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THANK YOU!
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 (teacher), so this word is GREEN. Similarly, “English” receives stress on the first syllable, the sound of which is SILVER. “Education,” with stress on the third syllable, is GRAY. “She’s a student.” is BLUE. “She’s studying biology.” is OLIVE. “Please sit down.” is BROWN.

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

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

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

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

balloon, Nebraska, approve

How to Use The Color Vowel™ Chart in the Classroom

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

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

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

Sample Lesson

Preparation:

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

  Here are possible words:

  **GREEN:** me, seat, teacher, tree, feet, teeth, meeting, meal, reading

  **OLIVE:** hot, box, hospital, doctor, knock, clock

  **BLUE:** shoe, student, afternoon, spoon, food, noon, newspaper

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

Lesson Steps:

1. Show students The Color Vowel™ Chart. Say: Tree. Tree. Tree. Teeeaa-cher, teeeeacher, teeeeacher. (Use pictures or drawings of each word if needed. See the website.) Exaggerate. Use gestures or a rubber band to show the lengthening of the vowel sound. Say: Can you hear the same sound? Eeeeeee Seat. Seat. GREEN TEA, seat. Now pointing to the Chart. GREEN TEA, tree, GREEN TEA, teacher, GREEN TEA, seat. [Continue until students understand that you are drawing their attention to the stressed vowel sound in each word.]

2. Repeat the words tree, teacher, and seat as you write those words in the GREEN section of the Color Vowel™ Word List on the board.

3. Have students repeat the words on the list as you have modeled, using gestures to indicate the lengthening of the stressed vowel sound. Use rubber bands if available, or an open hand gesture.

4. Have students write the words on the Color Vowel™ Word List in the student book appendix.

5. Repeat steps 2-5 when you introduce new words.
Key Points:

- Make a color-coded word wall and add to it as you study new vocabulary.
- Have students keep their own word lists.
- Be patient. Don’t rush to have the students identify the COLOR of a word. Just tell them. It will take students time to be able to correctly identify the color of the stressed vowel on their own. In the meantime, they are learning that it is important for them to listen for and begin to produce stress in spoken English.
<table>
<thead>
<tr>
<th>TITLE</th>
<th>DAY</th>
<th>PAGE</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you do?</td>
<td>1</td>
<td>2</td>
<td>Work and Fun</td>
</tr>
<tr>
<td>We're in front of the library.</td>
<td>2</td>
<td>8</td>
<td>Locations</td>
</tr>
<tr>
<td>Where's the laundry room?</td>
<td>3</td>
<td>14</td>
<td>Housewares</td>
</tr>
<tr>
<td>The orange cups are the cheapest.</td>
<td>4</td>
<td>20</td>
<td>Comparison Shopping</td>
</tr>
<tr>
<td>Add 2 (\frac{1}{4}) cups of flour.</td>
<td>5</td>
<td>26</td>
<td>Instructions</td>
</tr>
<tr>
<td>What's she like?</td>
<td>6</td>
<td>32</td>
<td>Descriptions of People</td>
</tr>
<tr>
<td>I need to mail a package.</td>
<td>7</td>
<td>38</td>
<td>The Post Office</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>44</td>
<td>Review &amp; Test</td>
</tr>
<tr>
<td>LANGUAGE TOOL</td>
<td>LIFE SKILLS: HOW TO...</td>
<td>REAL LIFE</td>
<td>CULTURE TIPS</td>
</tr>
<tr>
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<td>------------------------</td>
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<td>--------------</td>
</tr>
<tr>
<td>Q&amp;A with What do you do?</td>
<td>Ask for basic information</td>
<td>Making small talk, using a weekly calendar</td>
<td>Responding to the question What do you do?</td>
</tr>
<tr>
<td>Q&amp;A with Where are you from, Prepositions of place</td>
<td>Use a compass and a map, ask and give directions</td>
<td>Compass, world map, handwritten notes</td>
<td>Responding to the question Where are you from?</td>
</tr>
<tr>
<td>Prepositions of place, continued; using correct intonation</td>
<td>Describe spatial relations, call about an apartment ad</td>
<td>Apartment ad</td>
<td>Occupancy restrictions</td>
</tr>
<tr>
<td>Q&amp;A with Which is...? (using the comparative and superlative)</td>
<td>Make size, price and aesthetic comparisons</td>
<td>Price tags, apartment ads</td>
<td>Store return policies</td>
</tr>
<tr>
<td>How much versus How many, simple present continuous, imperatives</td>
<td>Follow a recipe, talk about amounts</td>
<td>Recipe card</td>
<td>Processed foods in grocery stores</td>
</tr>
<tr>
<td>Q&amp;A with What is she like?</td>
<td>Recognize positive and negative comments</td>
<td>Letter</td>
<td>Talking about age and money</td>
</tr>
<tr>
<td>Q&amp;A with What do you need?</td>
<td>Express wants and needs, mail a package, compare prices</td>
<td>Customs and change of address forms, postcard</td>
<td>Mailing a letter</td>
</tr>
<tr>
<td>TITLE</td>
<td>DAY</td>
<td>PAGE</td>
<td>TOPIC</td>
</tr>
<tr>
<td>--------------------------------</td>
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</tr>
<tr>
<td>To the post office!</td>
<td>9</td>
<td>53</td>
<td>Field Trip</td>
</tr>
<tr>
<td>The recycling comes every Friday.</td>
<td>10</td>
<td>54</td>
<td>Schedules</td>
</tr>
<tr>
<td>You have to get a driver’s license.</td>
<td>11</td>
<td>60</td>
<td>Rules</td>
</tr>
<tr>
<td>Can you use a computer?</td>
<td>12</td>
<td>66</td>
<td>Skills</td>
</tr>
<tr>
<td>Can she operate power tools?</td>
<td>13</td>
<td>72</td>
<td>More Skills</td>
</tr>
<tr>
<td>What happened?</td>
<td>14</td>
<td>78</td>
<td>Past Actions</td>
</tr>
<tr>
<td>Did you tell the manager?</td>
<td>15</td>
<td>84</td>
<td>Household Problems</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>90</td>
<td>Review &amp; Test</td>
</tr>
<tr>
<td>LANGUAGE TOOL</td>
<td>LIFE SKILLS: HOW TO...</td>
<td>REAL LIFE</td>
<td>CULTURE TIPS</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
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<td>------------------------------------</td>
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</tr>
<tr>
<td>REVIEW: Asking questions with <em>where</em> and <em>how</em>, using WANT and NEED</td>
<td>Use the post office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q&amp;A with when, expressions with time</td>
<td>Identify recyclables</td>
<td>Recycling schedule</td>
<td>Recycling and garbage pick-up</td>
</tr>
<tr>
<td>Q&amp;A with <em>Do I have to?</em></td>
<td>Get a driver’s license, compare modes of transportation</td>
<td>Bike signals, practice written driving test</td>
<td>Driving rules</td>
</tr>
<tr>
<td>Long answers Q&amp;A with Can you...?, listening for <em>can</em> vs <em>can’t</em></td>
<td>Apply for a job, assess people’s skills</td>
<td>Job application</td>
<td>Minimum wage</td>
</tr>
<tr>
<td>Short answers Q&amp;A with Can you...?,</td>
<td>Assess a job ad and interview for a job</td>
<td>Job ads and applications</td>
<td>Volunteer work</td>
</tr>
<tr>
<td>Q&amp;A with simple past</td>
<td>Call 911</td>
<td>Accident report, traffic signs</td>
<td>Keeping proof of insurance close</td>
</tr>
<tr>
<td>Long answers Q&amp;A with simple past of <em>DO</em></td>
<td>Read a short story, deal with household emergencies</td>
<td>Rental agreement/contract</td>
<td>Reading a lease</td>
</tr>
</tbody>
</table>
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 3A audio CD, CD player
- Nametags, additional colored markers (2)
- Reproducible: Work and Fun Cards (2 sets)
- Sheet of paper (1)

**WARM UP**
- Before class, write basic class information on board: the class level (3A), 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 3A. My name is Gretchen. Point to your nametag. Have the student repeat your name. **NOTE:** 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 markers. Say, Write your name. Walk around to help. Then have the student say his/her name aloud. You and the class repeat it.
- Write on the board and say, Hi. My name is Gretchen. Then ask, What is your name? and gesture to the student to introduce himself/herself.
- The main goal of this English class will be to give the student the tools he/she needs to succeed in English. As such, getting the student talking and reviewing basic small talk should be a part of each lesson. To see what your student knows so far, have a conversation (even brief) asking these questions:
  - How are you?
  - Where do you live?
  - Where are you from?
  - How long have you lived here?
  - How do you like Colorado?
  - Do you have family here?
  - Do you miss your country?
In addition, review useful phrases:
  - Do you understand? Got it? Do you have any questions?, etc

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**GROUP ACTIVITY**

**MATERIALS**
- Board + marker
- 3A audio CD, CD player
- Nametags, markers (1 per student)
- Reproducible: Work and Fun Cards (1 set per student)
- Sheet of paper (1 per student)

**WARM UP**
- Before class, write basic class information on board: the class level (3A), your name, phone number, class start/finish times, etc. Have students copy the information.
- Welcome students. Introduce yourself: Example: Welcome! This is English class 3A. My name is Gretchen. Point to your nametag. Have students repeat your name. **NOTE:** Establish a gesture that you’d like to use every time you want students to repeat, such as a waving motion toward yourself.
- Distribute nametags and markers. Say, Write your name. Walk around to help. 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 Gretchen. Then ask, What is your name? and gesture to a student to introduce himself/herself. Continue around the room.
- The main goal of this English class will be to give the students the tools they need to succeed in English. As such, getting students talking and reviewing basic small talk should be a part of each lesson. To see what students know so far, have a conversation (even brief) asking these questions:
  - How are you?
  - Where do you live?
  - Where are you from?
  - How long have you lived here?
  - How do you like Colorado?
  - Do you have family here?
  - Do you miss your country?
In addition, review useful phrases:
  - Do you understand? Do you have any questions?, etc
A. Vocabulary: Work and fun

- 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 to himself/herself.
- As pronunciation practice, say the words and have the student repeat. Notice that the action words are arranged by the sound of the third person singular ending (he, she, it, Tano: /s/, /z/, /iz/). First practice the pronunciation of the base form (no -s). Then practice the third person singular form. Emphasize the distinction in sound.
- Talk about the meaning of all the words on the page. Ask if the student has any questions.
- NOTE: Develop a set of standard classroom 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 to indicate Your turn.
- Ask, What are we learning today? Point to the heading at the top of the page: Work and fun.

B. Listening (track 2): Neighbors

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

B. Listening (track 2): Neighbors

[1] Sara: Tano, this is Nora. Nora, this is Tano.
Tano: Hello. Nice to meet you.
Nora: Nice to meet you too.
Sara: Nora lives in apartment 3D.
Tano: Welcome. I live in Apartment 3E.
Sara: And I live in 3F.
Nora: We’re neighbors!

Tano: I’m a custodian. I take care of buildings.
Nora: What do you do for fun?
Tano: I sometimes play guitar.

Sara: I’m a student. And I’m a receptionist. I answer phones at a doctor’s office downtown.
Nora: What do you do for fun?
Sara: I watch movies sometimes.

Nora: I’m a student too. And I’m a hostess. I greet customers at a restaurant.
Sara: What do you do for fun?
Nora: I always listen to music.
**C. Grammar: What questions**

• This chart focuses on what questions in the present tense, asking about jobs and job actions.
• Read the items in the grammar chart and have the student repeat.
• Explain that you can mean one person (singular), or two or more (plural). In both cases, it takes are: You are a plumber. You (guys) are plumbers.
• Explain that people say both What do you do for work? and What do you do? to ask about a person’s job. Explain that either question can be answered with the name of the job, the job action, or both.

**NOTE:** Remind the student to use a/an before profession words.

• On the board draw a stick figure of a taxi cab with driver and practice the third person singular form (What does he do? He’s a taxi driver. He drives people places). Add a second taxi cab and driver to practice the third person plural forms (What do they do? They are taxi drivers. They drive people places.)
• Then tell about yourself: I am a teacher. I teach English. Ask the student to volunteer to say his/her job and job action.

**D. Listening (track 3): Final -s sound**

• 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:** Before the student does the task, have him/her underline the name in each question. Say, Underline I, you, he, she, we, you, and they. Explain that these words will help indicate which verb form is correct.
• Remind the student that the -s ending occurs only with he, she, it, and proper names (Tano).

