather and Numbers</td>
</tr>
<tr>
<td>We have class on Monday.</td>
<td>3</td>
<td>14</td>
<td>Days and Dates</td>
</tr>
<tr>
<td>Are you happy?</td>
<td>4</td>
<td>20</td>
<td>Description Words</td>
</tr>
<tr>
<td>He has big ears.</td>
<td>5</td>
<td>26</td>
<td>Family and Face</td>
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<tr>
<td>There are three bedrooms.</td>
<td>6</td>
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<td>Rooms and Furniture</td>
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<tr>
<td>How much is the rent?</td>
<td>7</td>
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<td>Money and Housing</td>
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<td>8</td>
<td>44</td>
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<td>LANGUAGE TOOL</td>
<td>LIFE SKILLS: HOW TO...</td>
<td>REAL LIFE</td>
<td>CULTURE TIPS</td>
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<td>-------------------------------</td>
<td>------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Q&amp;A with Where are you from?</td>
<td>Use dictionaries, read maps</td>
<td>Dictionaries, maps, fliers with useful information</td>
<td>Racial diversity in the U.S.</td>
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<tr>
<td>Q&amp;A with How’s the weather?</td>
<td>Read a thermometer and weather conditions, leave a voice mail</td>
<td>Telephone keypads, world maps, thermometer</td>
<td>Temperature conversions: Celsius and Fahrenheit</td>
</tr>
<tr>
<td>Q&amp;A with BE verb</td>
<td>Describe people, complete a questionnaire</td>
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<td>Resources for depression</td>
</tr>
<tr>
<td>Q&amp;A with DO, DOES and HAVE</td>
<td>Describe a person</td>
<td>Talk about family</td>
<td>Common ways to describe people in the U.S.</td>
</tr>
<tr>
<td>Q&amp;A with IS THERE/ARE THERE</td>
<td>Talk about housing, read a floor plan, read a housing ad</td>
<td>Floor plan, housing ads</td>
<td>Living alone in the U.S.</td>
</tr>
<tr>
<td>Q&amp;A about prices</td>
<td>Count money, read a rental ad, write a check</td>
<td>Checks, rental ads</td>
<td>How to be a good neighbor</td>
</tr>
</tbody>
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**Language Tool**
- Q&A with Where are you from?
- Q&A with How’s the weather? What’s the temperature?
- Prepositions of time: ON
- Q&A with BE verb
- Q&A with DO, DOES and HAVE
- Q&A with IS THERE/ARE THERE
- Q&A about prices

**Life Skills: How To...**
- Use dictionaries, read maps
- Read a thermometer and weather conditions, leave a voice mail
- Read a calendar, make appointments
- Describe people, complete a questionnaire
- Describe a person
- Talk about housing, read a floor plan, read a housing ad
- Count money, read a rental ad, write a check

**Real Life**
- Dictionaries, maps, fliers with useful information
- Telephone keypads, world maps, thermometer
- Calendar
- Mental health questionnaire
- Talk about family
- Floor plan, housing ads
- Checks, rental ads

**Culture Tips**
- Racial diversity in the U.S.
- Temperature conversions: Celsius and Fahrenheit
- Making appointments with doctors or teachers
- Resources for depression
- Common ways to describe people in the U.S.
- Living alone in the U.S.
- How to be a good neighbor
<table>
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<tr>
<th>TITLE</th>
<th>DAY</th>
<th>PAGE</th>
<th>TOPIC</th>
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<td>The post office is on Main Street.</td>
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<td>When does the store open?</td>
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<td>How much are those boots?</td>
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<td></td>
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<td>Review &amp; Test</td>
</tr>
<tr>
<td>LANGUAGE TOOL</td>
<td>LIFE SKILLS: HOW TO...</td>
<td>REAL LIFE</td>
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</tr>
<tr>
<td>---------------</td>
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</tr>
<tr>
<td>REVIEW: IS THERE?/ARE THERE?</td>
<td>Find an address, visit a person’s home, depart politely</td>
<td>Furniture, rooms</td>
<td></td>
</tr>
<tr>
<td>Q&amp;A with Directions, using prepositions when giving directions</td>
<td>Read a map, interpret written directions, write a letter</td>
<td>Maps and letters</td>
<td>Waiting in line</td>
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<td>Q&amp;A with OPEN and CLOSE, AT/ON with times</td>
<td>Tell and understand time, store hours</td>
<td>Store signs</td>
<td>Typical office hours</td>
</tr>
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<td>Price tags, store role play</td>
<td>Thrift stores</td>
</tr>
<tr>
<td>Q&amp;A with DRINK</td>
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<td>Categorize healthy and unhealthy food</td>
<td>Sugar content in soda</td>
</tr>
<tr>
<td>Pronunciation: Sentence stress</td>
<td>Read and use a daily planner, read a pie chart</td>
<td>Daily planners and pie charts</td>
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</tr>
<tr>
<td>Verb conjugations with job action words</td>
<td>Read a help wanted ad, complete a job application</td>
<td>Job application</td>
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</tr>
</tbody>
</table>
## One on One Activity

**MATERIALS**
- Board or paper + marker
- 2A audio CD, CD player
- Nametag, marker (2)
- OPTIONAL: Reproducible Greetings and Goodbyes Strips (2 sets)
- Picture dictionary or regular dictionary (1)
- World map (1)
- Sticky notes (2)

### Warm Up
- Before class, write basic class information on board: the class level (2A), your name, phone number, class start/finish times, etc. Have the student copy the information.
- Welcome the student. Introduce yourself: Example: *Welcome! This is English class 2A. My name is Diane.* 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 Diane.* Have the student repeat. Then gesture to the student to introduce himself/herself. **OPTION:** Say, *My name is Diane.* Then do a simple gesture. The student follows by saying your name and doing your gesture before introducing himself/herself and doing a new gesture.

## Group Activity

**MATERIALS**
- Board + marker
- 2A audio CD, CD player
- Nametags, markers (1 per student)
- Bed sheet (1)
- OPTIONAL: Reproducible Greetings and Goodbyes Strips (1 set per student; 1 strip per student)
- Picture dictionary or regular dictionary (1)
- World map (1)
- Sticky notes (1 per student)
- OPTIONAL: sheets of paper (1/2 per student)

### Warm Up
- Before class, write basic class information on board: the class level (2A), your name, phone number, class start/finish times, etc. Have students copy the information.
- Welcome students. Introduce yourself: Example: *Welcome! This is English class 2A. My name is Diane.* 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. Make sure students leave space on the nametag for their country, which they’ll write later in the lesson. Then have each student say his/her name aloud. You and the class repeat it.
- Write on the board and say, *Hi. My name is Diane.* Then gesture to a student to introduce himself/herself. Continue around the room. **OPTION:** Say, *My name is Diane.* Then do a simple gesture. Student A follows by saying your name and doing your gesture before introducing himself/herself and doing a new gesture. Student B follows and so on.
- **ICEBREAKER EXTRA ACTIVITY: English Vocabulary** This activity is a good way to get to know what your students already know. Tell students to say their name: *My name is...* and a word in English that starts with the first letter of their name. You go first. Students can try to remember the vocabulary word each person used.
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. Encourage the student to say the words out loud.
- As pronunciation practice, say the words and have your student repeat.
- Ask, What are we learning today?
- Say the greetings and goodbyes and have the student repeat. Use and exaggerate appropriate gestures (waving, nodding) and tones of voice to convey different ways of greeting. Ask the student if he/she knows any other greetings or goodbyes. Write them on the board and encourage the student to copy them on the page.

EXTRA ACTIVITIES (if time permits):
- Memory PAIR UP with your student. Place two sets of Greetings and Goodbyes Strips face down on a table. Partner A turns over two strips, trying to find a match: Hi / Hi. Hello / Hello. If the two strips match, Partner A takes them and goes again. If not, the strips are returned facedown, and it’s Partner B’s turn. Make sure that the student says the words each time one is turned over.

B. Listening (track 2): Where are you from?
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- Point out the speech bubble: How do you spell that? Explain that when the student wants to know a word’s spelling, they use this question. Demonstrate using David Rubio’s or Tano Kofi’s name.

GROUP ACTIVITY

A. Vocabulary: Greetings and Goodbyes
- Read the directions out loud. Give students a few moments to absorb the picture and words. Explain that they should say the words to themselves.
- Ask, What are we learning today?
- Say the greetings and goodbyes and have students repeat. Use and exaggerate appropriate gestures (waving, nodding) and tones of voice to convey different ways of greeting. Ask students if they know any other greetings or goodbyes. Write them on the board and encourage students to copy them on the page.

EXTRA ACTIVITIES (if time permits):
- Meet and Sit Give out one Greetings and Goodbyes Strips per student. Make sure each distributed strip has a response that makes sense—as indicated by the groupings in the vocabulary box. Students mingle and say their greetings/goodbyes until they find a match: What’s your name? / My name is ____.

B. Listening (track 2): Where are you from?
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- Point out the speech bubble: How do you spell that? Explain that when they want to know a word’s spelling, this is the question they use. Demonstrate the idea using David Rubio’s or Tano Kofi’s name.

B. Listening (track 2): Where are you from?
Ana: My name is Ana.
David: Hi, Ana. My name is David.
Ana: It’s nice to meet you.
David: It’s nice to meet you, too.

Luli: Good morning.
Matt: My name is Matt.
Luli: Hi. Our names are Luli and Lan.
Matt: Where are you from?
Luli: We’re from China.
Matt: Ah ... I’m from the United States.

Tano: Hi, Nora. How are you?
Nora: Fine, thanks. Tano, what’s your last name?
Tano: It’s Kofi.
Nora: How do you spell that?
Tano: K-o-f-i.
Nora: Thanks.
One on One Activity

C. Grammar: am, is, are
- This grammar lesson features several elements: personal pronouns (I, he, she, you, we, they); the simple present tense conjugation of be; and the structure of the question Where?
- Introduce the features by reading the questions and answers in the grammar chart and having the student repeat: Where am I from? (Student repeats.) I am from Mexico. (Student repeats.)
- Point to the picture in Activity A and ask, Where is David from? If the student is unsure, point out the information on David’s nametag (Mexico). Ask about other students in the picture on page 2 until the student understands the concept.

D. Activity
- Point out the Language Note (Abbreviations for Q and A). This Q&A format is utilized throughout the Intercambio series.
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. OPTION: Before the student does the task, have him/her underline the personal pronoun in each answer sentence. Explain that this will help know which word is correct: am, is, or are.
- EXPANSION: After checking the activity together, practice the Q&As in PAIRS.

E. Activity
- Point out the contractions Language Note. Explain that both forms are correct, but the contracted form is more common in speaking.
- Read the directions out loud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers. OPTION: Have the student underline the pronouns again, as he/she did in Activity D.
- EXPANSION: After checking the activity together, practice the Q&As in PAIRS.
- EXPANSION: Ask the student questions about people in the picture in Activity A: What’s his name? Where is he from? What is her last name? Where is Marta Sanchez from?

Group Activity

C. Grammar: am, is, are
- This grammar lesson features several elements: personal pronouns (I, he, she, you, we, they); the simple present tense conjugation of be; and the structure of the question Where?
- Introduce the features by reading the questions and answers in the grammar chart and having students repeat: Where am I from? (Students repeat.) I am from Mexico. (Students repeat.)
- Point to the picture in Activity A and ask, Where is David from? If students are unsure, point out the information on David’s nametag (Mexico). Ask about other students in the picture on page 2 until students understand the concept.

D. Activity
- Point out the Language Note (Abbreviations for Q and A). This Q&A format is utilized throughout the Intercambio series.
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. OPTION: Before students do the task, have them underline the personal pronoun in each answer sentence. Explain that this will help them decide the correct word: am, is, are.
- EXPANSION: After checking the activity together, practice the Q&As in PAIRS.

E. Activity
- Point out the contractions Language Note. Explain that both forms are correct, but the contracted form is more common in speaking.
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. OPTION: Have students underline the pronouns again, as they did in Activity D. EXPANSION: After students have checked the activity, have them practice the Q&As in PAIRS.
- EXPANSION: Ask students questions about people in the picture in Activity A: What’s his name? Where is he from? What is her last name? Where is Marta Sanchez from?
**One on One Activity**

**F. Activity**
- **PAIR UP** with your student. Read the directions out loud. Point out the pictures of the students (David, Ana, etc.). Read the example dialog with the student.
- In your conversation, encourage the student to talk about each student in the picture. For example, what color is his or her shirt, hair, eyes, etc.
- Point out the Language Note (What is = What’s). Explain that both forms are correct, but what’s is more common in speaking.
- **EXPANSION:** Ask comprehension questions about the pictures: Where is Ana from? What is his name?

**G. Activity**
- Write on the board Where are you from? Then with a marker write the United States on your nametag. Point to it and say, I’m from the United States. Ask, Where is David from?
- Have the student write where he/she is from on his/her nametag using a marker. Help a less literate student with spelling.
- **PAIR UP** with your student. Read the directions out loud.
- Stand and practice the conversation with the student. **OPTION:** If your student is advanced, encourage him/her to try the activity without the book.
- Note that throughout the Student Book, bits of language—such as What’s your name?—are featured in speech bubbles and set alongside exercises. These are meant to serve as aids to your student—small chunks of useful language that the student can notice and integrate into the corresponding activity.

**H. Culture Tip!**
- Have the student read the culture tip silently. Then read the tip with your student. Point to the picture to help explain the tip. You may want to cite your own heritage as an example: My family is from Germany and Argentina.

**Group Activity**

**F. Activity**
- **PAIR** students. Read the directions out loud. Point out the pictures of the students (David, Ana, etc.). Model the example dialog with a student. As students talk, circulate and offer encouragement.
- Point out the Language Note (What is = What’s). Explain that both forms are correct, but what’s is more common in speaking.
- **EXPANSION:** Ask comprehension questions about the pictures: Where is Ana from? What is his name?

**G. Activity**
- Write on the board Where are you from? Then with a marker write the United States on your nametag. Point to it and say, I’m from the United States. Ask, Where is David from?
- Have students write where they are from on their nametags using markers. Help struggling students with spelling.
- **PAIR** students. Read the directions out loud. Have a student stand and model the conversation with the student. Then gesture for the entire class to stand. As students talk, circulate and offer encouragement. Encourage to change partners. **OPTION:** For more advanced students, encourage them to try the activity without the book.
- Note that throughout the Student Book, bits of language—such as What’s your name?—are featured in speech bubbles and set alongside exercises. These are meant to serve as aids to students—small chunks of useful language that students can notice and integrate into the corresponding activity.

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then read the tip with your students. Point to the picture to help explain the tip. You may want to cite your own heritage as an example: My family is from Germany and Argentina.
ONE ON ONE ACTIVITY

I. Activity
• Present the picture dictionary (or point to the image at the top of the page) and ask the student if he/she knows what it is. Ask, What's in a dictionary? (words, names of things)
• Display your world map. Point to it and ask, What's this? What's on it? (places, names of places) On a sticky note, write your country of origin and place the sticky note on the map. Then have your student do the same. Help your student if necessary.
• Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. Be sure that the student uses a capital letter with the country names. NOTE: In this context and throughout the book, “country” refers to a student’s country of origin.
• EXPANSION: Encourage the student to start a personal dictionary in the back of the book. Ask for a country name by asking the student about the country of the student in the book. For example: Where’s Ana Nova from? Write Russia in your own “dictionary,” then have the student do the same.
• EXPANSION: Ask the student about countries near his/her countries: Bastian, where is Denmark? Have the student point.

Before You Go ...
• Make it a practice to leave time at the end of class for any questions or directions for the next class.
• OPTION: Suggest that the student bring a cell phone to the next class. NOTE: The "For next class" suggestions are suggestions. Bringing real items into the classroom helps make the relevance of an activity clearer.
• Assign homework.
• NOTE: The "Before You Go" suggestions are meant to be discussed at the end of the class. If you plan to use the supplemental activities on the "Extra! Extra!" page, then consider waiting to assign the homework and do a review.

GROUP ACTIVITY

I. Activity
• Present the picture dictionary (or point to the image at the top of the page) and ask students if they know what it is. Ask, What’s in a dictionary? (words, names of things)
• Display your world map. Point to it and ask, What’s this? What’s on it? (places, names of places) On a sticky note, write your country of origin and place the sticky notes on the map. Help students who need it.
• Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. Be sure that students use a capital letter with the country names. NOTE: In this context and throughout the book, “country” refers to a student’s country of origin.
• EXPANSION: Encourage students to start a personal dictionary in the back of the book. Ask for a country name by asking the class about a student’s country. For example: Where’s Ana from? Write the name of the country in your own “dictionary,” then have the students do the same.
• EXPANSION: Ask students about countries near their countries: Bastian, where is Denmark? Have them point.

Before You Go ...
• Make it a practice to leave time at the end of class for any questions or directions for the next class.
• OPTION: Suggest that students bring a cell phone to the next class. NOTE: The "For next class" suggestions are suggestions. Bringing real items into the classroom often helps makes the relevance of an activity clearer.
• Assign homework.
• NOTE: The "Before You Go" suggestions are meant to be discussed at the end of the class. If you plan to use the supplemental activities on the "Extra! Extra!" page, then consider waiting to assign the homework and do a review.
One on One Activity

J. Activity
• Read the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

K. Activity
• PAIR UP with your student. Read the directions and practice! You will need to play two roles.
• Explain that you are practicing the conversations from Activity J. OPTION: If your student is advanced, encourage him/her to try the activity without the book.

EXTRA ACTIVITIES (if time permits):
• Alphabet Bingo First, go over the alphabet orally. Practice pronouncing confusing or particularly important letter sounds, such as vowels.
• 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.

Pronunciation Extras: O Sounds
• Refer the student to the Color Vowel™ Chart in the back of the student book.
• Write the following sound categories and words on the board. Practice each sound with their keyword.
  BLUE       ROSE       OLIVE
     you       phone       top
    tawn       bang       box
    doj        go          hat
• Make sure the student can hear the difference of the sounds by asking him/her to identify the word they hear (either by pointing to it or saying if it’s sound 1, 2, or 3). Practice the words together. Repetition is important, but if a student continues to struggle with certain sounds move on and come back to it.
• Add the words to the chart in the back of the student’s book.

Group Activity

J. Activity
• Read the directions out loud. Go over the example together. As students work individually, circulate and offer encouragement. Have students check answers in PAIRS and then as a group.

K. Activity
• Put students into groups of three. Read the directions out loud. Model the example with two students. Explain that students are practicing the conversations from Activity J. As students talk, circulate and offer encouragement. OPTION: After students have practiced the conversations, encourage them to try the activity without the book. Ask for volunteers to present the dialog to the class. EXPANSION: PAIR students and have them create their own dialogs to perform.

EXTRA ACTIVITIES (if time permits):
• Memory PAIR students. Give out two sets of Greetings and Goodbyes Strips per pair to place face down on a table. Student A turns over two strips, trying to find a match. Make sure students say the words each time they’re turned over.
• If the two strips match, Student A takes them and goes again. If not, return strips and Student B goes.

• Alphabet Bingo Go over the alphabet orally. Practice pronouncing confusing or important letter sounds, such as vowels.
• Have students write any five letters on a piece of paper. As you randomly call out letters, students cross out those on their list saying bingo when all five letters are crossed out. Have the winner be the next caller.

Pronunciation Extras: O Sounds
• See the description for one-on-one.
• Give students an overview of the page, explaining that the types of activities on this page will be common throughout the book. Emphasize the importance of studying outside of class, including doing homework.

• **A: Listening:** Explain that they need the 2A audio CD for this activity. Explain that practice is the best way to improve listening!

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

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

• **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. You may consider doing a journal sample on the board eliciting words and phrases from the group. Tell the students that it’s okay to write words that don’t form a complete sentence when they write their own journals.

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

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**A. Listening (track 3): Where are you from?**

[1] Ana: Hi. How are you?
David: Fine, thanks. What’s your name?
Ana: My name is Ana.
David: Hi, Ana. My name is David.
Ana: It’s nice to meet you.
David: It’s nice to meet you, too.

Luli: Good morning.
Lan: Good morning.
Matt: My name is Matt.
Lan: Hi. Our names are Luli and Lan.
Matt: Where are you from?
Luli: We’re from China.
Matt: Ah ... I’m from the United States.

