INTERACTIVE ENGLISH
LIFE SKILLS FOR SUCCESS IN THE U.S.

A program of Intercambio Uniting Communities, a non-profit organization building respect and friendship across cultures

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INTERACTIVE ENGLISH
Life Skills for Success in the U.S.

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

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

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

**AN OVERVIEW**

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

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

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

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

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

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

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

**REVIEW PAGES**

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

**FIELD TRIP**

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

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

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

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

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

**TEACHER BOOK FORMAT**

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

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

**SUGGESTED TEACHING STRATEGIES**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Identify the “COLOR” of new words and phrases
- A one-syllable word contains one vowel sound (even if it contains more than one vowel letter). For example, soup is BLUE, bread is RED, and knife is WHITE.
- In multi-syllable words, only one of the syllables has primary stress. The stressed syllable

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

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

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

pencil paper computer type delete Good luck. _______________

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

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

balloon, Nebraska, approve

How to Use The Color Vowel™ Chart in the Classroom

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

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

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

Sample Lesson

Preparation:

• Select common words that have one of the following sounds in the stressed syllable.

   Here are possible words:

   **GREEN:** me, seat, teacher, tree, feet, teeth, meeting, meal, reading
   **OLIVE:** hot, box, hospital, doctor, knock, clock
   **BLUE:** shoe, student, afternoon, spoon, food, noon, newspaper

• Draw a blank Color Vowel™ Word List on the board. Use the same format as the list in the back of the book. Direct students to the chart in their book, or provide copies.

Lesson Steps:

1. Show students The Color Vowel™ Chart. Say: Tree. Tree. Tree. Teeeaa-cher, teeeeacher, teeeeeacher. (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.
TO THE TEACHER - THE COLOR VOWEL™ CHART

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.
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<thead>
<tr>
<th>TITLE</th>
<th>DAY</th>
<th>PAGE</th>
<th>TOPIC</th>
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</thead>
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<td>Bills</td>
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<tr>
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<tr>
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<tr>
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<tr>
<td>TITLE</td>
<td>DAY</td>
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<tr>
<td>LANGUAGE TOOL</td>
<td>LIFE SKILLS: HOW TO...</td>
<td>REAL LIFE</td>
<td>CULTURE TIPS</td>
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<tr>
<td>Questions of time, direction and location.</td>
<td>Ask questions and receive information</td>
<td>Bus station</td>
<td></td>
</tr>
<tr>
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<td>Pie chart, sports activity schedule</td>
<td>Recreation centers</td>
</tr>
<tr>
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<td>Healthy food at grocery stores</td>
</tr>
<tr>
<td>Present continuous: Q&amp;A with -ING verbs</td>
<td>Understand a weather forecast, talk about the weather</td>
<td>Thermometer, world map</td>
<td>Temperature conversion</td>
</tr>
<tr>
<td>Present continuous: What are you doing?</td>
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<td>“How’s it going?” as a greeting</td>
</tr>
<tr>
<td>WEAR and Present continuous: What are you wearing?</td>
<td>Describe clothing, understand descriptions, identify categories</td>
<td>Clothing realia</td>
<td>Appropriate work clothes</td>
</tr>
<tr>
<td>Present continuous: Q&amp;A with How are you feeling?</td>
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<td>Mental health questionnaire, thank you card</td>
<td>Talking to counselors</td>
</tr>
</tbody>
</table>
ONE ON ONE ACTIVITY

MATERIALS
- Board or paper + marker
- 2B audio CD, CD player
- Nametag, marker (2)
- World map (1)
- Adhesive tape
- Sticky notes (2)
- City map
- Fly swatter
- OPTIONAL: Timer

Warm Up
- Before class, write basic class information on board: the class level (2B), 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 2B. My name is _____. Point to your nametag. Have the student repeat your name. Establish a gesture that you'd like to use every time you want the student to repeat, such as a waving motion toward yourself.
- Give the student a nametag and marker. Say, Write your name. Write your country. Then have the student say his/her name aloud. You repeat it.
- Write on the board and say, Hi. My name is ___. Then ask, What is your name? and gesture to the student to introduce himself / herself.
- ICEBREAKER ACTIVITY: Tape a world map to a wall. Give the student a sticky note. Say, Write the name of your country. Put your note on the map. Demonstrate by writing United States on a sticky note and placing it on the map.

GROUP ACTIVITY

MATERIALS
- Board + marker
- 2B audio CD, CD player
- Nametags, markers (1 per student)
- World map (1)
- Sticky notes (2 per student)
- Adhesive tape
- Fly swatters
- City map

Warm Up
- Before class, write basic class information on board: the class level (2B), your name, phone number, class start / finish times, etc. Have students copy the information.
- Welcome students. Introduce yourself: Example: Welcome! This is English class 2B. My name is _____. Point to your nametag. Have students repeat your name. Establish a gesture that you'd like to use every time you want students to repeat, such as a waving motion toward yourself.
- Distribute nametags and markers. Say, Write your name. Write your country. Walk around to help. 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 ___. Then ask, What is your name? and gesture to a student to introduce himself/herself. Continue around the room.
- ICEBREAKER ACTIVITY: Tape a world map to a wall. Give each student a sticky note. Say, Write the name of your country. Put your note on the map. Demonstrate by writing United States on a sticky note and placing it on the map.
ONE ON ONE ACTIVITY

A. Vocabulary: Personal information
• Read the directions out loud. Give the student a few moments to absorb the picture and words. Explain that the student should say the words out loud. Point out the state abbreviations and make sure the student knows what this means.
• As pronunciation practice, say the words and have the student repeat. NOTE: It’s a good practice to develop a set of gestures so that you can do less talking, and so that the student can become accustomed to your cues. For example, an extended, upward facing palm can be used for Your turn.
• Point out the compass. Practice directions by pointing to the walls and saying north, south, east, or west.
• Ask, What are we learning today? Point to the top of the page: Personal information

B. Listening (track 2): Where do you live?
• 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 extra words on the bottom of the page. NOTE: Explain that address is sometimes said with the stress on the first syllable, and sometimes with the stress on the second syllable.

EXTRA ACTIVITY
• See column on right.

B. Listening (track 2): Where do you live?
1. Betty: Good morning class.
   Class: Good morning.

2. Betty: Marta, where do you live?
   Marta: Hi, class. My name is Marta. I’m from Mexico. I live in Boulder, Colorado.
   Betty: What’s your address?
   Marta: I live on Orange Street. I live at 53 Orange Street.

3. Betty: Ana, where do you live?
   Betty: What’s your address?
   Ana: I live on Third Avenue. I live at 27 Third Avenue, Apartment B.

4. Betty: Darin, where do you live?
   Darin: Good morning. My name is Darin Patchee. I’m from Thailand.
   Betty: How do you spell that?
   Darin: T-h-a-i-l-a-n-d. ... I live in San Francisco, California.

5. Betty: Tano, where do you live?
   Betty: And where are you from?
   Tano: Oh, yes. Sorry. I’m from Ghana, Africa.

6. Betty: Nora?
   Nora: Hello. My name is Nora Kareem.
   Betty: How do you spell your last name?
   Nora: K-a-r-e-e-m. I’m from Jordan. I live at 7491 Jackson Avenue, Apartment 3D, Austin, Texas, 73301.
**ONE ON ONE ACTIVITY**

C. Grammar: *live in, live on, live at*
- This grammar lesson focuses on the simple present tense form of the verb *live* and the prepositions used to indicate place: *in, on, and at*.
- Read the items in the grammar chart and have the student repeat.
- Explain that the question *Where do you live?* can mean *What state do you live in?* to *What is your street address?* The context will determine the answer.
- To demonstrate context, direct the student’s attention to the world map on the wall and ask about the characters: *Where does Marta live?* / *She lives in Colorado.* Ask your student *Where do you live?* It’s not important at this stage that the student correctly pronounce the place or character names; focus on correct usage of pronouns and prepositions and correct conjugation of *live*.
- For a local context, tape a city map to a wall and ask the student, *Where do you live?* Be sure to include the cardinal directions north, south, east, and west.

D. Activity
- Point out the Language Note (*Q = Question; A = Answer*). This format is used throughout the 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 name or personal pronoun in each sentence. Say, *Underline I, you, he, she, we, you, and they.* Explain that these words will help indicate whether *live or lives*, or *do or does* is correct.

E. Activity
- Point out the Language Note and explain that with addresses, we say the numbers in chunks. Write the address *136 Red Street* on the board and draw a vertical line after the “1.” Say the address as indicated in the Language Note (*One thirty-six*) and have the student repeat. Write another 3-digit address and have the student try to say it. Then write the other address from the Language Note (*4699*), draw a vertical line after the “6” and say, *Forty-six ninety-nine.* Have the student repeat. Write another address and have the student try to say it.
- Read the directions out loud. Go over the examples together. As the student works, answer any questions and offer encouragement. Check answers.
- Be sure that the student does the individualized question in the orange box. **EXPANSION:** After checking the activity together, practice the Q&As in PAIRS.

**GROUP ACTIVITY**

C. Grammar: *live in, live on, live at*
- This grammar lesson focuses on the simple present tense form of the verb *live* and the prepositions used to indicate place: *in, on, and at*.
- Read the chart and have students repeat.
- Explain that the question *Where do you live?* can mean *What state do you live in?* to *What is your street address?* The context will determine the correct answer.
- To demonstrate context, direct students’ attention to the world map on the wall and ask about the individual characters: *Where does Marta live?* / *She lives in Colorado.* It’s not important at this stage that students correctly pronounce the place or character names; focus on correct usage of pronouns and prepositions and correct conjugation of *live*.
- For a local context, tape a city map to a wall and ask individual students, *Where do you live?* Checking listening by asking the class, *Where does Julie live?* Be sure to include the cardinal directions north, south, east, and west.

D. Activity
- Point out the Language Note (*Q = Question; A = Answer*). This format is used throughout the 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 name or personal pronoun in each sentence. Say, *Underline I, you, he, she, we, you, and they.* Explain that these words will help them decide whether *live or lives*, or *do or does* is correct.
- **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.

E. Activity
- Point out the Language Note and explain that with addresses, we say the numbers in chunks. Write the address *136 Red Street* on the board and draw a vertical line after the “1.” Say the address as indicated in the Language Note (*One thirty-six*) and have students repeat. Write another 3-digit address and have students try to say it. Then write the other address from the Language Note (*4699*), draw a vertical line after the “6” and say, *Forty-six ninety-nine.* Have students repeat. Practice with a few more.
- Read the directions out loud. Go over the examples together. As students work, circulate and offer encouragement. Check answers together.
- Be sure that students do the individualized question in the orange box. **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.
REAL LIFE

ONE ON ONE ACTIVITY

F. Activity
• Read the first part of the directions: Look at Nora’s form. Point to the completed registration form. As the student reads, check that they are only reading, not completing their own form yet.
• Point out the Language Note about titles.
• Read the rest of the directions. Do an example on the board together. As the student works, answer any questions and offer encouragement. Check answers together. EXPANSION: Have the student write his/her address on a sticky note and put it on the city map.

G. Culture Tip!
• Have the student read the culture tip silently. Then you read the tip aloud. Explain that polite means to be nice, respectful. Have a discussion about titles in the student’s country. Ask simple questions such as, Does marriage change a woman’s title? Does marriage change a man’s title? Do younger people have different titles than older people? Who do you use titles with? When do you use titles?

GROUP ACTIVITY

F. Activity
• Read the first part of the directions: Look at Nora’s form. Point to the completed registration form. As students read, circulate to check that they are only reading, not completing their own form yet.
• Point out the Language Note about titles.
• Read the rest of the directions. Do an example on the board together. As students work, circulate and offer encouragement. Check answers together. EXPANSION: Have students write their address on a sticky note and put it on the city map.

G. Culture Tip!
• Have students read the culture tip to themselves. Then you read the tip aloud. Explain that polite means to be nice, respectful. Have a discussion about titles in the students’ countries. Ask simple questions such as, Does marriage change a woman’s title? Does marriage change a man’s title? Do younger people have different titles than older people? Who do you use titles with? When do you use titles?
**One on One Activity**

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

**I. Activity**
- PAIR UP with your student. Read the directions out loud. Brainstorm questions together and write them on the board.
- As the student writes, answer any questions and offer encouragement. Practice the conversation with the student.
- Be sure that the student writes your name and phone number.

**Before You Go**
- The next section, *Extra Extra*, follows the *Real Life* pages throughout the series. These activities are meant to fill in time or be extra practice, if needed. They can also be used to replace activities throughout the main lesson pages. Follow the steps below if you do not plan to continue to *Extra Extra*, otherwise, assign homework, etc, at the end of class.
- Make it a practice to leave time at the end of class for any questions or special directions for the next class.
- Write on the board or indicate on a calendar when the next class is.
- Ask the student to wear his/her name tag to the next class.
- Ask the student to bring a family photo to the next class. **NOTE:** The *For next class* suggestions are just that, suggestions. Bringing real items into the classroom often makes an activity more relevant.
- Assign homework.

**Group Activity**

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

**I. Activity**
- PAIR students. Read the directions out loud. Brainstorm questions together and write them on the board.
- Model the example dialog with a student. As students talk, circulate and offer encouragement.
- Be sure that students write your name and phone number. **OPTION:** Have volunteers perform their conversations for the class.

**Before You Go**
- The next section, *Extra Extra*, follows the *Real Life* pages throughout the series. These activities are meant to fill in time or be extra practice, if needed. They can also be used to replace activities throughout the main lesson pages. Follow the steps below if you do not plan to continue to *Extra Extra*, otherwise, assign homework, etc, at the end of class.
- Make it a practice to leave time at the end of class for any questions or special directions for the next class.
- Write on the board or indicate on a calendar when the next class is.
- Ask students to wear their name tags to the next class.
- Ask students to bring photos of family or friends to the next class. **NOTE:** The *For next class* suggestions are just that, suggestions. Bringing real items into the classroom often makes an activity more relevant.
- Assign homework.
**ONE ON ONE ACTIVITY**

**J. Activity**
- Read the first step of the directions: *Read the identification cards.* Point to the IDs. As the student reads, be sure he/she is reading, not writing.
- Read the second step. Show the student the blank identification card at the bottom of the page. Do an example on the board using your own information.
- As the student works, answer any questions and offer encouragement. Don’t let the student spend too much time drawing.
- Read the third step. The student will put the cards in order by writing 1-6 on the blank line to the left of the card. The example is completed (first name is "Brown") but the answers will vary depending on the student’s last name.
- Point out the blue box. Write the following words and abbreviations on a piece of paper and briefly explain that the abbreviations are very common in writing:

  - apartment *apt*
  - street *st*
  - drive *dr*
  - avenue *av*
  - road *rd*

**EXTRA ACTIVITY (if time permits):**
- **Fly swatter** Write addresses (or just house numbers) on the board. Have the student stand at the board, fly swatter in hand. You call out an address (or house number), and the student tries to swat it quickly. **OPTION:** Use a timer to add a sense of excitement.
- **Alphabetizing** Write down several common last names and have the student copy them on a piece of paper and put them in alphabetical order. Be sure to include several names that sound and are spelled similarly for extra practice.
- **Pronunciation Extra: Intonation**
  - Work on intonation for a few words. Intonation refers to the way the sound of a word goes up or down and syllable stress. Have the student repeat several times.

  - **Avenue**
  - PhilaDELphia
  - identifiCAtion
  - inforMAtion

  - Write the words on a piece of paper—don’t highlight where the stress is, as is done in the above list. 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 words in their book.

**GROUP ACTIVITY**

**J. Activity**
- Have students call out their own last names and you write them on the board, with a short blank before each name. Then say, *Put them in alphabetical order.* Order them as a class.
- Read the first step of the directions: *Read the identification cards.* Point to the identification cards. As students read, circulate to check that they are only reading, not writing.
- Read the second step. Show them the blank identification card at the bottom of the page. Do an example on the board using your own information.
- As students work, circulate and offer encouragement. Don’t let them spend too much time drawing.
- Read the third step. The students will put the cards in order by writing 1-6 on the blank line to the left of the card. The example is completed (first name is "Brown") but the answers will vary depending on the students’ last names.
- **OPTION:** Have students first alphabetize the five characters’ names so that the class has the same answers. The students determine where in the list their last name falls.
- Point out the blue box and explain that the abbreviations (short forms of the words) are very common in writing. Ask students if they have seen other abbreviations and generate a list on the board.

**EXTRA ACTIVITY (if time permits):**
- **Fly swatter** Write addresses (or just house numbers) on the board. Divide the class into two TEAMS. Have the first competing pair of students stand at the board, fly swatters in hand. You call out an address (or house number), and students try to be the first to swat it.
- **Alphabetizing** Have students write down the last names of all the students in the group and put them in alphabetical order. Add extra names to the mix by including common last names. For extra practice, include several names that sound and are spelled similarly. **NOTE:** Consider that depending on where students are from, they may write their last name differently. For example, Latino students have two last names and some Asian students may use their surname as their first name. This is a good opportunity to talk about cultural differences and the way we typically fill out forms in the U.S.
- **Pronunciation Extra: Intonation**
  - See one-on-one column for instructions.
• Give students an overview of the page. Emphasize the importance of studying English outside of class, including doing homework. Consider giving suggestions on how practice, such as listening to the radio or watching TV in English. You may even make this a part of each class - and follow-up with questions about what the students did outside of class to practice.
• **A. Listening:** Explain that they need the 2B audio CD for this activity. Explain that practice is the best way to improve listening!
• **B. Hello, world!:** Encourage students to try at least one of the suggestions. Say, *Try!* Ask which one the students will try.
• **C. 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!* As a way to offer effective encouragement, point to something specific that the students learned or did well in class today.

### A. Listening (track 3): Where do you live?

1. Betty: Good morning class.
   Class: Good morning.

2. Betty: Marta, where do you live?
   Marta: Hi, class. My name is Marta. I’m from Mexico. I live in Boulder, Colorado.
   Betty: What’s your address?
   Marta: I live on Orange Street. I live at 53 Orange Street.

3. Betty: Ana, where do you live?
   Betty: What’s your address?
   Ana: I live on Third Avenue. I live at 27 Third Avenue, Apartment B.

4. Betty: Darin, where do you live?
   Darin: Good morning. My name is Darin Patchee. I’m from Thailand.
   Betty: How do you spell that?
   Darin: T-h-a-i-l-a-n-d. ... I live in San Francisco, California.

5. Betty: Tano, where do you live?
   Betty: And where are you from?
   Tano: Oh, yes. Sorry. I’m from Ghana, Africa.

6. Betty: Nora?
   Nora: Hello. My name is Nora Kareem.
   Betty: How do you spell your last name?
   Nora: K-a-r-e-e-m. I’m from Jordan. I live at 7491 Jackson Avenue, Apartment 3D, Austin, Texas, 73301.
ONE ON ONE ACTIVITY

MATERIALS
- Board or paper + marker
- 2B audio CD, CD player
- Sheets of paper (1)
- Photos of friends and family (real or not)
- Adhesive tape
- OPTIONAL: magazine pictures of famous people

REVIEW
- Review asking for personal information from Day 1. Write in, on, and at on the board. Point to one of the words and ask, Where do you live?
- Review the homework.