**E. Activity**

• Read the directions out loud. Go over the example together. Answer questions and offer encouragement. Check answers together.
• Encourage the student to answer the question about himself/herself in the blue box, too.
• **EXPANSION:** Practice the Q&As together.

**D. Listening (track 3): Final -s sound**

1. Q: What does Tano do for fun?
   A: He plays guitar.

2. Q: What does Sara do for fun?
   A: She watches movies.

3. Q: What does Nora do for fun?
   A: She listens to music.
**Real Life**

**One On One Activity**

**F. Activity**
- PAIR UP with your student and set out two sets of Work and Fun Cards.
- Read the directions out loud. Explain the following steps: 1) The student should organize the cards into 4 groups in the following manner for each occupation: job picture card – job description card – fun picture card – fun description card. 2) Partner A should then ask Partner B about the first row of cards: *What does she do for work?* Partner B should give a complete response: *She’s a custodian. She takes care of buildings.* Partner A then asks, *What does she do for fun?* and so on.
- Point out that the student will need to change the form of the words on the description cards (base form) when using *he* and *she*.
- **NOTE:** The cards will be needed again in Activity J.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then you read the tip aloud. Demonstrate by asking the student to tell about his/her jobs, *What do you do?*

**EXTRA ACTIVITIES**
- **Pronunciation Extras: *ch* and *sh* Sounds**
  Help the student hear the pronunciation differences between the following pairs of words:
  
  - *watch/wash*
  - *catch/cash*
  - *chip/ship*
  - Write the words on the board or paper and have the student repeat the sounds after you, exaggerating the sounds.
  - Talk about what the mouth does to make the *ch* vs the *sh* sounds (when we say *ch*, the tip of the tongue touches the roof of the mouth quickly.)

**Group Activity**

**F. Activity**
- PAIR students and give each pair a set of Work and Fun Cards.
- Read the directions out loud. Explain the following steps: 1) Students should organize the cards into 4 groups in the following manner for each occupation: job picture card – job description card – fun picture card – fun description card. 2) Partner A should then ask Partner B about the first row of cards: *What does she do for work?* Partner B should give a complete response: *She’s a custodian. She takes care of buildings.* Partner A then asks, *What does she do for fun?* and so on.
- Point out that students will need to change the form of the words on the description cards (base form) when using *he* and *she*.
- Go over the example on the board. Model the example dialog with a student so that everyone understands the procedure for the activity. As students talk, circulate and offer encouragement.
- **NOTE:** The cards will be needed again in Activity J.

**G. Culture Tip!**
- Have students read the culture tip to themselves. Then you read the tip aloud. Demonstrate by asking students to tell about their jobs, *What do you do?*

**EXTRA ACTIVITIES**
- **Pronunciation Extras: *ch* and *sh* Sounds**
  Help the student hear the pronunciation differences between the following pairs of words:
  
  - *watch/wash*
  - *catch/cash*
  - *chip/ship*
  - Write the words on the board or paper and have the students repeat the sounds after you, exaggerating the sounds.
  - Talk about what the mouth does to make the *ch* vs the *sh* sounds (when we say *ch*, the tip of the tongue touches the roof of the mouth quickly.)
**ONE ON ONE ACTIVITY**

**H. Activity**
- Read the first part of the directions: *Look at Nora’s schedule*. Point to the weekly schedule. As the student looks, be sure the student is only looking, not completing the story.
- Read the rest of the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

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

**Before You Go**
- 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.
- Assign homework.
- **OPTION:** Ask the student to bring photos from their home country, or of family, to share at the next class. If you didn’t bring photos of your family to the first class, consider bringing in your own photos to show, as well.

**GROUP ACTIVITY**

**H. Activity**
- Read the first part of the directions: *Look at Nora’s schedule*. Point to the weekly schedule. As students look, circulate to check that they are only looking, not completing the story.
- Read the rest of the directions. 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:** Have volunteers perform their conversations for the class.

**Before You Go**
- 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.
- Assign homework.
- **OPTION:** Ask the students to bring photos from their home countries, or of family, to share at the next class. If you didn’t bring photos of your family to the first class, consider bringing in your own photos to show, as well.
**One on One Activity**

**J. Activity**
- Give the student a set of Work and Fun Cards. 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 the student work without using the word box. **NOTE:** Remind the student to make the appropriate changes to the words from the word box to match the pictures.

**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 jobs, job actions, and fun actions and have the student write them into the grid randomly. Then PAIR UP with your student. Together you play a game of tic tac toe. Before either player can claim a square (make an X or O), the student must say a sentence using the word in the space correctly.
- **Extra Words** Consider bringing in a colloquial phrase each day to incorporate into the lesson. Useful phrases could be:
  - Sure
  - Yeah
  - You bet
  - Got it?
  - Nice work!

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**Group Activity**

**J. Activity**
- Give each student a set of Work and Fun Cards. 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. **NOTE:** Remind the students to make the appropriate changes to the words from the word box to match the pictures.

**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 jobs, job actions, and fun actions and have 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 correctly.
- **Extra Words** Consider bringing in a colloquial phrase each day to incorporate into the lesson. Useful phrases could be:
  - Sure
  - Yeah
  - You bet
  - Got it?
  - Nice work!
• Give the students an overview of the page. Emphasize the importance of studying English outside of class, including doing homework.
• **A: Listening:** Remind the students that this activity requires the 3A audio CD for this activity. Explain that practice is the best way to improve listening!
• **B: Hello, world!** Encourage the students to try at least one of the suggestions. Say, *Try!* Ask which one they will try. It is also useful to encourage students to watch the news, or other TV programs in English as outside practice.
• **C: Journal:** Explain that writing is a difficult skill that takes practice. Remind your students that they can share journal entries with you for feedback, or keep them private. If you have time, do a sample journal entry together. Remind students that the entries don’t have to be written in complete sentences.
• Thank your students for their hard work in class today! *Thank you! Good job!* Encourage students by pointing out something they did well today.

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

[1] Sara: Tano, this is Nora. Nora, this is Tano.
Tano: Hello. Nice to meet you.
Nora: Nice to meet you too.
Sara: Nora lives in apartment 3D.
Tano: Welcome. I live in Apartment 3E.
Sara: And I live in 3F.
Nora: We’re neighbors!

Tano: I’m a custodian. I take care of buildings.
Nora: What do you do for fun?
Tano: I sometimes play guitar.

Sara: I’m a student. And I’m a receptionist. I answer phones at a doctor’s office downtown.
Nora: What do you do for fun?
Sara: I watch movies sometimes.

Nora: I’m a student too. And I’m a hostess. I greet customers at a restaurant.
Sara: What do you do for fun?
Nora: I always listen to music.
One on One Activity

MATERIALS
- Board or paper + marker
- 3A audio CD, CD player
- Classroom items, such as pen, pencil, eraser (3)
- Reproducible: Drawing Box Sheets (1)
- OPTION: Pictures of famous international people
- OPTION: Map or atlas

Warm Up
- Arrange three classroom items (a pencil, a pen, an eraser) on a table in a row, with the pencil on the left, the pen in the middle and the eraser on the right. Say, *The pencil is to the left of the pen. The eraser is to the right of the pen.* Ask the student, *Where's the pencil?* Continue with other the student. Then change the arrangement and ask again.

Group Activity

MATERIALS
- Board + marker
- 3A audio CD, CD player
- Name tags and markers (1 per student)
- Classroom items, such as pen, pencil, eraser (3)
- Reproducible: Drawing Box Sheets (1 per student)
- OPTION: Pictures of famous international people
- OPTION: Index cards (at least one per student)
- OPTION: Map or atlas

Review
- Review work and fun vocabulary from Day 1. Ask the student what the student does for fun. Ask what the student or his/her family members do for work.
- Review the homework.

OPTION:
- Write ordinals (*first*, *second*, *third*, etc.) on index cards (one per card) and distribute them to students. Ask them to line up accordingly.
**One on One Activity**

**A. Vocabulary: Locations**
- Read the directions out loud. Give the student a few moments to absorb the map 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 5): Locations**
- 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: Locations**
- Read the directions out loud. Give students a few moments to absorb the map 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 5): Locations**
- 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 5): Locations**

1. Tour guide: Good morning students. This is the campus tour for international students. We are standing in front of the library. This is our first stop.

2. Our second stop is the cafeteria. It’s in front of the library.

3. West of the library are Classrooms S to Z. This is our third stop.

4. Our fourth stop: Classrooms A to M. This building is west of the library, too.

5. Our fifth stop is the admissions office. It’s across from classrooms A-M.

6. To the east of the admissions office is Computer Hall – our sixth stop.

7. Our seventh stop is the job center. It’s to the left of the admissions office.

8. Our eighth stop: the student clinic is next to the job center.

9. The laundromat is our ninth stop. It’s between the student clinic and the university post office.

Any questions? No. Okay then. Follow me.
C. Grammar: Locations
• This chart focuses on *Where* questions in the present tense and prepositions of location
• Read the items in the grammar chart and have the student repeat.
• Direct the student’s attention to the map in Activity A and ask about locations: *Where is the job center? (It’s between the student clinic and admissions.)*

D. Activity
• Point out the Language NOTE. Explain that most people in the U.S. contract *Where* + *is* and *Where* + *are*. So, in writing, the student will often see the words written separately, but the student will often hear the words connected. Students need to be able to recognize both forms, but only need to produce one.
• Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
• Encourage the student to answer the question about himself/herself in the blue box, too.
• 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. Then have a conversation.

**F. Activity**
- Introduce the world map on page 11 by asking the student to find the United States on the map. Then point out the countries that are labeled. Point out the continent names and confirm that the student understands the difference between *country* and *continent*.
- Have the student locate and label his/her country. **OPTION:** Have the student tell where the student is from.
- For extra practice, use the **pictures of famous international people** and have the student ask or answer about them. Be sure to include pictures with groups of people.
- 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 the student work without using the word box.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then you read the tip aloud. Demonstrate by asking the student where the student is from to get all of the possible responses... **NOTE:** In some countries, students learn there are 5 or 6 continents. Ask your student how many continents he/she learned?
- **EXPANSION:** Look up the student’s home country on a **map**, in an atlas, or on Google Earth.

**GROUP ACTIVITY**

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

**F. Activity**
- Introduce the world map on page 11 by asking students to find the United States on the map. Then point out the countries that are labeled. Point out the continent names and confirm that students understand the difference between *country* and *continent*.
- Have students locate and label their country. **OPTION:** Have students tell where they are from.
- For extra practice, use the **pictures of famous international people** and have students ask or answer about them. Be sure to include pictures with groups of people.
- 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.

**G. Culture Tip!**
- Have students read the culture tip to themselves. Then you read the tip aloud. Demonstrate by asking students where they are from to get all of the possible responses... **NOTE:** In some countries, students learn there are 5 or 6 continents. Ask your student how many continents he/she learned?
- **EXPANSION:** Look up the students’ home countries on a **map**, in an atlas, or on Google Earth.
**Real Life**

**One on One Activity**

**H. Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. (Have the student give his/her own information instead of the example.) Then have a conversation about the map using the prepositions of place.

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

**Group Activity**

**H. Activity**
- PAIR students. Read the directions out loud. Model the example dialog with a student. (Have the student give their own information instead of the example.) 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**

I. Activity
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- Be sure that the student writes down your phone number. Demonstrate calling in an absence. PAIR UP with your student. Have the student practice calling in an absence.

**EXTRA ACTIVITY (if time permits):**
- **Picture Perfect** PAIR UP with your student. Give the student a Drawing Box sheet and sit back-to-back. Explain that you are going to practice location and place words.
- Follow these steps: 1) In the top box, both draw a town map with places featured in the lesson. 2) Then Partner A looks at his/her drawing and Partner B prepares to draw in the bottom box of his/her sheet. Partner A describes his/her town map using location words. Partner B draws, stopping to clarify if necessary with *Where is* questions. Once Partner A has finished, together you compare the original with the “dictated” drawing.

**OPTION:** This activity can be done with pieces of fruit, or other vocabulary or objects that the student knows and can easily draw.

**EXPANSION:** If you have access to the internet, have the student use Google Maps to find directions from the student’s house to the classroom location. Talk about the direction words.

**Group Activity**

I. Activity
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- Be sure that students write down your phone number. Demonstrate calling in an absence. PAIR students. Have them practice in pairs calling in an absence.
- Have students exchange phone numbers. Encourage them to contact each other when they miss a class to find out what was covered.