Tano: Hi, Nora. How are you?
Nora: Fine, thanks. Tano, what’s your last name?
Tano: It’s Kofi.
Nora: How do you spell that?
Tano: K-o-f-i.
Nora: Thanks.
**Weather and Numbers**

**Day 2**

### One on One Activity

**MATERIALS**
- Board or paper + marker
- 2A audio CD, CD player
- Nametags and markers (2)
- Fly swatter (1)
- OPTIONAL: timer (1)
- Cell phone (yours + student brings)

**REVIEW**
- Review greetings and goodbyes from Day 1 with the activity Fly swatter activity: 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. **OPTION:** Use a timer to add a sense of excitement.
- Review introductions by asking, *What’s your name? Where are you from?* Encourage the student to answer in complete sentences. **OPTION:** You start the questioning, then let the student question you.
- **EXPANSION:** Write the names of famous people on strips of paper (or bring photos). Have the student draw a name and respond to the questions: *What is his/her name? Where is he/she from?* Be sure to include famous people from the student’s country.
- Review the homework. **OPTION:** After Activity B, to practice numbers 0–9, ask the student to say his/her phone number. Make sure that the student says each digit (for example, three-zero-three) with pauses in the correct places.

**WARM UP**
- Draw a sun on one half of the board. Draw snowflakes and clouds on the other half of the board. Point to each half and ask, *How’s the weather?* Repeat and confirm these answers as you point: nice, sunny, warm, hot; snowy, cold, cool.

### Group Activity

**MATERIALS**
- Board + marker
- 2A audio CD, CD player
- Nametags and markers (1 per student)
- Fly swatters (2)
- Cell phone (yours + students bring)

**REVIEW**
- Review greetings and goodbyes from Day 1 with the Fly swatter activity: Divide 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.
- Review introductions by asking, *What’s your name? Where are you from?* Encourage students to answer in complete sentences. **OPTION:** You start the questioning, but then let students continue to question each other, going around the room.
- Review the homework. **OPTION:** After Activity B, to practice numbers 0–9, ask students to say their phone number. Make sure that students say each digit in their telephone number (for example, three-zero-three).
- Give new nametags to students who forgot theirs.

**WARM UP**
- Divide the board in three parts. Draw a sun in one section of the board. Draw snowflakes and clouds in another section and raindrops or an umbrella in the third section. Point to each part and ask, *How’s the weather?* Repeat and confirm these answers as you point: nice, sunny, warm, hot; snowy, cold, rainy, cool.
- Don’t erase the board. Use the drawing to present the vocabulary on the opening page.
**One on One Activity**

A. Vocabulary: Weather and numbers
- Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words and numbers out loud.
- As pronunciation practice, say the words and have your student repeat several times. Pay particular attention to confusing numbers such as 19/90 and 13/30.
- Ask, *What are we learning today?*
- **OPTION:** PAIR UP with your student. As you gesture from yourself to your student, together you count from 1 to 100. NOTE: It’s a good practice to develop a set of standard classroom gestures so that you can do less talking, and so that your student can become accustomed to your cues. For example an extended, upward facing palm can be used to indicate, *Your turn.*

B. Listening (track 4): The weather today
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**Group Activity**

A. Vocabulary: Weather and numbers
- Read the directions out loud. Give students a few moments to absorb the pictures and words. Remind them to say the words and numbers quietly or to themselves.
- As pronunciation practice, say the words and have students repeat several times. Pay particular attention to confusing numbers such as 19/90 and 13/30.
- Ask, *What are we learning today?*
- **OPTION:** PAIR students. As you gesture to various pairs around the room, pairs count from 1 to 100. NOTE: It’s a good practice to develop a set of standard classroom gestures so that you can do less talking, and so that your students can become accustomed to your cues. For example an extended, upward facing palm can be used to indicate, *Your turn.*

B. Listening (track 4): The weather today
- Read the directions. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers in pairs then the whole class.

B. Listening (track 4): The weather today
   Matt: It’s snowy, and it’s cloudy.
   Annunciator: What’s the temperature?
   Matt: It’s eighteen degrees.
   Annunciator: Eighty degrees?
   Matt: No. Eighteen degrees. It’s cold!
   Annunciator: Wow! It’s cold in Colorado.

b. Annunciator: The weather today in Mexico. Hi, David. How’s the weather?
   David: It’s nice! It’s sunny. It’s warm. It’s seventy-five degrees.
   Annunciator: Wow! It’s nice in Mexico!

c. Annunciator: The weather today in Russia. Hi, Ana. How’s the weather?
   Ana: It’s windy and rainy.
   Annunciator: What’s the temperature?
   Ana: It’s cold. It’s forty-one degrees. It’s bad!
   Annunciator: Thanks, Ana!
One on One Activity

C. Grammar: Weather
• Introduce the weather questions and answers by writing two weather descriptions and temperatures on the board (sunny, 82 degrees / cloudy, 14 degrees), one of which is true of the current weather conditions outside. Gesture out a window and ask, How is the weather? then gesture to the board. Ask, What is the temperature? then gesture to the board.
• Read the weather questions and answers in the grammar chart and have the student repeat.
  OPTION: Have the student practice numbers by drawing a thermometer on the board with the numbers from Activity A clearly depicted. Ask, What’s the temperature? as you point to different places on the thermometer.

D. Activity
• Read the directions out loud. Explain that the student must look at the picture to answer the questions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
• Point out the Language Note and explain that the contracted forms are common in spoken English. Have the student repeat these structures.
• EXPANSION: After checking the activity together, practice the Q&As in PAIRS.

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. Practice the Q&As. OPTION: Before the student does the task, have him/her underline the word with the capital (big) letter. Explain that this tells them which word is first in the sentence.
• Point out the Language Note and explain that English has many words for good.

Group Activity

C. Grammar: Weather
• Introduce the weather questions and answers by writing two weather descriptions and temperatures on the board (sunny, 82 degrees / cloudy, 14 degrees), one of which is true of the current weather conditions outside. Gesture out a window and ask, How is the weather? then gesture to the board. Ask, What is the temperature? then gesture to the board.
• Read the weather questions and answers in the grammar chart and have students repeat.
  OPTION: Have students practice numbers by drawing a thermometer on the board with the numbers from Activity A clearly depicted. Ask, What’s the temperature? as you point to different places on the thermometer. Alternatively, have students practice in pairs using the thermometer in Activity A. Circulate and give encouragement.

D. Activity
• Read the directions out loud. Explain that students must look at the picture to answer the questions. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
• Point out the Language Note and explain that the contracted forms are common in spoken English.
• 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. OPTION: Before students do the task, have them underline the word with the capital (big) letter. Explain that this tells them which word is first in the sentence.
• Point out the Language Note and explain that English has many words for good.
• EXPANSION: After students have checked the activity, have them practice the Q&As in PAIRS.
• EXPANSION: Groups of three. Students choose roles: David, Ana, Matt. Have them look at the picture in Activity A and tell about the weather.
O
ne On One Activity

F. Activity
• PAIR UP with your student. Read the directions out loud. Read the example dialog with the student.
• In your conversation, take turns asking and answering questions about the weather around the world.
• EXPANSION: Have the student add the names of other countries and weather to the map.

G. Culture Tip!
• Have the student read the culture tip silently. Then read the tip with your student. Have the student turn to the appendix; you point out the two different systems. OPTION: If the student is interested, use the formulas and practice converting a few temperatures each way. Or, tell the student a few useful temperatures in Fahrenheit (freezing, normal body temperature, etc.).

Group Activity

F. Activity
• PAIR students. Read the directions out loud. Model the example dialog with a student. As students ask questions about the weather around the world, circulate and offer encouragement.
• EXPANSION: Have students add other their country names and weather to the map and ask each other questions about the weather in their countries.

G. Culture Tip!
• Have students read the culture tip to themselves. Then read the tip with the students. Have students turn to the appendix; you point out the two different systems. OPTION: If students are interested, use the formulas and practice converting a few temperatures each way. Or, tell students a few useful temperatures in Fahrenheit (freezing, normal body temperature, etc.).
**REAL LIFE**

**ONE ON ONE ACTIVITY**

**H. Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student.
- In your conversation, take turns being Ana and being the teacher. **OPTION:** After practicing the conversation a few times, ask comprehension questions: Who is Ana? What’s her last name? Who is she calling? Why can’t she come to class? Can she come to class today? Can she come to class tomorrow? Point out the Language Note (*today, tomorrow*)

**I. Activity**
- Write your phone number on the board.
- PAIR UP with your student. Read the directions out loud. Gesturing to the page, tell the student to write your phone number. 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 he/she will say using Activity H as a model. Then the student should practice saying the message to you. Have your student pretend to use his/her cell phone.
- Remind the student to call you if he/she can’t come to class.
- Do a quick exercise to demonstrate the difference between *can* and *can’t*. Making sure the student can say these two words, and be understood, is important. Say *can* and write it on a paper while nodding your head. Then, say *can’t* and write it on a paper while shaking your head. Then, nod or shake your head and ask your student *can or can’t*. Have your student say the word and you nod or shake your head depending on what you hear.

**Before You Go ...**
- **OPTION:** Suggest that the student bring a calendar to the next class.
- Assign homework.

**GROUP ACTIVITY**

**H. Activity**
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** After students practice the conversation a few times, ask comprehension questions: Who is Ana? What’s her last name? Who is she calling? Why can’t she come to class? Can she come to class today? Can she come to class tomorrow? Can she come to class tomorrow? Point out the Language Note (*today, tomorrow*)

**I. Activity**
- Write your phone number on the board.
- PAIR students. Read the directions out loud. Gesturing to the page, tell the student to write your phone number. 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 H as a model. Then they should practice saying their message to their partner. Have them pretend to use their cell phones if they brought one.
- As students write and practice, circulate and offer encouragement.
- Remind students that they need to call you if they can’t come to class.
- Do a quick exercise to demonstrate the difference between *can* and *can’t*. Making sure the students can say these two words, and be understood, is important. Say *can* and write it on the board while nodding your head. Then, say *can’t* and write it on the board while shaking your head. Then, nod or shake your head and ask your student *can or can’t*. Have individual students say the word and you nod or shake your head depending on what you hear.

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

**J. Activity**
- Read the directions out loud. Go over the example together. Tell the student that he/she can use the word bank for help. As the student works, answer any questions and offer encouragement. Check answers together.
- **EXPANSION**: After checking the activity together, practice the Q&As in PAIRS.

**K. Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student.
- Then, as the student works, answer any questions and offer encouragement.
- In your conversation, check that the students’ sentences are correct.

**EXTRA ACTIVITIES**
- **Pronunciation Extras: i and ei Sounds**
- Write the following sound categories and words on the board and demonstrate by exaggerating the correct pronunciation.

  1. i  
  2. a (mouth opens wide)  
  him  
  rain  
  it  
  eight  
  in  
  say  
  day  

  • Make sure the student can hear the difference of the sounds by asking him/her to identify the word they hear (either by pointing to it or by saying it’s sound 1 or 2). Then ask them to pronounce the words several times. Repetition is important, but if a student continues to struggle with certain sounds move on and come back to it.

**Group Activity**

**J. Activity**
- Read the directions out loud. Go over the example together. Tell the students that they can use the word bank for help. 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.

**K. Activity**
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students write and talk, circulate and offer encouragement.
- **OPTION**: Volunteers perform their conversations for the class.

**EXTRA ACTIVITIES**
- **Pronunciation Extras: i and ei Sounds**
- Write the following sound categories and words on the board and demonstrate by exaggerating the correct pronunciation.

  1. i  
  2. a (mouth opens wide)  
  him  
  rain  
  it  
  eight  
  in  
  say  
  day  

  • Make sure the students can hear the difference of the sounds by asking them to identify the word they hear (either by pointing to it or by saying it’s sound 1 or 2). Then ask them to pronounce the words several times. Repetition is important, but if a student continues to struggle with certain sounds move on and come back to it.
**Homework**

- Encourage students to do the homework.
- **A: Listening:** Remind students that this activity requires the 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. 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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One on One Activity

Materials
- Board or paper + marker
- 2A audio CD, CD player
- Current calendar with days of the week spelled out (1)
- Ball or other simple object that can be tossed (1)
- Pictures of people from magazines

Review
• Review numbers and weather words from Day 2. Ask the student, How’s the weather? What’s the temperature?
• Review the homework.

Warm Up
• Present a calendar and say, Today is ... and gesture for the student to answer. Repeat the sentence with the correct response. For example: Today is Tuesday. Then say, Tomorrow is ... and gesture for the student to answer. Repeat the sentence with the correct response: Tomorrow is Wednesday.

Group Activity

Materials
- Board + marker
- 2A audio CD, CD player
- Current calendar with days of the week spelled out (1)
- Ball or other simple object that can be tossed (1)
- OPTIONAL: Pictures of people from magazines

Review
• Review numbers and weather words from Day 2. Ask students, How’s the weather? What’s the temperature?
• Review the homework.

Warm Up
• Present a calendar and say, Today is ... and gesture for students to answer. Repeat the sentence with the correct response. For example: Today is Tuesday. Then say, Tomorrow is ... and gesture for students to answer. Repeat the sentence with the correct response: Tomorrow is Wednesday. Circulate around the room with the calendar, pointing to appropriate days, prompting students to say the sentences.
**Days and Dates**

### One on One Activity

**A. Vocabulary: Days and dates**
- Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words out loud.
- As pronunciation practice, say the words and have your student repeat several times. The “th” sound is difficult for many students. Show him/her how to make the sound. Emphasize that the tongue sticks out between your teeth and then is pulled back in.
- Ask, *What are we learning today?*

**B. Listening (track 6): Days and dates**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary.
- EXPANSION: Have the student repeat the words. Pay particular attention to *Thursday* and *Tuesday*.

**C. Listening (track 7): Lan has plans.**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

### Group Activity

**A. Vocabulary: Days and dates**
- Read the directions out loud. Give students a few moments to absorb the pictures and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat several times. The “th” sound is difficult for many students. Show them how to make the sound. Emphasize that the tongue sticks out between your teeth and then is pulled back in.
- Ask, *What are we learning today?*

**B. Listening (track 6): Days and dates**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary.
- EXPANSION: Have the student repeat the words. Pay particular attention to *Thursday* and *Tuesday*.

**C. Listening (track 7): Lan has plans.**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

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**Days of the week:** Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.


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**C. Listening (track 7): Lan has plans**
1. **Q:** Do you have English class on Monday?
   **A:** Yes. I have English class on Monday.

2. **Q:** Do you have a meeting on Thursday?
   **A:** Yes, I have a meeting on Thursday.

3. **Q:** Do you have soccer practice on the thirteenth?
   **A:** No, I don’t have soccer practice on the thirteenth. I have soccer practice on the thirty-first.

4. **Q:** Do you have a doctor’s appointment on the twenty-fifth?
   **A:** Yes, I have a doctor’s appointment on the twenty-fifth.
One On One Activity

C. Grammar: have / on + days of the week
- To introduce the present tense of have in the context of plans, first review have with a physical object, such as a ball. Holding the ball say, I have the ball. Give it to your student and say, Jack has the ball. Have the student give it to you and elicit the appropriate sentences from the student (You have the ball. / Diane has the ball). Use the pictures of people to practice with other words.
- Once the student is comfortable with have and has, present the question form: Does Jack have the ball? The student does not need to be 100 proficient before you move on to the grammar box.
- Read the items in the grammar chart and have the student repeat. Point out the Language Note: we don’t use on with today or tomorrow. Do an example: I have work tomorrow, etc.
- Practice other forms of have with the student or pictures of people and objects around the room.

D. Activity
- Read the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. 
  OPTION: Before the student starts, have him/her underline the subject in each sentence. Say, Underline I, you, he, she, we, you, and they. Explain that this will help the student decide whether have or has, or do or does is correct. NOTE: In this activity, the student is completing both the questions and the answers. If the student is struggling, you may want to do the questions together, and have the student complete just the answers alone, or vice versa.
- EXPANSION: After checking the activity together, practice the Q&As with the student.

E. Activity
- Write these sentences on the board: Does Ana have an appointment on tomorrow? / Do we have class the 26th? Ask, Are both sentences correct? Elicit responses from the students, acknowledging the correct answers. Make the corrections in the style of the corrections in the book (cross out or add on).
- Read the directions out loud. Go over the example together. Check answers together.

Group Activity

C. Grammar: have / on + days of the week
- To introduce the present tense of have in the context of plans, first review have with a physical object, such as a ball. Holding the ball say, I have the ball. Give it to a student and say, Jack has the ball. Have the student give it to another student and elicit the appropriate sentences. Alternatively, do extra practice with pictures of people.
- Once students are comfortable with have and has, present the question form: Does Jack have the ball? The students do not need to be 100 proficient before you move on to the grammar box.
- Read the items in the grammar chart and have students repeat. Point out the Language Note: we don’t use on with today or tomorrow. Do an example: I have work tomorrow, etc.
- Go around the room again, using the ball this time just to identify who is to answer. Toss the ball and ask, Do you have English class today? Continue.

D. Activity
- Read the directions and go over the example. As students work, offer encouragement. Check answers together. 
  OPTION: Before students start, have them underline the subject words in each sentence. Say, Underline I, you, he, she, we, you, and they. Explain that this will help them decide whether have and has, or do or does is correct. NOTE: In this activity, students are completing both the questions and the answers. If students are struggling, you may want to do the questions together, and have students do the answers on their own, or vice versa.
- EXPANSION: After students have checked the activity, have them practice the Q&As in PAIRS.
**REAL LIFE**

**ONE ON ONE ACTIVITY**

**F. Activity**
- Point out the calendar in the middle of the page. Explain that it is Marta’s schedule. 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**
- PAIR UP with your student. Read the directions out loud. Model the example from Activity F with your student. Then practice the conversation.
- Then ask each other questions about Marta’s plans. Model the example from Activity G with your student.
- Point out the speech bubble. Explain that if we don’t understand something, we say, *I don’t understand.*

**H. Culture Tip!**
- Have the student read the culture tip silently. Then read the tip with your student. **OPTION:** Do a telephone role play. Write the following dialog on the board:
  
  Doctor: Hello?
  Caller: Hello. I need to see a doctor.
  Doctor: Do you have an appointment?
  Caller: No, I don’t.
  Doctor: OK. Your appointment is for Thursday, March 26th at 1:00. OK?
  Caller: Yes, okay. Thursday, March 26th at 1:00.
- Point out that some people may say *On the 26th, I have an appointment.* This structure is also correct, but today you’re practicing *I have an appointment on the 26th.*

**GROUP ACTIVITY**

**F. Activity**
- Point out the calendar in the middle of the page. Explain that it is Marta’s schedule. Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

**G. Activity**
- PAIR students. Read the directions out loud. Model the example from Activity F with a student. As students complete the conversation, circulate and offer encouragement.
- Then remind students to ask each other questions about Marta’s plans. Model the example from Activity G with a student.
- Point out the speech bubble. Explain that if they don’t understand something, they can say, *I don’t understand.*

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then read the tip with your students. **OPTION:** Do a telephone role play. Write the following dialog on the board:
  
  Doctor: Hello?
  Caller: Hello. I need to see a doctor.
  Doctor: Do you have an appointment?
  Caller: No, I don’t.
  Doctor: OK. Your appointment is for Thursday, March 26th at 1:00. OK?
  Caller: Yes, okay. Thursday, March 26th at 1:00.
- Point out that some people may say *On the 26th, I have an appointment.* This structure is also correct, but today you’re practicing *I have an appointment on the 26th.*
**ONE ON ONE ACTIVITY**

I. Activity
- Point out the calendar at the top of the page. Point to Marta’s calendar on page 16 and say, *This is Marta’s calendar.* Then point to the calendar on page 17 and say, *This is your calendar.* Read the directions out loud. As the student works, answer any questions and offer encouragement. **OPTION:** Write your own calendar on the board as an example. Do the days of the week together. Ask the student to spell the missing days.

J. Activity
- Write your own calendar on the board, or refer to the calendar you wrote as an example in the previous activity. **PAIR UP** with your student. Read the directions out loud. Read the example dialog with the student, referring to your activities on the board. **NOTE:** The student hasn’t yet learned to ask, *What are you doing on ...?* So for now he/she should just present his/her plans, rather than have a Q&A with you.

**GROUP ACTIVITY**

I. Activity
- Point out the calendar at the top of the page. Point to Marta’s calendar on page 16 and say, *This is Marta’s calendar.* Then point to the calendar on page 17 and say, *This is your calendar.* Read the directions out loud. As the student works, circulate and offer encouragement. **OPTION:** Write your own calendar on the board as an example. Do the days of the week together as a class. Ask students to spell the missing days.

J. Activity
- Write your own calendar on the board, or refer to the calendar you wrote as an example in the previous activity. **PAIR students.** Read the directions out loud. Model the example dialog with a student, referring to your activities on the board. As students talk, circulate and offer encouragement. **NOTE:** Students haven’t yet learned to ask, *What are you doing on...?* So for now they should just present their plans, rather than have a Q&A.

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

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

**K. Activity**
- PAIR UP with your student. Assign one person to be Partner A and the other to be Partner B. Point out the two calendars and explain that Partner A is not to look at Partner B’s calendar and vice versa.
- Read the directions out loud. Read the example dialog with the student. Partner A should cover Partner B’s calendar in his/her own book and vice versa. **OPTION:** If your student is more advanced, suggest that he/she work without using the word box.