WARM UP
- Write this, that, these, and those on the board.
- Hold up a photo of a family member (real or not). Say, These are my parents. This is my mom and this is my dad, etc. Point to a photo of two friends (real or not) taped at a distance to a wall and say, Those are my friends. That is my friend Gina, and that is my friend Dean.

GROUP ACTIVITY

MATERIALS
- Board + marker
- 2B audio CD, CD player
- Name tags and markers (1 per student)
- Reproducible: Personal Information Bingo (1 per student)
- Photos of friends and family (real or not)
- Adhesive tape

REVIEW
- Review asking for personal information from Day 1. Write in, on, and at on the board. Point to one of the words and ask, Where do you live?
- Review the homework.
- Give new name tags to students who forgot theirs.
- ICEBREAKER ACTIVITY: Personal Information Bingo Give each student a copy of the Personal Information Bingo.
- Students mingle, asking Where are you from? and Where do you live? For the second question, students answer in the ways practiced in Day 1: I live in Boulder, Colorado. I live on Orange Street. I live at 53 Orange St., Boulder, Colorado. Students write the name when they find someone with the information indicated. (Depending on class size, you may want to have students talk to a different person for each category, or not.) Students sit down when they've completed their lists.
- OPTION: Elicit additional question ideas from students. Have them write these on the back of their bingo cards.

WARM UP
- Write this, that, these, and those on the board.
- Hold up a photo of a family member (real or not). Say, These are my parents. This is my mom and this is my dad, etc. Point to a photo of two friends (real or not) taped at a distance to a wall and say, Those are my friends. That is my friend Gina, and that is my friend Dean.
**One on One Activity**

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

**B. Listening (track 4): These are my parents.**
- 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: Introductions**
- 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 4): These are my parents.**
- 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 Extra: Final S Sound for Plurals**
- Write the following lists on the board and say them by exaggerating the correct pronunciation.
  1. /z/ 2. /s/
     - girls classmates
     - words parents
     - boys
- 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 /b/, /d/, /g/, /v/, /l/, /m/, /n/ (voiced or vibrating sounds)
  2. Final *S* sounds like /s/ if: /p/, /t/, /k/, /f/ (voiceless)
  3. Final *es* sounds like /iz/ if: /ch/, /x/, /s/

**B. Listening (track 4): These are my parents.**

1. Pam Jones (Jack’s mom): Jack, son. How are you?
   Jack: Good, mom. Nice party!
   Pam Jones: Thanks. Today is your father’s 65th birthday.
   Jack: Yes. Happy birthday, dad!
   Mike Jones (dad): Thanks, son!

2. Mike Jones: Who is this?
   Jack: This is my friend Darin. We’re classmates at the university. Darin, these are my parents, Mike and Pam.
   Pam Jones: Welcome, Darin. It’s nice to meet you.
   Darin: Thank you. It’s nice to meet you, too.
   Mike Jones: Where are you from, Darin?
   Darin: I’m from Thailand.
C. Grammar: Who? this, that, these, those
• In 2A, the student used this, that, these, and those as adjectives: this shirt, that shirt, etc. Here this, that, these, and those are pronouns because they refer to people (or places or things) we are indicating, at varying distances. The student does not need to be concerned with grammatical terms, but he/she may want to understand the difference in usage. Point out that we can use this and that to ask about a person (Who is that?), but that we can’t point to two or more people and ask Who are these/ those?
• Read the questions and then answers from the grammar chart and have students repeat.
• Return to your photos from the warm up and ask, Who are they? Answer, These are my parents. Repeat with the other photo. Emphasize that distance is what determines which form to use. Also, point out that using he, she, and they is also correct.
• Now have the student practice with the photos.
• Point on the Language Note, which explains the idea of the possessive’s. Write two sentences on the board: They are his friends. / They are Jack’s friends. Explain that with names, we add ‘s to show ownership.
• Do extra practice for his/her and his/her. This is a very confusing concept for many students that will greatly impair understanding. You may need to revisit this often. Point to pictures in the book, or in magazines and ask the student if it’s he or she. Then ask is it his [shirt, friend, etc] or her [shirt, friend, etc]?

D. Activity
• Read the directions out loud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together by reading the Q&As out loud.

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 by reading the Q&As out loud. NOTE: There is more than one possible answer for items 3 and 4.
ONE ON ONE ACTIVITY

F. Activity

- Read the directions out loud. Direct the student’s attention to the photo and point to a family member and ask, *Who is that?* Elicit answers with *This is* and *That is*. Explain that we use both, depending on distance. When looking at a photo album, we might tend to use *This is*, whereas at a party, pointing across a room, we use *That is*.
- Point out the Language Note. Be sure that the student understands that here the ‘s isn’t showing possessive—it’s a contraction (shortened language).
- Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

G. Culture Tip!

- Have the student read the culture tip silently. Then you read the tip aloud.
- PAIR UP with your student. Practice introducing each other. Say, *This is Andy*. EXPANSION: To practice more, pretend to be famous people. You can bring in *magazine pictures* and ask who each other is.

EXTRA ACTIVITIES

- **Pronunciation Extra: CUP of MUSTARD sound**
  - Refer the student to the *Color Vowel™ Chart* in the back of their student book.
  - Ask student to repeat the words on the list and underline the stressed syllable.
  - Write the following words on the board or a piece of paper and have the student repeat several times. All words have the same *uh* sound, but are spelled differently which can be confusing:
    - cousin
    - bus
    - up
    - cup
    - cut
    - uncle
    - brother
  - Don’t spend too much time explaining the meaning of these words. The focus is on the sound, not the meaning.

GROUP ACTIVITY

F. Activity

- Read the directions out loud. Direct students’ attention to the photo and point to a family member and ask, *Who is that?* Elicit answers with *This is* and *That is*. Explain that we use both, depending on distance. When looking at a photo album, we might tend to use *This is*, whereas at a party, pointing across a room, we use *That is*.
- Point out the Language Note. Be sure that students understand that here the ‘s isn’t showing possessive—it’s a contraction (shortened language).
- Go over the example together. As students work, circulate and offer encouragement. Check answers together.

G. Culture Tip!

- Have students read the culture tip to themselves. Then you read the tip aloud.
- PAIR students. Have them introduce their partner: *This is Andy*. Then ask, Gesturing to a student across the room, *Who is that?*

EXTRA ACTIVITIES

- **Pronunciation Extra: CUP of MUSTARD sound**
  - Refer students to the *Color Vowel™ Chart* in the back of their student book.
  - Ask students to repeat the words on the list and underline the stressed syllable. Write the following words on the board and have the students repeat several times both as a group and individually. All words have the same *uh* sound, but are spelled differently which can be confusing:
    - cousin
    - bus
    - up
    - cup
    - cut
    - uncle
    - brother
  - Don’t spend too much time explaining the meaning of these words. The focus is on the sound, not the meaning.
ONE ON ONE ACTIVITY

H. Activity
- Read the directions out loud. Do an example on the board: Draw a picture of a person in a box. Write the person’s name under the picture. Then write the person’s relation to you (family word from the Word Box). Tell the student that stick figures are ok.
- If the student brought photos from home, distribute paper and tape for adhering the photos to the page.
- As the student works, answer any questions and offer encouragement.

I. Activity
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Point out the Language Note. Explain that Who’s is a shorter way of saying Who is.
- Point out the speech bubble: Can you repeat that, please? Encourage the student to use that phrase if he/she doesn't understand something. Note that throughout the Partner Book, bits of language—such as Can you repeat that, please?—are featured in speech bubbles and set alongside exercises. These are meant to serve as aids to the student—small chunks of useful language that the student can notice and integrate into the corresponding activity.
- Practice the conversation with the student.

Before You Go
- Tell the student to bring a cell phone to the next class.
- Assign homework.

GROUP ACTIVITY

H. Activity
- Read the directions out loud. Do an example on the board: Draw a picture of a person in a box. Write the person’s name under the picture. Then write the person’s relation to you (family word from the Word Box). Tell the students that stick figures are ok.
- For students who brought photos from home, distribute paper and tape for adhering their photos to the page.
- As students work, circulate and offer encouragement.

I. Activity
- PAIR students. Read the directions out loud. Model the example dialog with a student. Point out the Language Note. Explain that Who’s is a shorter way of saying Who is.
- Point out the speech bubble: Can you repeat that, please? Encourage students to use that phrase if they don't understand something. Note that throughout the Partner Book, bits of language—such as Can you repeat that, please?—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.
- As students talk, circulate and offer encouragement.

Before You Go
- Tell students to bring a cell phone to the next class.
- Assign homework.
ONE ON ONE ACTIVITY

J. Listening (track 5): These are my parents.
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together. OPTION: If your student is more advanced, suggest that he/she work without using the word box.

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

EXTRA ACTIVITY (if time permits)
- Family Word Bingo Have the student write any five family words on a piece of paper. As you randomly call out family words, the student crosses out those on his/her list. When all five words are crossed out, the student shouts, Bingo! For weaker students, elicit family words and write them on the board or piece of paper.

GROUP ACTIVITY

J. Listening (track 5): These are my parents.
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together. OPTION: For more advanced students, suggest that they work without using the word box.

K. Activity
- PAIR students. Read the directions out loud. Model the first conversation from Activity J with a student. As students talk, circulate and offer encouragement.

EXTRA ACTIVITY (if time permits)
- Family Word Bingo Have students write any five family words on a piece of paper. As you randomly call out family words, students cross out those on their list. When all five words are crossed out, students shout, Bingo! Have a student be the caller for the second round. For weaker students, or groups, elicit family words and write them on the board for students to copy.

J. Listening (track 5): These are my parents.

   Pam Jones: Thanks. Today is your father’s 65th birthday.
   Jack: Yes. Happy birthday, dad!
   Mike Jones (dad): Thanks, son!

2. Mike Jones: Who is this? Jack: This is my friend Darin. We’re classmates at the university. Darin, these are my parents, Mike and Pam.
   Pam Jones: Welcome, Darin. It’s nice to meet you.
   Darin: Thank you. It’s nice to meet you, too.
   Mike Jones: Where are you from, Darin?
   Darin: I’m from Thailand.

3. Uncle Ramon: Jack! How’s my favorite nephew? Who’s this?
   Jack: Hi, Uncle Ramon. This is Darin. He’s my friend.
   Uncle Ramon: How are you, Darin?
   Darin: Good, thanks. This is a nice party.
Homework

- Encourage the students to do the homework.
- **A. Listening:** Remind the students that this activity requires the 2B audio CD, and that practice is the best way to improve listening!
- **B. Hello, world!** Encourage the students to try one or more of the suggestions. Say, *Just one!* Ask the students which one they will try.
- **C. Journal:** Remind your students that they can share journal entries with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry with the student, do one now. Remind the students that it’s okay to write just words, not complete sentences.
- Thank your students for their hard work in class today! *Thank you! Good job!* As a way to offer effective encouragement, point to something specific that the students learned or did well in class today.

**A. Listening (track 6): These are my parents.**

1. Pam Jones (Jack’s mom): Jack, son. How are you?  
   Jack: Good, mom. Nice party!  
   Pam Jones: Thanks. Today is your father’s 65th birthday.  
   Jack: Yes. Happy birthday, dad!  
   Mike Jones (dad): Thanks, son!

2. Mike Jones: Who is this?  
   Jack: This is my friend Darin. We’re classmates at the university. Darin, these are my parents, Mike and Pam.  
   Pam Jones: Welcome, Darin. It’s nice to meet you.  
   Darin: Thank you. It’s nice to meet you, too.  
   Mike Jones: Where are you from, Darin?  
   Darin: I’m from Thailand.

3. Uncle Ramon: Jack! How’s my favorite nephew? Who’s this?  
   Jack: Hi, Uncle Ramon. This is Darin. He’s my friend.  
   Uncle Ramon: How are you, Darin?  
   Darin: Good, thanks. This is a nice party.

   Aunt Alice: Hi boys.  
   Jack: Hi, Aunt Alice. Darin, this is my Aunt Alice.  
   Darin: Hello.  
   Aunt Alice: Hello. And those are our two daughters. Girls! Jack, introduce Darin to the girls, ok?
**One on One Activity**

**MATERIALS**
- Board or paper + marker
- 2B audio CD, CD player
- Pens, or similar (4)
- Clock with moveable hands (1)
- Calendar (1)
- **OPTIONAL:** timer (1)

**REVIEW**
- Review *Who?* and *this, that, these, and those* from Day 2. Set two pens on the table, one near, one far. Ask, *Is this your pen? Is that your pen?* Add a pen to each location and repeat with *these* and *those.*
- 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.)
- Present a calendar showing days of the week and months and, pointing to a particular day / month, ask, *What day is it? What month is it?*

**Group Activity**

**MATERIALS**
- Board + marker
- 2B audio CD, CD player
- Clock with moveable hands (1)
- Calendar

**REVIEW**
- Review *Who? and this, that, these, and those* from Day 2. Gesturing to a student, ask another student, *Who is this?* Continue with various students until students have produced all of the target language from Day 2.
- Review the homework.

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

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

B. Listening (track 7): Nora’s schedule
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

C. Listening (track 8): Nora’s schedule
• 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.
• Tell the student that he/she will hear the conversation again, this time listening for the verbs with the /s/ sound at the end. The student should raise a hand upon hearing the /s/ sound. Play and/or read the audio. Raise your hand to help the student recognize the correct sound.
• Repeat with the /z/ and /iz/ sounds.

NOTE to teacher:
• The final s is pronounced like /s/ after voiceless consonants, such as /p/, /t/, /k/.
• The final s is pronounced like /z/ after voiced consonants such as /b/, /d/, /g/, /m/, /r/.
• The final s is pronounced like /iz/ after consonants such as /x/, /s/, /ch/, /sh/, /z/.

Group Activity

A. Vocabulary: Schedule
• 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 7): Nora’s schedule
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

C. Listening (track 8): Nora’s schedule
• 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.
• Tell students that they will hear the conversation again, this time listening for the verbs with the /s/ sound at the end. Tell them to raise their hand when they hear the /s/ sound. Play and/or read the audio. Raise your hand to help students recognize the correct sound.
• Repeat with the /z/ and /iz/ sounds.

NOTE to teacher:
• The final s is pronounced like /s/ after voiceless consonants, such as /p/, /t/, /k/.
• The final s is pronounced like /z/ after voiced consonants such as /b/, /d/, /g/, /m/, /r/.
• The final s is pronounced like /iz/ after consonants such as /x/, /s/, /ch/, /sh/, /z/.

B. and C. Listening (tracks 7 and 8): Nora’s schedule
a. From 6 to 8 a.m., Nora gets ready. She showers. And she gets dressed.
b. From 9:30 a.m. to 3:45 p.m., she is busy. She goes to work. She eats lunch. Then she goes home.
c. From 4:15 to 6:20 p.m., she studies. She does homework. She goes to class.
d. From 7:30 to 11 p.m., she is free. She makes dinner. She relaxes. She watches TV.
e. From 11 p.m. to 6 a.m., Nora sleeps.
**ONE ON ONE ACTIVITY**

D. Grammar: When? from ... to ...
- This grammar lesson focuses on ranges of time, days and dates as well as the conjugation of verbs in present tense (*I eat*, *She eats*, etc.).
- Read the items in the grammar chart and have the student repeat.
- On the board, write, *Nora: lunch: from 12:30 to 1 p.m.* Ask the student, *When does she eat lunch?* Focus on correct usage of *from* and *to*. Once the student is proficient, focus on correct conjugation. Explain that we add an *s* to verbs with *he, she,* and *it.*
- Ask the student questions using the structures from the chart. Have the student ask questions of you as well.

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

F. 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 sentence. Say, Underline *I, you, he, she, we, you,* and *they.* Explain that these words will help them decide whether the verb should have an *s* or not. **EXPANSION:** Point out the Language Notes. The student may be curious about why just an *s* is added to some words while others get *es* or *ies.* Keep the explanation simple and brief focusing on pronunciation for weaker students.
- **NOTE:** You may consider explaining the difference (and dual meanings of) between *watch* and *clock* by pointing out examples.

**GROUP ACTIVITY**

D. Grammar: When? from ... to ...
- This grammar lesson focuses on ranges of time, days and dates as well as the conjugation of verbs in present tense (*I eat*, *She eats*, etc.).
- Read the items in the grammar chart and have students repeat.
- On the board, write, *Nora: lunch: from 12:30 to 1 p.m.* Ask the class, *When does she eat lunch?* Focus on correct usage of *from* and *to.* Once students are proficient, focus on correct conjugation. Explain that we add an *s* to verbs with *he, she,* and *it.*
- Ask students questions using the structures from the chart. Have students ask questions as well.

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

F. 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 sentence. Say, Underline *I, you, he, she, we, you,* and *they.* Explain that these words will help them decide whether the verb should have an *s* or not. **EXPANSION:** Point out the Language Notes. Students may be curious about why just an *s* is added to some words while others get *es* or *ies.* Keep the explanation simple and brief focusing on pronunciation for weaker groups, or for simplicity.
- **NOTE:** You may consider explaining the difference (and dual meanings of) between *watch* and *clock* by pointing out examples.
ONE ON ONE ACTIVITY

G. Activity
- Read the first part of the directions: Look at the schedule. Point to the schedule. As the student reads, be sure he/she is only reading, not circling the times.
- 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: Ask the student about the schedule: On Monday: When is Ana free? When does she go to English class? etc. Be careful to use only the verbs the student already knows and from the current lesson.

H. Activity
- PAIR UP with your student. Explain that the student is going to imagine a situation. Say, Imagine that you call me on the phone.
- Read the next step: Complete the phone conversation. Look at the schedule in Activity G. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- Read the rest of the directions: Then stand up and practice! Practice the conversation with the student. Use your cell phones as props. EXPANSION: Have the student practice calling you to explain that he/she can’t come to class. Encourage the student to write down the conversation for future use.

I. Culture Tip!
- Have the student read the culture tip silently. Then you read the tip aloud. Explain the word illegal (not okay with the police). Ask the student if he/she drives and talks on the phone. Is it legal in your state? Is it legal to text and drive? Is it safe? Take a vote of who thinks it should be illegal versus legal.

GROUP ACTIVITY

G. Activity
- Read the first part of the directions: Look at the schedule. Point to the schedule. As students read, circulate to check that they are only reading, not circling the times.
- Read the rest of the directions. Go over the example together. As students work, circulate and offer encouragement. Check answers together. EXPANSION: Ask students about the schedule: On Monday: When is she free? When does she go to English class? etc. Be careful to use only the verbs students already know and from the current lesson.