**EXTRA ACTIVITY (if time permits):**
- **Picture Perfect** PAIR students. Give each student a Drawing Box sheet and have them sit back-to-back. Explain that they are going to practice location and place words.
- Have them follow these steps: 1) In the top box, both students draw a town map with places they studied in the lesson. 2) Then Partner A looks at his/her drawing and Partner B prepares to draw in the bottom box of his/her sheet. Partner A describes his/her town map using location words. Partner B draws, stopping to clarify if necessary with *Where is* questions. Once Partner A has finished, the students compare the original with the “dictated” drawing. **OPTION:** This activity can be done with pieces of fruit, or other vocabulary or objects that students know and can easily draw.

**EXPANSION:** If you have access to the internet, have the students use Google Maps to find directions from their houses to the classroom location. Talk about the direction words.
• Encourage the student to do the homework.
• **A: Listening:** Remind students that this activity requires the 3A audio CD, and that practice is the best way to improve listening!
• **B: Listening:** Remind the students that reading is a good way to grow vocabulary.
• **C: Hello, world!** Encourage students to try at least one of the suggestions. Say, *Try!* Ask which one the students will try.
• **D: Journal:** Remind the students that they can share their journal entries with you for feedback, or keep them private. If you think it would be helpful to do a sample journal together, do one. Remind them that it’s okay to write words without complete sentences.
• Thank the students for their hard work in class today! *Thank you! Good job!* Encourage them by pointing out something they did well today.

### A and B. Listening (track 6 and 7): Locations

1. Tour guide: Good morning students. This is the campus tour for international students. We are standing in front of the library. This is our first stop.

2. Our second stop is the cafeteria. It’s in front of the library.

3. West of the library are Classrooms S to Z. This is our third stop.

4. Our fourth stop: Classrooms A to M. This building is west of the library, too.

5. Our fifth stop is the admissions office. It’s across from classrooms A-M.

6. To the east of the admissions office is Computer Hall – our sixth stop.

7. Our seventh stop is the job center. It’s to the left of the admissions office.

8. Our eighth stop: the student clinic is next to the job center.

9. The laundromat is our ninth stop. It’s between the student clinic and the university post office.

Any questions? No. Okay then. Follow me.
ONE ON ONE ACTIVITY

MATERIALS
• Board or paper + marker
• 3A audio CD, CD player
• Household realia (items from the vocabulary list) if these items won’t be available at the teaching site
• Magazine pictures
• OPTION: Sticky NOTEs and markers

REVIEW
• Review location words from Day 2. Ask the student about items around the room. Ask the student about his or her location. OPTION: Write the location words on the board, around a square, to help prompt the student.
• Review the homework.

WARM UP
• On the board, write, More locations: above, below, in, on. Draw a box on the board with the location words in their relative locations.

above
on
IN
below/under

GROUP ACTIVITY

MATERIALS
• Board + marker
• 3A audio CD, CD player
• Household realia (items from the vocabulary list) if these items won’t be available at the teaching site
• Magazine pictures
• OPTION: Sticky NOTEs and markers

REVIEW
• Review location words from Day 2. Ask students about items around the room. Ask them about the location of other students in the room. OPTION: Write the location words on the board, around a square, to help prompt students.
• Review the homework.

WARM UP
• On the board, write, More locations: above, below, in, on. Draw a box on the board with the location words in their relative locations.

above
on
IN
below/under
A. Vocabulary: Housewares
• 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 8): Housewares
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the words laundry room and basement in the word box.) Repeat the audio as necessary.

EXTRA ACTIVITIES
• Pronunciation Extra: OLIVE vs ROSE sounds
• 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 sound categories and words on the board and demonstrate by exaggerating the correct pronunciation.

1. OLIVE SOCK
   ball  bowl
2. ROSE COAT
   tall  toll
• Make sure the student can hear the difference of the sounds by asking him/her to identify the word they hear. 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.

B. Listening (track 8): Housewares

[NOTE: Using the conjunction where’re in the listening track helps students begin to hear the way that native English speakers actually speak.]

1. Nora: Where’s the laundry room?
   Manager: It’s in the basement.

2. Sara: I’m sorry, Nora. Where’re your forks and spoons?
   Nora: They’re in the drawer with the knives.

3. Sara: Where’re your bowls?
   Nora: They’re on the plates, next to the cups.

4. Sara: Where’re your towels?
   Nora: They’re in the closet. They’re on a shelf above the sheets.
**ONE ON ONE ACTIVITY**

C. Grammar: *Where* questions  
- This chart focuses on *Where* in the present tense and household items.  
- Read the items in the grammar chart and have the student repeat.  
- Arrange the *household items realia* on a table. First say where the items are: *The spoon is in the cup. The napkin is on the plate.* Then ask the student questions about the items’ locations. **OPTION:** Include words of location studied 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. **OPTION:** Before the student does the task, have him/her underline the household item in each question. Explain that these words will help indicate which verb form (*is* or *are*) is correct.  
- **EXPANSION:** After checking the activity together, practice the Q&As with your student. Take turns so that the student practices both questions and answers.

E. Activity  
- Read the first part of the directions: *Look at the pictures.* Point to the image to the right of the activity. As the student looks, be sure the student is only looking, not answering the questions.  
- Read the rest of the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** Before the student does the task, have him/her underline the household item in each question. Explain that these words will help indicate which verb form is correct.  
- **EXPANSION:** Give the student sticky notes to label the household items in his/her home, or label the items you brought. Give everyone a label and see who can label their item the fastest.

**GROUP ACTIVITY**

C. Grammar: *Where* questions  
- This chart focuses on *Where* in the present tense and household items.  
- Read the items in the grammar chart and have students repeat.  
- Arrange the *household items realia* on a table. First say where the items are: *The spoon is in the cup. The napkin is on the plate.* Then ask students questions about the items’ locations. **OPTION:** Include words of location studied 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. **OPTION:** Before students do the task, have them underline the household item in each question. Explain that these words will help them decide which verb form (*is* or *are*) is correct.  
- **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.

E. Activity  
- Read the first part of the directions: *Look at the pictures.* Point to the images to the right of the activity. As students look, circulate to check that they are only looking, not answering the questions.  
- Read the rest of the directions. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **OPTION:** Before students do the task, have them underline the household item in each question. Explain that these words will help them decide which verb form is correct.  
- **EXPANSION:** Give the student sticky note to label the household items in his/her home as homework, or label the items you brought. Give everyone a label and see who can label their item the fastest.
F. Activity
• PAIR UP with your student. Then read the first part of the directions: *Look at your card.* Point to the Partner A (top 2) and Partner B (bottom two) cards. As the student looks, be sure the student is only looking, not answering the questions.
• Read the rest of the directions. Explain that this is a spelling activity, and it’s important to listen closely and to ask for clarification (*How do you spell it?*) if something isn’t clear. Partner A should cover the bottom half of his/her page and Partner B should cover the top half of his/hers.
• Go over the example together. As the student works, answer any questions and offer encouragement. Have the student check his/her answers by uncovering the other half of the page.

G. Culture Tip!
• Have the student read the culture tip silently. Then you read the tip aloud. Along with the student, brainstorm reasons why there is a limit (noise problems, wear and tear, sanitation concerns, etc.).

F. Activity
• PAIR students. Then read the first part of the directions: *Look at your card.* Point to the Partner A (top 2) and Partner B (bottom two) cards. As students look, circulate to check that they are only looking, not answering the questions.
• Read the rest of the directions. Explain that this is a spelling activity, and it’s important to listen closely and to ask for clarification (*How do you spell it?*) if something isn’t clear. Instruct Partner As to cover the bottom half of their page, Partner Bs to cover the top half of theirs.
• Go over the example together. As students work, circulate and offer encouragement. Have students check their answers by uncovering the other half of the page.

G. Culture Tip!
• Have students read the culture tip to themselves. Then you read the tip aloud. Have students brainstorm reasons why there is a limit (noise problems, wear and tear, sanitation concerns, etc.).
**H. Activity**

- **PAIR UP** with your student. Explain that the student is going to imagine a situation. Say, *Imagine that you work in a restaurant.*
- Read the directions out loud. Explain that Partner B gets answers from looking at the picture.
- First, have the student label any five kitchen items from the list on the picture. Tell him/her to draw items he/she doesn’t see.
- Read the example dialog with the student. Brainstorm possible questions together, then have a conversation about the picture.
- The distinction between *on* and *in* will be hard for many students. Demonstrate the difference using the household realia. Practice with the "places" available in the classroom (cabinet, drawer, shelf, etc).

**Before You Go**

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

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

- **Memory 2** Explain that this activity is about remembering the location of things in a picture. Show the student a magazine picture of a room. (Be sure the items featured are words the student knows, or pre-teach them.) Then hide the picture and ask, *Where is the couch?* The student tries to recall and answer using a location word.

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**GROUP ACTIVITY**

**H. Activity**

- **PAIR** students. Explain that students are going to imagine a situation. Say, *Imagine that you work in a restaurant.*
- Read the directions out loud. Explain that Partner B gets answers from looking at the picture.
- First, have students label any five kitchen items from the list on the picture. Tell them to draw items they don’t see.
- Brainstorm possible questions as a group. Then, model the example dialog with a student. As students talk, circulate and offer encouragement.
- **OPTION:** Have volunteers perform their conversations for the class.
- The distinction between *on* and *in* will be hard for many students. Demonstrate the difference using the household realia. Practice with the "places" available in the classroom (cabinet, drawer, shelf, etc).

**Before You Go**

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

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

- **Memory 2** Explain that this activity is about remembering the location of things in a picture. Divide the class into two TEAMS. Show a player on Team A a magazine picture of a room. (Be sure the items featured are words the students know, or pre-teach them.) Then hide the picture and ask, *Where is the couch?* The Team A player tries to recall and answer using a location word. If the player doesn’t know or guesses incorrectly, then Team B goes. If neither side guesses correctly, show the picture and say the location: *The couch is behind the chair.* Then begin with a Team B player and so on.
ONE ON ONE ACTIVITY

I. Listening (track 9): Housewares
• Read the directions out loud. First have the student underline where’s and where are. Then, play and/or read the audio. Repeat the audio as necessary.

J. Activity
• PAIR UP with your student. Read the first part of the directions: Look at the ad. Point to the classified ad. As the student reads, be sure the student is only reading, not answering the questions.
• Point out the Language NOTE. Ask, Is this a full bathroom?
• Read the rest of the directions. Explain that the student is going to imagine calling the apartment manager. Go over the example together. Then have a conversation about the apartment.

EXTRA ACTIVITY (If time permits):
• Internet Practice Using a travel website, work with the student to find hotels and apartments in any place where he/she might hypothetically want to travel. Talk about what the apartment or hotel room has, related to the vocabulary. Then, practice a related dialog from Activity J.

I. Listening (track 9): Housewares
[NOTE: Using the conjunction where’re in the listening track helps students begin to hear the way that native English speakers actually speak.]

1. Nora: Where’s the laundry room?
Manager: It’s in the basement.

2. Sara: I’m sorry, Nora. Where’re your forks and spoons?
Nora: They’re in the drawer with the knives.

3. Sara: Where’re your bowls?
Nora: They’re on the plates, next to the cups.

4. Sara: Where’re your towels?
Nora: They’re in the closet. They’re on a shelf above the sheets.

GROUP ACTIVITY

I. Listening (track 9): Housewares
• Read the directions out loud. First have students underline where’s and where are. Then, play and/or read the audio. Repeat the audio as necessary.

J. Activity
• PAIR students. Read the first part of the directions: Look at the ad. Point to the classified ad. As students read, circulate to check that they are only reading, not answering the questions.
• Point out the Language NOTE. Ask, Is this a full bathroom?
• Read the rest of the directions. Explain that students are going to imagine calling the apartment manager. Go over the example together. As students talk, circulate and offer encouragement. OPTION: Have volunteers perform their conversations for the class.

EXTRA ACTIVITY (If time permits):
• Internet Practice Using a travel website, work with the students, or put them in PAIRS, to find hotels and apartments in any place where they might hypothetically want to travel. Talk about what the apartment or hotel room has, related to the vocabulary. Then, practice a related dialog from Activity J.
• Encourage students to do the homework.
• **A: Listening:** Remind the students that this activity requires the 3A 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 students to try at least one of the suggestions. Say, *Try!* Ask which one each student will try. Encourage students to watch the news, or another TV program, in English on days they don’t have class.
• **D: Journal:** Remind 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 entry together, do one now. Remind them that it’s okay to write words without complete sentences. Encourage students by pointing out something they did well today.

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**A. Listening (track 10): Housewares**

*Sara:* I’m sorry, Nora. Where’re your forks and spoons?

*Nora:* They’re in the drawer with the knives.

*Sara:* Where’re your bowls?