**Group Activity**

**K. Activity**
- PAIR students. Assign one student to be Partner A and the other to be Partner B. Point out the two calendars and explain that Partner A is not to look at Partner B’s calendar and vice versa.
- Read the directions out loud. Model the example dialog with a student. Tell Partner A to cover Partner B’s calendar in his/her own book and vice versa. As students write and talk, circulate and offer encouragement. **OPTION:** For more advanced students, suggest that they work without using the word box.
• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 2A 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!*
• **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!*

  share journal entries with you for feedback, or keep them private.

### A. Listening (track 8): Lan has plans

1. Q: Do you have English class on Monday?  
   A: Yes. I have English class on Monday.

2. Q: Do you have a meeting on Thursday?  
   A: Yes, I have a meeting on Thursday.

3. Do you have soccer practice on the thirteenth?  
   A: No, I don’t have soccer practice on the thirteenth (13th). I have soccer practice on the thirtieth (30th).

4. Q: Do you have a doctor’s appointment on the twenty-fifth (25th)?  
   A: Yes, I have a doctor’s appointment on the twenty-fifth (25th).
**One on One Activity**

**MATERIALS**
- Board + marker
- 2A audio CD, CD player
- Reproducible Description Cards (1 set per pair)
- OPTIONAL: people images (per vocabulary)

**Group Activity**

**MATERIALS**
- Board + marker
- 2A audio CD, CD player
- Reproducible Description Cards (1 set per pair)
- OPTIONAL: people images (per vocabulary)

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**REVIEW**
- Review the homework.

**WARM UP**
- On the board, draw a happy face and a sad face. Under each picture, write dashes in place of letters for sad and happy. The student calls out letters until the words are spelled out. **OPTION:** For incorrect letters, the student receives a strike (X).

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**REVIEW**
- Review the homework.

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

A. Vocabulary: Descriptions
• Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words out loud. Then use this as a pronunciation practice by saying the words (the description words in the word box) and having your student repeat.
• Ask, What are we learning today?

B. Listening (track 9): Descriptions
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

Extra Activities

Pronunciation Extras: BLACK CAT
• Write the following sound category and words on the board and demonstrate by exaggerating the correct pronunciation.
  - a (mouth open sound)
  - sad
  - sat
  - ham
  - hat
  - bat
• Point out BLACK CAT on the Color Vowel™ Chart in the back of the student book.
• Then ask your student to pronounce each word several times. Repetition is important, but if a student continues to struggle, move on and come back to it.
• Add the new words to the Color Vowel™ Practice Page in the back of the student book.

B. Listening (track 9): Descriptions

1. Nora is beautiful.
2. David is handsome.
3. Lan is overweight. She’s not thin.
4. Luli and Lan are short. They’re not tall.
5. Sara and Matt are young. They’re not old.
6. Tano is sad. He’s not happy.
7. Jack is tired.
C. Grammar: Short answers with *is*, *am*, and *are*

• Introduce the present tense conjugations of the verb *be* by writing just the conjugations on the board, leaving some blank. Elicit answers from the student, who should know the conjugations from Day 1.

  I am  we ___
  he ___  you are
  she ___  they ___
  David ___

• Read the questions and answers in the grammar chart and have the student repeat. **OPTION:** Use the Description Cards or people images with the activity and ask questions about various people.

• Point out the Language Note. Read the items in the note and have the student repeat. Explain that it’s important to learn to listen for contractions because most people use contractions in spoken English.

  **NOTE:** *Isn’t* and *aren’t* are also very common contracted forms with *no*. They are more confusing for students to remember since they do not include *not*. Consider pointing out that the student may hear these words though if you think your student can handle the extra information. Your student does not have to be able to form the different contractions, but they should be able to recognize them. Consider practicing by asking yes/no questions. When your student responds with the complete form, you repeat the contraction and nod or shake their head depending on the answer.

D. Activity

• Read the directions out loud. Go over the example together. The focus is on matching the subjects in the answers with the images. Don’t get hung up on whether or not the descriptions match. Check answers.

  **EXPANSION:** After checking the activity together, practice asking questions about the people in the picture in Activity A in PAIRS.

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
- PAIR UP with your student. Share a set of Description Cards.
- Read the directions out loud. Read the example dialog with the student.
- Explain that each person can say a description different from what is on the card, in turn eliciting a negative response from their partner: *A: Is she tall? B: No, she's not. She's short. NOTE: Collect and save the Description Cards, to be used again on Day 5.*

G. Activity
- Read the directions out loud. Do an example on the board, with just two or three words in your checklist to demonstrate how the student is supposed to check off the descriptions as he/she uses them. As the student works, answer any questions and offer encouragement. **OPTION:** Tell the student to describe a person from a magazine picture.

H. Activity
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student.
- In your conversation, take turns asking and telling about your drawings.

I. Culture Tip!
- Have the student read the culture tip silently. Then read the tip with your student. Consider listing on the board contact information for affordable mental health resources in your community.

**Group Activity**

F. Activity
- PAIR students. Give each pair a set of Description Cards. The students split the set.
- Read the directions out loud. Model the example dialog with a student. Explain that students can say a description different from what is on the card, in turn eliciting a negative response from their partner: *A: Is she tall? B: No, she's not. She's short. As students talk, circulate and offer encouragement. **NOTE:** Collect and save the Description Cards, to be used again on Day 5.*

G. Activity
- Read the directions out loud. Do an example on the board, with just two or three words in your checklist to demonstrate how students are supposed to check off the descriptions as they use them. As students work, circulate and offer encouragement. **OPTION:** Tell students to describe a person from a magazine picture.

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

I. Culture Tip!
- Have students read the culture tip to themselves. Then read the tip with your students. Consider listing on the board contact information for affordable mental health resources in your community.
**REAL LIFE**

**One on One Activity**

**J. Activity**

- Explain that the student is going to imagine a situation. Say, *Imagine that you have a doctor’s appointment.* Read the directions out loud and point out both parts of the activity (A and B). Do the first item together. Point out the Language Note (three faces indicating the meanings of *yes, no, maybe*). Convey the concept of *maybe* by shrugging (versus nodding and shaking your head).
- As the student works, answer any questions and offer encouragement. Check answers together.

**Before You Go ...**

- **OPTION:** Suggest that the student bring family photos to the next class.
- Assign homework.

**Group Activity**

**J. Activity**

- Explain that students are going to imagine a situation. Say, *Imagine that you have a doctor’s appointment.* Read the directions out loud and point out both parts of the activity (A and B). Do the first item together. Point out the Language Note (three faces indicating the meanings of *yes, no, maybe*). Convey the concept of *maybe* by shrugging (versus nodding and shaking your head).
- As students work, circulate and offer encouragement. Have students compare answers in **PAIRS. OPTION:** Volunteers share what things (in part B) make them happy.

**Before You Go ...**

- **OPTION:** Suggest that students bring family photos to the next class.
- Assign homework.
**One on One Activity**

**K. Activity**
- Read the directions out loud. Do the first item together on the board. Write the incomplete sentence on the board, and ask the student to show his/her drawing from page 22, Activity G. Use the drawing to write a sentence following the structure you wrote out.
- As the student works, answer any questions and offer encouragement. Have the student read his/her sentences aloud. **OPTION:** If your student is more advanced, suggest working without the word box.

**L. Activity**
- Point out the picture of Sara at the bottom of the page. Ask questions about her description: *Is she young? Is she tall?* etc. Encourage the student to give long (Yes. She is young.) or short (Yes, she is.) answers depending on level. **NOTE:** The illustrations throughout the Interactive English series always provide for language practice. Get in the habit of asking your student questions about the art as it relates to the lesson’s vocabulary and grammar.
- Read the directions out loud. Do the example (first two sentences) together. As the student works, answer any questions. Check answers together.

**EXTRA ACTIVITIES**

**Pronunciation Extras**
- The following process can be used for the sound combinations listed below. Choose one to work on.
- Write the sound categories and words on the board and demonstrate by exaggerating the correct pronunciation and explaining what the structure of the mouth is for each.
- Make sure the student can hear the difference of the sounds by asking them to identify the word they hear (either by pointing to it or saying the category associated with it). Then ask them to pronounce the words several times. Make sure to repeat the words and have your student repeat, several times.
  - /th/ and /t/: thin vs tin
  - /g/ and /k/: thing vs think (emphasizing the end of the word)
  - /y/ and /j/: yellow vs jello
- Refer to *Pronunciation Fun* for more examples.

**Group Activity**

**K. Activity**
- Read the directions out loud. Do the first item together on the board. Write the incomplete sentence on the board, and ask for a student to volunteer his/her drawing from page 22, Activity G. Complete the sentence as a class using the drawing from the student’s book.
- As students work, circulate and offer encouragement. Have students read their sentences in PAIRS. **OPTION:** For more advanced students, suggest that they work without using the word box.

**L. Activity**
- Point out the picture of Sara at the bottom of the page. Ask questions about her description: *Is she young? Is she tall?* etc. Encourage students to give long (Yes. She is young.) or short (Yes, she is.) answers depending on their level. **NOTE:** The illustrations throughout the Interactive English series always provide for language practice. Get in the habit of asking your student questions about the art as it relates to the lesson’s vocabulary and grammar.
- Read the directions out loud. Do the example (first two sentences) together. As students work, circulate and offer encouragement. Have students check answers in PAIRS.

**EXTRA ACTIVITIES**

**Pronunciation Extras**
- See the description from the one-on-one column on the left.
Homework

• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 2A audio CD, and that practice is the best way to improve listening!
• B: Reading: Tell them that English has a lot of expressions, so it’s good to learn to understand them.
• 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. If you think it would be helpful to do a sample journal entry with your students, do one now. Remind students that it’s okay to write words without complete sentences.
• Thank your students for their hard work in class today! Nice job!

A. Listening (track 10): Descriptions II
1. Lan is overweight. She’s not thin.
2. Sara and Matt are tall. They’re not short.
3. Tano is sad. He’s not happy.
ONE ON ONE ACTIVITY

MATERIALS
- Board + marker
- 2A audio CD, CD player
- Reproducible Description Cards (1 set)
- Family photo (your family or another) (1)
- Crayons or colored pencils for student drawing

REVIEW
- Review descriptions and *is, am, are* from Day 4. PAIR UP with your student. Place one set of Description Cards face down on a table. Partner A turns over two cards, trying to find matching images (for example, two beautiful women). If the two cards match, Partner A takes them and goes again. If not, the cards are returned facedown, and it’s Partner B’s turn. For each overturned card, whether they are a match or not, the player says a sentence describing the image: She is beautiful. He is tall.
- Review the homework.

WARM UP
- Show a family photo. Say, *This is my family*. Point to a particular family member and say the relationship (sister, etc.). Ask the student, *Do you have a sister?* Then describe the family member’s eye and hair color. Ask the student, *Do you have blue eyes?* Ask the student, *Do you have brown hair?* Accept simple yes or no responses for now. OPTION: Continue with other family words and physical descriptions.

GROUP ACTIVITY

MATERIALS
- Board + marker
- 2A audio CD, CD player
- Reproducible Description Cards (1 card per student)
- Family photo (your family or another) (1)
- Crayons or colored pencils for student drawing

REVIEW
- Review descriptions and *is, am, are* from Day 4. On the board, write *Is he ...? Is she ...?* Hand out Description Cards so that every student has one half of a match. Have students stand and look for a matching picture. Tell students to find a match by asking *Is he / she ...?* and the description.
- Review the homework.

WARM UP
- Show a family photo. Say, *This is my family*. Point to a particular family member and say the relationship (sister, etc.). Ask students who have a sister to raise their hand. (*Do you have a sister?*) Then describe the family member’s eye and hair color. Ask students who have the same eye color to raise their hand. (*Do you have blue eyes?*) Ask students who have the same hair color to raise their hand. (*Do you have brown hair?*) Accept simple yes or no responses for now. OPTION: Continue with other family words and physical descriptions.
**One on One Activity**

A. Vocabulary: Family and face
- Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words out loud.
- As pronunciation practice, say the words and have your student repeat. See below for extra practice.
- Ask, *What are we learning today?*

B. Listening (track 11): David: My family
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**Group Activity**

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

B. Listening (track 11): David: My family
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**EXTRA ACTIVITIES**

Pronunciation Extras: Sounds with and without vibration (voiced and voiceless sounds)
- The following process can be used for the sound combinations listed below. Choose one to work on.
- Write the sound categories and words on the board and demonstrate by exaggerating the correct pronunciation. Tell the student to put his/her hand on their throat as they make the sound. This will help distinguish whether or not the sound has vibration.
- Make sure the student can hear the difference of the sounds by asking them to identify the word they hear (either by pointing to it or saying if it’s sound 1 or 2). Then ask them to pronounce the words several times. Repetition is important, but if a student continues to struggle with certain sounds move on and come back to it.

<table>
<thead>
<tr>
<th>1. with vibration</th>
<th>2. without vibration</th>
</tr>
</thead>
<tbody>
<tr>
<td>knees</td>
<td>niece</td>
</tr>
<tr>
<td>eyes</td>
<td>ice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. with vibration</th>
<th>2. without vibration</th>
</tr>
</thead>
<tbody>
<tr>
<td>neice</td>
<td>knees</td>
</tr>
<tr>
<td>ice</td>
<td>eyes</td>
</tr>
</tbody>
</table>

**B. Listening (track 11): David: My family**

[1] My father has gray hair. He has blue eyes. And he has no teeth!

[2] My sister has long hair. Her hair is blond. She has a small nose.

[3] My neice has short, black hair. And she has green eyes. Beautiful green eyes.

[4] I have brown hair, brown eyes, and big ears.
**One on One Activity**

C. Grammar: Short answers with *do, does*
- Introduce short answers with *do, does* by asking, as you hold up your *family photo* and point to the same family member as in the warm up, *Do I have a sister?* Guide the student’s answer by saying, *Yes, you do.* Ask about family members not shown in the photo to elicit *No, I do not.*
- Read the questions and answers in the grammar chart and have the student repeat. Point out the Language Note and explain that listening for contractions will make understanding spoken English easier.
- Ask the student about his/her family using the new construction. Encourage him/her to ask questions too.

D. Activity
- Read the directions out loud. Emphasize that the student needs to look at the picture in Activity A in order to answer the questions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** Before the student does the task, have him/her underline the name or personal pronoun in each answer sentence. Say, *Underline the family words and names.* Explain that this will help the student decide whether to use he, she, or they in the answers.
- **EXPANSION:** After checking the activity together, practice the Q&As in PAIRS.

E. Activity
- Do an example of a scrambled sentence on the board first: *David / brown eyes / Does / have.* Say, *Make a question.* Use these words. You write as the student calls out the word order.
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- **EXPANSION:** After checking the activity together, practice the Q&As in PAIRS.

**Group Activity**

C. Grammar: Short answers with *do, does*
- Introduce short answers with *do, does* by asking, as you hold up your *family photo* and point to the same family member as in the warm up, *Do I have a sister?* Guide the student’s answer by saying, *Yes, I do.* Ask about family members not shown in the photo to elicit *No, I do not.*
- Read the questions and answers in the grammar chart and have students repeat. Point out the Language Note and explain that listening for contractions will make understanding spoken English easier.
- Ask students about their families using the new construction. Encourage students to ask questions too.

D. Activity
- Read the directions out loud. Emphasize that students need to look at the picture in Activity A in order to answer the questions. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Before students do the task, have them underline the name or personal pronoun in each answer sentence. Say, *Underline the family words and names.* Explain that this will help them decide whether to use he, she, or they in their answers.
- **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.

E. Activity
- Do an example of a scrambled sentence on the board first: *David / brown eyes / Does / have.* Say, *Make a question.* Use these words. You write as students call out the word order.
- 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.
**ONE ON ONE ACTIVITY**

**F. Activity**
- Point out the Language Tips before the student begins the activity. Use classroom objects as examples of forming the plural by adding -s: *One pencil. Three pencils.* etc.
- PAIR UP with your student.
- Read the directions out loud. Point out the picture of two students sitting back-to-back to explain what *back-to-back* means. Read the steps. Assign yourself the role of Partner B.
- Read the example dialog with the student, with you in the role of Partner B, but drawing on the board rather than on a notepad, so that the student can see.
- Listen for correct usage of *feet, teeth, tall, and long.*
- Switch roles.
- **OPTION:** If drawing is going to hold up the lesson, have the student write the description that you give about your family member and then switch roles.
- **EXPANSION:** Have the student write sentences describing a family member, using the description words.

**G. Culture Tip!**
- PAIR UP with your student. Have the student read the culture tip silently. Then read the tip with your student.
- On the board, write *Describe a person.* Point out the three common ways of describing people by describing the student or a family member: *Brenda is tall. She has long, brown hair. She has brown eyes.* Then gesture to the board to elicit sentences from your student.

**GROUP ACTIVITY**

**F. Activity**
- Point out the Language Tips before students begin the activity. Use students and classroom objects as examples of forming the plural by adding -s: *One student. Two students. One pencil. Three pencils.* etc.
- PAIR students. Distribute crayons or colored pencils.
- Read the directions out loud. Point out the picture of two students sitting back-to-back to explain what *back-to-back* means. Get the pairs into position before reading the steps. Assign the people in the pairs as either Partner A or Partner B.
- Model the example dialog with a student, with you in the role of Partner B, but drawing on the board rather than on a notepad, so that the entire class can see.
- As students talk, circulate and offer encouragement. Listen for correct usage of *feet, teeth, tall, and long.*
- **OPTION:** If drawing is going to hold up the lesson, have students take turns dictating descriptions of their family members. One person dictates and the other person writes the description.
- **EXPANSION:** Have students write sentences describing a family member, using the description words. Volunteers read their descriptions to the class.

**G. Culture Tip!**
- Keep students in PAIRS from Activity F. Have students read the culture tip to themselves. Then read the tip with your students.
- On the board, write *Describe your partner.* Point out the three common ways of describing people by describing a student volunteering as your partner: *Fatima is tall. She has long, brown hair. She has brown eyes.* Then gesture to the board to elicit responses from each pair of students.
**One on One Activity**

**H. Activity**
- Explain that the student is going to imagine a situation. Say, *Imagine that you have a son or daughter. Imagine that you are visiting your son or daughter’s school. You have a conversation with the teacher.* Explain that Mrs. Kelly is the teacher’s name.
- Read the directions out loud. Do the first item together. As the student works, answer any questions and offer encouragement.
- Point out the Language Note. Refer to the picture on page 26 of the student book to explain the concept of children: *Does David have children?*

**I. Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Switch roles.
- In practicing the conversation, be sure your student understands that the questions should come from the form in Activity H.

**Before You Go ...**
- Encourage the student to do the homework before next class.
- Assign homework.

**Group Activity**

**H. Activity**
- Explain that students are going to imagine a situation. Say, *Imagine that you have a son or daughter. Imagine that you are visiting your son or daughter’s school. You have a conversation with the teacher.* Explain that Mrs. Kelly is the teacher’s name.
- Read the directions out loud. Do the first item together. As students work, circulate and offer encouragement.
- Point out the Language Note. Refer to the picture on page 26 of the student book to explain the concept of children: *Does David have children?*

**I. Activity**
- PAIR students. Read the directions out loud. Model the example dialog with a student.
- For this activity one person plays the role of Mrs. Kelly and the other of the parent. Then, switch roles.
- Students will be asking and answering the questions from the form in Activity H. As students talk, circulate and offer encouragement. **OPTION:** Volunteers role play the conversation for the class.

**Before You Go ...**
- Encourage students to do the homework before next class.
- Assign homework.
**One On One Activity**

**J. Listening (track 12): Lisa: Describe Your Family.**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer: old.) Repeat the audio as necessary. Check answers together.
- Then have the student fill out the last line with information about a family member. **OPTION:** Assign this as homework.

**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.

**EXTRA ACTIVITY (if time permits)**
- **The Hokey Pokey** Write the words to the song on the board, leaving blanks for the body parts.
  
  You put your right ___ in,
  You put your right ___ out,
  You put your right ___ in
  And you shake it all about.
  You do the Hokey Pokey
  And you turn yourself around,
  That’s what it’s all about.
- Sing the song once through for the student to hear.
- Have your student stand, and together you and the student do the motions of putting your feet, hands, etc., in, out, etc. Have individual students shout out the next body part.
- **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 brown eyes, move!* Students with brown eyes stand up and find a different chair. One student will always be left standing. **OPTION:** Use physical description words too.

**Group Activity**

**J. Listening (track 12): Lisa: Describe Your Family**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer: old.) Repeat the audio as necessary. Have students check answers in PAIRS.
- Then have students fill out the last line with information about a family member. **OPTION:** Assign this as homework.

**K. Activity**
- Read the directions out loud. Go over the example together. Have students check answers in PAIRS.

**EXTRA ACTIVITY (if time permits)**
- **The Hokey Pokey** Write the words to the song on the board, leaving blanks for the body parts.
  