H. Activity
- PAIR students. Explain that students are going to imagine a situation. Say, Imagine that you call me on the phone.
- Read the next step: Complete the phone conversation. Look at the schedule in Activity G. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- Read the rest of the directions: Then stand up and practice! Model the first few lines of the conversation with a student. Have students use their cell phones as props. As students talk, circulate and offer encouragement. EXPANSION: Have students practice calling you to explain that they can’t come to class. Encourage the students to write down the conversation for future use.

I. Culture Tip!
- Have students read the culture tip to themselves. Then you read the tip aloud. Explain the word illegal (not okay with the police). Ask students if they drive and talk on their phones. Is it legal in your state? Is it legal to text and drive? Is it safe? Take a vote of who thinks it should be illegal versus legal.
**One on One Activity**

**J. Activity**
- Read the directions out loud. Elicit the month and days of the week from the student. Do an example on the board: *Monday: 10:30 a.m.–5:30 p.m.: work.* Encourage the student to look on page 14 for daily activity words.
- As the student works, answer any questions and offer encouragement.

**K. Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student.
- Point out the Language Note. Explain that on Friday, people often say *Have a nice weekend!* And, that on Monday, people ask *How was your weekend?*

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

**Group Activity**

**J. Activity**
- Read the directions out loud. Elicit the month and days of the week from the students. Do an example on the board: *Monday: 10:30 a.m.–5:30 p.m.: work.* Encourage students to look on page 14 for daily activity words.
- As students work, circulate and offer encouragement.

**K. Activity**
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.
- Point out the Language Note. Explain that on Friday, people often say *Have a nice weekend!* And, that on Monday, people ask *How was your weekend?*

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

L. Activity
- Read the directions out loud. Do an 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.
- Practice the pronunciation of *breakfast*, demonstrating that *break* and *fast* are said differently on their own, then when they’re together in *breakfast* (/breck-fist/).

M. Activity
- PAIR UP with your student. Read the directions out loud. Remind the student that he/she can look at the schedule in Activity L or the calendar on page 17 in the student book. Read the example dialog with the student. Then ask and answer questions about the schedule. **OPTION:** Make your own schedule and ask each other questions about your schedules.

EXTRA ACTIVITY (if time permits):
- **Numbers Bee** The student stands at the board. Say a time. The student tries to write the time in numbers correctly and quickly. **OPTION:** Give the student one clue if he/she is stuck. **OPTION:** Switch roles, having the student give you times to write so that he/she can see a visual of what he/she says. **OPTION:** Use a timer to add a sense of excitement.
- **Pronunciation Extras: SILVER/GREEN**
  - Write the following sound categories and words on the board and demonstrate by exaggerating the correct pronunciation.
  - Refer the students to the Color Vowel™ Chart in the back of their student books.
  - Ask student to repeat the words on the list.
    1. SILVER PIN 2. GREEN TEA
      - *slip*  *sleep*  
      - *it*  *eat*  
      - *his*  *he’s*  
  - 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 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

L. Activity
- Read the directions out loud. Do an example together. As students work, circulate and offer encouragement. **OPTION:** For more advanced students, suggest that they work without using the word box.
- Practice the pronunciation of *breakfast*, demonstrating that *break* and *fast* are said differently on their own, then when they’re together in *breakfast* (/breck-fist/).

M. Activity
- PAIR students. Read the directions out loud. Remind students that they can look at the schedule they wrote out in Activity L or the calendar they made on page 17 in the student book. Model the example dialog with a student. As students talk, circulate and offer encouragement.

EXTRA ACTIVITY (if time permits):
- **Numbers Bee** Divide the class into two TEAMS. Each team sends a player to the board. You say a time. The players try to write the time (in numbers: 12:15) first and correctly. If neither player is correct, write the correct answer and call a new pair to the board. **OPTION:** Encourage team members to help if the participants are stuck.
- **Pronunciation Extras: SILVER/GREEN**
  - Write the following sound categories and words on the board and demonstrate by exaggerating the correct pronunciation.
  - Refer the students to the Color Vowel™ Chart in the back of their student books.
  - Ask student to repeat the words on the list.
    1. SILVER PIN 2. GREEN TEA
      - *slip*  *sleep*  
      - *it*  *eat*  
      - *his*  *he’s*  
  - 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.
• Encourage the students to do the homework.
• **A. Listening:** Remind the students that this activity requires the 2B audio CD, and that practice is the best way to improve listening!
• **B. Reading:** Explain that reading is a good way to grow vocabulary. **OPTION:** Some students may have cellular phones that allow them to record sounds. Encourage these students to record themselves reading the story both for this activity and for future lessons. Hearing themselves over time is a great way to self-correct and measure progress.
• **C. Hello, world!** Encourage the students to try at least one of the suggestions. Say, *Try!* Ask which one each student will try.
• **D. Journal:** Remind your students that they can share journal entries with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry or provide a starter sentence (*On Saturday, I*), do that now. Remind the students that it's okay to write just words, not complete sentences.
• Thank your students for their hard work in class today. *Good job!* As a way to offer effective encouragement, point to something specific that the students learned or did well in class today.

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**A. Listening (track 9): Nora's schedule**

a. From 6 to 8 a.m., Nora gets ready. She showers. And she gets dressed.
b. From 9:30 a.m. to 3:45 p.m., she is busy. She goes to work. She eats lunch. Then she goes home.
c. From 4:15 to 6:20 p.m., she studies. She does homework. She goes to class.
d. From 7:30 to 11 p.m., she is free. She makes dinner. She relaxes. She watches TV.
e. From 11 p.m. to 6 a.m., Nora sleeps.
### Materials
- Board or paper + marker
- 2B audio CD, CD player
- Reproducible: Room and Furniture Cards (1 set) and keep for Day 5.

### Review
- Review schedules from Day 3 by asking, *When?* questions with activity words from page 14.
- Review the homework.

### Warm Up
- Hold up a Room and Furniture Card. Ask, *How many beds are there?* Point to the furniture and elicit only the number. Confirm the student’s answer by saying, *There are two beds.* Continue asking *How many* questions with other furniture words (from the lesson) and confirming with *There is / There are* responses. It’s not necessary for the student to answer in complete sentences at this stage.

### ICEBREAKER ACTIVITY: Question Line
- Review schedules from Day 3 with this activity. Have the class brainstorm a list of *When* questions using the actions they learned in Day 3 (*do homework, eat lunch*, etc.). Write them on the board. Position students around a long table, with an equal number of students on each side: a question side and an answer side. On the question side, Partner A (asks across the table) Partner B a *When* question using one of the actions on the board. On the answer side, Partner B answers with a time, day, date or range. For example: A: *When do you study?* B: I study from 3 to 5 p.m. / I study on Saturday. Students shift one position to the left when you clap (or whistle or otherwise signal it’s time to move on). Rotating clockwise, after each question one student on the question side of the table will rotate over to the answer side of the table, and a student on the answer side will rotate on to the question side. Eventually all students will ask and answer all questions.
- Review the homework.

### Warm Up
- Hold up a Room and Furniture Card. Ask, *How many beds are there?* Point to the furniture and elicit only the number. Confirm the students’ answer by saying, *There are two beds.* Continue asking *How many* questions with other furniture words (from the lesson) and confirming with *There is / There are* responses. It’s not necessary for students to answer in complete sentences at this stage.
**One on One Activity**

**A. Vocabulary: 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. The focus is on the classified ads (in white boxes) and opposite words.
- As pronunciation practice, say the words and have the student repeat.
- Ask, *What are we learning today?*

**B. Listening (track 10): The apartment**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first section to make sure your student is on pace.) Repeat the audio as necessary. Check answers together.
- **NOTE:** Point out that we often use *fridge* for *refrigerator.*

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**Group Activity**

**A. Vocabulary: 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. The focus is on the classified ads (in white boxes) and opposite words.
- As pronunciation practice, say the words and have students repeat.
- Ask, *What are we learning today?*

**B. Listening (track 10): The apartment**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first section to make sure your students are on pace.) Repeat the audio as necessary. Check answers together.
- **NOTE:** Point out that we often use *fridge* for *refrigerator.*

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**EXTRA ACTIVITIES**

**Pronunciation Extra**
- Write the following words on the board. The endings of these words can be tricky to distinguish.
- Demonstrate the pronunciation. Then, say a word and the student says which number it is.
- Repeat the words again, having the student repeat several times.
- Then, have the student say individual words and you tell them which number they hear.
  1. bed
  2. bet
  3. bad
  4. bat
  5. bath

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**B. Listening (track 10): The apartment**

Matt: Look at this one on Market Street!
Darin: Ooh! Market Street is nice. How many bedrooms are there?
Matt: Two.
Darin: Ooh! How many bathrooms are there?
Matt: One.
Darin: Oh. Are utilities included?
Matt: Yes. And it has a patio!
Darin: A patio. Wow!
Matt: It has a small living room.
Darin: Oh....
Matt: And a sunny kitchen!
Darin: How much is the rent?
Matt: It’s $1,050 a month.
Darin: That’s cheap! What’s the address?
Matt: I don’t know. The number is 303-555-6179.
Darin: Call!
**LANGUAGE TOOLS**

**ONE ON ONE ACTIVITY**

C. Grammar: *How many?*
- This grammar lesson focuses on the question *How many* and the structure *There is / There are.*
- Read the items in the grammar chart and have the student repeat.
- Continue as in Warm Up with *How many* questions using Room and Furniture Cards. Ask about furniture and other items (pencils, chairs, etc.) in the classroom.

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

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

**GROUP ACTIVITY**

C. Grammar: *How many?*
- This grammar lesson focuses on the question *How many* and the structure *There is / There are.*
- Read the items in the grammar chart and have students repeat.
- Continue as in Warm Up with *How many* questions using Room and Furniture Cards. Ask about furniture and other items (pencils, students, etc.) in the classroom.

D. Activity
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS. Ask for volunteers to perform in front of the class.

E. Activity
- Read the directions out loud. Point out the pictures on the left. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
ONE ON ONE ACTIVITY

F. Listening (track 11): The apartment
• Read the directions out loud. Point out the different rooms on the floor plans using the furniture and fixtures as clues for what each one is.
• Play and/or read the audio. Repeat the audio as necessary. Check the answer together. EXPANSION: Ask How many questions about each of the pictures.

G. Culture Tip!
• Have the student read the culture tip silently. Then you read the tip aloud. Ask the student about pets in his/her country. Does your student have a pet? Do you? What animals are considered pets? What animals live indoors? Explain that you may have to pay an extra deposit on a rental apartment or house if you have a pet.

GROUP ACTIVITY

F. Listening (track 11): The apartment
• Read the directions out loud. Point out the different rooms on the floor plans using the furniture and fixtures as clues for what each one is.
• Play and/or read the audio. Repeat the audio as necessary. Check the answer together. EXPANSION: Ask How many questions about each of the pictures.

G. Culture Tip!
• Have students read the culture tip to themselves. Then you read the tip aloud. Ask students about pets in their country. What animals are considered pets? What animals live indoors? Do any of them have pets now? Explain that you may have to pay an extra deposit on a rental apartment or house if you have a pet.

F. Listening (track 11): The apartment
Matt: Look at this one on Market Street!
Darin: Ooh! Market Street is nice. How many bedrooms are there?
Matt: Two.
Darin: Ooh! How many bathrooms are there?
Matt: One.
Darin: Oh. Are utilities included?
Matt: Yes. And it has a patio!
Darin: A patio. Wow!
Matt: It has a small living room.
Darin: Oh....
Matt: And a sunny kitchen!
Darin: How much is the rent?
Matt: It’s $1,050 a month.
Darin: That’s cheap! What’s the address?
Matt: I don’t know. The number is 303-555-6179.
Darin: Call!
ONE ON ONE ACTIVITY

H. Activity
• Point to the floor plan on the right. Ask questions about the apartment: How many bedrooms are there? Is there a bathtub? etc.
• Then read the directions. The student can write about where they live now, or their dream house. Do the description line (first line) together using student book page 20 as an example. As the student works, answer any questions and offer encouragement. OPTION: Have the student write about the floor plan to the right of the ad.

I. Activity
• PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then have a conversation about the apartment. Encourage him/her to ask as many different questions as possible. Point out the speech bubble: Are utilities included? OPTION: Use your cell phones as props.

Before You Go
• Encourage the student to ask questions about any part of the lesson that wasn’t clear.
• Tell the student to bring a bill (credit card bill, cable bill, utility bill, etc.) to the next class. Point out the image of a bill to convey the meaning.
• Assign homework.

GROUP ACTIVITY

H. Activity
• Point to the floor plan on the right. Ask questions about the apartment: How many bedrooms are there? Is there a bathtub? etc.
• Then read the directions. Students can write about where they live now, or their dream homes. Do the description line (first line) together using student book page 20 as an example. As the students work, answer any questions and offer encouragement. OPTION: Have the students write about the floor plan to the right of the ad.

I. Activity
• PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. Encourage them to ask as many different questions as they can. Point out the speech bubble: Are utilities included? OPTION: Students can use their cell phones as props.

Before You Go
• Encourage students to ask questions about any part of the lesson they didn’t understand.
• Tell them to bring a bill (credit card bill, cable bill, utility bill, etc.) to the next class. Point out the image of a bill to convey the meaning.
• Assign homework.
**ONE ON ONE ACTIVITY**

J. Activity
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- Talk about whether or not some of the items could be in different rooms.

K. Activity
- Read the directions out loud. Make sure the student understands the meaning of opposite. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** If your student is more advanced, suggest that he/she work without using the word box. **EXPANSION:** Have the student write sentences with the words.

**EXTRA ACTIVITY (if time permits):**
- **Memory** PAIR UP with your student. Take two sets of Room and Furniture Cards and place them facedown on a table. Partner A turns over two cards, trying to find a match (matching pictures). 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. **NOTE:** You will use the Cards again in Day 5.
- **Pronunciation Extra: Sh and Ch**
- Write the following lists on the board. Say them while exaggerating the correct pronunciation and demonstrating the mouth’s structure as you say the words.

<table>
<thead>
<tr>
<th>1. /ʃ/</th>
<th>2. /tʃ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>she's</td>
<td>cheese</td>
</tr>
<tr>
<td>ship</td>
<td>chip</td>
</tr>
<tr>
<td>sheep</td>
<td>cheap</td>
</tr>
</tbody>
</table>

- Explain that with /ʃ/, the tongue does not touch the inside of the mouth. With /tʃ/, the tongue briefly touches the top of the mouth behind the teeth.
- 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.
- Don’t spend too much time talking about the meaning of words. The focus is on the sounds. Or, you can draw a simple picture of each word if that will help.

**GROUP ACTIVITY**

J. Activity
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- Talk about whether or not some of the items could be in different rooms.

K. Activity
- Read the directions out loud. Make sure students understand the meaning of opposite. Go over the example together. As students work, circulate and offer encouragement. Have students check answers in PAIRS. **OPTION:** For more advanced students, suggest that they work without using the word box. **EXPANSION:** Have the students write sentences with the words.

**EXTRA ACTIVITY (if time permits):**
- **Memory** PAIR students. Give each pair a set of Room and Furniture Cards to place facedown on a table. Partner A turns over two cards, trying to find a match (matching pictures). 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. **NOTE:** You will use the Cards again in Day 5.

- **Pronunciation Extra: Sh and Ch**
- Write the following lists on the board. Say them while exaggerating the correct pronunciation and demonstrating the mouth’s structure as you say the words.

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<td>cheese</td>
</tr>
<tr>
<td>ship</td>
<td>chip</td>
</tr>
<tr>
<td>sheep</td>
<td>cheap</td>
</tr>
</tbody>
</table>

- Explain that with /ʃ/, the tongue does not touch the inside of the mouth. With /tʃ/, the tongue briefly touches the top of the mouth behind the teeth.
- Make sure students hear the differences by identifying the word they hear by column number as you say the words. Add more words if you want.
- Don’t spend too much time talking about the meaning of words. The focus is on the sounds. Or, you can draw a simple picture of each word if that will help.
Homework

• Encourage the students to do the homework.
• **A. Listening:** Remind the students that this activity requires the 2B audio CD, and that practice is the best way to improve listening!
• **B. Reading:** Remind your students that reading is a good way to grow vocabulary.
• **C. Hello, world!:** Encourage the students to try at least one of the suggestions. Say, *Just one!* Ask which one they will try.
• **D. Journaling:** Remind your students that they can share journal entries with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the group now, do one. Remind the students that it’s okay to write just words, not complete sentences.
• Thank your students for their hard work in class today. *Thank you! Good job!* As a way to offer effective encouragement, point to something specific that the students learned or did well in class today.

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**A. Listening (track 12): The apartment**

Matt: Look at this one on Market Street!
Darin: Ooh! Market Street is nice. How many bedrooms are there?
Matt: Two.
Darin: Ooh! How many bathrooms are there?
Matt: One.
Darin: Oh. Are utilities included?
Matt: Yes. And it has a patio!

Darin: A patio. Wow!
Matt: It has a small living room
Darin: Oh...
Matt: And a sunny kitchen!
Darin: How much is the rent?
Matt: It's $1,050 a month.
Darin: That's cheap! What's the address?
Matt: I don't know. The number is 303.555.6179.
Darin: Call!
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 2B audio CD, CD player
- Reproducible: Room and Furniture Cards from Day 4 (1 set)
- Reproducible: Bill Slips (1 set)
- Reproducible: Calendar Date Strips (1 set)

**REVIEW**
- Review housing language from Day 4. Hold up a Room and Furniture Card and ask the student to call out descriptions using *There is* / *There are* and furniture words.
- Review the homework. Point out the phrase *I don’t know* that came up in the listening track. Explain the meaning by shrugging your shoulders or shaking your head. This is a useful phrase for students to understand. Explain that *I’m not sure* is another way to say that.

**WARM UP**
- Give the student a Bill Slip. Ask, *What is the bill for: gas, phone, car? When is it due?*
- Talk about what’s on the bill. What else might be on a bill that’s not there?
- Have the student brainstorm other kinds of bills. Write them down.

**GROUP ACTIVITY**

**MATERIALS**
- Board + marker
- 2B audio CD, CD player
- Reproducible: Room and Furniture Cards from Day 4 (1 set)
- Reproducible: Bill Slips (1 slip per group)
- Reproducible: Calendar Date Strips (1 set per pair)

**REVIEW**
- Review housing language from Day 4. Hold up a Room and Furniture Card and ask students to call out descriptions using *There is* / *There are* and furniture words.
- Review the homework. Point out the phrase *I don’t know* that came up in the listening track. Explain the meaning by shrugging your shoulders or shaking your head. This is a useful phrase for students to understand. Explain that *I’m not sure* is another way to say that.