*Nora:* They’re on the plates, next to the cups.

*Sara:* Where’re your towels?

*Nora:* They’re in the closet. They’re on a shelf above the sheets.
### Comparison Shopping - Day 4

#### One on One Activity

**MATERIALS**
- Board or paper + marker
- 3A audio CD, CD player
- 3 colored markers
- OPTIONAL: Store receipt with return policy printed on back
- OPTIONAL: timer (1)

**REVIEW**
- Review houseware and location words from Day 3. Have the student look at the apartment ad picture on page 18 (Activity J). Ask about the locations of rooms and furniture in the rooms.
- Play a guessing game to elicit vocabulary words from day 3. For example, *It's yellow, it's on the shelf, what is it?*
- Review the homework.

**WARM UP**
- Have the student look at the items on page 20. Point and ask, *What's this? (a sheet)* to elicit the names of the items on the page.

#### Group Activity

**MATERIALS**
- Board + marker
- 3A audio CD, CD player
- 3 colored markers
- OPTIONAL: Store receipt with return policy printed on back

**REVIEW**
- Review houseware and location words from Day 3. Have students look at the apartment ad on page 18 (Activity J). Ask about the locations of rooms and furniture in the rooms. **OPTION:** PAIR students. Have students ask each other about the picture.
- Play a guessing game to elicit vocabulary words from day 3. For example, *It's yellow, it's on the shelf, what is it?*
- Review the homework.

**WARM UP**
- Have students look at the items on page 20. Point and ask, *What's this? (a sheet)* to elicit the names of the items on the page.
A. Vocabulary: Comparisons
• 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. Make sure that the student remembers the words for the vocabulary.
• As pronunciation practice, say the words and have the student repeat.
• Ask, What are we learning today?

B. Listening (track 11): Comparisons
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the sheets that Nora is referring to.) Repeat the audio as necessary.

3. Nora: Which towels are more beautiful—the pink towels or the brown towels?
   Sara: The pink towels are more beautiful.
   Nora: Which towels are the most beautiful?
   Sara: The gray towels are the most beautiful.

4. Nora: Which lamp is more expensive—the red lamp or the yellow lamp?
   Sara: The yellow lamp is more expensive.
   Nora: Which lamp is the most expensive?
   Sara: The orange lamp is the most expensive.
C. Grammar: Comparisons
• This grammar lesson focuses on the comparative and superlative forms of adjectives.
• Read the items in the grammar chart and have the student repeat.
• On the board, draw three lamps (in three different colors), priced at $10, $20, and $30 respectively. Ask, Which lamp is the cheapest? Continue with the various comparisons until the student is comfortable with the concept and language.
• Have the student ask questions about the pictures using the structures from the chart as well.
• Point out the Language NOTE.

D. Activity
• Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
• Point out the Language Box. Explain that words that end in -y often change to -i when other letters are added.

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.
ONE ON ONE ACTIVITY

F. Activity
• Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
NOTE: The goal in this exercise is to get your student to practice the new grammatical construction with vocabulary. There is not one definitive answer for each item. As a way to practice conversation, encourage your student to explain his or herself after making a selection.
• INTERNET EXPANSION: Using BizRate, or another shopping comparison website, have the student compare quality or cost on various items that he/she chooses.

G. Culture Tip!
• Have the student read the culture tip silently. Then you read the tip aloud.
• EXPANSION: Show the student a receipt with the return policy printed on the back. Along with the student, brainstorm a list of things that probably can’t be returned.

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

```
1 | 2 | 3
---|---|---
red| purple| Apartments
The | expensive| are
are| sheets | beautiful
the| | the
are| | 3B and 4A
the| | cheapest
the| | most
the| | the
```

• Gesture to the first column and say, *Number one: Write a sentence.* OPTION: Use a timer to add a sense of excitement.
• OPTION: If the student has trouble with the scrambled sentences, put the words on index cards (or pieces of small paper) to be manipulated on the table. Or, read the sentences, and have the student put the words in order.

GROUP ACTIVITY

F. Activity
• Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. NOTE: The goal in this exercise is to get your students to practice the new grammatical construction with vocabulary. There is not one definitive answer for each item. As a way to practice conversation, encourage your students to explain themselves after making their selections.
• INTERNET EXPANSION: Using BizRate, or another shopping comparison website, have the students compare quality or cost on various items that they choose.

G. Culture Tip!
• Have students read the culture tip to themselves. Then you read the tip aloud.
• EXPANSION: Show students a receipt with the return policy printed on the back. Ask students to brainstorm a list of things that probably can’t be returned.

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

```
1 | 2 | 3
---|---|---
red| purple| Apartments
The | expensive| are
are| sheets | beautiful
the| | the
are| | 3B and 4A
the| | cheapest
the| | most
the| | the
```

• 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.
• OPTION: If students have trouble with the scrambled sentences, put the words on index cards (or pieces of small paper) to be manipulated on the table. Or, read the sentences, and have the students put the words in order.
REAL LIFE

ONE ON ONE ACTIVITY

H. Activity
• PAIR UP with your student. Explain that the student is going to imagine a situation. Say, *Imagine that you are in this store* (gesturing to the Activity F picture), *shopping with a friend*. Read the directions out loud.
• Read the example dialog with the student. Then have a conversation about the household items.
• Point out the Language NOTE. Along with the student, brainstorm other description words.

I. Activity
• Have the student look at the pictures. Ask about the furnishings and number of rooms. Ask one or two comparison questions: *Which apartment is more beautiful?*
• PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then have a conversation about the apartments.
• EXPANSION: Brainstorm other factors to consider when renting or buying a home. For example, square footage, natural light, the neighborhood, access to transportation, nearby schools and shops, etc. Ask questions about the student’s current home.
• Talk about your own apartment or house. Compare things (the kitchen is smaller than the dining room, etc). Ask the student about his/her home.

Before You Go
• Encourage the student to ask questions about any part of the lesson that wasn’t clear.
• For the next class: Tell the student to bring an easy recipe. Point out the Language NOTE.
• NOTE: The *For next class* suggestions are just that, suggestions. Bringing real items into the classroom often helps makes the relevance of an activity clearer.
• Assign homework.

GROUP ACTIVITY

H. Activity
• PAIR students. Explain that students are going to imagine a situation. Say, *Imagine that you are in this store* (gesturing to the Activity F picture), *shopping with a friend*. Read the directions out loud.
• Model the example dialog with a student. As students talk, circulate and offer encouragement.
• Point out the Language NOTE. Have students brainstorm other description words.

I. Activity
• Have students look at the pictures. Ask about the furnishings and number of rooms. Ask one or two comparison questions: *Which apartment is more beautiful?*
• PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then have a conversation about the apartments.
• EXPANSION: Brainstorm other factors to consider when renting or buying a home. For example, square footage, natural light, the neighborhood, access to transportation, nearby schools and shops, etc. Ask questions about the students’ current homes.
• Talk about your own apartment or house. Compare things (the kitchen is smaller than the dining room, etc). Ask students to talk about their homes in the same way.

Before You Go
• Encourage students to ask questions about any part of the lesson they didn’t understand.
• For the next class: Tell them to bring an easy recipe. Point out the Language NOTE.
• NOTE: The *For next class* suggestions are just that, suggestions. Bringing real items into the classroom often helps makes the relevance of an activity clearer.
• Assign homework.
**ONE ON ONE ACTIVITY**

**J. Activity**
- Read the directions out loud. Suggest that the student complete the comparative forms first: *angry, angrier, the angriest.* Then the student should look at all of the pictures before matching the pictures to the words.
- Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- There is more than one possible answer for some of the adjectives (young, thin). Have the student justify his/her answers.

**GROUP ACTIVITY**

**J. Activity**
- Read the directions out loud. Suggest that students complete the comparative forms first: *angry, angrier, the angriest.* Then they should look at all of the pictures before they match the pictures to the words.
- Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- There is more than one possible answer for some of the adjectives (young, thin). Have the students justify their answers.
• Encourage the students to do the homework.
• **A: Listening:** Remind students that this activity requires the 3A audio CD, and that practice is the best way to improve listening!
• **B: Hello, world!** Encourage the students to try at least one of the suggestions. Say, *Try!* Ask which one they will try.
• **C: Journal:** Remind the students that they can share their journal entries with you for feedback, or keep them private. If you think it would be helpful to do a sample journal, do one. Remind the students that it’s okay to write words without complete sentences. Another option for journaling is to let students write about any topic of their choosing. Highly creative students might enjoy that challenge! The journaling suggestions in the student book are meant to provide options related to the material covered that day, but can always be amended.
• Thank the students for their hard work in class today! *Thank you! Good job!* Encourage them student by pointing out something they did well today.

### A. Listening (track 12): Comparisons

1. Nora: Which sheets are bigger—the red sheets or the dark blue sheets?
   Sara: The dark blue sheets are bigger.
   Nora: Which sheets are the biggest?
   Sara: The light blue sheets are the biggest.

2. Nora: Which cup is cheaper—the green cup or the white cup?
   Sara: The white cup is cheaper.
   Nora: Which cup is the cheapest?
   Sara: The black cup is the cheapest.

3. Nora: Which towels are more beautiful—the pink towels or the brown towels?
   Sara: The pink towels are more beautiful.
   Nora: Which towels are the most beautiful?
   Sara: The gray towels are the most beautiful.

4. Nora: Which lamp is more expensive—the red lamp or the yellow lamp?
   Sara: The yellow lamp is more expensive.
   Nora: Which lamp is the most expensive?
   Sara: The orange lamp is the most expensive.
**ONE ON ONE ACTIVITY**

**GROU P ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 3A audio CD, CD player
- Magazine picture of people (different heights and ages)
- Realia: measuring cups and spoons
- OPTION: Realia: pizza ingredients listed on student book page 28

**REVIEW**
- Review comparison from Day 4. Hold up a magazine picture featuring people of different heights and ages. Ask questions about height (tall, short) and age (old, young).
- Review the homework.

**WARM UP**
- Set your measuring cups and spoons on a table and invite the student to read the markings (if any). Have the student put them in order of size. Practice saying the names of the different measurements: one-quarter, one-third, one-half, two-thirds, etc.

**MATERIALS**
- Board + marker
- 3A audio CD, CD player
- Realia: measuring cups and spoons
- OPTION: Realia: pizza ingredients listed on student book page 28

**REVIEW**
- Review comparison from Day 4. Have three students stand before the class. Ask questions about height (tall, short) and age (old, young).
- Review the homework.

**WARM UP**
- Set your measuring cups and spoons on a table and invite students to gather around and read the markings (if any). Have them put them in order of size. Practice saying the names of the different measurements: one-quarter, one-third, one-half, two-thirds, etc.
A. Vocabulary: Baking

- 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.
- Make the distinction between the sounds of \textit{butter} and \textit{batter}. Have the student repeat several times.
- As pronunciation practice, say the words and have the student repeat.
- Ask, \textit{What are we learning today?}

B. Listening (track 13): Baking cookies

- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answers.)
- Repeat the audio, this time with the focus on actions words. Point out the list of “Actions” in the word box. (Stop the audio after the first item and point out the example answer.)
- Repeat the audio as necessary. Check answers together.

B. Listening (track 13): Baking cookies

Nora: Hi! Come in! How’s it going?
Darin: It’s going well.
Nora: Sara, this is my friend Darin.
Sara: Hi Darin. I’m Sara.
Darin: Hi. It’s nice to meet you. What are you doing?
Nora: We’re making cookies. Wanna join us?
Darin: Sure.
Sara: Okay. Mix the butter with the white and brown sugar in a bowl.
Darin: Okay. I’m mixing the butter with the white and brown sugar in a bowl.
Nora: Add the eggs and vanilla.
Sara: I’ll do that. Okay. I’m adding the eggs and vanilla.
Sara: Great. Now Darin, add the flour, baking soda, and salt.
Darin: Okay. I’m adding the flour, baking soda, and salt.
Nora: Add the chocolate chips.
Darin: Okay. I’m adding the chocolate chips.
Sara: Put the mixture on a baking sheet.
Darin: Okay. I’m putting the mixture on a baking sheet.
Nora: Put the sheet in the oven. Bake for 10 minutes at 350 degrees.
Darin: Okay. I’m putting the sheet in the oven.
And I’m baking the cookies for 10 minutes at 350 degrees. Hey, what are you doing?
Sara and Nora: We’re pouring the milk!
**C. Grammar: How much, How many**

- This grammar lesson focuses on asking about amounts, using *How much* or *How many*.
- Read the items in the grammar chart and have the student repeat.
- Point out the Language NOTE. Explain briefly that we use *How much* with things that we can’t count individually, such as liquids or small grains. We use *How many* with things we can count, including liquids and grains that are in containers: *a bottle of juice, a bag of sugar*.