  You put your right ___ in,
  You put your right ___ out,
  You put your right ___ in
  And you shake it all about.
  You do the Hokey Pokey
  And you turn yourself around,
  That’s what it’s all about.
- Sing the song once through for students to hear.
- Have students stand in a circle, and together you and the students do the motions of putting your feet, hands, etc., in, out, etc. Have individual students shout out the next body part.
- **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 brown eyes, move!* Students with brown eyes stand up and find a different chair. One student will always be left standing. **OPTION:** Use physical description words too.

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**J. Listening (track 12): Lisa: Describe Your Family.**

Narrator: Lisa, describe your family.

Lisa: OK.

[1] My grandmother is old. She has small hands.
[2] My mother and father are tall. They have long legs.
[3] My uncle is overweight. He has a big nose.
[4] My sister is happy. She has short hair
[5] My wife has long hair. She has green eyes.
[6] My brother is not handsome. He has no teeth and big ears!
[8] My son has a small nose. He has a big head.
[9] My daughter is short. She has brown eyes.
[10] I have blond hair and big ears.
• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 2A 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, *just one!*
• **D: Journal:** Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry with your students, do one now. Remind students that it’s okay to write words without complete sentences.
• Thank your students for their hard work in class today! *Nice work!*

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**A. Listening (track 13): David: My Family**

[1] My father has gray hair. He has blue eyes. And he has no teeth!
[2] My sister has long hair. Her hair is blond. She has a small nose.
[3] My daughter has short, black hair. And she has green eyes. Beautiful green eyes.
[4] I have brown hair, brown eyes, and big ears.
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board + marker
- 2A audio CD, CD player
- Sticky notes (3+)
- Crayons or colored pencils for student drawing
- Newspaper classified housing ads (1)

**REVIEW**
- Review family and face words from Day 5. On the board, draw a family tree: Draw a stick figure with the label son or daughter, depending on the gender in your drawing. Then draw stick figures for the mother, father, sister, brother, etc., with lines showing the relationships. Elicit family words from the student by pointing. The activity ends when the student can think of no other family member words.
- Review the homework.

**WARM UP**
- Have the student look around the room and think about the furniture words he/she knows. Then give the student three sticky notes. The student writes the furniture names on the notes then sticks each note to the corresponding furniture. Give the student more sticky notes if he/she knows more than three words. Together, review the notes posted around the room; is the furniture labeled correctly? Are the words spelled correctly? Remove any incorrect labels.

**GROUP ACTIVITY**

**MATERIALS**
- Board + marker
- 2A audio CD, CD player
- Sticky notes (3+ per student)
- Crayons or colored pencils for student drawing
- Newspaper classified housing ads (1)

**REVIEW**
- Review family and face words from Day 5. On the board, draw a family tree: Draw a stick figure with the label son or daughter, depending on the gender in your drawing. Then draw stick figures for the mother, father, sister, brother, etc., with lines showing the relationships. Elicit family words from the students by pointing. The activity ends when students can think of no other family member words.
- Review the homework.

**WARM UP**
- Have students look around the room and think about the furniture words they know. Then give each student three sticky notes. Students write the furniture names on the notes then stick each note to the corresponding furniture. Distribute more sticky notes if students know more than three words. As a class, review the notes posted around the room; is the furniture labeled correctly? Are the words spelled correctly? Remove any incorrect labels. OPTION: Have students get up and “tour” the room with you, inspecting the labels as a group.
**One on One Activity**

A. Vocabulary: Rooms and furniture
- Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words out loud.
- As pronunciation practice, say the words and have your student repeat several times.
- Ask, *What are we learning today?*

B. Listening (track 14): Rooms and furniture
- Read the directions out loud. Have the student write the words that he/she knows first. Then, play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**Group Activity**

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

B. Listening (track 14): Rooms and furniture
- Read the directions out loud. Have the students write the words that they know first. Then, play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

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**B. Listening (track 14): Rooms and furniture**

Agent: Hello, Luli. Welcome.
Luli: Hello.
Agent: Look at the house. It’s nice! In the kitchen, there are two big windows.
Luli: Wow!
Agent: And in the living room, there’s a sofa, chair, and a TV. The stairs are visible in the living room.
Luli: Is there a dining room?
Agent: Yes, there is a dining room. In the dining room, there’s a table and six chairs.
Luli: Ah. Are there two bathrooms?
Agent: No, there aren’t two bathrooms. There’s one bathroom. I’m sorry.
Luli: It’s okay.
Agent: But, in the bathroom there’s a beautiful door, a shower, a sink, a toilet and a small table.
Luli: Great!
Agent: And there are three bedrooms. One for you and your husband, and your baby daughter. One for your sister Lan and your niece and nephew. And one for the grandparents.
Luli: Nice.
Agent: In the main bedroom, there’s a bed, a table, and a lamp.
Luli. Wow.
**One on One Activity**

C. Grammar: There is / There are  
- Introduce *There is / There are* by asking a few questions about the picture in Activity A: *Is there a TV in the living room?* Help the student say the complete answer.  
- Read the questions and answers in the grammar chart and have the student repeat.  
- Point out the Language Note and explain that using contractions will help their English sound more natural.

D. Activity  
- Read the directions out loud. Go over the example together. Point out that the student must look at the picture in Activity A to answer the question, and that he/she must circle two words in each answer. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** Before the student does the task, have him/her underline *is* or *are* in each question. Explain that this will help indicate whether to circle *is* or *are* in the second part of the answer.  
- **EXPANSION:** After checking the activity together, practice the Q&As in PAIRS.

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. **OPTION:** Before the student does the task, have him/her underline *is*, *isn’t*, *are*, or *aren’t* in each answer. Explain that this will help indicate whether to circle *is* or *are* in the question.  
- **EXPANSION:** After checking the activity together, practice the Q&As with the student.

**Group Activity**

C. Grammar: There is / There are  
- Introduce *There is / There are* by asking a few questions about the picture in Activity A: *Is there a TV in the living room?* Help students say the complete answer.  
- Read the questions and answers in the grammar chart and have students repeat.  
- Point out the Language Note and explain that using contractions will help their English sound more natural.

D. Activity  
- Read the directions out loud. Go over the example together. Point out that they must look at the picture in Activity A to answer the question, and that they must circle two words in each answer. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Before students do the task, have them underline *is* or *are* in each question. Explain that this will tell them whether to circle *is* or *are* in the second part of the answer.  
- **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. **OPTION:** Before students do the task, have them underline *is*, *isn’t*, *are*, or *aren’t* in each answer. Explain that this will tell them whether to circle *is* or *are* in the question. **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.
**ONE ON ONE ACTIVITY**

**F. Activity**
- Give the student crayons or colored pencils. Read the directions out loud. Have the student focus on his/her drawing first. You may want to set a time limit of 5 or 10 minutes. Tell the student the drawing doesn’t have to be perfect! The focus is on the language. **OPTION:** Use the art in the book to describe, only.
- As the student finishes up the drawings, remind him/her to write sentences. Point out the example. As the student works, answer any questions and offer encouragement. Focus on correct usage of *There is* and *There are* and spelling of rooms and furniture. Do not overly correct article usage (*a, an, the*) or syntax (word order) errors.

**G. Activity**
- **PAIR UP** with your student. Read the directions out loud. Read the example dialog with the student.
- Point out the Language Note and explain that in spoken English, *There’s* is common.

**H. Culture Tip!**
- Have the student read the culture tip silently. Then read the tip with your student. Ask the student about living arrangements in his/her country. *Is it unusual for people to live alone? Does the student know anyone who lives alone? What’s good and bad about it?*

**GROUP ACTIVITY**

**F. Activity**
- Distribute crayons or colored pencils. Read the directions out loud. Have students focus on their drawing first. You may want to set a time limit of 5 or 10 minutes. Tell the students their drawings don’t have to be perfect! The focus is on the language. **OPTION:** Have the students describe the art in the book only.
- As students finish up their drawings, remind them to write sentences. Point out the example. As students work, circulate and offer encouragement. Focus on correct usage of *There is* and *There are* and spelling of rooms and furniture. Do not overly correct article usage (*a, an, the*) or syntax (word order) errors.
- Volunteers present their drawings and read their sentences.

**G. Activity**
- **PAIR students.** Read the directions out loud. Model the example dialog with a student. Point out the Language Note and explain that in spoken English, *There’s* is common.
- As students talk, circulate and offer encouragement.

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then read the tip with your students. Ask students about living arrangements in their countries. *Is it unusual for people to live alone? Do they know anyone who lives alone? What’s good and bad about it?*
**Real Life**

**One on One Activity**

I. Activity

- Explain that the student is going to imagine a situation. Say, *Imagine that you are looking for a house or apartment. You look in the newspaper.* Point out the housing section of the classified ads in a newspaper. Then Read the directions out loud for the activity in the book. As the student reads, answer any questions and offer encouragement. 

**OPTION:** Have the student underline the room and furniture words and circle the description words in the ads.

J. Activity

- Say, *Look at the small apartment picture.* Ask questions about the picture, encouraging the student to call out answers using *Yes. There is / are ...* and *No. There isn’t / aren’t ...*
- **PAIR UP** with your student. Read the directions out loud. Read the example dialog with the student.
- In your conversation, you start by asking several questions, then encourage the student to ask the questions.

**Before You Go ...**

- **OPTION:** Show the student the difference between a coin and a bill. Suggest that the student bring coins and bills to the next class.
- Assign homework.

**Group Activity**

I. Activity

- Explain that students are going to imagine a situation. Say, *Imagine that you are looking for a house or apartment. You look in the newspaper.* Point out the housing section of the classified ads in a newspaper. Then Read the directions out loud for the activity in the book. As students read, circulate and answer questions. **OPTION:** Have them underline the room and furniture words and circle the description words in the ads.

J. Activity

- Say, *Look at the small apartment picture.* Ask questions about the picture, encouraging students to call out answers using *Yes. There is / are ...* and *No. There isn’t / aren’t ...*
- **PAIR** students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.

**Before You Go ...**

- **OPTION:** Show students the difference between a coin and a bill. Suggest that students bring coins and bills to the next class.
- Assign homework.
**One on One Activity**

**K. Activity**
- **PAIR UP** with your student. Read the directions out loud. Read the example dialog with the student.
- In your conversation, take turns pointing and describing things in the picture. **OPTION:** Review Where is ...? from the 1B level, and prompt each other by asking questions: A: Where is Luli? B: Luli is in the living room.

**L. Activity**
- Explain that the student is going to imagine a situation. Say, Imagine that you go look at a house or apartment. Read the rest of the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Have the student read his/her sentences aloud.
- **EXPANSION:** Have the student ask these questions of you. Or, use a picture from a magazine or the internet.

**EXTRA ACTIVITIES**
- **Pronunciation Extras: ch vs sh**
- Write the following sound categories and words on the board and demonstrate by exaggerating the correct pronunciation.
- Explain that for ch the tongue lightly touches the ridge at the top front of the mouth and that for sh it doesn’t.

<table>
<thead>
<tr>
<th>ch</th>
<th>sh</th>
</tr>
</thead>
<tbody>
<tr>
<td>chair</td>
<td>share</td>
</tr>
<tr>
<td>cheese</td>
<td>she’s</td>
</tr>
<tr>
<td>chop</td>
<td>shop</td>
</tr>
</tbody>
</table>
- Make sure the student can hear the difference of the sounds by asking him/her to identify the word they hear (either by pointing to it or saying if it’s sound 1 or 2). Then ask them to pronounce the words several times.

**Group Activity**

**K. Activity**
- **PAIR** students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Review Where is ...? from the 1B level, and have students prompt each other by asking questions: A: Where is Luli? B: Luli is in the living room.

**L. Activity**
- Explain that students are going to imagine a situation. Say, Imagine that you go look at a house or apartment. Read the rest of the directions. Go over the example together. As students work, circulate and offer encouragement. Have students read their sentences to each other in PAIRS.
- **EXPANSION:** Have students ask these questions of each other. Or, use a picture from a magazine or the internet.

**EXTRA ACTIVITIES**
- **Pronunciation Extras: ch vs sh**
- Write the following sound categories and words on the board and demonstrate by exaggerating the correct pronunciation.
- Explain that for ch the tongue lightly touches the ridge at the top front of the mouth and that for sh it doesn’t.

<table>
<thead>
<tr>
<th>ch</th>
<th>sh</th>
</tr>
</thead>
<tbody>
<tr>
<td>chair</td>
<td>share</td>
</tr>
<tr>
<td>cheese</td>
<td>she’s</td>
</tr>
<tr>
<td>chop</td>
<td>shop</td>
</tr>
</tbody>
</table>
- Make sure the students can hear the difference of the sounds by asking him/her to identify the word they hear (either by pointing to it or saying if it’s sound 1 or 2). Then ask them to pronounce the words several times.
• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 2A 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!*
• **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! *Wonderful!*

**A. Listening (track 15): What's in your house?**

1. A: What is your name?
   B: My name is Jack.
   A: Is there a sofa in your living room?
   B: Yes, there is.
   A: Is there a table in your bathroom?
   B: No, there is not.
   A: Are there windows in your house?
   B: Yes there are.
   A: Are there beds in your kitchen?
   B: No, there are not.

2. A: What is your name?
   C: My name is Bobby.
   A: Is there a sofa in your living room?
   C: No, there isn't.
   A: Is there a table in your bathroom?
   C: Yes, there is.
   A: Are there windows in your house?
   C: Yes, there are.
   A: Are there beds in your kitchen?
   C: No, there are not.

3. A: What is your name?
   D: My name's Sandy.
   A: Is there a sofa in your living room?
   D: No, there isn't.
   A: Is there a table in your bathroom?
   D: No, there isn't.
   A: Are there windows in your house?
   D: Yes, there are.
   A: Are there chairs in your kitchen?
   D: No, there are not.
## One on One Activity

### MATERIALS
- Board + marker
- 2A audio CD, CD player
- Toy furniture or pictures of furniture (per vocabulary)
- OPTIONAL: adhesive tape
- OPTIONAL: Reading B from Day 6 homework (1 copy)
- Coins and bills
- OPTIONAL: fly swatter (1)
- OPTIONAL: timer (1)
- Reproducible Check Practice (1 page)

### REVIEW
- Review furniture and room vocabulary from Day 6. Hold up toy furniture or pictures of furniture to represent the vocabulary and have the student call out the words. **OPTION:** To practice *There is / There are:* On the board write *There is a _____ in my living room. There are _____ in my kitchen.* and have the student say complete sentences with the furniture as prompts: *There is a sofa in my living room.* etc.
- Review the homework. **OPTION:** In addition to reviewing Reading B from the homework, do the EXTRA ACTIVITY.

### EXTRA ACTIVITY (if time permits):
- **Read and Write** PAIR UP with your student. Tape one copy of “Luli and Lan: Our family” (Reading B) around the room. Designate one partner a reader and one a writer. The reader goes to the story, reads a sentence, then returns to the writer and repeats the sentence. The writer writes the sentence on a piece of paper. After the third sentence, switch roles. As the student reads and writes, answer any questions and offer encouragement.

### WARM UP
- Before class, write on the board the names of a few of the coins and bills you’ve brought.
- Show a coin and ask, *What is it? How much is it?* Gesture toward the words on the board. Continue with other coins and bills if possible.

## Group Activity

### MATERIALS
- Board + marker
- 2A audio CD, CD player
- Toy furniture or pictures of furniture (per vocabulary)
- OPTIONAL: adhesive tape
- OPTIONAL: Reading B from Day 6 homework (1 copy per pair)
- Coins and bills
- OPTIONAL: fly swatters (2)
- Reproducible Check Practice (1 page per student)

### REVIEW
- Review furniture and room vocabulary from Day 6. Hold up toy furniture or pictures of furniture to represent the vocabulary and have students call out the words. **OPTION:** To practice *There is / There are:* On the board write *There is a _____ in my living room. There are _____ in my kitchen.* and have students say complete sentences with the furniture as prompts: *There is a sofa in my living room.* etc.
- Review the homework. **OPTION:** In addition to reviewing Reading B from the homework, do the EXTRA ACTIVITY.

### EXTRA ACTIVITY (if time permits):
- **Read and Write** PAIR students. For each pair, Tape one copy of “Luli and Lan: Our family” (Reading B) around the room. Designate one student a reader and one a writer. The reader goes to the story, reads a sentence, then returns to the writer and repeats the sentence. The writer writes the sentence on a piece of paper. After the third sentence, the partners switch roles. Circulate and offer encouragement.

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

A. Vocabulary: Money and housing
• Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words out loud.
• As pronunciation practice, say the words and have your student repeat several times.
• Ask, What are we learning today?

B. Listening (track 16): Money and numbers
• Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary. Hold your book open to the student and point to the parts of the page as you follow along with the audio. Have the student point to the words that he/she hears.

C. Listening (track 17): The rent
• Read the directions out loud. Point to the portion of the activity where students will be making checkmarks. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.)
• It may be challenging to check several boxes, so repeat the audio as necessary.
• Check answers together.

GROUP ACTIVITY

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

B. Listening (track 16): Money and numbers
• Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary. Hold your book open to the class and point to the parts of the page as you follow along with the audio. Have the students point to the words that they hear.

C. Listening (track 17): The rent
• Read the directions out loud. Point to the portion of the activity where students will be making checkmarks. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.)
• It may be challenging to check several boxes, so repeat the audio as necessary.
• Check answers together.

B. Listening (track 16): Money and numbers

A penny. A penny is one cent.
A nickel. A nickel is five cents.
A dime. A dime is ten cents.
A quarter. A quarter is twenty-five cents.
A one-dollar bill.
A five-dollar bill.

A ten-dollar bill
A twenty-dollar bill.

One hundred.
One hundred twenty-five.
One thousand.
One thousand one hundred
One thousand two hundred fifty

C. Listening (track 17): The rent

1. The rent is $800.
2. I pay the rent on the first of the month.
3. I pay the rent in cash.
4. I pay the rent with a check.
5. I ask for a receipt.
**One on One Activity**

**D. Grammar: How much**
- Introduce the concept of *How much* by drawing a chair on the board, with a price tag for $100. Ask, *How much is the chair?* Continue by changing the price and/or the furniture item.
- Read the questions and answers in the grammar chart and have the student repeat.
- Now draw two chairs, with a price tag for $100. Ask, *How much are the chairs?* Continue by changing the price and/or the furniture items.

**E. Activity**
- Read the directions out loud. Point out the Language Note. Do the example together.
- As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** Before the student does the task, have him/her circle *it* or *they* in each answer to help decide whether *is* or *are* is correct.
- **EXPANSION:** After checking the activity together, practice the Q&As in PAIRS.

**F. Activity**
- Read the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** Before the student does the task, have him/her circle the furniture word in each question. Explain that this will help the student decide whether to use *is* or *are.*
- Point out the Language Tip. The student will hear these words used, but can use the uncontracted words. **EXPANSION:** Practice the Q&As in PAIRS.
- **EXPANSION:** Emphasize the importance of pronunciation with numbers.
- To introduce number pronunciation, write:
  
  - **write:**
    - 13–19: *teen*  2nd syllable
    - 30–90: *ty*  1st syllable
  - **say:**
  - stress
  - 13–19: *teen*  2nd syllable
  - 30–90: *ty*  1st syllable
  - Explain that although they sound similar, -*teen* and -*ty* are spelled and said differently. Emphasize the importance of understanding the difference—for example, draw a chair with a tag of $19 versus $90.
- Do pronunciation drills with 13–19: and 30–90: Say a number and have the student repeat.

**Group Activity**

**D. Grammar: How much**
- Introduce the concept of *How much* by drawing a chair on the board, with a price tag for $100. Ask, *How much is the chair?* Continue by changing the price and/or the furniture item.
- Read the questions and answers in the grammar chart and have students repeat.
- Now draw two chairs, with a price tag for $100. Ask, *How much are the chairs?* Continue by changing the price and/or the furniture items.

**E. Activity**
- Read the directions out loud. Point out the Language Note. Do the example together.
- As students work, circulate and offer encouragement. Check answers together. **OPTION:** Before students do the task, have them circle *it* or *they* to help decide if *is* or *are* is correct.
- **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.

**F. Activity**
- Read the directions. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Before students do the task, have them circle the furniture word in each question to help decide whether to use *is* or *are.*
- Point out the Language Tip. Students will hear these words used, but can use the uncontracted words when they speak.
- **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.
- **EXPANSION:** Emphasize the importance of pronunciation with numbers.
- To introduce number pronunciation, write:
  
  - **write:**
    - 13–19: *teen*  2nd syllable
    - 30–90: *ty*  1st syllable
  - **say:**
  - stress
  - 13–19: *teen*  2nd syllable
  - 30–90: *ty*  1st syllable
  - Explain that although they sound similar, -*teen* and -*ty* are spelled and said differently. Emphasize the importance of understanding the difference—for example, draw a chair with a tag of $19 versus $90.
- Do pronunciation drills with 13–19: and 30–90: Say a number and have the students repeat.
ONE ON ONE ACTIVITY

G. Activity
- Explain that the student is going to imagine a situation. Say, *Imagine that this is your apartment and your house.* Point out the pictures. Say, *You are writing an ad for the newspaper.* Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check all possible answers together, as there is more than one correct answer. **OPTION:** If your student is more advanced, suggest that he/she work without using the word box.