**WARM UP**
- Divide students into small groups and give each group a Bill Slip. On the board, write, *What is the bill for: gas, phone, car? When is it due?*
- Talk about what’s on the bill. What else might be on a bill that’s not there?
- Have students brainstorm other kinds of bills. Write them on the board.
**BILLS**

**O N E  O N  O N E  A C T I V I T Y**

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

**B. Listening (track 13): The electric bill**
- 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.

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

**A. Vocabulary: Bills**
- 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 13): The electric bill**
- 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 13): The electric bill**
Automated voice: Press 1 for a representative.
Patty: Hi. I have a question about my electric bill.
Representative: Okay. What's your name?
Patty: Patty Brown.
Representative: How do you spell that?
Patty: P-a-t-t-y B-r-o-w-n.
Representative: And what's your account number, Ms.
Brown?
Patty: 68493011
Representative: That's 68493011. Correct?
Patty: Yes.
Representative: Okay, Ms. Brown. What is your question?
Patty: When is my electric bill due?
Representative: It's due on the 21st.
Patty: September 21st?
Representative: Yes.
Patty: The due date on my bill is September 1st. It says payment is overdue.
Representative: I'm sorry. That is a mistake. It's due on September 21st. The payment is not overdue.
Patty: Okay. Thanks.
Representative: Thank you.
ONE ON ONE ACTIVITY

C. Grammar: When?
• This grammar lesson focuses on the use of *on* with days and dates.
• Read the items in the grammar chart and have the student repeat.
• Return to the Bill Slips from the Warm Up. Ask, *When is the car payment due?* Encourage the student to answer using *on* in the answer. Continue with all of the Bill Slips.
• Point out the Language Note and explain that listening for contractions will make understanding spoken English easier.

D. Activity
• Read the first part of the directions: *Look at the calendar.* Point to the calendar.
• Read the rest of the directions. Go over the examples (answer example in item 1 and question example in item 4) 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.

EXTRA ACTIVITIES
• Pronunciation Extra: BLUE MOON
  • Refer your student to The Color Vowel™ Chart in the back of their book.
  • Write the following words on the board or a piece of paper and have the student repeat several times. All words have the same **oo** sound, but are spelled differently which can be confusing.
    
    - due
    - do
    - who
    - two
    - you
    - new
    - true
  • Don’t spend too much time explaining the meaning of these words. The focus is on the sound, not the meaning.

GROUP ACTIVITY

C. Grammar: When?
• This grammar lesson focuses on the use of *on* with days and dates.
• Read the items in the grammar chart and have students repeat.
• Return to the Bill Slips from the Warm Up. Ask, *When is the car payment due?* Encourage students to answer using *on* in their answers. Continue with the Bill Slips you distributed.
• Point out the Language Note and explain that listening for contractions will make understanding spoken English easier.

D. Activity
• Read the first part of the directions: *Look at the calendar.* Point to the calendar.
• Read the rest of the directions. Go over the examples (answer example in item 1 and question example in item 4) 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.

EXTRA ACTIVITIES
• Pronunciation Extra: BLUE MOON
  • Refer your students to The Color Vowel™ Chart in the back of their books.
  • Write the following words on the board and have the students repeat several times both as a group and individually. All words have the same **oo** sound, but are spelled differently which can be confusing.
    
    - due
    - do
    - who
    - two
    - you
    - new
    - true
  • Don’t spend too much time explaining the meaning of these words. The focus is on the sound, not the meaning.
**One on One Activity**

**E. Activity**
- Read the first part of the directions: *Read the bills.* Point to the six utility bills on the page. As the student reads, be sure he/she is only reading, not doing the activity.
- Read the rest of the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** Have the student circle the due dates before putting the bills in order.
- Encourage the student to ask, *What does ___ mean?* when he/she hears or sees a word that they don’t understand. For example, look at the sample bill and pick out a word: *What does previous balance mean? It’s the amount due from your last bill.*
- Ask if there are other words the students don’t understand. Tell them to use the new question to ask about its meaning.

**F. Culture Tip!**
- Have the student read the culture tip silently. Then you read the tip aloud. Explain the meaning of extra charge: *Extra money you pay because you are late.* Ask if anyone has paid an extra charge. Ask, *How much was it?*
- Talk about the importance of calling the company if you can’t pay your bills. Some companies will offer financial assistance or extend a due date for a bill. Letting bills pile up and not paying them without calling is very dangerous.

**Group Activity**

**E. Activity**
- Read the first part of the directions: *Read the bills.* Point to the six utility bills on the page. As students read, circulate to check that they are only reading, not doing the activity.
- Read the rest of the directions. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Have students circle the due dates before putting the bills in order.
- Encourage students to ask, *What does ___ mean?* when they hear or see a word they don’t understand. For example, look at the sample bill and pick out a word: *What does previous balance mean? It’s the amount due from your last bill.*
- Ask if there are other words the students don’t understand. Tell them to use the new question to ask about its meaning.

**F. Culture Tip!**
- Have students read the culture tip to themselves. Then you read the tip aloud. Explain the meaning of extra charge: *Extra money you pay because you are late.* Ask if anyone has paid an extra charge. Ask, *How much was it?*
- Talk about the importance of calling the company if you can’t pay your bills. Some companies will offer financial assistance or extend a due date for a bill. Letting bills pile up and not paying them without calling is very dangerous.
**One on One Activity**

**G. Activity**
- Read the directions out loud. Make sure the student understands that he/she must look at Activity E to do the activity. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

**H. Activity**
- On the board, write the chart with made-up dates and amounts. Explain that these are your bills. Ask the student the questions at the top of the chart about some of the bills: *When is your gas bill due?*
- PAIR UP with your student. Read the first part of the directions. Explain that the activity has two parts: First the student is going to complete the chart with his/her information. Then together you are going to talk about your charts. Explain that it’s okay if the information the student writes in the chart isn’t true.
- Once the student has completed the chart, read the example dialog with your student. Then talk about your bills, asking the questions at the top of the chart.

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

**Group Activity**

**G. Activity**
- Read the directions out loud. Make sure students understand that they must look at Activity E to do the activity. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

**H. Activity**
- On the board, write the chart with made-up dates and amounts. Explain that these are your bills. Ask students the questions at the top of the chart about some of the bills: *When is your gas bill due?*
- PAIR students. Read the first part of the directions. Explain that the activity has two parts: First students are going to complete the chart with their information. Then they’re going to talk about their chart with a partner. Explain that it’s okay if the information they write in the chart isn’t true.
- Once students have completed the chart, model the example dialog with a student. As students talk, circulate and offer encouragement.

**Before You Go**
- Encourage students to do the homework before next class.
- Assign homework.
**EXTRA! EXTRA!**

**ONE ON ONE ACTIVITY**

I. Activity
- PAIR UP with your student. Read the directions out loud. Have the student brainstorm questions. You write them on the board. For example: *When is the credit card bill due? How much is it? What is the date of the bill?*
- Read the example dialog with the student. Then ask and answer questions about the due dates.

**EXTRA ACTIVITY (if time permits)**
- Order! PAIR UP with your student. Give the student a set of Calendar Date Strips. Have the student cut the numbers, then put them in a stack, with the words face-up. The student then puts the strips in order (chronologically), starting with the 1st. **OPTIONS:** 1) The student can do the activity with the numbers side face-up. 2) If your student is more advanced, have him/her order the numbers in reverse, starting with thirty-first.
- Pronunciation Extra: BROWN COW sound
- Refer the student to the Color Vowel™ Chart in the back of their student book.
- Ask students to repeat the words on the list and underline the vowel sound.
- Write the following words on the board and have the students repeat several times both as a group and individually. All words have the same *ow* (BROWN COW) sound, but are spelled differently which can be confusing. Underlining (despite the fact that these are all one-syllable words) helps make this distinction.
  - amount
  - count
  - ounce
  - cow
  - wow
  - how
  - now
  - about
- Don’t spend too much time explaining the meaning of these words. The focus is on the sound, not the meaning.

**GROUP ACTIVITY**

I. Activity
- PAIR students. Read the directions out loud. Have the students brainstorm questions and write them on the board. For example: *When is the credit card bill due? How much is it? What is the date of the bill?*
- Model the example dialog with a student. As students talk, circulate and offer encouragement.

**EXTRA ACTIVITY (if time permits)**
- Order! PAIR students. Give each pair a set Calendar Date Strips. Have them cut the numbers, then put them in a stack, with the words face-up. Students then put the strips in order (chronologically), starting with the 1st. **OPTION:** Less advanced students can do the activity with the numbers side face-up.
- Pronunciation Extra: BROWN COW sound
- Refer the students to the Color Vowel™ Chart in the back of their student books.
- Ask students to repeat the words on the list and underline the vowel sound.
- Write the following words on the board and have the students repeat several times both as a group and individually. All words have the same *ow* (BROWN COW) sound, but are spelled differently which can be confusing. Underlining (despite the fact that these are all one-syllable words) helps make this distinction.
  - amount
  - count
  - ounce
  - cow
  - wow
  - how
  - now
  - about
- Don’t spend too much time explaining the meaning of these words. The focus is on the sound, not the meaning.
• Encourage the students to do the homework.
• **A. Listening:** Remind the students that this activity requires the 2B audio CD, and that practice is the best way to improve listening!
• **B. Hello, world!**: Encourage the students to try at least one of the suggestions. Say, *Just one!* Ask which one they will try.
• **C. Journal:** Remind your students that they can share journal entries with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry with the students, do one now. Remind the students that it’s okay to write just words, not complete sentences.
• Thank your students for their hard work in class today! *Nice work!* Congratulate him/her on something specific (pronunciation, grammar, doing homework, participating, etc).

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**A. Listening (track 14): The electric bill**

Automated voice: Press 1 for a representative.
Patty: Hi. I have a question about my electric bill.
Representative: Okay. What’s your name?
Patty: Patty Brown.
Representative: How do you spell that?
Patty: P-a-t-t-y B-r-o-w-n.
Representative: And what’s your account number, Ms. Brown?
Patty: 68493011
Representative: That’s 68493011. Correct?
Patty: Yes.

Representative: Okay, Ms. Brown. What is your question?
Patty: When is my electric bill due?
Representative: It’s due on the 21st.
Patty: September 21st?
Representative: Yes.
Patty: The due date on my bill is September 1st. It says payment is overdue.
Representative: I’m sorry. That is a mistake. It’s due on September 21st. The payment is not overdue.
Patty: Okay. Thanks.
Representative: Thank you.
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 2B audio CD, CD player
- Sheets of paper (1 per student)
- Reproducible: Bank Card
- OPTIONAL: Reproducible: Practice Checks (1 page per student)

**REVIEW**
- Review dates and amounts from Day 5. Have the student say the names and amounts and due dates of his/her bills (real or imagined). Write them on the board.
- Review the homework.

**WARM UP**
- Mime standing at an ATM, putting in your bank card, typing in a password. Typing in an amount, taking cash, and taking a receipt. Have the student guess what you are doing.
- Repeat the mime once again, pausing before each step to elicit the instructions: *Insert your card. Enter your password.* etc. Say the instructions if the student doesn't know them.

**GROUP ACTIVITY**

**MATERIALS**
- Board + marker
- 2B audio CD, CD player
- Sheets of paper (1 per student)
- Reproducible: Bank Card (1 card per student)
- OPTIONAL: Reproducible: Practice Checks (1 page per student)

**REVIEW**
- Review dates and amounts from Day 5. Have students call out the names and amounts and due dates of their bills (real or imagined). Write them on the board. Then ask the class, *When is Hamid's phone bill due? How much is it?*
- Review the homework.

**WARM UP**
- Mime standing at an ATM, putting in your bank card, typing in a password. Typing in an amount, taking cash, and taking a receipt. Have students guess what you are doing.
- Repeat the mime once again, pausing before each step to elicit the individual instructions: *Insert your card. Enter your password.* etc. Say the instructions if the students don't know them.
**ONE ON ONE ACTIVITY**

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

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

C. **Listening (track 15): The ATM**
- 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.
- Talk about other useful words related to this topic: *What does receipt mean? What does withdrawal mean? Is it important to save receipts?*

**GROUP ACTIVITY**

A. **Vocabulary: Banking**
- 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. **Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement.

C. **Listening (track 15): The ATM**
- 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.
- Talk about other useful words related to this topic: *What does receipt mean? What does withdrawal mean? Is it important to save receipts?*

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**C. Listening (track 15): The ATM**

Insert your card.
Enter your password.
Press OK.
Enter the amount.
Press OK.
Take your cash and receipt or insert your deposit.
Remove your card.
**One on One Activity**

**D. Grammar: Polite instructions, capital letters**
- This grammar lesson focuses on giving instructions and using *please* to be polite.
- Read the items in the grammar chart and have the student repeat.
- Explain that *please* can go at the beginning or end of an instruction.
- Practice a few instructions, emphasizing the word *please*. Have the student come up with instructions, too.

**E. Activity**
- Write the alphabet on the board in small letters. Have the student come to the board and write the corresponding capital letters. Point out the chart and remind the student to start the sentence with a capital letter.
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

**F. Activity**
- Read the directions out loud. Go over the example together. Explain that *Insert your card, please* would also be correct. As the student works, answer any questions and offer encouragement. Check answers together.

**Group Activity**

**D. Grammar: Polite instructions, capital letters**
- This grammar lesson focuses on giving instructions and using *please* to be polite.
- Read the items in the grammar chart and have students repeat.
- Explain that *please* can go at the beginning or end of an instruction.
- Practice a few instructions, emphasizing the word *please*. Have students come up with instructions, too.

**E. Activity**
- Write the alphabet on the board in small letters. Have students come to the board in groups and write the corresponding capital letters. Review the answers as a class. Point out the chart and remind the student to start the sentence with a capital letter.
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

**F. Activity**
- Read the directions out loud. Go over the example together. Explain that *Insert your card, please* would also be correct. As students work, circulate and offer encouragement. Check answers together.
**ONE ON ONE ACTIVITY**

**G. Activity**
- Explain that the student is going to imagine a situation. Say, *Imagine that you go to the bank to open an account.* Have the student look at the application and complete it. Check to be sure that the student understood each part of the application. **OPTION:** If your student is more advanced: PAIR UP with your student. One of you is a bank manager, the other a bank customer. The bank manager completes the application, asking the customer the questions.

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>card</td>
<td>OK</td>
<td>password</td>
</tr>
<tr>
<td>your</td>
<td>press</td>
<td>enter</td>
</tr>
</tbody>
</table>

- Gesture to the first column and say, *Number one: Write a sentence.* Check answers together. Be sure that the first word is capitalized.

**H. Culture Tip!**
- Have the student read the culture tip silently. Then you read the tip aloud. Make sure that the student understands the word *fee.* Ask the student where he/she banks and how much the banks’ ATM fees are.

**GROUP ACTIVITY**

**G. Activity**
- Explain that students are going to imagine a situation. Say, *Imagine that you go to the bank to open an account.* Have them look at the application and complete it. Circulate to check that students understood each part of the application. **OPTION:** For more advanced students, PAIR them. One is a bank manager, the other a bank customer. The bank manager completes the application, asking the customer the questions.

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>card</td>
<td>OK</td>
<td>password</td>
</tr>
<tr>
<td>your</td>
<td>press</td>
<td>enter</td>
</tr>
</tbody>
</table>

- Gesture to the first column and say, *Number one: Write a sentence.* Students raise their hands when they have a complete sentence written, trying to be the first. Students check answers in PAIRS. Tell them to be sure that the first word is capitalized.

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then you read the tip aloud. Make sure that students understand the word *fee.* Ask students where they bank and how much their banks’ ATM fees are.
REAL LIFE

ONE ON ONE ACTIVITY

I. Activity
• Give the student a Bank Card. The blank is for the student’s name. Explain that the student is going to imagine a situation. Say, *Imagine that you are going to the bank with me. I don’t know how to use the ATM. You are helping me.*
• PAIR UP with your student. Read steps 2 and 3 of the directions.
• Read the example dialog with the student. Point out the speech bubble. Tell the student to say, *Excuse me?* if something is unclear.
• Practice the conversation with the student. Switch roles.

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
• Give each student a Bank Card. Tell them to write their name. Explain that students are going to imagine a situation. Say, *Imagine that you are going to the bank with a friend. Your friend doesn’t know how to use the ATM. You are helping your friend.*
• PAIR students. Read steps 2 and 3 of the directions.
• Model the example dialog with a student. Point out the speech bubble. Tell students that if they don’t understand something, they can say, *Excuse me?*
• As students talk, circulate and offer encouragement.
• Tell students to switch roles after they’ve practiced once.
• Invite pairs to practice in front of the class.

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

**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 bills.* Have the student brainstorm a list of his/her bills and amounts and choose a couple for the checks. **OPTION:** For additional practice, distribute Practice Checks.
- **NOTE:** In determining how much time to spend on this activity, consider how your student uses checks. Do they write them often? Do they receive them from employers?
- As the student works, answer any questions and offer encouragement. Ask the student questions about the checks he/she has written: *How much is it for? Who is for? What is it for? What date is there?* Check to see that the student has filled in the information correctly.

**Group Activity**

**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 bills.* Have students brainstorm different kinds of bills (or think about the bills they pay), and write them on the board. **OPTION:** For additional practice, distribute Practice Checks.
- **NOTE:** In determining how much time to spend on this activity, consider how your students use checks. Do they write them often? Do they receive them from employers?
- As students work, circulate and offer encouragement. Ask individual students questions about the checks they have written: *How much is it for? Who is for? What is it for? What date is there?* Check to see that students have filled in the information correctly.
- As a group, ask students questions about the checks they have written.
• Encourage the students to do the homework.
• **A. Listening:** Remind the students that this activity requires the 2B audio CD, and that practice is the best way to improve listening!
• **B. Reading:** Remind your students that reading is a good way to grow vocabulary.
• **C. Hello, world!** Encourage the students to try at least one of the suggestions. Say, *Just one!* Ask which one the students will try and hold them accountable!
• **D. Journal:** Remind your students that they can share journal entries with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry with the students, do one now. Remind the students that it’s okay to write just words, not complete sentences.
• Thank your students for their hard work in class today! *Bravo!* As a way to offer effective encouragement, point to something specific that the students learned or did well in class today.

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**A. Listening (track 16): Open an account.**
Representative: Welcome to Bank USA!
Ana: Thank you. I want to open an account.
Representative: Okay. Please complete this application:
  - Write your name.
  - Write your address and phone number, or email address.
  - Check the account you want.
  - Write the amount of your deposit.
  - Think of a password. Use four to ten letters and numbers.
Do you want checks or an ATM card? Check the answer. Stand up when you are finished, please. Okay?
Ana: Okay. Thanks.
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 2B audio CD, CD player
- Reproducible: Traffic Sign Cards (1 set) and keep for Day 8

**GROUP ACTIVITY**

**MATERIALS**
- Board + marker
- 2B audio CD, CD player
- Reproducible: Traffic Sign Cards (1 set per pair) and keep for Day 8

**REVIEW**
- Review banking instructions from Day 6. Mime using an ATM and have the student guess the action. Then have the student mime other actions from Day 6 and you guess. Provide suggestions, or prompts, if your student can’t think of anything. Or, tell him/her to turn to the opener from Day 6 to pick the action.
- Review the homework.

**WARM UP**
- On the board, draw the following: a car, bike, taxi, bus, train, and person walking. Point and elicit the words from students. Then ask, *What is the action word?* trying to elicit *drive, ride,* etc.