**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 pronoun in each answer. Say, *Underline* I, you, he, she, we, you, and they. Explain that these words will help indicate which verb form is correct.
  - **EXPANSION:** After checking the activity together, practice the Q&As with your student.

**E. Activity**

- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
  - **OPTION:** Before the student does the task, have him/her underline the food word in each question. Explain that these words will help indicate whether *How much* or *How many* is correct.
  - **EXPANSION:** After checking the activity together, practice the Q&As in PAIRS.
F. Activity
• NOTE: This is an information gap activity and goes with the activity described on the following page. The format may be confusing for your student - make sure instructions are clear before starting the activity.
• Point out that the two pages are very similar. Partner A's page is the one on the left. Partner B should be looking at the page on the right.
• Have the student look at the words on Partner A's page and explain words that student doesn't know. Point out the Language note and explain anything that is unclear.

   flour: an important ingredient in bread
   yeast: something used to make bread rise
   dough: bread is dough before it is cooked

• Then ask the student to guess what the recipe on the page makes. Write the guesses on the board but don't reveal the answer yet.
• PAIR UP with your student. Read the directions out loud. Read the first part of the directions: Look at your recipe card. Point to the recipe card for Partner A on page 28 and the recipe card for Partner B on page 29.
• As the student reads, be sure the student is only reading, not answering the questions.
• Read the rest of the directions. Explain that both of you have the same card, but with different missing information.
• Go over the example together. Then have the student check his/her completed recipe card against yours.
• Return the student's attention to the guesses on the board. Then confirm the answer (pizza).
• OPTION: Bring in the ingredients or pictures of ingredients to show what each ingredient is.
• EXPANSION: Make the pizza as part of the class!

G. Culture Tip!
• Have the student read the culture tip silently. Then you read the tip aloud. Ask the student to say examples of processed foods. Ask about his/her eating habits.

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G. Culture Tip!
• Have the student read the culture tip to themselves. Then you read the tip aloud. Ask students to say examples of processed foods. Ask about their eating habits.
**ONE ON ONE ACTIVITY**

**F. Continued Activity**
- See instructions on previous page.
- **EXPANSION:** Have the student share the recipe cards with you, explaining the ingredients, the process, and what the student likes about the dish.

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

**EXTRA ACTIVITIES (if time permits):**
- **Chop! (TPR – Total Physical Response)** Go through the motions of making the recipe on page 28. First, do the actions with the student. Then, have the student call out the action that you are doing: Add! Chop! Stir! etc. Then, have the student do an action and you call out what it is.
- **Simon Says** Have the student stand and write “10 points” on the board. Give instructions such as Simon says, “Stir the ingredients.” Simon says, “Chop the nuts.” If the student does not do the correct actions, or does an action that isn’t accompanied by “Simon Says,” the student loses a point.

**GROUP ACTIVITY**

**F. Continued Activity**
- See instructions on previous page.
- **EXPANSION:** Have students share their recipe cards with their partners or with the class, explaining the ingredients, the process, and what they like about the dish.

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

**EXTRA ACTIVITIES (if time permits):**
- **Chop! (TPR – Total Physical Response)** Stand before the class and go through the motions of making the recipe on page 28. First, do the actions with the students. Then, have the students call out the action that you are doing: Add! Chop! Stir! etc. Then, have a student do an action and everyone else calls out what it is.
- **Simon Says** Have students stand. Give instructions such as Simon says, “Stir the ingredients.” Simon says, “Chop the nuts.” Students who do not do the correct actions sit down.

**EXTRA ACTIVITIES**
- **Pronunciation Extra: ORANGE DOOR vs BROWN COW sounds**
  - Refer the student to the Color Vowel™ Chart in the back of their student book.
  - Write the following on the board and demonstrate the correct pronunciation.
    1. brown cow  2. orange door
    - flour/flower  floor
    - hour or
tower
  - Ask student to repeat the words on the list and underline the vowel sound to help illustrate that the sounds can be spelled different ways.
  - Make sure the student can hear the difference of the sounds by asking him/her to identify the word they hear. 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.

  - flour/flower  floor
  - hour or
tower
  - Ask student to repeat the words on the list and underline the vowel sound to help illustrate that the sounds can be spelled different ways.
  - Make sure the students hear the difference of the sounds by asking them to identify the word they hear (by holding up 1 or 2 fingers). 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.
**EXTRA ACTIVITIES**

**Pronunciation Extras: ch and sh Sounds**

- Write the following sound categories and words on the board and demonstrate by exaggerating the correct pronunciation.

<table>
<thead>
<tr>
<th>1. ch</th>
<th>2. sh</th>
</tr>
</thead>
<tbody>
<tr>
<td>chop</td>
<td>shop</td>
</tr>
<tr>
<td>chip</td>
<td>ship</td>
</tr>
<tr>
<td>chew</td>
<td>shoe</td>
</tr>
</tbody>
</table>

- Make sure the student can hear the difference of the sounds by asking him/her to identify the word they hear (either by pointing to it or 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 3A audio CD, and that practice is the best way to improve listening!
• B: Reading: Remind the 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, Try!
• D: Journal: Remind the students that they can share their journal entries with you for feedback, or keep them private. If you think it would be helpful to do a sample journal, do one. Remind students that it’s okay to write words without complete sentences.
• Thank the students for their hard work in class today! Thank you! Good job! Encourage them by pointing out something they did well today.

A. Listening (track 14): Baking cookies
Nora: Hi! Come in! How’s it going?
Darin: It’s going well.
Nora: Sara, this is my friend Darin.
Sara: Hi Darin. I’m Sara.
Darin: Hi. It’s nice to meet you. What are you doing?
Nora: We’re making cookies. Wanna join us?
Darin: Sure.
Sara: Okay. Mix the butter with the white and brown sugar in a bowl.
Darin: Okay. I’m mixing the butter with the white and brown sugar in a bowl.
Nora: Add the eggs and vanilla.
Sara: I’ll do that. Okay. I’m adding the eggs and vanilla.
Sara: Great. Now Darin, add the flour, baking soda, and salt.
Darin: Okay. I’m adding the flour, baking soda, and salt.
Nora: Add the chocolate chips.
Darin: Okay. I’m adding the chocolate chips.
Sara: Put the mixture on a baking sheet.
Darin: Okay. I’m putting the mixture on a baking sheet.
Nora: Put the sheet in the oven. Bake for 10 minutes at 350 degrees.
Darin: Okay. I’m putting the sheet in the oven. And I’m baking the cookies for 10 minutes at 350 degrees. Hey, what are you doing?
Sara and Nora: We’re pouring the milk!
**Day 6**

**Descriptions of People**

**One on One Activity**

**MATERIALS**
- Board or paper + marker
- 3A audio CD, CD player
- Magazine pictures of people of various colors, shapes, ages.
- Magazine picture of an apartment interior

**Group Activity**

**MATERIALS**
- Board + marker
- 3A audio CD, CD player
- Magazine pictures of people of various colors, shapes, ages.
- Magazine picture of an apartment interior

**REVIEW**
- Review measurements from Day 5. Have the student turn to page 28. Ask about the amounts on the recipe card: *How much sugar do I need?*
- Review the homework.

**WARM UP**
- On the board, write *attractive is not unattractive*. Ask the student to guess the meanings. Once established, hold up one of two magazine pictures of a person, one obviously attractive, one obviously not. Ask, *What’s she like?*
- Then write on the board *smart is not not smart* and again establish meaning. Again, hold up one of the two pictures and ask the student to answer the question, *What’s she like?* There should be some ambiguity. Explain that some description words describe the outside of a person, while other describe what’s inside.
- **OPTION:** If the student knows other description words, have him/her write those on the board.
- Point out the Language NOTE. Explain that we put *very* in front of the description word when we want to make a stronger statement (*very smart*). Explain that *not very* is a way of giving an opposite, but softening it. For example: *not very attractive* is softer than *unattractive.*

**REVIEW**
- Review measurements from Day 5. Have students turn to page 28. Ask about the amounts on the recipe card: *How much sugar do I need?*
- Review the homework.

**WARM UP**
- On the board, write *attractive is not unattractive*. Ask students to guess the meanings. Once established, hold up one of two magazine pictures of a person, one obviously attractive, one obviously not. Ask, *What’s she like?*
- Then write on the board *smart is not not smart* and again establish meaning. Again, hold up one of the two pictures and ask students to answer the question, *What’s she like?* There should be some ambiguity. Explain that some description words describe the outside of a person, while other describe what’s inside.
- **OPTION:** If students know other description words, have a volunteer write those on the board.
- Point out the Language NOTE. Explain that we put *very* in front of the description word when we want to make a stronger statement (*very smart*). Explain that *not very* is a way of giving an opposite, but softening it. For example: *not very attractive* is softer than *unattractive.*
ONE ON ONE ACTIVITY

A. Vocabulary: Descriptions
• 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 15): What’s she like?
• Read the directions out loud. Play and/or read the audio. Stop the audio after the first item and circle that word together. Repeat the audio as necessary. Check answers together.
• NOTE: You may consider making the distinction between the question What’s she like? and What does she look like? Explain that some people use the first question for personality descriptions only.

GROUP ACTIVITY

A. Vocabulary: Descriptions
• 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 15): What’s she like?
• Read the directions out loud. Play and/or read the audio. Stop the audio after the first item and circle that word together. Repeat the audio as necessary. Check answers together.
• NOTE: You may consider making the distinction between the question What’s she like? and What does she look like? Explain that some people use the first question for personality descriptions only.

B. Listening (track 15): What’s she like?
Nora: Hi Aziza!
Aziza: Hi, Nora! How’s it going?
Nora: It’s going well. My neighbor Sara is helping me with my English homework.
Aziza: What’s she like?
Nora: She’s very friendly. She’s from California. She plays tennis. She’s young – she’s 18 years old.
Aziza: Hmm.

Nora: She’s different than my neighbor Tano.
Aziza: What’s Tano like?
Nora: He’s 51 years old. He’s from Ghana. He’s studying English, too. He’s very polite and very hardworking. He’s a custodian at the university. He plays the guitar—he’s interesting.
Aziza: Tell me about school. What’s the university like?
C. Grammar: *Like for descriptions*

• This chart focuses on the use of *like* in the question *What is __ like?* to elicit a description.
• Read the items in the grammar chart and have the student repeat.
• Point out the two ways of answering: with *am, is, are* + a description word versus *have* + a noun (which can be preceded by a description word: *He has (green) glasses*).
• Ask questions of the student using the structures in the grammar chart and have the student ask questions of you.
• Point out the Language **NOTE** about *What's* and *What're*. Ask the student what other Wh-question word is contracted in the same way? *(Where)*

D. Activity

• Read the directions out loud. Go over the example together, directing the student’s attention to the picture of Nora in Activity A.
• 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. Be sure that the student understands the meanings of *positive* and *negative*.
• As the student works, answer any questions and offer encouragement. Check answers together.

**PRONUNCIATION EXTRA**

• **Relaxed Speech**

Talk about how native English speakers connect the words when they’re speaking. Write *What’s he* on the board and cross off the *h*. Have the student listen to you say that phrase several times and repeat. Other examples to show this are *Where’s he going?* and *Is he tall?*
**F. Activity**
- **PAIR UP** with your student. Read the directions out loud. Explain that you both have the same charts, but with different missing information.
- On the board, write the following questions: *Where’s he from? What does he like? (What does he look like? How old is he? What’s his personality like?) What’s his favorite activity?* **OPTION:** For stronger students, show the question options first (before looking at the chart) and have them guess which descriptions describe which characters.
- This is another good place to review the relaxed speech from the page before.
- Read the example dialog with the student. Point to the board as you ask more questions, until the “Tano” column is complete. Then have a conversation about the characters listed in the chart.
- **EXPANSION:** Work with your student and ask each other the same questions from the chart. Elicit the necessary changes, for example: *What does he look like?, versus What do you look like?*

**G. Culture Tip!**
- Have the student read the culture tip silently. Then you read the tip aloud. Ask the student how people in his/her country feels about saying their age.
- Discuss other questions people may prefer not to talk about. Ask if there are inappropriate questions in the student’s country too.