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

H. Culture Tip!
- Have the student read the culture tip silently. Then read the tip with your student. Point out the picture. Ask the student about his/her neighbors. *Are they loud?* Ask about the student, *Are you a loud neighbor?*

GROUP ACTIVITY

G. Activity
- Explain that students are going to imagine a situation. Say, *Imagine that this is your apartment and your house.* Point out the pictures. Say, *You are writing an ad for the newspaper.* Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check all possible answers together, as there is more than one correct answer. **OPTION:** For more advanced students, suggest that they work without using the word box.

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

H. Culture Tip!
- Have students read the culture tip to themselves. Then read the tip with your students. Point out the picture. Ask students about their neighbors. *Are they loud?* Ask about the students themselves, *Are they loud neighbors?*
One on One Activity

I. Activity
• PAIR UP with your student. Read the directions out loud. Have the student look at the ads in Activity G. Model the example with your student.
• Ask questions about the ads. Point out the Language Tip.

J. Activity
• Read the directions out loud. Point out the different parts of the check. Explain that the student is going to imagine a situation. Say, *Imagine that you are writing a check for your rent.* **OPTION:** For additional practice, distribute Check Practice copies.
• As the student works, answer any questions and offer encouragement. Ask the student about checks he/she has written. Check to see that the student has filled in the information correctly. And, ask them to update the address with their own.
• Remind the student that the date can be written as 5/1/11.

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

Group Activity

I. Activity
• PAIR students. Read the directions out loud. Have students look at the ads in Activity G. Model the example with a student. Ask questions about the ads.
• Point out the Language Tip.

J. Activity
• Read the directions out loud. Point out the different parts of the check. Explain that students are going to imagine a situation. Say, *Imagine that you are writing a check for your rent.* **OPTION:** For additional practice, distribute Check Practice copies.
• As students work, circulate and offer encouragement. Ask individual students questions about the checks they have written. Check to see that students have filled in the information correctly. And, ask them to update the address with their own.
• As a group, ask students questions about the checks they have written.
• Remind students that the date can be written as 5/1/11.

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

**One on One Activity**

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

L. Activity
- PAIR UP with your student. Read the directions out loud. Read the example dialog with your student.
- In your conversation, avoid pointing to the page so that the student has to listen for the item you say.

**Group Activity**

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.

L. Activity
- PAIR students. Read the directions out loud. Have two students model the example dialog. As students talk, circulate and offer encouragement. **OPTION:** Volunteers perform their conversations for the class.
• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 2A audio CD, and that practice is the best way to improve listening!
• B: Writing: Remind them that writing is a good way to grow vocabulary.
• C: Journal: Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry with your students, do one now. Remind students that it’s okay to write words without complete sentences.
• Thank your students for their hard work in class today! Thank you! Good job!

A. Listening (track 18): The Rent
1. The rent is $800.
2. I pay the rent on the first of the month.
3. I pay the rent in cash.
4. I pay the rent with a check.
5. I ask for a receipt.
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 2A audio CD, CD player
- Reproducible Price Tag Strips (1 strip per student)
- Adhesive tape
- MATERIALS

**REVIEW**
- Review money and housing vocabulary and *How much ...?* from Day 7. Assign the student an object in the room and have them fill out a Price Tag Strip and tape it to the item. Then ask the student about the prices of the objects: *How much is Pavlina's chair?* etc.
- Review the homework.

**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 2: weather!*
- Give the student a marker and ask him/her to write points on the board.
- 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 send the Review Test home as homework.

**GROUP ACTIVITY**

**MATERIALS**
- Board + marker
- 2A audio CD, CD player
- Reproducible Price Tag Strips (1 strip per student)
- Adhesive tape

**REVIEW**
- Review money and housing vocabulary and *How much ...?* from Day 7. Assign each student an object in the room and have them fill out a Price Tag Strip and tape it to the item. Then ask students about the prices of the objects: *How much is Pavlina's chair?* etc.
- Review the homework.

**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). As an example say, *Day 2: weather!*
- Give one 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 send the Review Test home as homework.
**One on One Activity**

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

**A. Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then practice. **OPTION:** If your student is more advanced, encourage him/her to try the conversation without using the book.

**B. Activity**
- Read the directions out loud. Remind the student that he/she must look at the pictures in order to circle the correct words. Go over the example together. As the student works, answer any questions and offer encouragement.
- Check answers together.

**Group Activity**

**Day 1 Review: Group**
- Have students turn back to Day 1 and ask, *What did we study on Day 1?*

**A. Activity**
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Encourage more advanced students to have a conversation without using the book.

**B. Activity**
- Read the directions out loud. Remind students that they must look at the pictures in order to circle the correct words. Go over the example together. As students work, circulate and offer encouragement.
- Have students check answers in PAIRS.
**One on One Activity**

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

**C. Activity**
- Read the directions out loud. Explain that the student must look at the pictures in order to answer correctly. Go over the example together. As the student works, answer any questions and offer encouragement. **OPTION:** If your student is more advanced, suggest that he/she work without using the word box.
- Check answers together.

**D. Activity**
- To refresh your student’s memory about weather, Ask, *How’s the weather today? What’s the temperature?*
- PAIR UP with your student. Read the directions out loud. Read the example dialog with your student.
- Take turns answering and asking questions.

**Group Activity**

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

**C. Activity**
- Read the directions out loud. Explain that students must look at the pictures in order to answer correctly. 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.
- Have students check answers in PAIRS.

**D. Activity**
- To refresh students’ memories about weather, Ask, *How’s the weather today? What’s the temperature?*
- PAIR students. Read the directions out loud. Have two students model the example dialog. As students talk, circulate and offer encouragement.
**One on One Activity**

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

**E. Activity**
- PAIR UP with your student. Read the directions out loud. Be sure your student understands that he/she is to do the writing activity first, then have a conversation. As the student writes, offer encouragement.
- Have the student read his/her sentences aloud.
- After the student is done writing questions, read the example dialog with your student.
- Then take turns asking and answering questions.

**Group Activity**

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

**E. Activity**
- PAIR students. Read the directions out loud. Be sure students understand that they are to do the writing activity first, then have a conversation with their partner. As students write, circulate and offer encouragement.
- Have students read their sentences to each other in PAIRS.
- After students are done writing questions, stop the class and model the example dialog with a student. As students talk, circulate and offer encouragement.
**Review**

**One on One Activity**

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

- **F. Activity**
  - Have the student look at the pictures. Ask description questions: *Is Nora's hair long? What color is Nora's hair?*
  - 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**
  - PAIR UP with your student. Read the directions out loud. Read the example dialog with the student.
  - In your conversation, encourage the student to answer in complete sentences.

**Group Activity**

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

- **F. Activity**
  - Have students look at the pictures. Ask description questions: *Is Nora's hair long? What color is Nora's hair?*
  - 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**
  - PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer support.
**One on One Activity**

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

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

I. Activity
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement.
- After completing both activities, check answers together.
- **EXPANSION**: For more advanced students, give a picture from a magazine to label the parts of the head without supporting words.

**Group Activity**

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

H. Activity
- Read the directions 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.

I. Activity
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement.
- After completing both activities, check answers together.
- **EXPANSION**: For more advanced students, give them a picture from a magazine to label the parts of the head without supporting words.
**One on One Activity**

**Day 6 Review: One on One**
- Have the student turn back to Day 6 on page 32 and ask, *What did we study on Day 6?*

**J. Activity**
- PAIR UP with your student. Read the directions out loud. Explain that Partner A should only look at the top half of the page, and Partner B should only look at the bottom half of the page. Partner A covers the bottom half of the page, and Partner B covers the top half of the page.
- Read the steps. Do the examples together.
- Check answers together.

**Group Activity**

**Day 6 Review: Group**
- Have students turn back to Day 6 on page 32 and ask, *What did we study on Day 6?*

**J. Activity**
- PAIR students. Read the directions out loud. Explain that Partner A should only look at the top half of the page, and Partner B should only look at the bottom half of the page. Tell Partner A to cover the bottom half of the page, and Partner B to cover the top half of the page.
- Read the steps. Do the examples together. As students talk, circulate and offer encouragement.
- Check answers together.
**One on One Activity**

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

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

**M. Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student.
- In your conversation, take turns asking and answering questions.

**Group Activity**

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

**K. Activity**
- Read the directions 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.
- Check answers together.

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

**M. Activity**
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.
REVIEW TEST (Days 1–7)

• Encourage students to Read the directions out loud and do the activities on their own. If students are anxious about the notion of taking a test, you may want to ease their stress by doing the first item together as an example. As students work, circulate and offer encouragement.

• Go through the directions for each of the three sections before the students start.

• 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’ tests, then assign those students to groups, and have students check their tests in groups. Or, review the answers at the next class. Be sure that students make corrections and that material that was missed is reviewed.

• Students who score 80-90% should be ready to move on. We suggest that any missed questions be 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, directing all students to the item, and explaining it.

• When grading these questions, the focus should be on the target concept. Ask yourself, what is this question testing?

Before You Go ...

• Remind students that the next class is a field trip at a designated house or apartment (yours, a student’s, etc). Ask them to be on time. **OPTION:** Suggest that students bring their student books and a pen. Make sure everyone has your phone number and transportation. Or, consider meeting at the classroom and carpooling together.

  **OPTION:** If students are traveling independently to the location of the field trip, have them turn to Day 9 and do the first item (A) together, to be sure that they have the address.
A. Complete the sentences.

USE THESE WORDS:

eyes  lamp  Thursday  Where
handsome  rent  warm

1. I'm from China. __________ are you from?
2. The temperature is 80 degrees. It's __________ .
3. I have English class on Tuesday and __________ .
4. He's not beautiful. He's __________ .
5. My sister has green __________ .
6. There's a __________ in Ana's bedroom.
7. My __________ is $950.

B. Circle the answers.

1. Where __________ David from?
   a. is  b. are  c. his
2. How's the __________ ?
   a. sunny  b. weather  c. cold
3. Nora has an English test __________ Friday.
   a. on  b. in  c. Saturday
   a. 's not  b. sad  c. 're not
5. Q: __________ your mother have long hair? A: No, she doesn't.
   a. Do  b. Does  c. Her
6. There __________ two sofas in the living room.
   a. is  b. are  c. not
   a. are  b. much  c. is
C. Answer the questions. Write complete sentences.

1. Where are you from? ____________________________________________________________

2. How’s the weather today? _________________________________________________________

3. Look at Tano’s calendar. Does Tano have plans on Friday? YES NO

4. What are his plans on the 26th? ______________________________________________________

<table>
<thead>
<tr>
<th>Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
</tr>
<tr>
<td>24th</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

4. Look at the woman. Check (√) the words that describe her.
   □ short  □ tall   □ thin   □ overweight  □ old   □ happy   □ tired

5. Think of a person in your family. Describe his or her hair and eyes.
   __________________________________________________________________________

6. List the furniture in your house: __________  __________  __________  __________  __________  __________

7. Read the ad. Complete the questions.

   Is there ____________________________?  
   How much ____________________________?
MATERIALS: extra pens

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

REVIEW
• As students arrive, welcome them by practicing the greetings from Day 1. Check to see that students have their books and pens.
• Once everyone has arrived, give an overview of the visit. It’s up to you how you want to structure it and what other activities—games, conversation, etc.—you want to include.
• Before you have students work from the book, briefly review the four activities. OPTION: You may want to PAIR / GROUP students. As students work, make yourself available for questions.
• 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 answers later.

A. Activity
• Students may have already answered this question on Day 8. Regardless, this is an opportunity to show students how and where house numbers are posted, how to read street signs, and/or where to find apartment building addresses.

B. Activity
• Remind students that there is no right answer for item 2—it’s an opinion. Students can choose their answer by comparing your house/apartment to their own home, for example.

C. Activity
• You can have students tour your house/apartment and do the activity, or you can have them practice the question form of Is there/ Are there by asking you about your home. Point out the language note (home = house). OPTION: You may want to use this opportunity to talk about how people in the U.S. often show only some rooms to people. For example, bedrooms and basements are sometimes off-limits.

D. Activity

CONCLUSION
• At the end of the visit, you may want to discuss the students’ experience. OPTION: Review the field trip at the start of Day 10.
• Review the activities on the page generally.
• Ask experiential questions such as How did you find my house/apartment number? What are the rooms in a home in your country? Is the furniture in here different than the furniture in your country? What questions do you have?
• After the discussion, make sure all students are accounted for and have means for getting home. Remind students of the date and time of the next class (Day 10).
### One on One Activity

**MATERIALS**
- Board + marker
- 2A audio CD, CD player
- Reproducible Place Cards (1 set)
- Fly swatter (1)
- OPTIONAL: timer (1)

**REVIEW**
- **OPTION:** Review the field trip experience (Day 9). See the conclusion section of page 96 for question ideas.

**WARM UP**
- On the board, write the names of six places and label them a.–f. (example: a. bakery, b. hotel, c. park, etc.). Hold up a Place Card that matches one of the places (example: bakery) and say, *What is the name of this place?* Continue and repeat with three to four cards, until the student knows those place words.

### Group Activity

**MATERIALS**
- Board + marker
- 2A audio CD, CD player
- Reproducible Place Cards (1 set)
- Fly swatters (2)
- OPTIONAL: Postcards and stamps (one per student)

**REVIEW**
- **OPTION:** Review the field trip experience (Day 9). See the conclusion section of page 96 for question ideas.

**WARM UP**
- On the board, write the names of six places and label them a.–f. (example: a. bakery, b. hotel, c. park, etc.). Hold up a Place Card that matches one of the places (example: bakery) and say, *What is the name of this place?* Continue and repeat with three to four cards, until students know those place words.
**One on One Activity**

A. Vocabulary: Places and directions
• Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words out loud.
• As pronunciation practice, say the words and have your student repeat.
• Ask, What are we learning today?

B. Listening (track 19): Places and directions
• Read the directions out loud. Tell the student that the directions start from the numbers (1–4) on the map. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**Group Activity**

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

B. Listening (track 19): Places and directions
• Read the directions out loud. Tell students that the directions start from the numbers (1–4) on the map. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

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**B. Listening (track 19): Places and directions**

1. A: Excuse me. Where is the bus stop?
   B: Go straight. It’s on the right. It’s next to the gas station.
   A: Thank you.

2. A: Excuse me. Where’s the grocery store?
   B: Go straight. It’s on the left. It’s next to the library.
   A: Thank you.

3. A: Excuse me. Where’s the pharmacy?
   B: It’s near the hospital. Go straight on Third Street. It’s on the right.
   A: Thanks.

4. A: Excuse me. Where’s the post office?
   B: Turn left. Then go straight on Fourth Street. It’s on the left.
   A: Thanks.
C. Grammar: Where + directions
• Introduce the grammar with the Fly swatter activity: Draw a simulation of the map on the board. Have the student stand at the board, fly swatter in hand. Ask, Where is the clinic? The student tries to swat it quickly. OPTION: Use a timer to add a sense of excitement.
• After several place names, the student sits. Read the items in the grammar chart and have the student repeat.
• On the board write: It’s near the police station. Turn right. Go straight on Third Street. Ask, Where is the clinic? Point to the first answer, then point to the map. Continue with the other example questions and answers, directing the student to the answer sentence, then the map.
• Do extra drills with right and left by holding out a straight arm and have the student say the correct word with each one. Do this quickly to generate energy.

D. Activity
• Read the directions out loud. Explain that the student needs to look at the map in Activity A to do the activity. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
• NOTE: Remind your student that near does not equal next to.
• EXPANSION: After checking the activity together, practice the Q&As in PAIRS.

E. Activity
• PAIR UP with your student. Read the directions out loud. Explain that the student needs to look at the map in Activity A to do the activity. Read the example dialog with the student. Point out the use of “Excuse me” in the example and explain that when stopping a stranger, it’s always a good idea to say this first. Point out the “Thanks!” at the end.
OPTION: Do the activity together, with the map drawn on the board or a piece of paper.
• EXPANSION: After checking the activity together, practice the Q&As in PAIRS.

C. Grammar: Where + directions
• Introduce the grammar with the Fly swatter activity: Draw a simulation of the map on the board. Divide the class into two TEAMS. Have the first competing pair of students stand at the board, fly swatters in hand. Ask, Where is the clinic? Students try to be the first to swat it. Then, the pair goes to the back of the line and a new pair gets another question.
• After each pair has had a chance to play, students return to their seats. Read the items in the grammar chart and have students repeat.
• On the board write: It’s near the police station. Turn right. Go straight on Third Street. Ask, Where is the clinic? Point to the first answer, then point to the map. Continue with the other example questions and answers, directing students to the answer sentence, then the map.
• Do extra drills with right and left by holding out a straight arm and have the students say the correct word with each one. Do this quickly to generate energy.

D. Activity
• Read the directions out loud. Explain that they need to look at the map in Activity A to do the activity. Go over the example together. As students work, circulate and offer encouragement. Check answers.
• NOTE: Remind your student that near does not equal next to.
• EXPANSION: After students have checked the activity, have them practice the Q&As in PAIRS.

E. Activity
• PAIR students. Read the directions out loud. Explain that they need to look at the map in Activity A to do the activity. Model the example dialog with a student. Point out the use of “Excuse me” in the example and explain that when stopping a stranger, it’s always a good idea to say this first. Point out the “Thanks!” at the end.
• As students talk, circulate and offer encouragement. OPTION: Do the activity as a class, with the map drawn on the board. Students approach the board in PAIRS and perform a mini-dialog.
• EXPANSION: After students have checked the activity, have them practice the Q&As in PAIRS.
**One on One Activity**

F. Activity
• Read the first part of the directions: Read Ana’s letter. As the student reads, be sure he/she is only reading, not circling or underlining words.
• Read the rest of the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
• **EXPANSION**: Have the student read the letter again. Then ask comprehension questions: Where is Ana’s home? Does she live in an apartment or a house? etc. Be sure to use question and answer forms that the student knows.

G. Activity
• Read the first part of the directions: Read the sentences about Ana’s letter. As the student reads, be sure he/she is only reading, not answering the questions.
• Read the rest of the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

H. Culture Tip!
• Have the student read the culture tip silently. Then read the tip with your student.
• Ask, where is a post office near your house?

**Group Activity**

F. Activity
• Read the first part of the directions: Read Ana’s letter. As students read, circulate to be sure they are only reading, not circling or underlining anything.
• Read the rest of the directions. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
• **EXPANSION**: Have students read the letter again. Then ask them comprehension questions: Where is Ana’s home? Does she live in an apartment or a house? etc. Be sure to use question and answer forms that the students know.

G. Activity
• Read the first part of the directions: Read the sentences about Ana’s letter. As the student reads, be sure he/she is only reading, not answering the questions.
• Read the rest of the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

H. Culture Tip!
• Have students read the culture tip to themselves. Then read the tip with your students. **OPTION**: Have students do a post office role play, assigning one student as a clerk (with the line, “Next!”), other students as customers waiting in line, and one student (or you) as the person who doesn’t follow the rules.
• Ask the students where the post office is near their houses.
ONE ON ONE ACTIVITY

I. Activity
• Read the first part of the directions: *Read the directions out loud*. Point to the directions. As the student reads, be sure he/she is only reading, not answering the question.
• Read the rest of the directions: *Look at the map. Answer the question*. Answer the question together.

J. Activity
• PAIR UP with your student. Read the directions out loud. Explain that Partner A can look only at the directions on the left, and that Partner B can look only at the directions on the right. Partner A covers Partner B’s directions and vice versa.
• One partner practices giving directions while the other partner follows the directions on the map in the book.
• Draw a simple version of the map on the board and do an example with your student: *Start at the hotel. Go straight on Third Street. Turn left on ___*, etc.
  **OPTION:** Have the student help you label the map that you’ve outlined on the board by asking, *What’s next to the library?* etc.

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

GROUP ACTIVITY

I. Activity
• Read the first part of the directions: *Read the directions out loud*. Point to the directions. As students read, circulate to be sure they are not answering the question.
• Read the rest of the directions: *Look at the map. Answer the question*. Answer the question together.