**REVIEW**
- Review banking instructions from Day 6. Mime using an ATM and have students guess the action. Call on individual students to mime other actions from Day 6. Provide suggestions, or prompts. Or, tell them to turn to the opener from Day 6 to pick the action.
- Review the homework.

**WARM UP**
- On the board, draw the following: a car, bike, taxi, bus, train, and person walking. Point and elicit the words from students. After students have produced the nouns (car, bike, etc.), ask, *What is the action word?* trying to elicit *drive, ride,* etc.
ONE ON ONE ACTIVITY

A. Vocabulary: Transportation
- Read the directions out loud. Give the student a few moments to absorb the pictures and words. Explain what the chart means and keep in mind that this may be confusing for the student so be patient.
- Remind the student to say the words out loud. The focus words for this lesson are at the top and bottom of the chart.
- As pronunciation practice, say the words and have the student repeat.
- Ask, What are we learning today?

B. Listening (track 17): How often ...
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer, telling the student to point to the check mark.) Start the audio again and play all the way through, checking to make sure the student understands as you go.
- Repeat the audio as necessary. Check answers together.

GROUP ACTIVITY

A. Vocabulary: Transportation
- Read the directions out loud. Give students a few moments to absorb the pictures and words. Explain what the chart means and keep in mind that this may be confusing for the student so be patient.
- Remind them to say the words quietly or to themselves. The focus words for this lesson are at the top and bottom of the chart.
- As pronunciation practice, say the words and have students repeat.
- Ask, What are we learning today?

B. Listening (track 17): How often ...
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer, telling the students to point to the check mark.) Start the audio again and play all the way through, checking to make sure the students understand as you go.
- Repeat the audio as necessary. Check answers together.

B. Listening (track 17): How often ...?

1. Narrator: Work
Friend: How often do you ride your bike to work?
Luli: Never. I never ride my bike.
I never take a taxi.
I never walk.
Friend: How often do you drive to work?
Luli: Sometimes. I sometimes drive to work.
I sometimes take the bus.
I sometimes take the train.

2. Narrator: School
Friend: How often do you ride your bike to school?
Luli: I never drive.
I never ride my bike.
I never take the bus.
I never take the train.
I never take a taxi.
I always walk to school!

3. Narrator: The store
Friend: How often do you take the train to the store?
Luli: Never! I never take the train to the store.
I never take the bus.
Friend: How often do you drive to the store?
I sometimes drive.
I sometimes ride my bike.
I sometimes take a taxi.
I sometimes walk.
**One on One Activity**

**C. Grammar: always, sometimes, never**
- This grammar lesson focuses on the frequency adverbs always, sometimes, and never.
- Read the items in the grammar chart and have the student repeat.
- Direct the student’s attention to the chart in Activity A, item 3. Ask, Does Luli take the train to the store? (no) Say, No. Never. She never takes the train to the store. Ask, How often does she take the train to the store? (Never). Repeat with other examples from Activity A until the connection between the question How often and the answers never, sometimes, or always is clear.
- Word order: Remind the student to say never, sometimes, or always before the action/verb.
- Ask the student questions using the structures in the chart and have the student ask questions of you.

**D. Activity**
- Read the directions out loud. Point out the pictures in Activity D and how they correspond with the pictures in the chart in Activity A. Go over the examples together (answer in item 1, question in item 2). As the student works, answer any questions and offer encouragement. Check answers together.
- **EXPANSIÓN:** After checking the activity together, practice the Q&As in PAIRS.

**Group Activity**

**C. Grammar: always, sometimes, never**
- This grammar lesson focuses on the frequency adverbs always, sometimes, and never.
- Read the items in the grammar chart and have students repeat.
- Direct students’ attention to the chart in Activity A, item 3. Ask, Does Luli take the train to the store? (no) Say, No. Never. She never takes the train to the store. Ask, How often does she take the train to the store? (Never). Repeat with other examples from Activity A until the connection between the question How often and the answers never, sometimes, or always is clear.
- Word order: Remind students to say never, sometimes, or always before the action/verb.
- Ask the students questions using the structures in the chart and have the students ask questions of you and other students as well.

**D. Activity**
- Read the directions out loud. Point out the pictures in Activity D and how they correspond with the pictures in the chart in Activity A. Go over the examples together (answer in item 1, question in item 2). As students work, circulate and offer encouragement. Check answers together.
- **EXPANSIÓN:** After students have checked the activity, have them practice the Q&As in PAIRS in front of the class.
REAL LIFE

ONE ON ONE ACTIVITY

E. Activity
• Read the directions out loud. Do an example together by asking the student how often he/she takes the various modes of transportation in Activity E to the different places. **OPTION:** Write a simplified grid on the board and show the student how to check the answers in the grid.
• As the student works, answer any questions and offer encouragement.
• Talk about the students’ answers.

F. Culture Tip!
• Have the student read the culture tip silently. Then you read the tip aloud. Ask if the student rides a bike. Talk about bike safety and signals.

GROUP ACTIVITY

E. Activity
• Read the directions out loud. Do an example together by asking individual students how often they take the various modes of transportation in Activity E to the different places. **OPTION:** Write a simplified grid on the board and show students how they should check their answers in the grid.
• As students work, circulate and offer encouragement.
• Talk about the students’ answers together.

F. Culture Tip!
• Have students read the culture tip to themselves. Then you read the tip aloud. Ask students who ride bikes to raise their hands. Talk about bike safety and signals.
**ONE ON ONE ACTIVITY**

**G. Activity**
- Have the student brainstorm a list of questions about transportation using *How often*. Write them on the board.
- PAIR UP with your student. Read the directions out loud. Ask, *Can you think of other places?* Have the student add to the list in the Word Box.
- Read the example dialog with the student. Then ask and answer questions about transportation.

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

**EXTRA ACTIVITY (if time permits):**
- **Telephone** Whisper a sentence about transportation and frequency to the student (*I always take the bus*). The student can say, *Excuse me?* and you repeat one time, but then the student must write the message on the board. Check it for accuracy with the original message.
  
  **OPTIONS:** For increased difficulty, add a place to the sentence, and/or add a second sentence: *I always take the bus to work. I never ride my bike to school.*

**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 he/she 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**

**G. Activity**
- Have students brainstorm a list of questions about transportation using *How often*. Write them on the board.
- PAIR students. Read the directions out loud. Ask, *Can you think of other places?* Have students add to the list in the Word Box.
- Model the example dialog with a student. As students talk, circulate and offer encouragement. Check answers together.

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

**EXTRA ACTIVITY (if time permits):**
- **Telephone** Have students stand in a line. Whisper a sentence about transportation and frequency to the first student (*I always take the bus*). The student can say, *Excuse me?* and you repeat one time, but then the student must pass whatever message he/she understood on to the next student in line. The last student in line says the message aloud. Check it for accuracy with the original message.
  
  **OPTIONS:** 1) Have students stand in two lines, making the activity a race for both accuracy and speed. 2) For increased difficulty, add a place to the sentence, and/or add a second sentence: *I always take the bus to work. I never ride my bike to school.*

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

I. Activity
- Read the directions out loud. Make sure the student understands the meaning of *change* as explained in the Language Note.
- Go over the examples 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. Read the example dialog with the student. Ask and answer questions about the Activity I sentences.
- Point out the Language Note. Explain that one-word answers are usually followed by a sentence that gives more explanation: Q: *How often do you make dinner?* A: *Never. My husband always makes dinner.*

**EXTRA ACTIVITY (if time permits):**
- **Memory** PAIR UP with your student. Place a set of Traffic Sign Cards facedown on a table. Partner A turns over two cards, trying to match a picture with the explanation. If the two cards match, Partner A reads the explanation, takes the card and goes again. If not, the cards are returned facedown, and it’s Partner B’s turn. **NOTE:** Collect the cards to reuse on Day 8.

**Group Activity**

I. Activity
- Read the directions out loud. Make sure students understand the meaning of *change* as explaining in the Language Note.
- Go over the examples 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. As students talk, circulate and offer encouragement. Tell students to look at the words their partner checked in the blue box so that they know what to ask.
- Point out the Language Note. Explain that one-word answers are usually followed by a sentence that gives more explanation: Q: *How often do you make dinner?* A: *Never. My husband always makes dinner.*

**EXTRA ACTIVITY (if time permits):**
- **Memory** PAIR students. Give each pair a set of Traffic Sign Cards to place facedown on a table. Partner A turns over two cards, trying to match a picture with the explanation. 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. **NOTE:** You will use the cards again on Day 8.
• Encourage the students to do the homework.
• **A. Listening:** Remind the students that this activity requires the 2B audio CD, and that practice is the best way to improve listening!
• **B. Hello, world!:** Encourage the students to try at least one of the suggestions. Say, *Just one!*
• **C. Journal:** Remind your students that they can share journal entries with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry with the students, do one now. Remind the students that it’s okay to write just words, not complete sentences.
• Thank your students for their hard work in class today! *Thank you! Good job!* As a way to offer effective encouragement, point to something specific that the students learned or did well in class today.

### A. Listening (track 18): How often?

1. Narrator: How often do you drive to work?
   Luli: Sometimes.
   I sometimes drive to work.
   I sometimes take the bus.
   I sometimes take the train.
   I never ride my bike.
   I never take a taxi.
   I never walk.

2. How often do you walk to school?
   Luli: Always!
   I always walk to school.
   I never drive.
   I never ride my bike.
   I never take the bus.
   I never take the train.
   I never take a taxi.

3. How often do you take the train to the store?
   Luli: Never!
   I never take the train to the store.
   I never take the bus.
   I sometimes drive.
   I sometimes ride my bike.
   I sometimes take a taxi.
   I sometimes walk.
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 2B audio CD, CD player
- Reproducible: Traffic Sign Cards from Day 7 (1 set)

**REVIEW**
- Review transportation vocabulary from Day 7. Review traffic signs using Traffic Sign Cards. Hold up a card and ask, *What does it mean?* Have the student turn to page 41 if he/she needs help answering.
- Review the homework.

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

**GROUP ACTIVITY**

**MATERIALS**
- Board + marker
- 2B audio CD, CD player
- Reproducible: Traffic Sign Cards from Day 7 (1 set per pair)

**REVIEW**
- Review transportation vocabulary from Day 7. Review traffic signs using Traffic Sign Cards. Hold up a card and ask, *What does it mean?* Have students turn to page 41 if they need help answering.
- Review the homework.

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

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

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

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

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

**GROUP ACTIVITY**

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

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

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

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

**D. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- **NOTE:** The small images in the background are people - they are meant to be far away to illustrate the difference between *this* and *that.*

**Group Activity**

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

**D. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- **NOTE:** The small images in the background are people - they are meant to be far away to illustrate the difference between *this* and *that.*
**One on One Activity**

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

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

**Group Activity**

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

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

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

**F. Activity**
- Read the directions out loud. Start the activity with your student by helping write one of the descriptions. 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 together. Practice the conversation with the student.

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**GROUP ACTIVITY**

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

**F. Activity**
- Read the directions out loud. Start the activity with your students by helping write one of the descriptions. As students work, circulate and offer encouragement. Check answers together.

**G. Activity**
- PAIR students. Read the directions out loud. Have two students model the example dialog. As students talk, circulate and offer encouragement. **OPTION:** Have volunteers perform their conversations for the class.
**ONE ON ONE ACTIVITY**

**Day 5**
- Have the student turn 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. Check answers together.

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

**GROUP ACTIVITY**

**Day 5**
- Have students turn 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. Check answers together.

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

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

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.

GROUP ACTIVITY

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

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

**Day 7**
- Have the student turn 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.

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

**EXTRA ACTIVITIES**
- Review the pronunciation exercises from previous lessons.

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**GROUP ACTIVITY**

**Day 7**
- Have students turn 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.

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

**EXTRA ACTIVITIES**
- Review the pronunciation exercises from previous lessons.
Review Test (Days 1–7)
• NOTE: The following directions can be used for one-on-one or group sessions. If you are working with a group, one option is to PAIR students for the review test exercises. Otherwise, have students complete the review test on their own.
• Encourage the student to read the directions out loud and do the activities on their own. If the student is anxious about the notion of taking a test, you may want to ease stress by doing the first item together as an example. As the student works, answer any questions and offer encouragement.
• Go through the directions for each of the three sections before the student starts.
• Sections A and B should take about 10 minutes total, and Section C should take about 10 minutes. If the student is unable to finish the test during the class period, you can assign it as homework.
• After the student has finished, review the answers together. Be sure that the student makes corrections and that material that was missed is reviewed. OPTION: Help the student(s) identify incorrect responses and then assign test corrections as homework.
• Students who score 80-90% should be ready to move on. We suggest that any missed questions are reviewed. Students who score lower than 80% should spend time reviewing the material that was missed and try the test again, either in class or as homework.

A. Complete the sentences. Use the word box for help.
• Section A features one vocabulary item from each of the seven days (Days 1–7), in chronological order.
• You may want to have the student put down his/her 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 the student put down his/her pencils after Section B so that you can introduce Section C. If you are not stopping the student after Section B, point out that the test continues on page 52 in the student book.

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

Before You Go
• Remind the student that the next class is a field trip to the bus station. Remind the student to be on time and to bring his/her student book and a pen. Make sure the student has your phone number and transportation to the bus station. Or, consider meeting at the classroom and carpooling together. OPTIONS: 1) If the student is traveling independently to the bus station, have him/her turn to Day 9 and write the bus station address and directions on the page. 2) Assign Part A of p 53 as homework.

Teacher Note: Preparing for the field trip
• Having a successful field trip is a result of planning. Read the first section of this book ("To The Teacher") to learn about the field trip.
• Remember, your student(s) will be nervous. Ease nerves by deciding on how you will get to the bus station. If possible, go together using the form of transportation your student(s) would typically take.
• Keep in mind that the purpose of the field trip is to practice what you have been discussing in class in a real world situation.
• Practice the dialogs needed ahead of time. Ask follow-up questions to debrief the field trip afterwards.
• Call ahead to let the bus station know that you will be coming. Ask if there will be someone available to answer questions.
A. Complete the sentences.

USE THESE WORDS:

drive  live at  parents  relax
due    furnished  password

1. I ____________ 53 Orange St.
2. Her ____________ live in Jordan. They are teachers.
3. I ____________ in the evening. I eat dinner and read.
4. The living room doesn’t have a sofa. The apartment is not ____________.
5. The gas bill is ____________ on October 14th.
6. Enter your account number. Press OK. Then, enter your ____________.
7. They never walk to work. They always ____________.

B. Circle the answers.

1. I’m from China. I live ___ the United States
   a. in   b. at   c. from
2. ___ is my sister.
   a. These   b. This   c. Those
3. Marta works from 8 ___ 11 a.m.
   a. p.m.   b. from   c. to
4. ___ bathrooms are there?
5. ___ is the credit card bill due?
   a. How many   b. When   c. What time
6. Insert your card. Enter your password. ___ OK.
   a. Take   b. Deposit   c. Press
7. Q: How often do you drive and take the bus?
   A: I ___ drive. I ___ take the bus.
   a. always   b. never   c. tomorrow
C. Answer the questions.

1. Complete the identification card.
   Use your information.

2. Look at the picture. Introduce the people:
   ___________________________________________
   ___________________________________________

3. Look at David’s schedule. When does he study English?
   _______________  _______________  _______________
   English class 10–11:30 a.m.
   English class 10–11:30 a.m.
   English class 10–11:30 a.m.

4. Read the ads. Circle the house or apartment you want.

5. Read ad A. When is the rent due? Circle it.

6. Rewrite the sentence. Make it polite.
   Enter your password.
   ___________________________________________

7. How often do you drive to work or school?
   ___________________________________________
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
• Check to see that the student has his her book and pen.
• 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 the student work from the book, briefly review the activities. As the student works, make
  yourself available for questions.
• Although the purpose of the field trip is largely to allow the student to experience English in a real-world
  setting and recording “correct” answers isn’t the focus, you may want to complete the activities yourself so
  that you can check student answers later.

A. Complete the questions. Write one more.
• Have the student complete the activity before entering the bus station. Check the questions.

B. Ask someone your questions. Write the answers.
• You may want to clear this activity with the appropriate bus station official(s) beforehand.

C. Read the questions. Then draw a map of the bus station.
• Encourage the student to explore the bus station.
• Establish a meeting place and time. OPTION: Accompany your student around the station.

CONCLUSION
• At the end of the visit, you may want to discuss the student’s experience for 15 minutes or so. OPTION:
  Review the field trip at the start of Day 10.
• Review the activities on the page generally.
• Keep in mind that the student has no learned did (simple past tense of do) or was yet. Do a quick lesson
  on this by saying Do and emphasizing today, then saying did and emphasizing yesterday. Repeat for is and
  was. The purpose of this mini-lesson is to be able to do a simple review of the field trip. Don’t worry about
  correcting the student in his/her response.
• Ask experiential questions such as How was it? Did you understand the answers people gave you?
• After the discussion, make sure the student has a means for getting home. Remind the student of the date
  and time of the next class (Day 10).
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 2B audio CD, CD player
- Baseball or similar (1)
- OPTIONAL: timer (1)

**REVIEW**
- Review the field trip experience (Day 9) by asking questions about what you did and what the student learned.

**WARM UP**
- Toss a baseball to the student and ask, *Do you play baseball?* Elicit a Yes or No response. Give the long answer: *Elias doesn’t play baseball.* Continue with other sports activity questions.

**GROUP ACTIVITY**

**MATERIALS**
- Board + marker
- 2B audio CD, CD player
- Baseball or similar (1)

**REVIEW**
- Review the field trip experience (Day 9) by asking questions about what you did and what the students learned.

**WARM UP**
- Toss a baseball to a student and ask, *Do you play baseball?* Elicit a Yes or No response. Give the long answer: *Elias doesn’t play baseball.* Continue around the room, tossing the ball to different students, asking the question.
**One on One Activity**

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

B. **Listening (track 19): Sports activities**
   - Read the directions out loud. Play and/or read the audio once and tell the student to just listen. Then, play it again and have the student write *Y* or *N* on the lines. Repeat the audio as necessary. Check answers together.

**Group Activity**

A. **Vocabulary: Exercise**
   - 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): Sports activities**
   - Read the directions out loud. Play and/or read the audio once telling the students to just listen. Then, play it again and have the students write *Y* or *N* on the lines. Repeat the audio as necessary. Check answers together.

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**B. Listening (track 19): Sports activities**

Coach: Do you bike?  
David: Yes. I bike.  
Coach: Do you hike?  
Patty: Yes. I hike.  
Coach: Do you play baseball?  
David: No, I don’t play baseball.  
Coach: Do you play basketball?  
Patty: Yes. I play basketball.  
Coach: Do you play soccer?  
Patty: Yes. I play soccer.  
Coach: Do you play tennis?  
David: Yes. I play tennis.  
Coach: Do you run?  
David: No. I don’t run.  
Coach: Do you swim?  
Patty: No. I don’t swim.  
Coach: Do you dance?  
David: No. I don’t dance.
C. Grammar: Long answers
• This grammar lesson focuses on the present tense conjugation of activity verbs and long yes/no answers.
• Read the items in the grammar chart and have the student repeat.
• Direct the student’s attention to the pictures in Activity A and ask about each person: Does Patty hike? etc. Follow each question with a question to the student: Do you hike?