**F. Activity**
- **PAIR students.** Read the directions out loud. Explain that the students have the same charts, but with different missing information.
- On the board, write the following questions: *Where’s he from? What does he like? (What does he look like? How old is he? What’s his personality like?) What’s his favorite activity?* **OPTION:** For stronger students, show the question options first (before looking at the chart) and have them guess which descriptions describe which characters.
- This is another good place to review the relaxed speech from the page before.
- Model the example dialog with a student. Point to the board as you ask more questions, until the “Tano” column is complete. As students talk, circulate and offer encouragement.
- **EXPANSION:** Have students ask each other the same questions from the chart. Elicit the necessary changes, for example: *What does he look like?, versus What do you look like?*
**REAL LIFE**

**ONE ON ONE ACTIVITY**

H. Activity
- Read the first part of the directions: Read Nora’s letter. Point to the letter. As the student reads, be sure the student is only reading, not writing the words.
- Read the rest of the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

I. Activity
- Read the directions out loud. Do an example chart on the board.
- As the student works, answer any questions and offer encouragement. Ask the student to read his/her letter aloud.

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

I. Activity
- Read the directions out loud. Do an example chart on the board.
- As students work, circulate and offer encouragement. Ask volunteers to read their letters aloud.

**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. As the student works, answer any questions and offer encouragement. **OPTION:** Have the student circle the furniture on the picture that is mentioned in the letter.
- Ask the student to show his/her drawing and read his/her letter. **OPTION:** Do an example together on the board, using a picture of an apartment from a magazine.
- Point out the Language NOTE and how we use “it” to ask and tell about places and things.

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

**GROUP ACTIVITY**

**J. Activity**
- Read the directions out loud. As students work, circulate and offer encouragement. **OPTION:** Have the students circle the furniture on the picture that is mentioned in the letter.
- Ask volunteers to show their drawings and read their letters. **OPTION:** Do an example together on the board, using a picture of an apartment from a magazine.
- Point out the Language NOTE and how we use “it” to ask and tell about places and things.

**EXTRA ACTIVITY (if time permits)**
- **Appletree** Divide the class into two TEAMS. Tell students that you are thinking of a description word. Write blanks in place of letters. Draw a tree with several apples for each team and a letter box for incorrect guesses for each team. Each team takes turns calling out a letter. If the team is correct, you write the letter in the blank and the team goes again. If the team is incorrect, you write the letter in the Incorrect Letter box and erase one of the apples. Continue until the word name is filled in and/or a team loses all of its apples.
• Encourage the students to do the homework.
• **A: Listening:** Remind them that this activity requires the 3A audio CD, and that practice is the best way to improve listening!
• **B: Hello, world!** Encourage the students to try at least one of the suggestions. Say, *Try!* Ask which one each will try.
• **C: Journal:** Remind 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 them that it’s okay to write words without complete sentences.
• Thank them for their hard work in class today! *Great work!* Encourage everyone by pointing out something they did well today.

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**A. Listening (track 16): What’s she like?**

**Nora:** Hi Aziza!
**Aziza:** Hi, Nora! How’s it going?
**Nora:** It’s going well. My neighbor Sara is helping me with my English homework.
**Aziza:** What’s she like?
**Nora:** She’s very friendly. She’s from California. She plays tennis. She’s young – she’s 18 years old.
**Aziza:** Hmm.

**Nora:** She’s different from my neighbor Tano.
**Aziza:** What’s Tano like?
**Nora:** He’s 51 years old. He’s from Ghana. He’s studying English, too. He’s very polite and very hardworking. He’s a custodian at the university. He plays the guitar – he’s interesting.
**Aziza:** Tell me about school. What’s the university like?
### THE POST OFFICE

#### DAY 7

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**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 3A audio CD, CD player
- Post office realia: envelope with return address, address, and stamp; postcard, letter, customs form, priority mail boxes, etc
- OPTIONAL: Reproducible: Practice Envelopes (1 sheet)
- Fly swatter (1)
- OPTIONAL: timer

**REVIEW**
- Review descriptions from Day 6. Ask the student about family members: *What's your brother like?*
- Review the homework.

**WARM UP**
- Hold up your post office realia and have the student try to say the name of each item.

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**GROUP ACTIVITY**

**MATERIALS**
- Board + marker
- 3A audio CD, CD player
- Post office realia: envelope with return address, address, and stamp; postcard, letter, customs form, priority mail boxes, etc
- OPTIONAL: Reproducible: Practice Envelopes (1 sheet per student)
- Fly swatters (2)

**REVIEW**
- Review descriptions from Day 6. Ask the students about other students in the classroom, or about family members: *What's Ramon like? What's your brother like?*
- Review the homework.

**WARM UP**
- Hold up your post office realia and have students try to say the name of each item.
A. Vocabulary: Post office
• Read the directions out loud. Give the student a few moments to absorb the picture and words. The student should 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 17): At the post office
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first step and ask, Which step was that? and so on.) Repeat the audio as necessary. Ask the student for the answer.
• Talk about the difference between domestic (in the same country) and international (to a different country).

PRONUNCIATION EXTRAS
• This would be a good chance to work on the following sound differences and details. town, ounce (BROWN COW) and once, ton (CUP of MUSTARD).
• Write the words on the board and say them several times having the student repeat. After a few rounds, quickly point to words for the student to say. Then, say the words and have the student point them out.

B. Listening (track 17): At the post office
[1] Clerk: Next. How can I help you?
Darin: Hi. I want to mail a package to Thailand. What do I need to do?
Clerk: Okay, there are four steps. Step 1: You need to use a clean box--no writing. And you need to tape it closed.
Darin: Okay.
Clerk: Step 2: You need to write the address in capital letters on the front of the package.

[2] Clerk: On the first line, you need to write the name of the person you are sending the package to.
On the second line, you need to write the person’s street address or post office box number.


Darin: Yes, thank you.
Clerk: You’re welcome. Next!
C. Grammar: *Want and need* + action
- This chart focuses on the present tense of the verbs *want* and *need*.
- Read the items in the grammar chart and have the student repeat.
- Ask the student what the difference is between the words. Give examples by writing on the board, for example, *I need to buy a TV, I need to pay my rent, I need to get vaccinated*, etc.
- Explain that we use *want* to when an action follows. We don’t use the *to* when a thing or object follows:
  - *I need/want to go, buy, see, etc*
  - *I need/want milk, a box, a stamp, 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 pronoun or name in each question. Say, *Underline I, you, he, she, we, you, and they.* Explain that these words will help indicate which answer is correct.
- **EXPANSION:** After checking the activity together, practice the Q&As with your student.

C. Grammar: *Want and need* + action
- This chart focuses on the present tense of the verbs *want* and *need*.
- Read the items in the grammar chart and have students repeat.
- Ask students what the difference is between the words. Give examples by writing on the board, for example, *I need to buy a TV, I need to pay my rent, I need to get vaccinated*, etc.
- Explain that we use *want* to when an action follows. We don’t use the *to* when a thing or object follows:
  - *I need/want to go, buy, see, etc*
  - *I need/want milk, a box, a stamp, etc*

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 pronoun or name in each question. Say, *Underline I, you, he, she, we, you, and they.* Explain that these words will help them decide which answer is correct.
- **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.
E. Activity
• Point out that Activity E is labeled “Step 1,” Activity F is labeled “Step 2” and so on.
• PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then have a conversation about the problems.

F. Activity
• Explain that the student is going to imagine a situation. Say, *Imagine that you want to send a package to someone in your country. This is the package* (gesture to the package face on the page).
• Read the directions out loud. Go over the example together.
• Tell the student to make up an address if the student doesn’t know the exact address. As the student works, answer any questions and offer encouragement.
• EXPANSION: For more practice, give the student a Practice Envelopes sheet.
• OPTION: Talk about how to write a local address. Have the student use his/her own address. It is not uncommon for students to not know their own address, as many people come from cultures where specific addresses are not as important. Explain the importance of memorizing it. You may even encourage students to write it on a piece of paper and put it in their wallets.

G. Culture Tip!
• Have the student read the culture tip silently. Then you read the tip aloud. Ask the student about mail service in his/her country.
• You may need to explain what *domestic* means.
• As appropriate, talk about other mailing options for faster or international service.
• INTERNET OPTION: If appropriate, consider showing the student how to print mailing labels on the United States Post Office website. For certain sizes, the Post Office offers discounted postage if purchased on-line.

E. Activity
• Point out that Activity E is labeled “Step 1,” Activity F is labeled “Step 2”.
• PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. OPTION: Talk about the problems as a class.

F. Activity
• Explain that students are going to imagine a situation. Say, *Imagine that you want to send a package to someone in your country. This is the package* (gesturing to the package face on the page).
• Read the directions out loud. Go over the example together.
• Tell students that they can make up an address if they don’t know the exact address. As the student works, answer any questions and offer encouragement.
• EXPANSION: For more practice, give each student a Practice Envelopes sheet.
• OPTION: Talk about how to write a local address. Have the student use his/her own address. It is not uncommon for students to not know their own address, as many people come from cultures where specific addresses are not as important. Explain the importance of memorizing it. You may even encourage students to write it on a piece of paper and put it in their wallets.

G. Culture Tip!
• Have students read the culture tip to themselves. Then you read the tip aloud. Ask students about mail service in their country.
• You may need to explain what *domestic* means.
• As appropriate, talk about other mailing options for faster or international service.
• INTERNET OPTION: If appropriate, consider showing the student how to print mailing labels on the United States Post Office website. For certain sizes, the Post Office offers discounted postage if purchased on-line.
**ONE ON ONE ACTIVITY**

**H. Activity**
- Read the first part of the directions: *Read the customs form*. Point to the form. Make sure the student understands what a customs form is. (Customs forms only need to be filled out when mailing a package internationally.)
- As the student reads, be sure the student is only reading, not answering the questions.
- Read the rest of the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- If appropriate, consider talking about avoiding customs fees. For example, some websites will ship internationally and recipients don’t get charged customs fees.

**I. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- **EXPANSION:** If the student is interested in figuring conversions (kilos to pounds, for example), have him/her turn to the Appendix.

**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 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 on the field trip page (student book P.53) so that there is no confusion.
- Assign homework.

**GROUP ACTIVITY**

**H. Activity**
- Read the first part of the directions: *Read the customs form*. Point to the form. Make sure students understand what a customs form is. (Customs forms only need to be filled out when mailing a package internationally.)
- As students read, circulate to check that they are only reading, not answering the questions.
- Read the rest of the directions. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- If appropriate, consider talking about avoiding customs fees. For example, some websites will ship internationally and recipients don’t get charged customs fees.

**I. Activity**
- Read the directions out loud. Go over the example together. As students work, answer any questions and offer encouragement. Check answers together.
- **EXPANSION:** If students are interested in figuring conversions (kilos to pounds, for example), have them turn to the Appendix.

**Before You Go**
- Remind students that the next class is a review of Days 1–7 and a review test.
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- Assign homework.
ONE ON ONE ACTIVITY

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

K. Activity
• Explain that the student is going to imagine a situation. Say, Imagine that you are moving to a new apartment. You need to complete a “change of address” card at the post office.
• Read the directions out loud. As the student works, answer any questions and offer encouragement. OPTION: Do an example on the board.
• INTERNET OPTION: Visit the United States Post Office website to fill out a change of address form on-line. Additionally, explain that mail delivery can be stopped by filling out an on-line form (or in person) if the students will be gone for an extended period of time.

EXTRA ACTIVITY (if time permits):
• Fly swatter Write prices on the board (or piece of paper). Have the student stand at the board, fly swatter in hand. You call out a price and the student tries to swat it quickly. You can also have the student simply point quickly to words written on a piece of paper. OPTION: Use a timer to add a sense of excitement.
• Additionally, explain that mail delivery can be stopped by filling out an on-line form (or in person) if the students will be gone for an extended period of time.

GROUP ACTIVITY

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

K. Activity
• Explain that students are going to imagine a situation. Say, Imagine that you are moving to a new apartment. You need to complete a “change of address” card at the post office.
• Read the directions out loud. As students work, circulate and offer encouragement. OPTION: Do an example on the board.
• INTERNET OPTION: Visit the United States Post Office website to fill out a change of address form on-line. Additionally, explain that mail delivery can be stopped by filling out an on-line form (or in person) if the students will be gone for an extended period of time.

EXTRA ACTIVITY (if time permits):
• Fly swatter Write prices on the board. Divide the class into two TEAMS. Have the first competing pair of students stand at the board, fly swatters in hand. You call out a price, and students try to be the first to swat it.
• Additionally, explain that mail delivery can be stopped by filling out an on-line form (or in person) if the students will be gone for an extended period of time.
• Encourage the students to do the homework.
• **A: Listening:** Remind the students that this activity requires the 3A audio CD, and that practice is the best way to improve listening!
• **B: Hello, world!**: Encourage the students to try at least one of the suggestions. Say, *Try!* Ask which one each student will try.
• **C: Journal:** Remind 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 them that it’s okay to write words without complete sentences.
• Thank the students for their hard work in class today! *Thank you! Good job!* Encourage them by pointing out something they did well today.