J. Activity
• PAIR students. Read the directions out loud. Explain that Partner A can look only at the directions on the left, and that Partner B can look only at the directions on the right. Tell the “A” students to cover Partner B’s directions and vice versa.
• Draw a simple version of the map on the board and do an example with a student: *Start at the hotel. Go straight on Third Street. Turn left on ___*, etc.
  **OPTION:** Have the students help you label the map that you’ve outlined on the board by asking, *What’s next to the library?* etc.
• As students talk, circulate and offer encouragement.

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

**K. Activity**
- Read the directions out loud. Encourage the student to look back at Ana's letter on page 56. As the student works, answer any questions and offer encouragement.

**L. Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student.
- Use the conversation as an opportunity to learn a lot about the town the student comes from. **OPTION:** Send your student a postcard telling him/her about your hometown.
- **EXPANSION:** Look at maps on google earth, if you have internet access. Use direction words to talk about where the postcard is going.

**Group Activity**

**K. Activity**
- Read the directions out loud. Encourage students to look back at Ana’s letter on page 56. As students work, circulate and offer encouragement. Volunteers can read their letter to the class. **OPTION:** Do a quick checklist of best practices when listening to others. Example: *No talking. Listen. etc.*
- **EXPANSION:** After a student has read his or her letter, ask the other students comprehension questions: *Is there a hospital in Ina’s town?*

**L. Activity**
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Volunteers perform their conversations for the class. Or, to expand on the role play, have students write a postcard (instead of simply talking about their towns) and then role play going to the post office to mail it. You or another student can be the post office clerk.
- **EXPANSION:** Bring postcards for your students. Have them write one to a classmate telling them about their hometown.
- **EXPANSION:** Look at maps on google earth, if you have internet access. Use direction words to talk about where the postcard is going.
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, *Try one!*
• **C: Journal:** Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry with your students, do one now. Remind students that it’s okay to write words without complete sentences.
• Thank your students for their hard work in class today! *Great job!*

### A. Listening (track 20): Places and directions

1. A: Excuse me. Where is the bus stop?
   B: Go straight. It’s on the right. It’s next to the gas station.
   A: Thank you.

2. A: Excuse me. Where’s the grocery store?
   B: Go straight. It’s on the left. It’s next to the library.
   A: Thank you.

3. A: Excuse me. Where’s the pharmacy?
   B: It’s near the hospital. Go straight on Third Street.
   It’s on the right.
   A: Thanks.

4. A: Excuse me. Where’s the post office?
   B: Turn left. Then go straight on Fourth Street. It’s on the left.
   A: Thanks.
**One on One Activity**

**MATERIALS**
- Board + marker
- 2A audio CD, CD player
- Clock with moveable hands (make one out of a paper plate if you don’t have one to bring)
- Reproducible Business Hours Cards (1 set)

**GROUP ACTIVITY**

**MATERIALS**
- Board + marker
- 2A audio CD, CD player
- Clock with moveable hands (make one out of a paper plate if you don’t have one to bring)
- Reproducible Business Hours Cards (1 set per pair)

**REVIEW**
- Review places and directions from Day 10. On the board, draw a simple map dotted with the places from Day 10 or have the student look at the map on page 54. Tell the student a starting point (example, the bakery), then give directions to another place without saying the place. At the end ask, *Where are you?*
- Review the homework.

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

A. Vocabulary: Time
- Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words out loud.
- As pronunciation practice, say the words and have your student repeat.
- Ask, *What are we learning today?*
- Be sure that the student understands the meaning of a.m. and p.m.

B. Listening (track 21): Time
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

**Group Activity**

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

B. Listening (track 21): Time
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

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B. Listening (track 21): Time

1. [strangers on street]
   A: Excuse me. What time is it?
   B: It’s ten fifteen.
   A: Thanks!

2. [on phone]
   A: When does the store open?
   B: It opens at nine o’clock.

3. [woman at post office window]
   A: Excuse me. What time does the post office close?
   B: It closes at five thirty.
   A: [didn’t understand] Excuse me?
   B: It closes at five thirty p.m.
   A: Thank you.

4. [couple waking up]
   woman: Good morning.
   man: Good morning. What time is it?
   woman: It’s eleven oh seven.
   man: Oops!

5. [2 elderly sisters]
   A: What time does the pharmacy open?
   B: It’s opens at eight thirty.
   A: Eight thirty at night?
   B: No! Eight thirty in the morning.

6. [2 college kids]
   A: When does the laundromat close?
   B: It closes at two forty-five.
   A: Two forty-five p.m.?
   B: No. Two forty-five a.m.
   A: Wow.
**One on One Activity**

C. Grammar: Open, close
- Introduce the simple present tense forms of open and close by drawing a business hours sign on the board. Point to the Language Note and explain the meaning of *business hours*.
- Point to your sign and say, *The store opens at 10 a.m. It closes at 5 p.m.* Then ask, *What time does the store open?* etc.
- Read the items in the grammar chart and have the student repeat.

D. Activity
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- Point out the Language Note. Remind the student how he/she learned on Day 3 to use *on* with dates and days and *at* with times.

E. Activity
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student.
- Practice. **OPTION:** Ask about the business hours of actual businesses in town.

**Group Activity**

C. Grammar: Open, close
- Introduce the simple present tense forms of open and close by drawing a business hours sign on the board. Point on the Language Note and explain the meaning of *business hours*.
- Point to your sign and say, *The store opens at 10 a.m. It closes at 5 p.m.* Then ask, *What time does the store open?* etc.
- Read the items in the grammar chart and have students repeat.

D. Activity
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- Point out the Language Note. Remind students how they learned on Day 3 to use *on* with dates and days and *at* with times.

E. Activity
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Ask about the business hours of actual businesses in town.
**REAL LIFE**

**ONE ON ONE ACTIVITY**

**F. Listening (track 22): Time**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- **EXPANSION:** On the board, write, *Where are the people?* Play and/or read the audio. Stop the audio after the first item and point to the question. Have the student guess where the conversations are taking place.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then read the tip with your student. Ask about other businesses. Ask about business hours in the student’s country.
- Point out the small pie chart showing 51% to convey “most”.

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**GROUP ACTIVITY**

**F. Listening (track 22): Time**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- **EXPANSION:** On the board, write, *Where are the people?* Play and/or read the audio. Stop the audio after the first item and point to the question. Have students guess where the conversations are taking place.

**G. Culture Tip!**
- Have students read the culture tip to themselves. Then read the tip with your students. Ask about other businesses. Ask about business hours in students’ countries.
- Point out the small pie chart showing 51 percent to convey the meaning of “most.”

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**F. Listening (track 22): Time**

1. [strangers on street]
   A: Excuse me. What time is it?
   B: It’s ten fifteen.
   A: Thanks!

2. [on phone]
   A: When does the store open?
   B: It opens at nine o’clock.

3. [woman at post office window]
   A: Excuse me. What time does the post office close?
   B: It closes at five thirty.
   A: [didn’t understand] Excuse me?
   B: It closes at five thirty p.m.
   A: Thank you.

4. [couple waking up]
   woman: Good morning.
   man: Good morning. What time is it?
   woman: It’s eleven oh seven.
   man: Oops!

5. [2 elderly sisters]
   A: What time does the pharmacy open?
   B: It’s opens at eight thirty.
   A: Eight thirty at night?
   B: No! Eight thirty in the morning.

6. [2 college kids]
   A: When does the laundromat close?
   B: It closes at two forty-five.
   A: Two forty-five p.m.?
   B: No. Two forty-five a.m.
   A: Wow.
**One on One Activity**

**H. Activity**
- PAIR UP with your student. Give the student four Business Hours Cards. Read the directions out loud, steps 1 and 2. Show where the business hours are on the Business Hours Cards. Then point out the map and the blanks for writing hours. As the student works, answer any questions and offer encouragement.
- After the student has written the hours on the map, read step 3. Read the example dialog with the student.
- In your conversation, take turns asking and answering questions. **OPTION:** After the student has practiced the conversation as shown in the example, write on the board an alternative structure and have the student practice it: *A: It opens at 11 a.m. B: The clothing store!*
- **EXPANSION:** Ask questions about where the businesses are to review direction words from day 10.

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

**Group Activity**

**H. Activity**
- PAIR students. Give each student four Business Hours Cards. Read the directions out loud, steps 1 and 2. Show where the business hours are on the Business Hours Cards. Then point out the map and the blanks for writing hours. As students work, circulate and offer encouragement.
- After students have written the hours on their maps, read step 3. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** After students have practiced the conversation as shown in the example, write on the board an alternative structure and have students practice it: *A: It opens at 11 a.m. B: The clothing store!*
- **EXPANSION:** Ask questions about where the businesses are to review direction words from day 10.

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

**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:** If your student is more advanced, suggest that he/she work without using the word box.

J. Activity
- PAIR UP with your student. Read the directions out loud. You will refer to the dialogs in Activity I for this activity. Read the example dialog with the student.
- Take turns playing A and B.

K. Activity
- Read the directions out loud. Flip to pages 15 and 61 in the student book and ask the student when to use *at* (with time) and *on* (with days). Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

**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. **OPTION:** For more advanced students, suggest that they work without using the word box.

J. Activity
- PAIR students. Read the directions out loud. Model the example dialog with a student. Students will refer to the dialogs in Activity I for this activity. As students talk, circulate and offer encouragement. **OPTION:** Volunteers perform their conversations for the class.

K. Activity
- Read the directions out loud. Flip to pages 15 and 61 in the student book and ask the students when to use *at* (with time) and *on* (with days). Go over the example together. As students work, answer any questions and offer encouragement. Check answers together.

**EXTRA ACTIVITIES**

- **Pronunciation Extras: Sounds with and without vibration, /s/ and /z/**
- Write the following words and sentences on the board and demonstrate by exaggerating the correct pronunciation:
  1. close (/z/): Close the book.
  2. close (/s/): We are close to the library.
  3. clothes: Shirt, pants and hats are clothes.
  *Note that sounds 1 and 3 are pronounced the same.*

- Tell the student to put his/her hand on the throat as they make the sound. This will help distinguish whether or not the sound has vibration.
- Make sure the student can hear the difference of the sounds by asking them to identify the word they hear (by pointing to it). Then ask them to pronounce the words several times.
• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 2A 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!*
• **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! *Nice Work!*

### A. Listening (track 23): Time

1. A: Excuse me. What time is it?  
   B: It’s ten fifteen.  
   A: Thanks!

2. A: When does the store open?  
   B: It opens at nine o’clock.

3. A: Excuse me. What time does the post office close?  
   B: It closes at five thirty.  
   A: [didn’t understand] Excuse me?  
   B: It closes at five thirty p.m.  
   A: Thank you.

4. woman: Good morning.  
   man: Good morning. [startled / beat] What time is it?  
   woman: It’s eleven oh seven.  
   man: Oops!

5. A: What time does the pharmacy open?  
   B: It opens at eight thirty.  
   A: Eight thirty at night?  
   B: No! Eight thirty in the morning.

6. A: When does the laundromat close?  
   B: It closes at two forty-five.  
   A: Two forty-five p.m.?  
   B: No. Two forty-five a.m.  
   A: Wow.
CLOTHES AND COLORS  

DAY 12

ONE ON ONE ACTIVITY

MATERIALS
- Board + marker
- 2A audio CD, CD player
- Clock with moveable hands (1)
- 2 hats, 5 socks
- Reproducible Clothing Cards, keep for day 13 (1 set)
- Crayons or colored pencils for student drawing
- **OPTIONAL:** Clothing realia (3–6 items)
- **OPTIONAL:** Magazine pictures of people

REVIEW
- Review time from Day 11. Stand with a clock with moveable hands and ask the student to say the time as you change the times.
- Review the homework.

WARM UP
- Practice the colors and a few clothing words. Say, *If you have a red shirt, stand up!* Continue until the student has practiced all of the colors.

GROUP ACTIVITY

MATERIALS
- Board + marker
- 2A audio CD, CD player
- Clock with moveable hands (1)
- 2 hats, 5 socks
- Reproducible Clothing Cards, keep for day 13 (1 set per pair)
- Crayons or colored pencils for student drawing
- **OPTIONAL:** Clothing realia (2–3 items per student)
- **OPTIONAL:** Magazine pictures of people

REVIEW
- Review time from Day 11. Stand before the class with a clock with moveable hands and ask volunteers to say the time as you change the times.
  - **OPTION:** Have students stand with the clock and change the times.
- Review the homework.

WARM UP
- Practice the colors and a few clothing words. Say, *If you have a red shirt, stand up!* Continue until students have practiced all of the 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. Remind the student to say the words out loud.
• As pronunciation practice, say the words and have your student repeat.
• Ask, What are we learning today?

B. Listening (track 24): How much is this hat?
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together. Have the student fill in the color words that aren’t mentioned on the listening track.

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.
• As pronunciation practice, say the words and have students repeat several times.
• Ask, What are we learning today?

B. Listening (track 24): How much is this hat?
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together. Have the student fill in the color words that aren’t mentioned on the listening track.

B. Listening (track 24): How much is this hat?

1. Nora: How much is this hat?
   Clerk: This hat? The yellow hat?
   Nora: Yes.
   Clerk: It’s twelve dollars.
   Nora: How much is that hat?
   Clerk: The purple hat? That hat?
   Nora: Yes.
   Clerk: That hat is twelve dollars and fifty cents.

2. David: How much are these glasses?
   Clerk: These green glasses? These glasses are forty-six dollars.
   David: How much are those glasses? Those orange glasses.
   Clerk: Those glasses are forty-eight dollars.

3. Nora: How much is this white T-shirt?
   Clerk: That T-shirt is thirteen ninety-nine ($13.99).
   Nora: How much is that pink T-shirt?
   Clerk: That T-shirt is thirty ninety-nine ($30.99).

4. David: How much are those boots?
   Clerk: Those brown boots?
   David: Yes.
   Clerk: Those boots are one hundred thirty-two dollars and fifty-one cents.
C. Grammar: this, that, these, those
• Introduce the demonstrative adjectives *this, that, these,* and *those* by setting out *two hats* and *five socks* in near and far positions.
• For example, say, *This hat is purple. That hat is green.* *These socks are black. Those socks are orange.* Then ask the student to approach the table and ask about colors, eliciting answers with *this, that,* and *those.*
• Emphasize the difference between the */s/* sound in *this* and the */z/* sound in *those.* The */z/* sound has vibration, while the */s/* does not. Putting a hand on the throat while making this sound will illustrate the difference. Have the student repeat several times.
• **OPTION:** If your student is struggling with the concept, write the words *this, that, these,* and *those* on four separate cards. Place each card next to the appropriate object (*this hat; that hat,* for example). Move the cards as you move the object. The cards will help the student remember the words while he/she practices.
• Read the items in the grammar chart and have the student repeat.
• **PAIR UP** with your student. Look at the picture in Activity A and practice asking questions about prices.

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 that the student must look at the picture in Activity A in order to do the activity. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

C. Grammar: this, that, these, those
• Introduce the demonstrative adjectives *this, that, these,* and *those* by setting out *two hats* and *five socks* in near and far positions.
• For example, say, *This hat is purple. That hat is green.* *These socks are black. Those socks are orange.* Then ask a student to approach the table and ask about colors, eliciting answers with *this, that,* and *those.*
• Emphasize the difference between the */s/* sound in *this* and the */z/* sound in *those.* The */z/* sound has vibration, while the */s/* does not. Putting a hand on the throat while making this sound will illustrate the difference. Have the students repeat several times.
• **OPTION:** For students who are struggling with the concept, write the words *this, that, these,* and *those* on four separate cards. Place each card next to the appropriate object (*this hat; that hat,* for example). Move the cards as you move the object. The cards will help students remember the words while they practice.
• Read the items in the grammar chart and have students repeat.
• **PAIR** students. Have them look at the picture in Activity A and practice asking questions about prices.

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

E. Activity
• Read the directions out loud. Point out that students must look at the picture in Activity A in order to do the activity. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
**One on One Activity**

**F. Activity**
- PAIR UP with your student. Read the first part of the directions: Underline *this, that, these,* and *those.* Point to the two conversations. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- Read the rest of the directions: Practice the conversations. Switch roles.

**G. Activity**
- PAIR UP with your student. Use one set of Clothing Cards. Each of you takes half of the cards. Read the first step of the directions. Explain that the student can write any price for his/her clothes.
- Read Steps 2 and 3. Show how to display the cards so that the clothing item is face up. When Partner A asks about an item (*How much is that watch?*), Partner B picks up the card and reads the price from the back side.
- Read the example dialog with the student.
- Go “shopping,” paying special attention to the student’s use of *this, that, these,* and *those.*

**H. Culture Tip!**
- Have the student read the culture tip silently. Then read the tip with your student. Ask the student where he/she shops for clothes. You may want to write on the board names and addresses of stores in your area.

**Group Activity**

**F. Activity**
- PAIR students. Read the first part of the directions: Underline *this, that, these,* and *those.* Point to the two conversations. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- Read the rest of the directions: Practice the conversations. Model the first conversation with a student. As students talk, circulate and offer encouragement.

**G. Activity**
- PAIR students. Give each pair a set of Clothing Cards. Each student takes half. Read the first step of the directions. Explain to students that they can write any price for their clothes.
- Read Steps 2 and 3. Show students how to display their cards so that the clothing item is face up. When their partner asks about an item (*How much is that watch?*), the student picks up the card and reads the price from the back side. Model the example dialog with a student. As students talk, circulate and offer encouragement. OPTION: If time permits, have pairs change partners and continue “shopping,” paying special attention to the student’s use of *this, that, these,* and *those.*

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then read the tip with your students. Ask students where they shop for clothes. You may want to write on the board names and addresses of stores in your area.
**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. **OPTION:** Have the student ask you questions about what you have. Or, first read your list, then ask comprehension questions. *Do I have a green T-shirt?*

J. Activity
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student.
- Have a conversation about clothes.

**GROUP ACTIVITY**

I. Activity
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. **OPTION:** Have a volunteer read his/her list, then ask the other students comprehension questions. *Does Maria have a green T-shirt?*

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

**EXTRA ACTIVITY (if time permits):**
- **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. Another option is to have students move from one side of the room to the other.

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

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

**K. Activity**
- Give the student crayons or colored pencils. Read the directions out loud. Do an example together. Then, have the student work alone. As the student works, answer any questions and offer encouragement. Check answers together.

**EXTRA ACTIVITY (if time permits)**
- **Fashion Show** Have the student dress up in the clothing items you brought (over his/her own clothes). Write on the board, (Name) has a (color) (clothing) and (color) (clothing). Describe the student's clothing: Mario has a red hat and green shoes. Then you dress up and have the student describe your clothes. **OPTION**: Describe the clothing of people in magazine pictures.

**Group Activity**

**K. Activity**
- Distribute crayons or colored pencils. Read the directions out loud. Do an example together. Then, have students work on their own. As students work, circulate and offer encouragement. Have students check answers in PAIRS.

**EXTRA ACTIVITY (if time permits)**
- **Fashion Show** PAIR students. Give yourself a partner. Have half of each pair step out of the room and dress up in the clothing items you brought (over their own clothes). Write on the board, (Name) has a (color) (clothing) and (color) (clothing). Call in your partner and demonstrate the game by saying, Brahim has a red tie and brown pants. Thank you, Brahim. As the other “models” enter the room, their partners introduce them. **OPTION**: Describe the clothing of people in magazine pictures.
**Homework**

- Encourage students to do the homework.
- **A: Listening:** Remind students that this activity requires the 2A 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!*
- **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! *Great work!*

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**B. Listening (track 25): How much is this hat?**

<p>| | | |</p>
<table>
<thead>
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**One on One Activity**

**Materials**
- Board + marker
- 2A audio CD, CD player
- Reproducible Clothing Cards, from day 12 (1 set)
- OPTIONAL: timer (1)
- Pictures of foods and drinks, or actual items (per vocabulary)

**Review**
- Review clothing and colors from Day 12. At the board, show the student a Clothing Card. The student then writes the name of the item.
  
  **OPTION:** Use a timer to add a sense of excitement.
- Review the homework.

**Warm Up**
- Present the student with a “tray” (a book) and “drinks” (drink pictures), asking, *Do you drink coffee? milk?* etc., naming the drinks you’re offering. Try to elicit *yes* or *no* and the drink word from the student before giving him/her the magazine picture(s).

**Group Activity**

**Materials**
- Board + marker
- Reproducible Clothing Cards, from day 12 (1 set)
- Pictures of foods and drinks, or actual items (per vocabulary)

**Review**
- Review clothing and colors from Day 12. Divide the class into two TEAMS. At the board, show a player on Team A a Clothing Card. The player then draws a picture of the item. Team A tries to guess what the clothing 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.
- Review the homework.

**Warm Up**
- Circulate among students with a “tray” (a book) and “drinks” (drink pictures), asking, *Do you drink coffee? milk?* etc., naming the drinks you’re offering. Try to elicit *yes* or *no* and the drink word from the student before giving him/her the magazine picture.
**One on One Activity**

A. Listening (track 26): Foods and drinks
- Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words out loud.
- Ask, *What are we learning today?*
- Play and/or read the audio. Encourage the student to repeat each word.
- As pronunciation practice, say the words and have your student repeat.
- **OPTION:** Have the student draw a simple picture for the pictureless words, or bring pictures for the items. Most of these words will be review.