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

E. Activity
• PAIR UP with your student. Read the directions out loud. Read the example dialog with the student.

EXTRA ACTIVITIES
• Pronunciation Extra: WHITE TIE sound
• Refer the student to the Color Vowel™ Chart in the back of their student book.
• Ask student to repeat the words on the list and underline the vowel sound.
• Write the following words on the board or a piece of paper and have the student repeat several times. All words have the same i (WHITE TIE) sound, but are spelled differently which can be confusing. Underlining (despite the fact that these are all one-syllable words) helps make this distinction.
  - hike
  - bike
  - like
  - height
  - bite
  - light
• Don’t spend too much time explaining the meaning of these words. The focus is on the sound, not the meaning.
**One on One Activity**

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

G. Activity  
- PAIR UP with your student. Read the directions out loud. Point out the Language Note.  
- Read the example dialog with the student. Then ask and answer questions about Patty’s activities.

H. Culture Tip!  
- Have the student read the culture tip silently. Then you read the tip aloud. Ask the student if he/she goes to a community recreation center. Explain the difference between a recreation center and a gym (public versus private, costs). Ask about the sports activities there. Ask about the membership fee.

**Group Activity**

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

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

H. Culture Tip!  
- Have students read the culture tip to themselves. Then you read the tip aloud. Ask students if any of them go to a community recreation center. Explain the difference between a recreation center and a gym (public versus private, costs). Ask about the sports activities they do there. Ask about the membership fee.
REAL LIFE

ONE ON ONE ACTIVITY

I. Activity
• PAIR UP with your student. Explain that the student is going to imagine a situation. Say, "Imagine that you are a coach at a recreation center. Image that I am a customer with questions."
• Read the directions out loud. Read the example dialog with the student. Then role-play the situation, then switch roles.

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

GROUP ACTIVITY

I. Activity
• PAIR students. Explain that students are going to imagine a situation. Say, "Partner A: Imagine that you are a coach at a recreation center. Partner B: Image that you are a customer with questions."
• Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. OPTION: Have volunteers perform their conversations for the class.

Before You Go
• Encourage students to ask questions about any part of the lesson they didn't understand.
• Assign homework.
**ONE ON ONE ACTIVITY**

**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.

**K. Activity**
- **PAIR UP** with your student. Read the directions out loud. Read the example dialog with the student. Ask and answer questions about the activities in Activity J.

**EXTRA ACTIVITY (if time permits):**
- **Spelling Bee** The student stands at the board. Say a sports activity word. The student tries to spell the word correctly and quickly. **OPTION:** Give the student one clue if he/she is stuck. **OPTION:** Use a **timer** to add a sense of excitement.
- **Pronunciation Extra: Intonation**
  - Work on intonation for a few words. Intonation refers to the way the sound of a word goes up or down and syllable stress. Have the student repeat several times.
    - PICture
    - acTIVities
    - BASEball
    - QUEStion
    - exAMple
  - Write the words on a piece of paper--don’t highlight where the stress is yet, as is done in the above list. 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 words in their book.
  - **Refer to page 7 of the student book appendix for an illustration on syllable stress.**
  - Have the student record the words in columns based on intonation and where the stressed syllable lies within the word.

**GROUP ACTIVITY**

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

**K. 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. Say a sports activity word. The players try to spell the word first and correctly. If neither player is correct, give the correct spelling and call a new pair to the board. **OPTION:** Encourage team members to help if the participants are stuck.
- **Pronunciation Extra: Intonation**
  - Work on intonation for a few words. Intonation refers to the way the sound of a word goes up or down and syllable stress. Have the students repeat several times.
    - PICture
    - acTIVities
    - BASEball
    - QUEStion
    - exAMple
  - **Refer to page 7 of the student book appendix for an illustration on syllable stress.**
  - Write the words on a piece of paper--don’t highlight where the stress is yet, as is done in the above list. Say the words and have the students underline where they hear the stress, then repeat it back to you. Or, have the students underline the words in their book.
  - **Have the students record the words in columns based on intonation and where the stressed syllable lies within the word.**
• Encourage the students to do the homework.
• **A. Listening:** Remind the students that this activity requires the 2B audio CD, and that practice is the best way to improve listening!
• **B. Reading:** Remind your students that practicing with other people is a good way to grow vocabulary. Ask students who they can ask. If students will not have access to an English speaker outside of class, have them do this as a review activity at the start of Day 11.
• **C. Hello, world!** Encourage the students to try at least one of the suggestions. Ask which one the students will try. Say, *Just one!*
• **D. Journaling:** Remind your students that they can share journal entries with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry or provide a prompt, do that now. Remind the students that it’s okay to write just words, not complete sentences.
• Thank your students for their hard work in class today! *Thank you! Good job!* Give meaningful encouragement by congratulating him/her on something specific (pronunciation, grammar, doing homework, participating, etc).

### A. Listening (track 20): Sports activities

Coach: Do you bike?
David: Yes. I bike.
Coach: Do you hike?
Patty: Yes. I hike.
Coach: Do you play baseball?
David: No. I don't play baseball.
Coach: Do you play basketball?
Patty: Yes. I play basketball.
Coach: Do you play soccer?
Patty: Yes. I play soccer.

Coach: Do you play tennis?
David: Yes. I play tennis.
Coach: Do you run?
David: No. I don't run.
Coach: Do you swim?
Patty: No. I don't swim.
Coach: Do you dance?
David: No. I don't dance.
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 2B audio CD, CD player
- Food containers (healthy and unhealthy) with visible nutrition labels

**REVIEW**
- Review Day 10 with an **ICEBREAKER ACTIVITY: Appletree**
  Tell the student that you are thinking of a sports activity. 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 activity word is filled in and/or the tree loses all of its apples.
- Review the homework.

**WARM UP**
- On the board write the headings *Sweets, Fruits, Vegetables, Dairy, Meats,* and *Grains.* Say, *Give me examples.* Write the food words that the student calls out.

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**GROUP ACTIVITY**

**MATERIALS**
- Board + marker
- 2B audio CD, CD player
- Food containers (healthy and unhealthy) with visible nutrition labels

**REVIEW**
- Review Day 10 with an **ICEBREAKER ACTIVITY: Appletree**
  Divide the class into two TEAMS. Tell students that you are thinking of a sports activity. 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 word is filled in and/or a team loses all of its apples.
- Review the homework.

**WARM UP**
- On the board write the headings *Sweets, Fruits, Vegetables, Meats, Dairy,* and *Grains.* Say, *Give me examples.* Write the food words the students call out.
ONE ON ONE ACTIVITY

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

B. Listening (track 21): What food do you like?
• 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: Healthy foods
• Read the directions out loud. Give students a few moments to absorb the picture and words. Remind them to say the words quietly or to themselves.
• As pronunciation practice, say the words and have students repeat.
• Ask, What are we learning today?

B. Listening (track 21): What food do you like?
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

B. Listening (track 21): What food do you like?
Betty: Tonight for dinner, I want to make you something you like. Do you like fruit, Marta?
Marta: Yes. I do. I like cherries, peaches, grapes, and watermelon.
Betty: Do you like sweets?
Marta: No, I don’t. For example, I don’t like cake or pie or donuts.
David: And she doesn’t like dairy foods—for example, cheese.
Betty: Okay. And David, do you like meats and vegetables?
David: Yes, I do. I like fish and sausage, green beans, eggplant, and spinach. I don’t like grains—for example, bread and pasta.
Marta: And he doesn’t like fried chicken.
Betty: Okay. Good. No dairy foods and no fried chicken for dinner!
The image contains a page from a language learning book, focusing on short answers and likes. The text is divided into two sections: One on One Activity and Group Activity. Each section contains detailed instructions for the activities, including how to conduct the lessons, what materials to use, and how to evaluate the students' understanding. The text also includes options for expanding the activities, such as underlining names or personal pronouns and practicing questions and answers in pairs.
**Real Life**

**One on One Activity**

**F. Activity**
- Do this activity together in steps.
- Step 1: Have the student look at the pictures and write the food words. Go over the example together.
- Step 2: Have student check if the foods are healthy or unhealthy.
- Step 3: The student should circle the pictures of the foods he/she likes.
- Step 4: PAIR UP with your student. Say, *Now ask questions about my chart. Do you agree? Or disagree?* Point out the Language Note explaining the meaning of *agree* and *disagree*. Read the example dialog with the student. Again point out the Language Note to explain when to use *Me, too* and *Not me*.
- Practice the conversation with the student.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then you read the tip aloud. Ask your student about the foods he/she eats.
- If you have time, elicit food words from your student and write them down getting help to categorize as healthy or junk food.
- Use the food containers to discuss nutrition labels. Practice pronouncing important words such as *fat, cholesterol, sodium, calories, protein* and *fiber*. Compare these amounts in the healthy and unhealthy (junk) foods.

**Group Activity**

**F. Activity**
- Do this activity together in steps.
- Step 1: Have students look at the pictures and write the food words. Go over the example together.
- Step 2: Have student check if the foods are healthy or unhealthy.
- Step 3: Students should circle the pictures of the foods they like.
- Step 4: PAIR students. Say, *Now ask questions about your partner’s chart. Do you agree? Or disagree?* Point out the Language Note explaining the meaning of *agree* and *disagree*. Model the example dialog with a student. Again point out the Language Note to explain when to use *Me, too* and *Not me*.
- As students talk, circulate and offer encouragement.

**G. Culture Tip!**
- Have students read the culture tip to themselves. Then you read the tip aloud.
- If you have time, elicit food words from your students and write them on the board getting help to categorize as healthy or junk food.
- Use the food containers to discuss nutrition labels. Practice pronouncing important words such as *fat, cholesterol, sodium, calories, protein* and *fiber*.
- Compare these amounts in the healthy and unhealthy (junk) foods.
**ONE ON ONE ACTIVITY**

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

**I. Activity**
- Read the directions out loud. As the student works, answer any questions and offer encouragement. **OPTION:** Have the student read his/her story aloud. **EXPANSION:** Tell the student to underline the healthy food words and circle the unhealthy food words.

**Before You Go**
- Tell the student to bring his/her cell phone to the next class.
- Assign homework.

**GROUP ACTIVITY**

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

**I. Activity**
- Read the directions out loud. As students work, circulate and offer encouragement. **OPTION:** Have volunteers read their stories to the class. **EXPANSION:** Tell students to underline the healthy food words and circle the unhealthy food words.

**Before You Go**
- Tell students to bring their cell phones to the next class.
- Assign homework.
**Extra! Extra!**

**One on One Activity**

**J. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
  - **Options:** 1) If your student is more advanced, suggest that he/she work without using the word box. 2) Pair up with your partner and practice the conversation.
  - **Note:** Within the blue box, ALL CAPS words indicate food categories.

**Extra Activity (if time permits):**
- **Make a list** Say, Write fruit words that have the letter “a” (watermelon). After 30 seconds say, Stop! Then have the student read his/her list of words. Give a point for each word. Continue with another letter.
- **Pronunciation Extra** The following words may be challenging. Spend time working on pronunciation as necessary.
  - grapes: work on the beginning g sound. Some students may pronounce it as a c (like crepes)
  - vegetables: the second e is not pronounced
  - sausage: the second a sounds like i in big
  - peaches: work on the beginning p sound. When pronouncing p, air comes out of the mouth. Holding the hand in front of the mouth will illustrate this idea. Some students may pronounce the p like a b (as in beaches)

**Group Activity**

**J. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
  - **Options:** 1) For more advanced students, suggest that they work without using the word box. 2) Have students choose a partner and practice their conversations.
  - **Note:** Within the blue box, ALL CAPS words indicate food categories.

**Extra Activity (if time permits):**
- **Make a list** Divide the class into teams. Say, Write fruit words that have the letter “a” (watermelon). After 30 seconds say, Stop! Someone from each team then stands and reads the list of words. The team with the most correct words gets a point. Continue with another letter.
- **Pronunciation Extra** The following words may be challenging. Spend time working on pronunciation as necessary.
  - grapes: work on the beginning g sound. Some students may pronounce it as a c (like crepes)
  - vegetables: the second e is not pronounced
  - sausage: the second a sounds like i in big
  - peaches: work on the beginning p sound. When pronouncing p, air comes out of the mouth. Holding the hand in front of the mouth will illustrate this idea. Some students may pronounce the p like a b (as in beaches)
• Encourage the students to do the homework.
• **A. Listening:** Remind the students that this activity requires the 2B audio CD, and that practice is the best way to improve listening!
• **B. Hello, world!:** Encourage the students to try at least one of the suggestions. Say, *Just one!*
• **C. Journal:** Remind your students that they can share journal entries with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry with the students, do one now. Remind the students that it's okay to write just words, not complete sentences.
• Thank your students for their hard work in class today! *Nice work!* As a way to offer effective encouragement, point to something specific that the students learned or did well in class today.

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**A. Listening (track 22): What food do you like?**

Betty: Tonight for dinner, I want to make you something you like. Do you like fruit, Marta?
Marta: Yes. I do. I like cherries, peaches, grapes, and watermelon.
Betty: Do you like sweets?
Marta: No, I don’t. For example, I don’t like cake or pie or donuts.
David: And she doesn’t like dairy foods—for example, cheese.
Betty: Okay. And David, do you like meats and vegetables?
David: Yes, I do. I like fish and sausage, green beans, eggplant, and spinach. I don’t like grains—for example, bread and pasta.
Marta: And he doesn’t like fried chicken.
Betty: Okay. Good. No dairy foods and no fried chicken for dinner!
**WEATHER**  
**DAY 12**

### ONE ON ONE ACTIVITY

**MATERIALS**
- Board or paper + marker
- 2B audio CD, CD player
- OPTIONAL: timer (1)
- Cell phone

**REVIEW**
- Review healthy foods and short answers with *Do you like ...?* from Day 11. Have the student brainstorm food words. Ask, *what do you remember*, and point to the day 11 opener page. Write the words on the board. Then ask, *Do you like ...?* about the items on the board. Encourage the student to give short answers or short and long answers if he/she can.
- Review the homework.

**WARM UP**
- Say, *One.* Then gesture to the student, eliciting, *Two.* Continue back and forth to twenty. At twenty, say, *Thirty, Forty.* Then gesture to the student, eliciting the remaining numbers counting by ten to 100.
- Write the approximate temperature on the board: *65 degrees.* Ask, *What's the temperature today?* and gesture for the student to read the answer on the board.

### GROUP ACTIVITY

**MATERIALS**
- Board + marker
- 2B audio CD, CD player
- Cell phones (use your students’ phones)

**REVIEW**
- Review healthy foods and short answers with *Do you like ...?* from Day 11. Have students brainstorm food words. Ask, *what do you remember,* and point to the day 11 opener page. Write the words on the board. Then have students stand and go around the room asking one another, *Do you like ...?* about the items on the board. Encourage students to give short answers. Encourage advanced students to give short and long answers.
- Review the homework.

**WARM UP**
- Say, *One.* Then gesture to a student, eliciting, *Two.* Continue around the room to *twenty.* At twenty, say, *Thirty, Forty.* Then gesture to the class, eliciting the remaining numbers counting by ten to 100.
- Write the approximate temperature on the board: *65 degrees.* Ask, *What's the temperature today?* and gesture for students to read the answer on the board.
ONE ON ONE ACTIVITY

A. Vocabulary: Weather
• Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words out loud.
• As pronunciation practice, say the words and have the student repeat. The focus words for this lesson are the numbers and temperature words.
• Ask, What are we learning today?

B. Listening (track 23): How’s the weather?
• 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.
• Use your voice to show the emotions we convey when using Really?: surprise, interest, excitement, etc.
• Talk about the words hot, warm, cold. What temperature does your student consider to be hot? Warm? Cold?

A. Vocabulary: Weather
• 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. The focus words for this lesson are the numbers and temperature words.
• Ask, What are we learning today?

B. Listening (track 23): How’s the weather?
• 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.
• Use your voice to show the emotions we convey when using Really?: surprise, interest, excitement, etc.
• Talk about the words hot, warm, cold. What temperature does your student consider to be hot? Warm? Cold?

B. Listening (track 23): How’s the weather?
1. Ana: Hi.
   Dad: Hello.
   Ana: How’s the weather in Russia?
   Dad: It’s cold.
   Ana: Really? What’s the temperature there?
   Dad: It’s 30 degrees. It’s snowing here. And it’s windy.

2. Dad: How’s the weather in New York?
   Ana: It’s cloudy here.
   Dad: Is it raining?
   Ana: No, it’s not raining.
   Dad: What’s the temperature there?
   Ana: It’s 63 degrees.

   Mom: Hi. How’s the weather there?
   Darin: Guess!
   Mom: It’s raining!
   Darin. Yes. It’s always raining in San Francisco. And it’s cloudy.

   Darin: What’s the temperature there?
   Mom: It’s 101 degrees.
   Darin: Really?
   Mom: Yes, it’s hot in Thailand today.
**ONE ON ONE ACTIVITY**

C. Grammar: *raining, snowing*
- This grammar lesson focuses on the present continuous tense (*is/are* + verb + *-ing*).
- Read the items in the grammar chart and have the student repeat.
- Draw simple weather symbols on the board and elicit from the student the vocabulary words *rain/raining, snow/snowing*, etc.

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

E. Activity
- Read the directions out loud. Go over the example together.
- Explain the difference between *here* and *there*, pointing out the image in the Language Note.
- 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.

**EXTRA ACTIVITY**
- **Pronunciation Extras**
  - Work on the pronunciation of the following words by saying the word and having the student repeat several times. Refer to The Color Vowel™ Chart in the back of the student book and focus on the structure of the mouth to demonstrate how to make the sounds.
  - You may encourage advanced students to determine the word’s color themselves - without your help.
  1. *here*: GREEN TEA - lips spread wide across the face
  2. *hear*: GREEN TEA - lips spread wide across the face
  3. *hire*: WHITE TIE - (ask, *What does “now hiring” mean?*) mouth opens wide
  4. *her*: PURPLE SHIRT - mouth opens in a small “o” shape
  - Write the words on the board of a piece of paper and repeat again.

**GROUP ACTIVITY**

C. Grammar: *raining, snowing*
- This grammar lesson focuses on the present continuous tense (*is/are* + verb + *-ing*).
- Read the items in the grammar chart and have students repeat.
- Draw simple weather symbols on the board and elicit from the class the vocabulary words *rain/raining, snow/snowing*, etc.

D. Activity
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- **EXPANSION**: After students have checked the activity, have them practice the Q&As in PAIRS. Invite volunteers to practice in front of the whole class.

E. Activity
- Read the directions out loud. Go over the example together.
- Explain the difference between *here* and *there*, pointing out the image in the Language Note.
- 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.