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**A. Listening (track 18): At the post office**

[1] Clerk: Next. How can I help you?
Darin: Hi. I want to mail a package to Thailand. What do I need to do?
Clerk: Okay, there are four steps. Step 1: You need to use a clean box—no writing. And you need to tape it closed.
Darin: Okay.
Clerk: Step 2: You need to write the address in capital letters on the front of the package.

[2] Clerk: On the first line, you need to write the name of the person you are sending the package to.
On the second line, you need to write the person’s street address or post office box number.
On the third line, you need to write the city or town name and code.
On the fourth line, you need to write the country name in English.
Clerk: Then you need to write the return address—your information.
Darin: Okay.

Darin: Yes, thank you.
Clerk: You’re welcome. Next!
REVIEW
• Review need and want from Day 7. Ask Do you need ___? / Do you want ___? about different things such as food, clothes, housing, friends, etc.
• 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.

MATERIALS
• Board or paper + marker
• 3A audio CD, CD player
**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 first part of the directions: *Look at Tano’s schedule.* Point to the weekly calendar. As the student reads, be sure the student is only reading, not correcting the mistakes.
• Read the rest of the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

B. Activity
• PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then have a conversation about Tano’s schedule.

**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 first part of the directions: *Look at Tano’s schedule.* Point to the weekly calendar. As students read, circulate to check that they are only reading, not correcting the mistakes.
• Read the rest of the directions. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

B. 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 2
• Have the student turn to Day 2 on page 8 and ask, What did we study on Day 2?
C. Activity
• Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

GROUP ACTIVITY

Day 2
• Have students turn to Day 2 on page 8 and ask, What did we study on Day 2?
C. Activity
• Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
**ONE ON ONE ACTIVITY**

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

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

**E. Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then have a conversation about the pictures in Activity D.

**GROUP ACTIVITY**

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

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

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

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

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

**GROUP ACTIVITY**

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

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

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

**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.

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

**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.

**Group Activity**

**Day 5**
- Have students turn to Day 5 on student book page 26 and ask, *What did we study on Day 5?*

**G. 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.

**H. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
Day 6
• Have the student turn to Day 6 on student book page 32 and ask, What did we study on Day 6?

I. Activity
• Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. **OPTION:** Have the student read his/her sentences aloud.

Day 6
• Have students turn to Day 6 on student book page 32 and ask, What did we study on Day 6?

I. Activity
• Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. **OPTION:** Have volunteers read their sentences aloud or write them on the board. Then, give the group a chance to correct them.
**One on One Activity**

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

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

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

**Group Activity**

**Day 7**
- Have students turn to Day 7 on student book page 38 and ask, *What did we study on Day 7?*

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

**K. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement.
Review Test (Days 1–7)

• Encourage the students to read the directions out loud and do the activities on their own. If students are anxious about the notion of taking a test, you may want to ease the stress by doing the first item together as an example. As the students work, answer any questions and offer encouragement.
• Go through the directions for each of the three sections before the students start.
• Sections A and B should take about 10 minutes total, and Section C should take about 10 minutes. If the students are unable to finish the test during the class period, you can assign it as homework.
• After students finish, review the answers together. Be sure they make corrections and that material that was missed is reviewed. OPTION: If you are working with a group, have students work in pairs to correct their tests. Then, go over the answers as a class.
• Students who score 80-90% should be ready to move on. We suggest that any missed questions be reviewed. Students who score lower than 80% should spend time reviewing the material that was missed and try the test again, either in class or as homework.

A. Complete the sentences. Use the word box for help.
• Section A features one vocabulary item from each of the seven days (Days 1–7), in chronological order.
• You may want to have students put down his/her pencils at the end of Section A so that you can introduce Section B.

B. Circle the answers.
• Section B features grammar or pronunciation items from each of the seven days (Days 1–7), in chronological order.
• You may want to have the students put down their pencils after Section B so that you can introduce Section C. Point out that Section C continues on page 52.

C. Answer the questions.
• Section C features “real life” types of questions and activities from each of the seven days (Days 1–7), in chronological order.
• Because the items in this section are varied, the student may have more questions.
• When grading these questions, the focus should be on the target concept only. Ask yourself, what is this question testing?

Before You Go
• Remind the student that the next class is a field trip to the post office. 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 post office and knows how to get there.
• OPTIONS: 1) If the student is traveling independently to the post office, have him/her turn to Day 9 and write the post office address and directions on the page. 2) Assign Part A of p 53 as homework.
• Assign homework.

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

USE THESE WORDS:

<table>
<thead>
<tr>
<th>answer phones</th>
<th>ingredients</th>
<th>mail</th>
<th>spoons</th>
</tr>
</thead>
<tbody>
<tr>
<td>cafeteria</td>
<td>lamp</td>
<td>smart</td>
<td></td>
</tr>
</tbody>
</table>

1. I'm a receptionist. I ________________________________ .
2. The library is across from the ________________________________ .
3. The forks, knives, and ________________________________ are in the drawer.
4. In my bedroom I have blue sheets and a yellow ________________________________ .
5. There are four ________________________________ : butter, flour, eggs, and milk.
6. Darin is very ________________________________ and very interesting.
7. I need to ________________________________ a package.

B. Circle the answers.

1. What do you ____________ for fun?
   a. is          b. are          c. do

2. The student clinic is ____________ the job center.
   a. next        b. next to     c. to

3. The laundry room is ____________ the basement.
   a. in          b. on          c. below

4. Which lamp is ____________ expensive? The green lamp or the blue lamp?
   a. most        b. the mostest  c. more

5. ____________ eggs do you need?

6. What's your sister ____________?
   a. like        b. likes       c. has

7. What does he ____________ to do?
   a. wants       b. needs       c. want
C. Answer the questions.

1. What do you do for work? _______________________________________________
   What do you do for fun? _______________________________________________

2. Look around the room. Complete these sentences. Use location words.
   The chair is ____________________________________________.
   The table is ____________________________________________.
   The teacher is __________________________________________.
   I’m _________________________________________________.

3. Follow the instructions.
   - Draw a cup above the bowl.
   - Draw a spoon in the bowl.

4. Look at the pictures.
   - Circle the most expensive item.
   - Check (✓) the cheapest item.

5. Read Lea’s Chocolate Chip Cookie recipe.
   What does it need?
   Guess!

<table>
<thead>
<tr>
<th>INGREDIENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 1/2 cups <strong>butter</strong></td>
<td>2 3/4 cups of <strong>flour</strong></td>
</tr>
<tr>
<td>1 1/3 cups <strong>white sugar</strong></td>
<td>1 1/2 teaspoons of <strong>baking soda</strong></td>
</tr>
<tr>
<td>2/3 cup <strong>brown sugar</strong></td>
<td></td>
</tr>
<tr>
<td>3 <strong>eggs</strong></td>
<td>1 1/2 teaspoons of <strong>salt</strong></td>
</tr>
<tr>
<td>1 tablespoon of <strong>vanilla</strong></td>
<td></td>
</tr>
</tbody>
</table>

6. What are you like? ____________________________

7. Correct the order of this address:
   Stan Sharif
   203 Utica St.
   29672
   SC, Seneca
   ____________________________
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 students have their books and a 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 students work from the book, briefly review the activities and make sure the students have completed the questions from Section A. As the students work, make yourself available for questions.
  
  OPTION: You may want to PAIR UP students.
- Although the purpose of the field trip is largely to allow the students to experience English in a real-world setting and recording “correct” answers isn’t the focus, you may want to complete the activities yourself so that you can check answers later.

A. Complete the questions. Write one more.
- If this wasn’t assigned as homework, have the students complete the activity before entering the post office. Check his/her questions.

B. Ask someone your questions. Write the answers.
- You may want to clear this activity with the appropriate post office official(s) beforehand.

C. Now look around. Try to answer these questions.
- Encourage the students to explore the post office.
- Establish a meeting place and time.

D. Find the forms. Take one.
- Have students take a form only if they need one; otherwise, you could collect one of each and make copies for students to practice with.

CONCLUSION
- At the end of the visit, you may want to discuss everyone’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.
- Ask experiential questions such as How was it? Did you understand the answers people gave you?
- After the discussion, make sure all the students have a means for getting home. Remind students of the date and time of the next class (Day 10).

MATERIALS
- Extra pens and paper
**Schedules**  
**Day 10**

**One on One Activity**

<table>
<thead>
<tr>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Board or paper + marker</td>
</tr>
<tr>
<td>• 3A audio CD, CD player</td>
</tr>
<tr>
<td>• Recycling realia: newspaper, magazine, cardboard, jar, bottle, can, etc.</td>
</tr>
<tr>
<td>• Reproducible: Recycling List</td>
</tr>
<tr>
<td>• OPTION: Local recycling guidelines</td>
</tr>
</tbody>
</table>

**Group Activity**

<table>
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<tr>
<td>• OPTION: Local recycling guidelines</td>
</tr>
</tbody>
</table>

**REVIEW**

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

**WARM UP**

• Display your recycling realia on a table. Elicit the names of the items. Ask about individual items: Trash can? Recycling bin? Then ask the student what all of the items have in common. (they're recyclable)
ONE ON ONE ACTIVITY

A. Vocabulary: Recycling
• Read the directions out loud. Give the student a few moments to absorb the picture and words while he/she to says 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): Recycling
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the word Recycling on the poster.) Repeat audio as necessary.

EXTRA ACTIVITIES
Pronunciation Extras: g and k Sounds
• Write the following sound categories and words on the board and demonstrate by exaggerating the correct pronunciation.

1. g
   bag
   rag
   tag

2. ck
   back
   rack
   tack

• Make sure the student can hear the difference of the sounds by asking him/her to identify the word they hear (either by pointing to it or by saying it’s sound 1 or 2). Then ask them to pronounce the words several times. Repetition is crucial, but if a student continues to struggle with certain sounds move on and come back to it. NOTE: Both the /g/ and /k/ sounds are made at the back of the throat. The first is voiced (vocal chords vibrate) while the second is voiceless.

B. Listening (track 19): Recycling

Nora: Excuse me, Mr. Smith.

Building Manager (Mr. Smith): Hi Nora. What do you need?

Nora: I have some questions. When does the recycling truck come?

Manager: The recycling comes every other week.

Nora: What day does it come?

Manager: It comes on Monday.

Nora: What times does it come?

Manager: It comes at 9 a.m. It sometimes comes late. Sort your trash. Put these things in the recycling bin: newspapers, magazines, office paper, mail, cardboard, jars, bottles, steel cans and aluminum cans. Put these things in the trash can: hangers, light bulbs, and plastic bags.
C. Grammar: *When* questions
- This chart focuses on expressions of time.
- Read the items in the grammar chart and have the student repeat.
- On the board, draw a month-long calendar and write *recycling* and *trash* on various days. Point to the calendar and ask the student, *When does the recycling come? When does the trash come?* **OPTION:** If the student is struggling with producing the full response, ask *yes/no* questions: *Does the recycling come on Tuesday?* *Does the trash come every week?* etc.
- **OPTION:** 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.

E. Activity
- PAIR UP with your student. Read the directions out loud. Model the example dialog with the student. Then have a conversation, using the answers in Activity D to inform the question and to serve as the answer.
One On One Activity

F. Activity
• PAIR UP with your student. Explain that you both have the same schedules, but with different missing information. Read the directions out loud. Emphasize that Partner A (student) should cover the bottom half of the page and that Partner B (you) should cover the top half.
• Model the example dialog with the student and Go over the example. Then ask questions about the missing information. Review answers together.

G. Culture Tip!
• Have the student read the culture tip silently. Then you read the tip aloud. Ask the student about the trash and recycling schedules in his/her neighborhood. Ask about the trash and recycling practices in his/her country.

INTERNET OPTIONS:
• Work with the student to look up the recycling guidelines for their community online.

Group Activity

F. Activity
• PAIR students. Explain that they have the same schedules, but with different missing information. Read the directions out loud. Emphasize that Partner A should cover the bottom half of the page and that Partner B should cover the top half.
• Model the example dialog with a student and Go over the example. As students talk, circulate and offer encouragement. Review answers together.

G. Culture Tip!
• Have students read the culture tip to themselves. Then you read the tip aloud. Ask students about the trash and recycling schedules in their neighborhoods. Ask about the trash and recycling practices in their countries.