B. Listening (track 27): *Do you drink coffee?*
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- Practice the pronunciation of challenging sounds. Emphasize the difference between *chicken* and *kitchen*. (For example, There’s a chicken in the kitchen.) For fun, have the students repeat this sentence fast a few times. For the /ch/, the tip of the tongue touches the ridge behind the top teeth. For /kl/, the tongue doesn’t touch anything. Consider discussing *egg vs ache*, too. Remember to repeat.

**Group Activity**

A. Listening (track 26): *Foods and drinks*

Fruits: apple, banana, lime, orange, tomato
Vegetables: broccoli, carrot, corn, lettuce, potato
Protein: bacon, beef, chicken, hot dog, pork, egg

Dairy: butter, cheese, yogurt
Grains: bread, cereal, rice
Drinks: coffee, juice, milk, soda, water, tea

B. Listening (track 27): *Do you drink coffee?*

1. A: Do you drink coffee?
   B: Yes. I drink coffee. I drink coffee with breakfast.

2. A: Does Tano drink juice with lunch?
   B: Yes. He drinks juice and milk with lunch.

3. A: Do your children drink milk with dinner?
   B: Yes. My children drink milk with dinner.

4. A: Does your family drink soda with dinner?
   B: No. We don’t drink soda with dinner. We drink water with dinner.

5. A: Do you drink tea with breakfast?
   B: No. I don’t drink tea with breakfast. I drink tea with lunch.

6. A: Does Ana drink water with lunch?
   B: No. She doesn’t drink water with lunch. She drinks water with dinner.
**One on One Activity**

C. Grammar: Drink
- Introduce the simple present tense form of drink by gesturing to the student with his/her drink pictures, and asking, *Do you drink tea?* and eliciting the proper response. Continue until you’ve covered all of the forms in the chart.
- Read the items in the grammar chart and have the student repeat.
- Ask the student questions using the grammar structure and encourage the student to ask questions of you.

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. **OPTION**: Before the student does the task, have him/her underline the personal pronoun in each answer. Say, *Underline I, you, he, she, we, you, and they.* Explain that this will help the student decide whether drink or drinks is correct.
- **EXPANSION**: After checking the activity together, practice the Q&As in PAIRS.

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. **OPTION**: Before the student does the task, have him/her underline the name or personal pronoun in each question. Say, *Underline I, you, he, she, we, you, and they.* Explain that this will help the student decide whether Do or Does is correct.
- **EXPANSION**: After checking the activity together, practice the Q&As in PAIRS.

**Group Activity**

C. Grammar: Drink
- Introduce the simple present tense form of drink by gesturing to a student with his/her drink pictures, and asking the class, *Does Yuko drink tea?* and eliciting the proper response. Continue until you’ve covered all of the forms in the chart.
- Read the items in the grammar chart and have students repeat.
- Ask students questions using the grammar structure and encourage them to ask questions of one another.

D. Activity
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION**: Before students do the task, have them underline the personal pronoun in each answer. Say, *Underline I, you, he, she, we, you, and they.* Explain that this will help them decide whether drink or drinks is correct.
- **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. **OPTION**: Before students do the task, have them underline the name or personal pronoun in each question. Say, *Underline I, you, he, she, we, you, and they.* Explain that this will help them decide whether Do or Does is correct.
- **EXPANSION**: After students have checked the activity, have them practice the Q&As in PAIRS. **OPTION**: Have students write their own Q&A (leaving blanks) and switch with someone else to practice more exchanges.
**REAL LIFE**

**ONE ON ONE ACTIVITY**

**F. Listening (track 28): Do you drink juice?**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- Then have the student interview you about what you drink with meals. **OPTION:** Assign this as homework and have the student interview two friends or family members.

**G. Activity**
- Go over the information in the Language Note. To confirm the student's understanding, hold up a picture of a healthy (or unhealthy) food or drink and ask, *Healthy or unhealthy?*
- Practice the pronunciation of *healthy* and *unhealthy* as these words contain the *th* sound that is challenging for many students.
- **NOTE:** Keep the food and drink pictures to reuse on Day 14.
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- **EXPANSION:** Have the student continue with what he/she eats for lunch and dinner.

**H. Culture Tip!**
- Have the student read the culture tip silently. Then read the tip with your student. Ask the student about his/her drink preferences: *What do you drink for breakfast? What do you drink for lunch? etc.*

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**GROUP ACTIVITY**

**F. Listening (track 28): Do you drink juice?**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- Then have students interview two people about what they drink with meals. **OPTION:** Assign this as homework.

**G. Activity**
- Go over the information in the Language Note. To confirm students’ understanding, hold up a picture of a healthy (or unhealthy) food or drink and ask, *Healthy or unhealthy?*
- Practice the pronunciation of *healthy* and *unhealthy* as these words contain the *th* sound that is challenging for many students.
- **NOTE:** Keep the food and drink pictures to reuse on Day 14.
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Have students check answers in PAIRS. / Check answers together.

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then read the tip with your students. Ask students about their drink preferences: *What do you drink for breakfast? What do you drink for lunch? etc.*

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**F. Listening (track 28): Do you drink juice?**

1. A: Does Tano drink juice with lunch?  
   B: Yes. He drinks juice and milk with lunch.

2. A: Do your children drink milk with dinner?  
   B: Yes. My children drink milk with dinner.

3. Does Ana drink water with lunch?  
   B: No. She doesn’t drink water with lunch. She drinks water with dinner.
**ONE ON ONE ACTIVITY**

I. **Activity**
- Read the directions out loud. To make sure the student understands how the grid works, do an example together on the board. As the student works, answer any questions and offer encouragement.

J. **Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student.
- To avoid complicated grammatical structures, point to items on the students list and ask simply, *Do you eat hot dogs? Are hot dogs healthy? Do you eat bananas? Are bananas unhealthy?*

**EXTRA ACTIVITY (if time permits):**
- **Spelling Bee** Send the student to the board. Hold up a food or drink picture. The student tries to spell the word correctly. **OPTION:** Use a timer to add a sense of excitement.

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

**Before You Go ...**
- Encourage the student to do the homework so that they’re well prepared for Day 14. **OPTION:** Suggest that the student bring a daily planner (calendar) to the next class.
- Assign homework.

**GROUP ACTIVITY**

I. **Activity**
- Read the directions out loud. To make sure students understand how the grid works, do an example together on the board. As students work, circulate and offer encouragement.

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

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

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

**Before You Go ...**
- Encourage students to do the homework so that they’re well prepared for Day 14. **OPTION:** Suggest that students bring their daily planners (calendars), if they keep one, to the next class.
- Assign homework.
**One on One Activity**

**K. Activity**
- PAIR UP with your student. Read the directions out loud. Explain that Partner A is to look only at the information on the left side of the page, and Partner B is to look only at the information on the right side of the page. Partner A covers the right side of the page, and Partner B covers the left side of the page.
- Read the example dialog with the student.
- Switch roles after the first time through.
- Check answers together.

**Group Activity**

**K. Activity**
- PAIR students. Read the directions out loud. Explain that Partner A is to look only at the information on the left side of the page, and Partner B is to look only at the information on the right side of the page. Tell Partner A to cover the right side of the page, and Partner B to cover the left side of the page.
- Model the example dialog with a student. As students talk, circulate and offer encouragement.
- **OPTION:** Students can check answers after each item or after each half of the activity. Have students check answers in PAIRS.
• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 2A 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 just one!*
• **C: Journal:** Remind them that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry with your students, do one now. Remind students that it’s okay to write words without complete sentences.
• Thank your students for their hard work in class today! *We’re almost finished with Book 2A!*

### A. Listening (track 29): Foods, Drinks, and Colors

<table>
<thead>
<tr>
<th>1. a green apple</th>
<th>5. a yellow banana</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. blue cheese</td>
<td>6. red tomato juice</td>
</tr>
<tr>
<td>3. black coffee</td>
<td>7. a green lime</td>
</tr>
<tr>
<td>4. orange juice</td>
<td>8. brown rice</td>
</tr>
</tbody>
</table>
### Daily Activities

#### Day 14

## One on One Activity

**MATERIALS**
- Board + marker
- 2A audio CD, CD player
- Food and drink pictures, or actual items (per Day 13 vocabulary; 1 set)
- OPTIONAL: Reproducible When Question Strips (1 strip)

**REVIEW**
- Review questions and answers about foods and drinks from Day 13. You take the role of “waiter / waitress” and use a set of food and drink pictures. Ask your “customer” about the items: Do you drink coffee? Do you eat chicken? The student should practice responding with full sentences: Yes. I drink coffee. etc. **OPTION**: On the board, write the question and answer forms:
  - Question: Do you drink / eat ...
  - Answers: Yes. I drink / eat ...
  - No. I don’t drink / eat ...
- Switch roles.
- Review the homework.

**WARM UP**
- Write morning, afternoon, and evening on the board. Point to one of the times and mime a daily activity. Encourage the student to call out what you’re doing. Repeat the correct guesses, using the simple present form that the student is learning: Yes, I eat breakfast in the morning. (Note: Not, Yes, I’m eating breakfast.) Repeat with two or three activities.

## Group Activity

**MATERIALS**
- Board + marker
- 2A audio CD, CD player
- Food and drink pictures, or actual items (per Day 13 vocabulary; 1 set per pair)
- OPTIONAL: Reproducible When Question Strips (1 strip per pair)

**REVIEW**
- Review questions and answers about foods and drinks from Day 13. Divide the class into small groups and assign one “waiter / waitress” in each group. Give those students a set of food and drink pictures. Have them ask their “customers” about the items, Do you drink coffee? Do you eat chicken? The customers should practice responding with full sentences: Yes. I drink coffee. etc. **OPTION**: On the board, write the question and answer forms:
  - Question: Do you drink / eat ...
  - Answers: Yes. I drink / eat ...
  - No. I don’t drink / eat ...
- Review the homework.

**WARM UP**
- Write morning, afternoon, and evening on the board. Point to one of the times and mime a daily activity. Encourage students to call out what you’re doing. Repeat the correct guesses, using the simple present form that students are learning: Yes, I eat breakfast in the morning. (Note: Not, Yes, I’m eating breakfast.) Repeat with two or three activities.
**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. Remind the student to say the words out loud.
- As pronunciation practice, say the words and have your student repeat several times.
- Ask, *What are we learning today?*

B. Listening (track 30): Matt's Week
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- Play the audio track again. Have the student write the day of the week that Matt does the various activities.

**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.
- As pronunciation practice, say the words and have students repeat several times.
- Ask, *What are we learning today?*

B. Listening (track 30): Matt's Week
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- Play the audio track again. Have students write the day of the week that Matt does the various activities.

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**B. Listening (track 30): Matt’s Week**

[1] On Mondays and Wednesdays, I get up and I shower. I eat breakfast, then I go to work.


C. Grammar: Sentence stress
• Introduce the idea of sentence stress by asking, “When does Matt read?” and clapping on the word “read.” Gesture for the student to respond. Repeat the student’s response, “He reads in the evening,” and clapping on the word “reads.” Explain that this is stress. Point out the Language Note.
• Point out the underlined words in the grammar chart and explain that these are the stressed words in these sentences. Read the items using sentence stress and claps and have the student repeat and clap.
• Remind the student that when talking about daily activities we add -s to verbs with he, she, and David.

D. Listening (track 31): Matt: My daily activities
• Read the first part of the directions: Read the sentences. Point to the three sets of sentences.
• Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

E. Listening (track 32): Matt: My daily activities
• Read the directions out loud. Play and/or read the audio, telling the student to look at Activity D as he/she listens. (Stop the audio after the first item to see that the student heard the stress on “up.”)

F. Activity
• Read the first part of the directions: Read about Betty. Point to the reading.
• Read the rest of the directions. Go over the example. After the student finishes, check answers.
• Point out the Language Note. When conjugating verbs that end in -o, we add -es (not just -s) with he, she, David, etc.

D/E. Listening (track 31 and 32): Matt: My daily activities
[1] In the morning:
I get up.
I shower.
I eat breakfast.
I go to work.

[2] In the afternoon:
I eat lunch.
I go to class.
I clean the house.

[3] In the evening:
I make dinner.
I eat dinner.
I do homework.
I read.
**One on One Activity**

G. Activity
- Read the first part of the directions: *Look at the pie chart.* Point to the pie chart. As the student studies it, be sure he/she is only looking at 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.

H. Activity
- PAIR UP with your student. Read the directions out loud. Have the student first concentrate on creating a pie chart. Tell him/her to look at Jack’s pie chart in Activity G for help. As the student works, answer any questions and offer encouragement.
- When the student has finished the chart, read the example dialog with your student.
- Talk about your charts. Avoid asking questions; rather, state what is in your pie chart.

I. Culture Tip!
- Have the student read the culture tip silently. Then read the tip with your student.
- Ask what the normal work day is in his/her country and talk about the difference.

**Group Activity**

G. Activity
- Read the first part of the directions: *Look at the pie chart.* Point to the pie chart. As students study it, circulate to be sure they are only looking at 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.

H. Activity
- PAIR students. Read the directions out loud. Have students first concentrate on creating their pie chart. Tell them to look at Jack’s pie chart in Activity G for help. As students work, circulate and offer encouragement.
- When most students have finished their charts, stop the class and model the example dialog with a student. As students talk, circulate and offer encouragement.

EXTRA ACTIVITY (if time permits):
- **Question Line** Position students around a long table, with a line of students on each side and When Question Strips on the table on side A. Student A asks Student B the question, Student B answers. Students shift one position to the left when you clap (or whistle or otherwise signal it’s time to move on). Eventually all students will ask and answer all questions. **NOTE:** Collect the strips to reuse on Day 15.

I. Culture Tip!
- Have students read the culture tip to themselves. Then read the tip with your students.
- Talk about how this compares to the students’ countries.
REAL LIFE

ONE ON ONE ACTIVITY

J. Activity
• Read the directions out loud. Do an example together on the board. As the student works, answer any questions and offer encouragement. OPTION: When the student finishes, ask about his/her daily activities.

K. Activity
• PAIR UP with your student. Read the directions out loud. Read the example dialog with the student.
• Have the student write sample questions to ask you about your schedule before having a conversation.
• In your conversation about schedules, the emphasis should be on the student’s ability to read his/her own schedule and reply. OPTION: Have the student use their own personal daily planners.

EXTRA ACTIVITIES:
Pronunciation Extras: RED DRESS vs GRAY DAY
• Write the following sound categories and words on the board and demonstrate by exaggerating the correct pronunciation.
• Refer to the Color Vowel™ Chart in the student book.

<table>
<thead>
<tr>
<th>1.RED</th>
<th>2. GRAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>deli</td>
<td>daily</td>
</tr>
<tr>
<td>wet</td>
<td>wait</td>
</tr>
<tr>
<td>ed</td>
<td>aid</td>
</tr>
<tr>
<td>make</td>
<td>eight</td>
</tr>
</tbody>
</table>

• Make sure the student can hear the difference in the sounds by asking him/her to identify the word they hear (either by pointing to it or saying 1 or 2). Then work on pronunciation. Repetition is important, but if a student continues to struggle with certain sounds move on and come back to it.

Before You Go ...
• Encourage the student to ask questions about any part of the lesson that wasn’t clear. OPTION: Suggest that the student bring a job application for help filling it out or just extra practice.
• Assign homework.

GROUP ACTIVITY

J. Activity
• Read the directions out loud. Do an example together on the board. As students work, circulate and offer encouragement. OPTION: When students finish, ask about their daily activities. Then, to check listening comprehension, ask another student about an activity the previous student talked about: Piro, when does Javier get up?

K. Activity
• PAIR students. Read the directions out loud. Model the example dialog with a student.
• Have students write out sample questions to ask their partners before starting the conversation.
• As students talk, circulate and offer encouragement. OPTION: Have students use their own planners.

EXTRA ACTIVITIES:
Pronunciation Extras: RED DRESS vs GRAY DAY
• Write the following sound categories and words on the board and demonstrate by exaggerating the correct pronunciation.
• Refer to the Color Vowel™ Chart in the student book.

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<td>ed</td>
<td>aid</td>
</tr>
<tr>
<td>make</td>
<td>eight</td>
</tr>
</tbody>
</table>

• Make the students can hear the difference of the sounds by asking him/her to identify the word they hear (either by pointing to it or saying 1 or 2). Then ask them to pronounce the words several times. Repetition is important, but if a student continues to struggle with certain sounds move on and come back to it.

Before You Go ...
• Encourage students to ask questions about any part of the lesson they didn’t understand. OPTION: Suggest that students bring a job application for help filling it out or just extra practice.
• 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**
- PAIR UP with your student. Read the directions out loud. Model an example on the board.
- Explain to the student that he/she will be writing their schedule in the book, and vice versa.
  **OPTION:** Have the student talk about his/her schedule using a mix of times and times of day (in the morning, at 2 o’clock, in the evening).

**EXTRA ACTIVITIES**
- **Pronunciation Extras: Relaxed speech**
- The student needs to learn to recognize the way that native English speakers connect their speech.
- Practice the following sentences by writing the formal versions on the board and saying them in a normal (relaxed) speed. Ask the student to identify which sounds are missing.

<table>
<thead>
<tr>
<th>Formal Speech</th>
<th>Relaxed Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where does he go?</td>
<td>Where does e go?</td>
</tr>
<tr>
<td>When do you read?</td>
<td>When dya read?</td>
</tr>
<tr>
<td>What can I get you?</td>
<td>What can I get you?</td>
</tr>
</tbody>
</table>

- The student does not necessarily need to produce the language in a relaxed way, but needs to be able to understand the way the language is used.

**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**
- PAIR students. Read the directions out loud. Model an example on the board. As students talk, circulate and offer encouragement. **OPTION:** Have students talk about their schedules using a mix of times and times of day (in the morning, at 2 o’clock, in the evening).

**EXTRA ACTIVITIES**
- **Pronunciation Extras: Relaxed speech**
- Student need to learn to recognize the way that native English speakers connect their speech.
- Practice the following sentences by writing the formal versions on the board and saying them in a normal (relaxed) speed. Ask the student to identify which sounds are missing.

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<td>When do you read?</td>
<td>When dya read?</td>
</tr>
<tr>
<td>Can I get you that?</td>
<td>Can I get cha that?</td>
</tr>
</tbody>
</table>

The students do not necessarily need to produce the language in a relaxed way, but needs to be able to understand the way the language is used.
• Encourage students to do the homework.
• A: Listening: Remind students that this activity requires the 2A 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!
• 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! Great job!

A. Listening (track 33): Matt:
My daily activities
[1] In the morning:
  I get up.
  I shower.
  I eat breakfast.
  I go to work.
[2] In the afternoon:
  I eat lunch.
  I go to class.
  I clean the house.
[3] In the evening:
  I make dinner.
  I eat dinner.
  I do homework.
  I read.
ONE ON ONE ACTIVITY

MATERIALS
- Board + marker
- 2A audio CD, CD player
- Reproducible When Question Strips (1 set)
- Blank strips of paper (12 strips)
- Reproducible Job Cards (1 set)

REVIEW
- Review daily activities from Day 14. Give the student a set of When Question Strips. Have the student write answers on blank strips of paper. Then play Memory: PAIR UP with your student. Place the question strips and the student’s written strips face down on a table. Partner A turns over two strips, trying to find a match: When do you get up? / I get up at 7 a.m. If the two strips match, Partner A takes them and goes again. If not, the strips are returned facedown, and it’s Partner B’s turn.
- Review the homework.

WARM UP
- Have the student brainstorm all of the jobs he/she knows. Write them on the board as the student calls them out. Give an example or two to get the student started.

GROUP ACTIVITY

MATERIALS
- Board + marker
- 2A audio CD, CD player
- Reproducible When Question Strips (1 strip per student)
- Reproducible Job Cards (at least 1 set)
- OPTIONAL: Tape

REVIEW
- Review daily activities from Day 14. Distribute When Question Strips. Have students mingle and ask their question of all the other students, noting the answers on a piece of paper. Then have them report the answers to the class.
- Review the homework.

WARM UP
- Have students brainstorm all of the jobs they know. Write them on the board as the students call them out. Give an example or two to get them started.
ONE ON ONE ACTIVITY
A. Vocabulary: Jobs and actions
• Read the directions out loud. Give the student time to absorb the pictures and words.
• Say the words and have the student repeat.
• Ask, What are we learning today?

B. Listening (track 34): Jobs and job actions
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together. OPTION: Have the student try to match the actions with the jobs before listening to the audio track.
• EXPANSION: Have the student underline the uses of take. Explain that this is a very common word.
• Point out that some people use waiter for a male server or waitress for a female server. Also, mention that another word for lawyer is attorney. The student only needs to be able to produce one version of the word, but should be able to recognize others.