**EXTRA ACTIVITY**
- **Pronunciation Extras**
  - Work on the pronunciation of the following words by saying the word and having the students repeat several times. Refer to The Color Vowel™ Chart in the back of the student book and focus on the structure of the mouth to demonstrate how to make the sounds.
  - You may encourage advanced students to determine the word’s color themselves - without your help.
  1. *here*: GREEN TEA - lips spread wide across the face
  2. *hear*: GREEN TEA - lips spread wide across the face
  3. *hire*: WHITE TIE - (ask, *What does “now hiring” mean?*) mouth opens wide
  4. *her*: PURPLE SHIRT - mouth opens in a small “o” shape
  - Write the words on the board of a piece of paper and repeat again.
**One on One Activity**

**F. Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then talk about the weather in the different places on the map.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then you read the tip aloud.
- Talk about important temperatures. For example, what is a normal body temperature in Fahrenheit?
- Encourage your student to add other important temperatures to the list. For example, if your student bakes, what is a typical oven temperature?

**Group Activity**

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

**G. Culture Tip!**
- Have students read the culture tip to themselves. Then you read the tip aloud.
- Talk about important temperatures. For example, what is a normal body temperature in Fahrenheit?
- Encourage your students to add other important temperatures to the list. For example, if a student bakes, what is a typical oven temperature?
### Real Life

#### One-on-One Activity

**H. Activity**
- Walk the student through the steps:
- Step 1: The student reads the conversation to himself/herself: **OPTION**: PAIR UP with your student. Read the conversation with your student.
- Step 2: PAIR UP with your student. Together write a conversation about the weather, using the conversation between Darin and his mom as a model. Remind the student to use the words *here* and *there*.
- Step 3: Sit back-to-back and practice your conversation. Use your cell phones as props.

**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**
- Walk students through the steps:
- Step 1: Students read the conversation to themselves: **OPTION**: PAIR students. Have them read then practice the conversation. Read the conversation with a student.
- Step 2: PAIR students. Have them write a conversation about the weather, using the conversation between Darin and his mom as a model. Remind them to use the words *here* and *there*.
- Step 3: Have students sit back-to-back, practicing their conversation. They can use their cell phones as props. As students talk, circulate and offer encouragement. **OPTION**: Have volunteers perform their conversations for the class.

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

I. Activity
- PAIR UP with your student. Read the directions out loud. Explain that Partner A should cover the right side of the page, and that Partner B should cover the left side of the page.
- The student should try to complete the conversation on his/her own.
- To confirm their answers, Partner A reads the Dad role and Partner B reads the Matt role.
- Practice the conversation with the student.

**EXTRA ACTIVITIES (if time permits):**
- Picture dictation The student stands with his/her back to the board. You draw a weather condition or a temperature on the board and ask, How's the weather? or What's the temperature? The student turns quickly and looks at your drawing and tries to respond quickly. **OPTION:** Use a [timer](#) to add a sense of excitement.

**Group Activity**

I. Activity
- PAIR students. Read the directions out loud. Explain that Partner A should cover the right side of the page, and that Partner B should cover the left side of the page.
- Each student should try to complete the conversation on his/her own.
- To confirm their answers, Partner A reads the Dad role and Partner B reads the Matt role.
- As students talk, circulate and offer encouragement.
- Invite pairs to present their conversations to the class.

**EXTRA ACTIVITIES (if time permits):**
- Picture dictation Divide the class into two TEAMS. A member of each team stands, with their back to the board. You draw a weather condition or a temperature on the board and ask, How's the weather? or What's the temperature? The two students turn quickly and look at your drawing. The first to respond correctly gets a point.
• Encourage the students to do the homework.
• **A. Listening:** Remind the students that this activity requires the 2B audio CD, and that practice is the best way to improve listening!
• **B. Reading:** Remind your students that reading is a good way to grow vocabulary.
• **C. Hello, world!** Encourage the students to try at least one of the suggestions. Ask which one the students will try. Say, *Just one!*
• **D. Journaling:** Remind your students that they can share journal entries with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry or provide an optional prompt, do that now. Remind the students that it’s okay to write just words, not complete sentences.
• Thank your students for their hard work in class today! *Thank you! Good job!* As a way to offer effective encouragement, point to something specific that the students learned or did well in class today.

### A. Listening (track 24): How’s the weather?

1. Ana: Hi.
   Dad: Hello.
   Ana: How’s the weather in Russia?
   Dad: It’s cold.
   Ana: Really? What’s the temperature there?
   Dad: It’s 30 degrees. It’s snowing here. And it’s windy.

2. Dad: How’s the weather in New York?
  Ana: It’s cloudy here.
   Dad: Is it raining?
   Ana: No, it’s not raining.
   Dad: What’s the temperature there?
   Ana: It’s 63 degrees.

   Mom: Hi. How’s the weather there?
   Darin: Guess!
   Mom: It’s raining!
   Darin: Yes. It’s always raining in San Francisco.
   And it’s cloudy.

   Darin: What’s the temperature there?
   Mom: It’s 101 degrees.
   Darin: Really?
   Mom: Yes, it’s hot in Thailand today.
ONE ON ONE ACTIVITY

MATERIALS
- Board or paper + marker
- 2B audio CD, CD player
- Fly swatter (1)
- Reproducible: Work and Fun Cards (1 set) and keep for day 14
- OPTIONAL: timer (1)
- OPTIONAL: Magazine pictures of work and fun actions

REVIEW
- Review weather from Day 12. Point out the window (or gesture toward the outdoors) and ask, How's the weather? What's the temperature?
- Review the homework.

WARM UP
- Have the student close his/her book. Mime several of the activities in Activity A on student book page 72. The student guesses. Write the correct answers on the board.

GROUP ACTIVITY

MATERIALS
- Board + marker
- 2B audio CD, CD player
- Fly swatters (2)
- Reproducible: Work and Fun Cards (1 set per pair) and keep for day 14
- OPTIONAL: Magazine pictures of work and fun actions

REVIEW
- Review weather from Day 12. Point out the window (or gesture toward the outdoors) and ask, How's the weather? What's the temperature?
- Review the homework.

WARM UP
- Have students close their books. Mime several of the activities in Activity A on student book page 72. Students guess. Write the correct answers on the board.
ONE ON ONE ACTIVITY

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

B. Listening (track 25): Work and fun
• 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 ACTIVITY
• Uses of take Briefly talk about all of the uses of the word take. Explain that the student will hear these words many times to mean different things.
  • Take care: Bye!
  • Take care of children: From student page 72
  • Take a break: Stop work for a short time.
  • Take out: Carry out food to go, or carry something outside (trash, dogs).
  • Take medicine
  • Take classes

GROUP ACTIVITY

A. Vocabulary: Work and fun
• 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 25): Work and fun
• 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 ACTIVITY
• Uses of take Briefly talk about all of the uses of the word take. Explain that the student will hear these words many times to mean different things.
  • Take care: Bye!
  • Take care of children: From student page 72
  • Take a break: Stop work for a short time.
  • Take out: Carry out food to go, or carry something outside (trash, dogs).
  • Take medicine
  • Take classes

C. Listening (track 25): Work and fun
1. A: What is she doing?
   B: She’s cleaning.

2. A: What is he doing?
   B: He’s playing guitar.

3. A: What are you doing?
   B: We’re helping sick people.

4. A: What is Joe doing?
   B: He’s laughing.

5. A: What is she doing?
   B: She’s taking care of children.

6. A: What are they doing?
   B: They’re listening to music.
C. Grammar: am, is, are + ing
• This grammar lesson focuses on the present continuous form of work and fun verbs.
• Read the items in the grammar chart and have the student repeat.
• Direct the student’s attention to the pictures in Activity A. Point to the pictures and ask, What is she doing? etc.

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 name or personal pronoun in each answer sentence. Say, Underline I, you, he, she, we, you, and they. Explain that these words will help determine which verb form is correct.
• For the last question with I’m, encourage the student to write several sentences (studying English, learning English, listening to my teacher, writing in my book, etc).
  EXPANSION: After checking the activity together, practice the Q&As in PAIRS.

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

EXTRA ACTIVITIES
• Pronunciation Extra: S and Th
• Write the following lists on the board. Say them while exaggerating the correct pronunciation and demonstrating the mouth’s structure as you say the words.

  1. /s/  2. /θ/>
  sing  thing
  sink  think
  sin  thin

• Explain that with s, the tongue does not touch the teeth, but touches the top of the mouth behind the teeth. With th, the tongue briefly sticks out between the teeth.
• 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.
ONE ON ONE ACTIVITY

F. Activity
• Read the first part of the directions: Read Nora’s letter. Point to Nora’s letter. As the student reads, be sure he/she is only reading, not underlining.
• Read the rest of the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. OPTION: Have the student circle the contractions.

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

H. Culture Tip!
• Have the student read the culture tip silently. Then you read the tip aloud. Demonstrate the greeting with the student. Explain that the typical response is Good. or It’s going well. Then have the student stand up and practice How’s it going? and other greetings.
• Talk about other common greetings, such as Nice to meet you, for people you don’t know. And, Nice to see you, for people you know.
• For a weaker student, brainstorm greetings before starting.

GROUP ACTIVITY

F. Activity
• Read the first part of the directions: Read Nora’s letter. Point to Nora’s letter. As students read, circulate to check that they are only reading, not underlining.
• Read the rest of the directions. Go over the example together. As students work, circulate and offer encouragement. Check answers together. OPTION: Have students circle the contractions.

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

H. Culture Tip!
• Have students read the culture tip to themselves. Then you read the tip aloud. Demonstrate the greeting with various students. Explain that the typical response is Good. or It’s going well. Then have students stand up and practice How’s it going? and other greetings.
• Talk about other common greetings, such as Nice to meet you, for people you don’t know. And, Nice to see you, for people you know.
• For weaker students, brainstorm greetings as a group.
**ONE ON ONE ACTIVITY**

I. Activity
- Write the headings *Work* and *Fun* on the board.
- Have the student brainstorm work and fun words. Have the student say them in the present continuous form. Write the called out words on the board.
- Read the directions out loud. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** Before the student writes his/her own letters, together write a letter on the board to someone (for example, someone famous). Use *we*.

J. Activity
- **PAIR UP** with your student. Use one set of *Work and Fun Cards*.
- Read the directions out loud. Place the cards facedown. Take turns drawing a card from the set and don’t let the other partner see the card. Read the example dialog with the student. Then take turns drawing cards and guessing.
- **NOTE:** You will use the cards again on Day 14.

**Before You Go**
- Encourage the student to do the homework so that he/she is well prepared for Day 14. Day 14 builds on what was learned in Day 13.
- Assign homework.

**GROUP ACTIVITY**

I. Activity
- Write the headings *Work* and *Fun* on the board.
- Have students brainstorm work and fun words. Have them call them out in the present continuous form. Designate two advanced students to write the called out words on the board.
- Read the directions out loud. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Before students write their own letters, as a class, write a letter on the board to someone (someone famous, an absent student, etc.). Use *we*.

J. Activity
- **PAIR students.** Give each pair a set of *Work and Fun Cards*.
- Read the directions out loud. Explain that they should place the cards facedown. They should take turns drawing a card from the set and shouldn’t let their partner see the card they drew. Model the example dialog with a student. As students talk, circulate and offer encouragement.
- **NOTE:** You will use the cards again on Day 14.

**Before You Go**
- Encourage students to do the homework so that they’re well prepared for Day 14. Day 14 builds on what was learned in Day 13.
- Assign homework.
**One on One Activity**

**K. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- Notice that there are more word options than pictures.

**EXTRA ACTIVITY (if time permits):**
- **Fly swatter** Write the words *Work* and *Fun* on the board. Have the student stand at the board, fly swatter in hand. You call out a fun or work vocabulary word, and the student tries to swat the correct category quickly. **OPTION:** Use a timer to add a sense of excitement.
- If time permits, add new phrases that might be useful, such as *playing soccer, playing piano, organizing the house, watching TV, reading*, etc.
- **More words** Give your student a stack of magazine pictures with different work and fun words illustrated. Tell the student to pick the actions he/she likes. Then, give him/her the phrase for the action.

**Group Activity**

**K. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- Notice that there are more word options than pictures.

**EXTRA ACTIVITY (if time permits):**
- **Fly swatter** Write the words *Work* and *Fun* 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 fun or work vocabulary word, and students try to be the first to swat the correct category.
- If time permits, add new phrases that might be useful, such as *playing soccer, playing piano, organizing the house, watching TV, reading*, etc.
- **More words** Give students stacks of magazine pictures with different work and fun words illustrated. Tell the students to pick the actions he/she likes. Then, give him/her the phrase for the action.
• Encourage the students to do the homework.
• **A. Listening:** Remind the students that this activity requires the 2B audio CD, and that practice is the best way to improve listening!
• **B. Reading:** Explain that reading is a good way to grow vocabulary.
• **C. Hello, world!:** Encourage the students to try at least one of the suggestions. Say, *Try just one!* Ask which one the students will try.
• **D. Journal:** Remind your students that they can share journal entries with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry, do one now. Remind the students that it’s okay to write just words, not complete sentences.
• Thank your students for their hard work in class today! *We’re almost finished with Book 2B!* As a way to offer effective encouragement, point to something specific that the students learned or did well in class today.

### A. Listening (track 26): Work and fun

1. A: What is she doing?
   B: She’s cleaning.

2. A: What is he doing?
   B: He’s playing guitar.

3. A: What are you doing?
   B: We’re helping sick people.

4. A: What is Joe doing?
   B: He’s laughing.

5. A: What is she doing?
   B: She’s taking care of children.

6. A: What are they doing?
   B: They’re listening to music.
### One on One Activity

**MATERIALS**
- Board or paper + marker
- 2B audio CD, CD player
- Reproducible: Work and Fun Cards, from Day 13 (1 set)
- OPTIONAL: crayons or colored pencils

**REVIEW**
- Review work and fun vocabulary from Day 13. Lay the Work and Fun Cards facedown. The student turns over a card and mimes the activity. You guess. Take turns.
- Do a simple review of colors by quickly pointing at objects in the room and telling your student to say its color.
- Review the homework.

**WARM UP**
- On the board, write, *I am wearing ...*
- Have the student brainstorm clothing words that he/she might know. Point to your clothes to try to illicit these words.
- Then ask, *What are you wearing?* The student says what he/she is wearing, saying the clothing words he/she knows: *I am wearing jeans and a shirt.*

### Group Activity

**MATERIALS**
- Board + marker
- 2B audio CD, CD player
- Reproducible: Work and Fun Cards, from Day 13 (1 set)
- OPTIONAL: crayons or colored pencils

**REVIEW**
- Review work and fun vocabulary from Day 13. Distribute the Work and Fun Cards, facedown, to various students. Each student with a card comes to the front of the classroom and mimes the activity on his/her card. The class guesses.
- Do a simple review of colors by quickly pointing at objects in the room and telling your students to say its color. After a few rounds, tell another student to do the pointing.
- Review the homework.

**WARM UP**
- On the board, write, *I am wearing ...*
- Have students look around the room and brainstorm the clothing vocabulary that they see other students wearing. You write the words on the board.
- Then ask, *What are you wearing?* Students tell what they are wearing, saying the clothing words they know: *I am wearing jeans and a shirt.*
**One on One Activity**

A. Vocabulary: Jobs and clothes
- 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.
- Take turns reading the quote bubbles out loud. Then, tell the student to underline the clothing words.
- As pronunciation practice, say the clothing words and have the student repeat.
- Ask, *What are we learning today?*

B. Listening (track 27): *I wear a uniform.*
- Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary.
- Play and/or read the audio again. Hold your book up and touch the character who is talking to check answers together.

**Group Activity**

A. Vocabulary: Jobs and clothes
- 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.
- Have students take turns reading the quote bubbles out loud. Then, tell the students to underline the clothing words.
- As pronunciation practice, say the clothing words and have students repeat.
- Ask, *What are we learning today?*

B. Listening (track 27): *I wear a uniform.*
- Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary.
- Play and/or read the audio again. Have students hold up their books while pointing to the person who is talking so that you can check answers together.

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B. Listening (track 27): *I wear a uniform.*

1. Male: I’m a soccer coach. I always wear a shirt, shorts, and tennis shoes. Today I’m wearing a large shirt, short shorts, and blue tennis shoes.

2. Male: I’m a lawyer. I always wear a suit, a tie, and dress shoes. Today I’m wearing a brown suit, a yellow tie, and leather shoes.


4. Female: I’m a waitress. I always wear a uniform. Today I’m wearing a light blue shirt, a dark blue skirt, a pink scarf, and comfortable shoes.

5. Female: We’re police officers. We always wear uniforms. We’re wearing grey pants, grey shirts, belts, and black boots.

6. Female: I’m a counselor. I always wear pants and a shirt. Today I’m wearing green pants and a white shirt.
C. Grammar: wear, wearing
- This grammar lesson focuses on the present continuous form of wear + clothing vocabulary.
- Read the items in the grammar chart and have the student repeat.
- Direct the student’s attention to the pictures in Activity A. Ask, What is she wearing? etc.
- Ask questions of the student using the structures in the grammar chart and have the student 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 name or personal pronoun in each answer. Say, Underline I, you, he, she, we, you, and they. Explain that these words will help determine which verb form 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. EXPANSION: After checking the activity together, practice the Q&As in PAIRS.

C. Grammar: wear, wearing
- This grammar lesson focuses on the present continuous form of wear + clothing vocabulary.
- Read the items in the grammar chart and have the student repeat.
- Direct students’ attention to the pictures in Activity A. Ask, What is she wearing? etc.
- Ask questions of the students using the structures in the chart and have students ask questions of each other.

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 name or personal pronoun in each answer. Say, Underline I, you, he, she, we, you, and they. Explain that these words will help them decide which verb form 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. 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: Look at the picture. Point to the picture. Say, What's wrong? What's not correct? Circle the people wearing the wrong clothes.
- As the student looks at the picture, be sure he/she is circling the people wearing the wrong clothes. Check answers together.
- Then read the rest of the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

G. Culture Tip!
- Have the student read the culture tip silently. Then you read the tip aloud. Ask the student about what he/she wears to work and what kinds of clothes aren’t okay at work. Explain that in the US, shorts are very informal while a tie is very formal.

GROUP ACTIVITY

F. Activity
- Read the first part of the directions: Look at the picture. Point to the picture. Say, What's wrong? What's not correct? Circle the people wearing the wrong clothes.
- As students look at the picture, circulate to check that they are circling the people wearing the wrong clothes. Check answers together.
- Then read the rest of the directions. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

G. Culture Tip!
- Have students read the culture tip to themselves. Then you read the tip aloud. Ask students about what they wear to their jobs (work) and what kinds of clothes aren’t okay for their jobs. Explain that in the US, shorts are very informal while a tie is very formal.
REAL LIFE

ONE ON ONE ACTIVITY

H. Activity
- Read the directions out loud.
- As the student works, answer any questions and offer encouragement. Check answers together.
- \textit{NOTE}: Students may hear \textit{comfortable} pronounced as /\textit{com-fur-ta-bul}/ or /\textit{com-f-ter-bul}/. Both are correct and depend on regional dialect. Students need to recognize both productions of the word, but only need to produce it one way.

I. Activity
- PAIR UP with your student. Read the directions out loud.
- Read the example dialog with the student. Then talk about your list.
- Talk about the language note \textit{I agree} and \textit{I disagree}. Do an example to illustrate the meaning, for example
  A. \textit{We are in Spanish class}.
  B. \textit{I disagree. We are in English class}.

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
- Read the directions out loud. As students work, circulate and offer encouragement. Check answers together.
- \textit{NOTE}: Students may hear \textit{comfortable} pronounced as /\textit{com-fur-ta-bul}/ or /\textit{com-f-ter-bul}/. Both are correct and depend on regional dialect. Students need to recognize both productions of the word, but only need to produce it one way.

I. Activity
- PAIR students. Read the directions out loud.
- Model the example dialog with a student. As students talk, circulate and offer encouragement.
- Talk about the language note \textit{I agree} and \textit{I disagree}. Do an example to illustrate the meaning, for example
  A. \textit{We are in Spanish class}.
  B. \textit{I disagree. We are in English class}.

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

**J. Activity**
- Read the directions out loud. Look at 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.
- **Pronunciation Note:** Have student repeat *comfortable* and *leather* many times. Explain that we pronounce these words like this:
  - *comfortable:* comf/ter/bul
  - *leather:* NOT letter

**K. Activity**
- Read the directions out loud. Read the example dialog with the student.
- **PAIR UP** with your student. Stand back-to-back initially so that you don’t have much time to look at each other’s clothes. Look for 10 seconds, then turn back-to-back again.
- Practice the example dialog with the student. Then do the activity.

**Group Activity**

**J. Activity**
- Read the directions out loud. Look at the example together. As students work, circulate and offer encouragement. **OPTION:** For more advanced students, suggest that they work without using the word box.
- **Pronunciation Note:** Have students repeat *comfortable* and *leather* many times. Explain that we pronounce these words like this:
  - *comfortable:* comf/ter/bul
  - *leather:* NOT letter

**K. Activity**
- Read the directions out loud. Model the example dialog with a student.
- **PAIR students.** Have them stand back-to-back initially so that they don’t have much time to look at each other’s clothes. Then allow them to look for 10 seconds, then turn back-to-back again.
- As students talk, circulate and offer encouragement.
- Assign new pairs and continue the activity.

**EXTRA ACTIVITY (if time permits):**
- **Clothes and colors (Musical Chairs)** Arrange chairs in a circle, facing out, with students around the outside of the circle. There should be one less chair than student. Tell students that you will say clothing words and color words. When they hear a color word, they must find a seat. The student who doesn’t find a seat is out of the game and takes a chair with him/her.
Homework

- Encourage the students to do the homework.
- **A. Listening:** Remind the students that this activity requires the 2B audio CD, and that practice is the best way to improve listening!
- **B. Hello, world!** Encourage the students to try at least one of the suggestions. Say, *Just one!*
- **C. Journal:** Remind your students that they can share journal entries with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry with the students, do one now. Remind them that it’s okay to write just words, not complete sentences.
- Thank your students for their hard work in class today! *You did great!* As a way to offer effective encouragement, point to something specific that the students learned or did well in class today.

**A. Listening (track 28): I wear a uniform, Part 2**

1. Male: I’m a soccer coach. I always wear a shirt, shorts, and tennis shoes. Today I’m wearing a green shirt and a black and yellow hat.

2. Male: I’m a lawyer. I always wear a suit, a tie, and dress shoes. Today I’m wearing a grey suit, and a black tie.


4. Female: I’m a waitress. I always wear a uniform. Today I’m wearing a light pink shirt, and a dark pink scarf.

5. Female: We’re police officers. We always wear uniforms. We’re wearing blue pants, blue shirts and belts. I’m wearing black boots and my partner is wearing brown boots.

6. Female: I’m a counselor. I always wear pants and a shirt. Today I’m wearing a green shirt.
ONE ON ONE ACTIVITY

MATERIALS
- Board or paper + marker
- 2B audio CD, CD player
- Reproducible: Thank You Card (1)
- Sheet of paper (1)
- OPTIONAL: Copy of The Immigrant Guide

REVIEW
- Review the homework.

WARM UP
- Draw a happy face, a neutral face, and a sad face on the board. Point to a face and ask, *How is he/she feeling?* Repeat the target responses.

GROUP ACTIVITY

MATERIALS
- Board + marker
- 2B audio CD, CD player
- Reproducible: Thank You Card (1 per student)
- Sheets of paper (1 per student)
- OPTIONAL: The Immigrant Guide (1 per student)

REVIEW
- Review the homework.

WARM UP
- Draw a happy face, a neutral face, and a sad face on the board. Point to a face and ask, *How is he/she feeling?* Repeat the target responses.
ONE ON ONE ACTIVITY

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

B. Listening (track 29): How is Nora feeling?
• 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.
• Spend time practicing the pronunciation of angry (make the distinction between angry and hungry) and great (make the distinction between great and greet).

GROUP ACTIVITY

A. Vocabulary: Mental health
• 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 29): How is Nora feeling?
• 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.
• Spend time practicing the pronunciation of angry (make the distinction between angry and hungry) and great (make the distinction between great and greet).

B. Listening (track 29): How is Nora feeling?
1. David: Hi Nora. How are you feeling?
   Nora: Great! How are you?
   David: I'm good. Beautiful park.
   Nora: I agree!


3. Marta: How are you feeling? You're frowning.
   Nora: I’m sad. I’m always crying.
   Marta: What’s wrong?
   Nora: I’m having problems at work. And I miss my family.
   Marta: It’s okay. Tell me about your problems at work.
One on One Activity

C. Grammar: feeling
- This grammar lesson focuses on the present continuous form of feel.
- Read the items in the grammar chart and have the student repeat.
- Direct the student’s attention to the pictures in Activity A. Ask about each one, How is she feeling?
- Ask questions of the student using the structures in the grammar chart and have the student 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.
- EXPANSION: After checking the activity together, practice the Q&As in PAIRS.

Group Activity

C. Grammar: feeling
- This grammar lesson focuses on the present continuous form of feel.
- Read the items in the grammar chart and have students repeat.
- Direct students’ attention to the pictures in Activity A. Ask about each one, How is she feeling?
- Ask questions of the students using the structures in the grammar chart and have students ask questions of each other.

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

**ONE ON ONE ACTIVITY**

**E. Activity**
- Say, *Read the questionnaire.* Point to the questionnaire. As the student reads, be sure he/she is only reading, not answering the questions.
- Then say, *Complete the questionnaire.* Do an example together. As the student works, answer any questions and offer encouragement. **OPTION:** Check answers together. Have the student give answers on a voluntary basis.

**F. Culture Tip!**
- Have the student read the culture tip silently. Then you read the tip aloud. Ask the student who he/she talks to about problems. Explain that while talking to friends and family about problems is helpful, sometimes a counselor is a good option because a counselor is not close to the person or the problem (objective).
- **OPTION:** Read the corresponding information from *The Immigrant Guide.*

**GROUP ACTIVITY**

**E. Activity**
- Say, *Read the questionnaire.* Point to the questionnaire. As students read, circulate to check that they are only reading, not answering the questions.
- Then say, *Complete the questionnaire.* Do an example together. As students work, circulate and offer encouragement. **OPTION:** Check answers together. Have students give answers on a voluntary basis.

**F. Culture Tip!**
- Have students read the culture tip to themselves. Then you read the tip aloud. Ask students who they talk to about their problems. Explain that while talking to friends and family about problems is helpful, sometimes a counselor is a good option because a counselor is not close to the person or the problem (objective).
- **OPTION:** Read the corresponding information from *The Immigrant Guide.*
**ONE ON ONE ACTIVITY**

**G. Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. **NOTE:** If the student is sensitive about sharing answers, talk about your questionnaire only.

**H. Activity**
- Read the directions out loud. Look at the examples together. Explain that these are just some of the possible reasons that people feel sad, okay, or great.
- Prompt your student by asking leading questions about the feelings.
- **OPTION:** Have the student draw pictures instead or in addition to writing sentences.
- As the student works, answer any questions and offer encouragement. Check answers together.

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

**GROUP ACTIVITY**

**G. Activity**
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **NOTE:** If students are sensitive about sharing their answers, have them do the optional activity of writing a story about how they’re feeling, how often they laugh, etc.

**H. Activity**
- Read the directions out loud. Look at the examples together. Explain that these are just some of the possible reasons that people feel sad, okay, or great. Prompt your students by asking leading questions about the feelings.
- **OPTION:** Have students draw pictures instead or in addition to writing sentences.
- As students work, circulate and offer encouragement. Check answers together.

**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 first part of the directions: Read the thank-you card. Point to the card. As the student reads, be sure he/she is only reading, not underlining.
- Read the rest of the directions. Do the activity together. EXPANSION: Ask comprehension questions about the card: Who is Nora writing the card to? Who is a good friend? Where is Nora today? What is she doing?

J. Activity
- Give the student a Thank-You Card. As the student works, answer any questions and offer encouragement.

**EXTRA ACTIVITY (if time permits)**
- Tic Tac Toe  On the board draw a tic tac toe grid and have the student copy it on a sheet of paper. Dictate feeling words and actions as the student writes them into the grid randomly. Then PAIR UP with your student. Play a game of tic tac toe. Before a player can claim a square (make an X or O), he/she must say a sentence using the word in the space.

**GROUP ACTIVITY**

I. Activity
- Read the first part of the directions: Read the thank-you card. Point to the card. As students read, circulate to check that they are only reading, not underlining.
- Read the rest of the directions. Do the activity together. EXPANSION: Ask comprehension questions about the card: Who is Nora writing the card to? Who is a good friend? Where is Nora today? What is she doing?

J. Activity
- Give each student a Thank-You Card. As students work, circulate and offer encouragement. 
**OPTION:** Have volunteers read their cards the class.

**EXTRA ACTIVITY (if time permits)**
- Tic Tac Toe  On the board draw a tic tac toe grid and have students copy it on a sheet of paper. Dictate feeling words and actions as students write them into the grid randomly. Then PAIR students. Each pair plays a game of tic tac toe. Before a student can claim a square (make an X or O), he or she must say a sentence using the word in the space.
• Encourage the students to do the homework.

• **A. Listening:** Remind the students that this activity requires the 2B audio CD, and that practice is the best way to improve listening!

• **B. Reading:** Tell them that English has a lot of expressions. They will understand more of it, if they learn some of these expressions.

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

• **D. Journal:** Remind your students that they can share journal entries with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry with the students, do one now. Remind them that it’s okay to write just words, not complete sentences.

• Thank your students for their hard work in class today! *Thank you! Good job!* As a way to offer effective encouragement, point to something specific that the students learned or did well in class today.

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**A. Listening (track 30): How is Nora feeling?**

1. David: Hi Nora. How are you feeling?
   Nora: Great! How are you?
   David: I’m good. Beautiful park.
   Nora: I agree!

2. Nora: October 10th. Dear Aziza. Hi. How are you?
   I’m feeling okay. I’m sitting in the park, writing this letter and thinking about you. Write soon, Nora.

   Nora: I’m sad. [starts crying] I’m always crying.
   Marta: What’s wrong?
   Nora: I’m having problems at work. And I miss my family.
   Marta: It’s okay. Tell me about your problems at work.
**One on One Activity**

**MATERIALS**
- Board or paper + marker
- Markers (2)
- Reproducible: Job and Clothing Cards (1 set)
- Treats

**Review**
- Review feelings from Day 15. Ask the student, *How are you feeling?*
- Review the homework.

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

**Group Activity**

**MATERIALS**
- Board + marker
- Markers (1 per group)
- Reproducible: Job and Clothing Cards (1 set per pair)
- Treats

**Review**
- Review feelings from Day 15. Ask students, *How are you feeling?*
- Review the homework.

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

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

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

**GROUP ACTIVITY**

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

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

Day 11
• Have the student turn to Day 11 on page 60 and ask, *What did we study on Day 11?*

B. Activity
• Read the directions out loud. As the student works, answer any questions and offer encouragement. Check answers together.
• You may need to ask leading questions to help your student think of sentences to write about his/her diet.

Group Activity

Day 11
• Have students turn to Day 11 on page 60 and ask, *What did we study on Day 11?*

B. Activity
• Read the directions out loud.
• As students work and talk, circulate and offer encouragement. Remind students to check answers with their partners. Then check answers together.
• You may need to ask leading questions to help your students think of sentences to write about their diets.
**One on One Activity**

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

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

**D. Activity**
- PAIR UP with your student. Read the directions out loud. Explain that the student is going to imagine a situation. Say, *Imagine that you and I are in different countries.*
- Read the example dialog with the student. Then write a weather conversation together.
- Then practice the conversation.

**Group Activity**

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

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

**D. Activity**
- PAIR students. Read the directions out loud. Explain that students are going to imagine a situation. Say, *Imagine that you and your partner are in different countries.*
- Model the example dialog with a student. Then, the pairs write the conversation together.
- As students talk, circulate and offer encouragement. **OPTION:** Have volunteers perform their conversations for the class.
One on One Activity

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

E. Activity
  • Read the directions out loud. Go over the examples 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 referring back to Day 13.

Group Activity

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

E. Activity
  • Read the directions out loud. Go over the examples together. As students work, circulate and offer encouragement. Have students check answers in PAIRS. OPTION: For more advanced students, suggest that they work without referring back to Day 13.
**One on One Activity**

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

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

**G. Activity**
- PAIR UP with your student. Read the directions out loud. Place a set of Job and Clothing Cards facedown. Partner A draws a card, without letting Partner B see it, and describes what the person in the picture is wearing. Partner B guesses the jobs.
- Read the example dialog with the student. Take turns drawing cards and guessing.

**Group Activity**

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

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

**G. Activity**
- PAIR students. Give each pair a set of Job and Clothing Cards.
- Read the directions out loud. Explain that the students should place the set of cards facedown. Partner A draws a card, without letting Partner B see it, and describes what the person in the picture is wearing. Partner B guesses the jobs. The students take turns.
- Model the example dialog with a student. As students talk, circulate and offer encouragement.
**One on One Activity**

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

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

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

**Group Activity**

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

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

**I. Activity**
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Volunteers perform their conversation for the class.
**Review Test (Days 10–15)**

- Encourage the students to read the directions out loud and do the activities alone. If the 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 the students work, answer any questions and offer encouragement.
- If the 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 the students have finished, review the answers together.

**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 the students put down their pencils at the end of Section A so that you can introduce Section B.

**B. Circle the answers.**

- Sections B features grammar or pronunciation items from each of the six days (Days 10–15), in chronological order.
- You may want to have the students put down their pencils after Section B so that you can introduce Section C. If you are not stopping after Section B, point out that the test continues on student page 97.

**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, the students may have more questions.

**Conclusion:**

- Congratulate your students on completing the term and learning so much! Enjoy treats.
- Remind your students when the next term begins and encourage them to continue studying and practicing English! You may consider spending a few minutes helping the students brainstorm ways to practice, such as by reviewing their 2B books or listening to the radio and TV in English.
A. Complete the sentences.

USE THESE WORDS:

- gardening
- plays tennis
- hot
- police officer
- sad
- watermelon

1. My sister hikes on Friday and _____________ on the weekend.

2. My favorite fruit is _____________.

3. The temperature is 103 degrees today. It’s _____________.

4. Today is Sunday. I’m _____________ and my husband is singing.

5. That’s my uncle. He’s a _____________.
   He’s wearing a uniform and black boots.

6. Tano misses his family. He is feeling _______________.

B. Circle the correct words.

1. Q: Does Sara swim?
   A: No, she don’t / doesn’t swim.

2. Q: Do you like pasta?
   A: No, we doesn’t / don’t.

3. Q: How’s the weather there?
   A: It’s snow / snowing and cold here.

4. Q: What are the housekeepers doing?
   A: They is / are cleaning.

5. Q: What is the coach wearing?
   A: She / She’s wearing red tennis shoes.

6. Q: How are you feeling?
   A: I’m sad. I have / having money problems.
C. Answer the questions.

1. Circle the sports activities you do. Write two more.
   
   play tennis  play soccer  walk  ____________  ____________

2. Write three food words. Then, Check (✓) the food you like. Circle your favorite food.
   
   □ __________  □ __________  □ __________  □ peaches
   □ mushrooms  □ sausage  □ brown rice  □ cake

3. Describe the weather here today: ______________________________________________

4. Look at the picture. What are the people doing?
   
   __________________________________________________
   __________________________________________________
   __________________________________________________

5. Look at the picture. What are the people wearing?
   
   __________________________________________________
   __________________________________________________
   __________________________________________________

6. How are you feeling today?
   
   __________________________________________________
   Why? Write the reason: _____________________________
Reproducible Section
______________ is from a country with the letter a.
______________ is from a country with the letter e.
______________ is from a country with the letter i.
______________ lives on a street.
______________ lives on a drive.
______________ lives on an avenue.
______________ has an address with 1, 2, or 3.
______________ has an address with 4, 5, or 6.
______________ has an address with 7, 8, or 9.

Day 2 Personal Information Bingo
first
second
third
fourth
fifth
sixth
seventh
eighth
ninth
tenth
eleventh
twelfth
thirteenth
fourteenth
fifteenth
sixteenth
seventeenth
eighteenth
nineteenth
twentieth
eighteenth
twenty-first
twenty-second
twenty-third
twenty-fourth
twenty-fifth
twenty-sixth
twenty-seventh
twenty-eighth
twenty-ninth
thirtieth
thirty-first
Jimmy’s Used Cars

October 5th

**Current Amount due:** $351.77
**Past due:** $0.00
**Date due:** October 27th

Downtown Gas Company

Account: 3340-012
**Amount due:** $42.53

**Date due:** November 13th

Clear Sounds Phone Company

October 18th
**Amount due:** $59.70

Account number 3-4492

**Date due:** November 1st
Send all payments to:
Clear Sounds Phone Co.
Box 4489
June, MO 46681

Day 5 Bill Slips
Day 6 Check Practice

[Blank Check Template]

SUNSHINE BANK
Boulder, CO 80302

FOR

|: 10028 4790 2 |: 842876432 2 | 1835
Do not park.

Do not make a U-turn.

Do not turn left.

Slow down and maybe stop.

Drive 50 miles per hour.

Stop.

Go one direction with traffic.

SPEED LIMIT 50

ONE WAY

STOP

YIELD

Day 7 and 8 Traffic Sign Cards
Day 13 and 14 Work and Fun Cards
Day 15 Thank You Cards
Day 16 Job and Clothing Cards
The Interactive English series was designed by Resources to Unite Communities, an initiative of Intercambio Uniting Communities, a Colorado-based non-profit whose mission is to build understanding, respect and friendship across cultures through educational and intercultural opportunities.

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

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