GROUP ACTIVITY
A. Vocabulary: Jobs and actions
• Read the directions out loud. Give students time to absorb the pictures and words.
• Say the words and have students repeat.
• Ask, What are we learning today?

B. Listening (track 34): Jobs and job actions
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together. OPTION: Have the students try to match the actions with the jobs before listening to the audio track.
• EXPANSION: Have the student underline the uses of take. Explain that this is a very common word.
• Point out that some people use waiter for a male server or waitress for a female server. Also, mention that another word for lawyer is attorney. The student only needs to be able to produce one version of the word, but should be able to recognize others.

EXTRA ACTIVITIES
• Pronunciation Extra: Final S Sound
• Write the following lists on the board and say them by exaggerating the correct pronunciation.

1. /z/  2. /s/  3. /iz/
built  takes  fixes
serves  works  teaches

• Make sure the student hears the differences by identifying the word they hear by column number as you say the words. Add more words if you want.
• NOTE: The following rule applies (list is not complete):
1. Final S sounds like /z/ if the base word ends in /bl/, /dl/, /gl/, /vl/, /l/, /ml/, /n/ (voiced or vibrating sounds)
2. Final S sounds like /s/ if: /pl/, /tl/, /kl/, /fl/ (voiceless)
3. Final es sounds like /iz/ if: /chl/, /x/, /s/ 

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• Pronunciation Extra: Final S Sound
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2. Final S sounds like /s/ if: /pl/, /tl/, /kl/, /fl/ (voiceless)
3. Final es sounds like /iz/ if: /chl/, /x/, /s/

B. Listening (track 34): Jobs and actions
2. Cashier – A cashier takes money.
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.
9. Mechanic – A mechanic fixes cars.
11. Teacher – A teacher teaches students.
12. Server – A server serves food.
One on One Activity

C. Grammar: Job actions
• Introduce the simple present tense of job action verbs by directing the student's attention to the pictures in Activity A. Point to a character and ask, What does Sara do? Elicit both forms of answers (She's a nanny and She takes care of children.) Explain to the student that there are two ways to answer the question.
• Read the grammar chart, having the student repeat.
• Remind the student that for many verbs, we add -s to verbs with he, she, and David and point out that we add alan before jobs in the singular form.
• Ask the student questions using the structure.

D. Activity
• Read the directions out loud. Go over the example together. Explain that the student has to look at the pictures in Activity A to answer the questions. NOTE: More than one answer may apply.
• As the student works, answer any questions and offer encouragement. Check answers together. Talk about other options for the numbers that had multiple correct answers. OPTION: Before the student does the task, have him/her underline the name or personal pronoun in each answer. Say, Underline I, you, he, she, we, you, and they. Explain that this will help the student decide whether to use is or are, and whether to an –s (or –es) or not.
• Point out the verbs fix and teach in the Language Note, and how they both take -es. (If the student presses for an explanation: Fix and teach have -es endings because of their final consonant sounds-- -x, -cb—not because they are irregular, like do and go.)
• EXPANSION: After checking the activity together, practice the Q&As in PAIRS taking turns.

E. Activity
• Read the directions out loud. Go over the example together. Check answers together. OPTION: This is a difficult concept. If the student is having trouble understanding, go over several more examples.
• EXPANSION: After checking the activity together, practice the Q&As in PAIRS. Take turns asking and answering.

Group Activity

C. Grammar: Job actions
• Introduce the simple present tense of job action verbs by directing students' attention to the pictures in Activity A. Point to a character and ask, What does Sara do? Elicit both forms of answers (She's a nanny and She takes care of children.) Explain to students that there are two ways to answer the question.
• Read the grammar chart, having students repeat.
• Remind students that for many verbs, we add –s to verbs with he, she, and David and point out that we add alan before jobs in the singular form.
• Ask questions about the students' jobs.

D. Activity
• Read the directions out loud. Go over the example together. Explain that students have to look at the pictures in Activity A in order to answer the questions. NOTE: More than one answer may apply.
• As students work, circulate and offer encouragement. Check answers together. Talk about other options for the numbers that had multiple correct answers. OPTION: Before students do the task, have them underline the name or personal pronoun in each answer. Say, Underline I, you, he, she, we, you, and they. Explain that this will help them decide whether to use is or are, and whether to an –s (or –es) or not.
• Point out the verbs fix and teach in the Language Note, and how they both take -es. (If students press for an explanation: Fix and teach have -es endings because of their final consonant sounds-- -x, -cb—not because they are irregular, like do and go.)
• EXPANSION: After students have checked the activity, have them practice the Q&As in PAIRS.
**One on One Activity**

**F. Activity**
- Point out the ad. Explain that in newspapers and online, there are help wanted ads. Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- **EXPANSION:** Ask comprehension questions about the ad: *Are there jobs for waiters? When do cashiers go to work?* etc.

**EXTRA ACTIVITY (if time permits):**
- **Charades** Indicate that you can’t talk (finger to your lips, point to self). Point to the student and indicate, *Watch me.* Point to the board where you have written, *Name the job.* Then act out a person doing cleaning a room (housekeeper). Gesture for the student to guess.
- Then call the student to the front to act out a different job action.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then read the tip with your student. Role play the steps to help the student understand the application process.

**Group Activity**

**F. Activity**
- Point out the ad. Explain that in newspapers and online, there are help wanted ads. Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- **EXPANSION:** Ask comprehension questions about the ad: *Are there jobs for waiters? When do cashiers go to work?* etc.

**EXTRA ACTIVITY (if time permits):**
- **Charades** Indicate that you can’t talk (finger to your lips, point to self). Point to students and indicate, *Watch me.* Point to the board where you have written, *Name the job.* Then act out a person doing cleaning a room (housekeeper). Gesture for students to guess.
- Then call a volunteer to the front to act out a different job action.

**G. Culture Tip!**
- Have students read the culture tip to themselves. Then read the tip with your students. Role play the steps to help students understand the application process.
**ONE ON ONE ACTIVITY**

**H. Activity**
- PAIR UP with your student. Read the directions out loud. Point out the Language Note. As the student works, answer any questions and offer encouragement.
- Remind the student that dates (including birthdates) are written month/day/year.
- **EXPANSION**: If the student has brought an actual application to be filled out, have him/her complete it in pencil first, then you review.
- **EXPANSION**: Do a role play about applying for a job. PAIR UP with your student. The student is the applicant, you are the potential employer. Shake hands and ask for an application. Talk about the importance of a firm handshake, eye contact, and confidence.

**EXTRA ACTIVITIES**
- **Pronunciation Extra: Intonation**
  - Work on the intonation of the various job words. Intonation refers to the way the sound of a word goes up or down and syllable stress. Have the student repeat several times.
    - mechanic
    - cashier
    - teacher
    - painter
    - housekeeper
  - Write the words on a piece of paper. Say the words and have the student underline where they hear the stress. Then, he/she repeats it back to you. Or, have the student underline the job words in their book.
  - Refer to page 7 of the student book appendix for an illustration on syllable stress.

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

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**GROUP ACTIVITY**

**H. Activity**
- PAIR students. Read the directions out loud. Point out the Language Note. As students work, circulate and offer encouragement.
- Remind students that dates (including birthdates) are written month/day/year.
- **EXPANSION**: If students have brought actual applications they want to fill out, have them complete them in pencil first, then you review.
- **EXPANSION**: Do a role play about applying for a job. PAIR students. One is the applicant, one is the potential employer. Have them shake hands and ask for an application. Talk about the importance of a firm handshake, eye contact, and confidence.

**EXTRA ACTIVITIES**
- **Pronunciation Extra: Intonation**
  - Work on the intonation of the various job words. Intonation refers to the way the sound of a word goes up or down and syllable stress. Have the student repeat several times.
    - mechanic
    - cashier
    - teacher
    - painter
    - housekeeper
  - Tell the students to look at the job words at the bottom of the application. Say the words and have the students underline where they hear the stress directly in the book. Then they repeat it back to you individually and as a group.
  - Refer to page 7 of the student book appendix for an illustration on syllable stress.

**Before You Go ...**
- Remind students that the next class is a review of Days 10–16 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. **OPTION:** Have your student make sentences about each person from the activity.

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

**EXTRA ACTIVITIES (if time permits)**
- **Memory** PAIR UP with your student. Lay a set of Job Cards face down on a table. Partner A turns over two cards, trying to match job pictures. If the two cards match, Partner A says the job word. If correct, he/she takes the cards and goes again. If not, the cards are returned face down, and it's Partner B’s turn. Make sure that the students say the word (or a sentence with the word) each time he/she turns over a card.

- **Who am I?** Give your student a Job Card, but tell him/her not to look at it. He/she has to ask you questions about the card to figure out which one he/she has. Switch roles.

- **Expansion of Activity D/E** Use the Job Cards to practice more questions and answers using the format from Activities D and E.

**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. **OPTION:** Have students make sentences about each person from the 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:** For more advanced students, suggest that they work without using the word box.

**EXTRA ACTIVITIES (if time permits)**
- **Memory** PAIR students. Give each pair two sets of Job Cards to place face down on a table. Partner A turns over two cards, trying to match job pictures. If the two cards match, Partner A says the job word and makes a sentence with the word. If correct, he/she. takes the cards and goes again. If not, the cards are returned face down, and it’s Partner B’s turn. Make sure that students say the words (or sentences with the words) each time they turn over a card.

- **Who am I?** Give each student a Job Card (as an option, tape the card to each person’s back), but tell them not to look at it. They have to circulate around the room and ask questions of other students about the card to figure out which one they have.

- **Expansion of Activity D/E** Use the Job Cards to practice more questions and answers using the format from Activities D and E.
• Encourage students to do the homework.
• **A: Listening:** Remind students that this activity requires the 2A 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, *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!*

### A. Listening (track 35): Jobs and actions

2. Cashier – A cashier takes money.
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.
9. Mechanic – A mechanic fixes cars.
11. Teacher – A teacher teaches students.
12. Server – A server serves food.
**One On One Activity**

**MATERIALS**
- Board + markers
- Markers (1 per group)
- OPTIONAL: Reproducible Meal Strips (1 set)
- OPTIONAL: Treats to celebrate end of the term

**Review**
- Review jobs and job actions from Day 15. Have the student write three sentences about family members and their jobs. Work through corrections on the board. **NOTE:** Focus corrections on vocabulary and grammar that has been studied.
- Review the homework.

**Warm Up**
- Write on the board, *Review*.
- Assign the student three days (from Days 10–15); you take the other three. Each of you will identify a teaching point from that day (a word, a grammar point, a life skill). As an example say, *Day 10: time!*
- Give the student a marker and ask him/her to write the teaching points on the board.
- 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 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
- Markers (1 per group)
- OPTIONAL: Reproducible Meal Strips (1 set per pair)
- OPTIONAL: Treats to celebrate end of the term

**Review**
- Review jobs and job actions from Day 15. Have students write three sentences about family members and their jobs. Put an example on the board: *My sister is a nanny. She takes care of children.* Have students then chose one sentence to read to the class.
- Review the homework.

**Warm Up**
- Write on the board, *Review*.
- Divide the class by six. Assign each GROUP a day (10–15), and have each group agree on one teaching point from that day (a word, a grammar point, a life skill). As an example say, *Day 10: time!*
- Give a person in each group a marker and ask him/her to write the group’s teaching point on the board.
- Go over the groups’ point, 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 in order to have enough time (20 minutes) for the test. **OPTION:** Spend the entire 90-minute period reviewing, and send the test home as homework.
**One on One Activity**

Day 10 Review: One on One

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

**A. Activity**

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

**B. Activity**

- First, brainstorm words we use to describe things/places and write them on the board to support students as they do this activity.
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then practice.

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**Group Activity**

Day 10 Review: Group

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

**A. Activity**

- Read the directions out loud. Look at the example together. As students work, circulate and offer encouragement.

**B. Activity**

- First, brainstorm words we use to describe things/places and write them on the board to support students as they do this activity.
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.
**One on One Activity**

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

**C. Activity**
- PAIR UP with your student. Read the directions out loud. Explain that Partner A should look only at the map at the top of the page, and Partner B should look only at the map at the bottom of the page. Partner A covers the bottom half of the page, and Partner B covers the top half of the page.
- Read the example dialog with the student. Check answers together.

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**Group Activity**

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

**C. Activity**
- PAIR students. Read the directions out loud. Explain that Partner A should look only at the map at the top of the page, and Partner B should look only at the map at the bottom of the page. Tell Partner A to cover the bottom half of the page, and Partner B to cover the top half of the page.
- Model the example dialog with a student. As students talk, circulate and offer encouragement. Check answers together.
**One on One Activity**

Day 12 Review: One on One
• Have the student turn back to Day 12 on page 66 and ask, *What did we study on Day 12?*

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
• PAIR UP with your student. Read the directions out loud. Explain that the student is looking at the pictures at the bottom of the page. Read the example dialog with the student. Practice.

**Group Activity**

Day 12 Review: Group
• Have students turn back to Day 12 on page 66 and ask, *What did we study on Day 12?*

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

E. Activity
• PAIR students. Read the directions out loud. Explain that students are looking at the pictures at the bottom of the page. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Or do this as a whole class.
**One on One Activity**

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

**F. Activity**
- Read the directions out loud. Do the examples together. As the student works, answer any questions and offer encouragement.

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

**EXTRA ACTIVITY (if time permits):**
- **Meals 123** PAIR UP with your student. Give the student a set of Meal Strips and have the student order the strips by meal (breakfast, lunch, dinner).

  **OPTION:** Do this activity instead of Activities F and G.

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**Group Activity**

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

**F. Activity**
- Read the directions out loud. Do the examples together. As students work, circulate and offer encouragement.

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

**EXTRA ACTIVITY (if time permits):**
- **Meals 123** PAIR students. Give each pair a mixed up set of Meal Strips and have students order the strips by meal (breakfast, lunch, dinner).

  **OPTION:** Do this activity instead of Activities F and G.
**One on One Activity**

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

**H. Activity**
- PAIR UP with your student. Point out Marta’s schedule. Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check sentences individually.

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

**Group Activity**

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

**H. Activity**
- PAIR students. Point out Marta’s schedule. Read the directions out loud. Go over the example together.
- As students work, circulate and offer encouragement. Check sentences individually.

**I. Activity**
- PAIR students. Read the directions out loud. Have two students model the example dialog. As students talk, circulate and offer encouragement.
**One on One Activity**

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

**J. Activity**
- Read the first part of the directions: *Read the sentences.* As the student reads, be sure he/she is only reading, not circling answers.
- Read the rest of the directions. 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. Do the example together on the board. As the student works, answer any questions and offer encouragement. Check answers together. **EXPANSION:** After checking the activity together, practice the Q&As in PAIRS.

**Group Activity**

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

**J. Activity**
- Read the first part of the directions: *Read the sentences.* As students read, circulate to be sure they are only reading, not circling answers.
- Read the rest of the directions. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

**K. Activity**
- Read the directions out loud. Do the example together on the board. 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.
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.
- Section B features grammar or pronunciation items from each of the six days (Days 10–15), in chronological order.
- You may want to have students put down their pencils after Section B so that you can introduce Section C. If you are not stopping students after Section B, point out that the test continues on page 52.

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

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

USE THESE WORDS:

boots  do  morning
cashier  milk  stamps

1. They have __________ at the post office.
2. The bakery opens at 6:00 in the __________.
3. Those black __________ are expensive.
4. I have __________ and coffee with breakfast.
5. In the evening, I read or __________ homework.
6. My dad is a custodian, and my mom is a __________.

B. Circle the correct words.

1. Q: Excuse me. Where / When is the park?
   A: Go straight. It's near the hospital.
2. Q: When does the library open?
   A: It open / opens at 8:30 a.m.
3. Q: How much is that T-shirt?
   A: Those / That T-shirt is $14.
4. Q: Do you drink coffee?
   A: No, I don't. I drink / drinks tea.
5. Q: What / When do you go to work?
   A: I go to work at 12 p.m.
6. Q: What do you do?
   A: I'm a mechanic. I fix / fixes cars.
C. Answer the questions.

1. The library is next to the clothing store.  
   T or F ?

2. When does the grocery store close?  
   ______________________________________

3. There are clothes for children at the clothing store.  
   T or F ?

4. Look at the food pictures. Circle the healthy food and drinks.

5. What are your daily activities?  
   In the morning:  
   ______________________________________  
   In the afternoon:  
   ______________________________________  
   In the evening:  
   ______________________________________

6. How do you apply for a job? Circle the correct words.  
   1. Complete a job application / plan.  
   2. Give the application to the custodian / manager.  
   3. Call the manager one week / weeks later. Ask about your application.
Reproducible Section
<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good morning.</td>
<td>Good morning.</td>
</tr>
<tr>
<td>How are you?</td>
<td>Fine, thanks.</td>
</tr>
<tr>
<td>What’s your (first) name?</td>
<td>My (first) name is ______.</td>
</tr>
<tr>
<td>What’s your last name?</td>
<td>My last name is _______.</td>
</tr>
<tr>
<td>Where are you from?</td>
<td>I’m from Mexico.</td>
</tr>
<tr>
<td>It’s nice to meet you.</td>
<td>It’s nice to meet you, too.</td>
</tr>
<tr>
<td>Bye.</td>
<td>See you later.</td>
</tr>
</tbody>
</table>

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Day 1 Greetings & Goodbyes
Day 7 Check Practice
Day 10 - Places
Day 11 - Business Hours

Danny’s Grocery Store
Hours: 8:10 a.m. - 10 p.m.

Appleton Bank
Hours: 10 a.m. - 4:50 p.m.

Main Street Post Office
Hours: 8:30 a.m. - 5 p.m.

Tia’s Clothing Store
Hours: 11 a.m. - 7:30 p.m.

El Jardin
Hours: 5:15 p.m. - 11:30 p.m.

Wash & Go Laundromat
Hours: 6 a.m. - 9:15 p.m.

Happy Health Clinic
Hours: 7:15 a.m. - 12 a.m.

Phil’s Pharmacy
Hours: 9 a.m. - 8:45 p.m.
Appleton Bank
Hours: 10 a.m. - 4:50 p.m.

Danny’s Grocery Store
Hours: 8:10 a.m. - 10 p.m.

Phil’s Pharmacy
Hours: 9 a.m. - 8:45 p.m.

Happy Health Clinic
Hours: 7:15 a.m. - 12 a.m.

Wash & Go Laundromat
Hours: 6 a.m. - 9:15 p.m.

El Jardin
Hours: 5:15 p.m. - 11:30 p.m.

Tia’s Clothing Store
Hours: 11 a.m. - 7:30 p.m.

Main Street Post Office
Hours: 8:30 a.m. - 5 p.m.
Day 12 Clothing Art Cards

- Socks
- Boots
- Belt
- Dress
- Skirt
- Jeans
- Tie
- Pants
- Pajamas
- Shoes
- Watch
- T-shirt
- Hat
- Glasses

Day 12 Clothing Art Cards
<table>
<thead>
<tr>
<th>When do you eat dinner?</th>
<th>When do you do homework?</th>
</tr>
</thead>
<tbody>
<tr>
<td>When do you make dinner?</td>
<td>When do you do homework?</td>
</tr>
<tr>
<td>When do you eat dinner?</td>
<td>When do you do homework?</td>
</tr>
<tr>
<td>When do you go to class?</td>
<td>When do you do homework?</td>
</tr>
<tr>
<td>When do you go to work?</td>
<td>When do you do homework?</td>
</tr>
<tr>
<td>When do you do homework?</td>
<td>When do you do homework?</td>
</tr>
<tr>
<td>When do you get up?</td>
<td>When do you get up?</td>
</tr>
</tbody>
</table>
Day 15 - Jobs
<table>
<thead>
<tr>
<th>Painter</th>
<th>Mechanic</th>
<th>Carpenter</th>
<th>Housekeeper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cashier</td>
<td>Custodian</td>
<td>Teacher</td>
<td>Doctor</td>
</tr>
<tr>
<td>Landscaper</td>
<td>Lawyer</td>
<td>Server</td>
<td>Nanny</td>
</tr>
</tbody>
</table>
Jack eats cereal for breakfast.

He eats beans for lunch.

He has a hamburger for dinner.

He drinks milk with breakfast.

He drinks tea with lunch.

He drinks soda with dinner.

Shellie has yogurt for breakfast.

She has a salad for lunch.

She eats pork for dinner.

She drinks juice with breakfast.

She drinks water with lunch.

She drinks tea with dinner.

My cousins eat eggs for breakfast.

They eat pizza for lunch.

They have potatoes for dinner.

They drink coffee with breakfast.

They drink soda with lunch.

They drink tea with dinner.
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• 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

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