INTERNET OPTIONS:
• Work with the students to look up the recycling guidelines for their community online.
H. Activity
• Read the directions out loud. Make sure that the student first completes the days of the week and the dates for the current month.
• As the student works, answer any questions and offer encouragement. Check answers together.
• EXPANSION: The student should also recognize other time words (rarely, hardly ever, occasionally, often). Talk about these words, connecting them to words the student may already know.
  rarely, hardly ever = almost never
  occasionally = sometimes
  often = usually

I. Activity
• Have the student name the items in the pictures.
• Then PAIR UP with your student. Read the directions out loud. As the student works, answer any questions and offer encouragement. Check answers together.
  OPTION: Talk about good recycling practices.

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

J. Activity
• Read the directions out loud. Explain that the student is going to first make a list of everything the student throws away. Then the student is going to mark each item as R (recyclable) or T (trash).
• Do an example together on the board. As the student works, answer any questions and offer encouragement.
• Talk about if there are rules for how you recycle or dispose of the items. For example, does mail have to be opened? Or, should lightbulbs be disposed of carefully?

K. Activity
• PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then have a conversation about recycling habits.
• Give the student a Recycling List and reference it as you talk about the things you put in the trash and recycle.

EXTRA ACTIVITY (if time permits):
• Telephone Whisper a sentence about transportation and frequency to the student (example: The recycling comes on Friday). 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: The recycling comes on Friday. The trash comes on Saturday. Or, practice this activity back-to-back.
• Recycling List Use the local recycling guidelines to discuss what the student can recycle at their home.

GROUP ACTIVITY

J. Activity
• Read the directions out loud. Explain that the students are going to first make a list of everything they throw away. Then they’re going to mark each item as R (recyclable) or T (trash).
• Do an example together on the board. As students work, circulate and offer encouragement.
• Talk about if there are rules for how you recycle or dispose of the items. For example, does mail have to be opened? Or, should lightbulbs be disposed of carefully?

K. Activity
• PAIR UP students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.
• Give each student a Recycling List and have the pairs reference it as they talk about the things they put in the trash and recycle.

EXTRA ACTIVITY (if time permits):
• Telephone Have students stand in a line. Whisper a sentence to the first student (example: The recycling comes on Friday). The student can say, Excuse me? and you repeat one time, but then must pass whatever message the student understood on to the next student in line. The last student in line writes the sentence on the board. OPTION: Have students stand in two lines, making the activity a race for both accuracy and speed. Or, practice this activity back-to-back.
• Recycling List Use the local recycling guidelines to discuss what the students can recycle at their home.
Homework

• Encourage the students to do the homework.
• **A: Listening**: Remind the students that this activity requires the 3A audio CD, and that practice is the best way to improve listening!
• **B: Hello, world!**: Encourage the students to try at least one of the suggestions. Say, *Try!* Ask which one everyone will try?
• **C: Journal**: Remind them that they can share his/her 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. Remind them that it's okay to write words without complete sentences.
• Thank everyone for their hard work in class today! *Thank you! Good job!* Encourage them by pointing out something they did well today.

---

**A. Listening (track 20): Recycling**

Sort your trash. Put these things in the recycling bin: newspapers, magazines, paper, mail, cardboard, jars, and bottles.

Put these things in the trash can: hangers, light bulbs, and plastic bags.
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 3A audio CD, CD player
- OPTIONAL: timer (1)
- OPTIONAL: Reproducible "Get" Worksheet (1)
- OPTIONAL: Copy of *The Immigrant Guide*

**REVIEW**
- Review recycling words from Day 10 with an **ICEBREAKER ACTIVITY: Appletree** Tell the student to think of a recyclable item. Have him/her write blanks in place of letters. Draw a tree with several apples and a letter box for incorrect guesses. You call out letters. If you’re correct, the student writes the letter in the box and you go again. If you’re incorrect, the student writes the letter in the Incorrect Letter box and erases one of the apples. Continue until the word is filled in and/or the tree loses all of its apples. You may consider doing an example of this first so that the student understands the directions and his/her role.
- Review the homework. **OPTION:** Switch roles with your student.

**WARM UP**
- Ask if the student has heard of the D.M.V. Point out the Language **NOTE** at the bottom of the page. Ask, *What do you do at the D.M.V.?*

**GROUP ACTIVITY**

**MATERIALS**
- Board or paper + marker
- 3A audio CD, CD player
- OPTIONAL: timer (1)
- OPTIONAL: Reproducible "Get" Worksheet (1 per student)
- OPTIONAL: Copy of *The Immigrant Guide* (1 per student)

**REVIEW**
- Review recycling words from Day 10 with an **ICEBREAKER ACTIVITY: Appletree** Divide the class into two TEAMS. Tell students that you are thinking of a recyclable item. 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 name is filled in and/or a team loses all of its apples. **OPTION:** Have a student think of a word first and facilitate the activity, rather than you.
- Review the homework. **OPTION:** Have students take turns choosing words and facilitating the activity.

**WARM UP**
- Ask students if they’ve heard of the D.M.V. Point out the Language **NOTE** at the bottom of the page. Ask, *What do you do at the D.M.V.?*
A. Vocabulary: Steps in a process
• 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. NOTE: There are several "2-word verbs" or language chunks (pick up, take an.., etc) in this exercise. Rather than explain each word in the steps, explain the context.
• Ask, What are we learning today?

B. Listening (track 21): The D.M.V.
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together. NOTE: Each state has different requirements for correct IDs and the procedure for getting a license. For example, in Colorado, licenses are now mailed. Consider looking into the requirements/procedures for your state before starting this lesson. Most states have websites where licensing procedures and requirements are listed.
• Briefly point out other uses of fill:
  Fill up (a gas tank)
  Fill in (as a replacement)
  Fill in (the blank)

B. Listening (track 21): The D.M.V.
Tano: Look at my new car. It’s from my cousin.
Jack: Wow! Do you have a license?
Tano: No. Do I have to get a license?
Jack: Yes! You have to get a license.
  First, you have to go to the DMV.
  Second, you have to take a number and wait. The process is sometimes slow.
  Third, you have to listen and watch for your number.
  Fourth, you have to go to the window and fill out forms.
  Fifth, you have to take a written test. It’s easy
  Sometimes you have to take a driving test. It’s not difficult. Don’t drive fast!
  Sixth, you have to take an eye test.
  Seventh, you have to have your photo taken.
  Eighth, you have to pick up your license!
C. Grammar: **Have to**
- This grammar lesson focuses on the present tense construction of *have to* + *verb*: *have to ___* (get, go, take, etc.)
- Read the items in the grammar chart and have the student repeat.
- Explain that “have to” means you are required by law or by a rule to do something. Point out that *have to* + *verb* may be pronounced as *hafta*. Students may also hear *gotta*, *need to (ta)*, or *must*, which mean the same thing.
- Ask for examples of things you have to do: sleep, work, breathe, drink water, study English! Now, 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 pronoun in each question. Say, *Underline I, you, he, she, we, you, and they*. Explain that these words will help indicate how to begin each answer.
- **EXPANSION:** After checking the activity together, practice the Q&As with your student.

E. Activity
- PAIR UP with your student. Read the directions out loud. Point back to the pictures in Activity A.
- Read the example dialog with the student. Then have a conversation about the process of getting a driver’s license.

C. Grammar: **Have to**
- This chart focuses on the present tense construction of *have to* + *verb*: *have to ___* (get, go, take, etc.)
- Read the items in the grammar chart and have students repeat.
- Explain that “have to” means you are required by law or by a rule to do something. Point out that *have to* + *verb* may be pronounced as *hafta*. Students may also hear *gotta*, *need to (ta)*, or *must*, which mean the same thing.
- Ask for examples of things you have to do: sleep, work, breathe, drink water, study English! Now, ask questions of the student 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.
  **OPTION:** Before students do the task, have them underline the pronoun in each question. Say, *Underline I, you, he, she, we, you, and they*. Explain that these words will help them decide how to begin each answer.
- **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.

E. Activity
- PAIR students. Read the directions out loud. Point back to the pictures in Activity A.
- Model the example dialog with a student. As students talk, circulate and offer encouragement.
- **OPTION:** Have volunteers perform their conversations for the class.
F. Activity
• Tell the student that the student is going to imagine a situation: Imagine that you are going to take a driving test—the written test.
• Read the directions out loud. Go over the example together. Tell the student that this is just for fun—it’s okay to guess! As the student works, answer any questions and offer encouragement. Check answers together.

G. Activity
• Read the directions out loud. Do an example together. As the student works, answer any questions and offer encouragement. Check answers together. To help student come up with ideas, show examples of different road signs.

H. Culture Tip!
• Have the student read the culture tip silently. Then you read the tip aloud. Ask if the student has taken a driving test—the written or the driving part. Ask the student to share his/her experience.

EXTRA ACTIVITY (If time permits):
• Using a copy of The Immigrant Guide, discuss more driving laws with the student. For example, consider talking about the points system for licenses and reasons for getting pulled over other than speeding.

F. Activity
• Tell students that they are going to imagine a situation: Imagine that you are going to take a driving test—the written test.
• Read the directions out loud. Go over the example together. Tell students that this is just for fun—they can guess! As students work, circulate and offer encouragement. Check answers together.

G. Activity
• Read the directions out loud. Do an example together. As students work, answer any questions and offer encouragement. Compare answers as a class. To help students come up with ideas, show examples of different road signs.

H. Culture Tip!
• Have the student read the culture tip silently. Then you read the tip aloud. Ask if the student has taken a driving test—the written or the driving part. Ask the student to share his/her experience.

EXTRA ACTIVITY (If time permits):
• Using copies of The Immigrant Guide, discuss more driving laws with the students. For example, consider talking about the points system for licenses and reasons for getting pulled over other than speeding.
### One on One Activity

**I. Activity**
- PAIR UP with your student. Read the first part of the directions: *Look at the chart.* Point to the chart.
- Explain that together you are first going to compare the costs of driving a car, riding a bike, and taking the bus. Then you will move on to make other comparisons, using the questions in the box to guide the discussion. (Point out the box of questions on the right side of the page.)
- Read the example dialog with the student. Then have a conversation making comparisons.
- Point out that the student may also hear these words/phrases:
  - cheapest = least expensive
  - most unsafe = least safe
  - easiest = least difficult

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

### Group Activity

**I. Activity**
- PAIR students. Read the first part of the directions: *Look at the chart.* Point to the chart.
- As students look, circulate to check that they are only looking, not yet discussing.
- Explain that students are first going to compare the costs of driving a car, riding a bike, and taking the bus. Then they’ll move on to make other comparisons, using the questions in the box to guide their discussion. (Point out the box of questions on the right side of the page.)
- Model the example dialog with a student. As students talk, circulate and offer encouragement.
- Point out that students may also hear these words/phrases:
  - cheapest = least expensive
  - most unsafe = least safe
  - easiest = least difficult

**Before You Go**
- Encourage students to ask questions about any part of the lesson they didn’t understand.
- Assign homework.
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 the student work without using the word box.
• EXPANSION: After the student has completed the activity, discuss the chart together.
• EXPANSION: To practice oral fluency, ask questions about the student’s experience using different types of transportation. Has he/she had any accidents? Which do they prefer?

K. Activity
• Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
OPTION: Ask the student about his/her bike riding habits. Does the student use signals?

EXTRA ACTIVITY (if time permits):
• Make a list  Say, Make a list of things you have to do today. After a few seconds say, Stop! Count the list of words. Continue with, Make a list of things you have to do tomorrow and repeat the process. OPTIONAL: Use a timer to add a sense of excitement.
• Get Worksheet Provide the student with a copy of the Get Worksheet reproducible if you’d like to spend time on different uses of that word. Have the student work on it (or assign it as homework) and check answers together. Explain that English-speakers use get to mean many things.

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.
• EXPANSION: After students have completed the activity, have them discuss their charts in PAIRS.
• EXPANSION: To practice oral fluency, ask questions about the students’ experiences using different types of transportation. Have they had any accidents? Which do they prefer?

K. Activity
• Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. OPTION: Ask students about their bike riding habits. Do they use signals?

EXTRA ACTIVITY (if time permits):
• Make a list  Divide the class into PAIRS. Say, Make a list of things you have to do today. After a few 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, Make a list of things you have to do tomorrow. OPTIONAL: Use a timer to add a sense of excitement.
• Get Worksheet Provide the students with a copy of the Get Worksheet reproducible if you’d like to spend time on different uses of that word. Have the student work on it (or assign it as homework) and check answers together. Explain that English-speakers use get to mean many things.
• Encourage the student to do the homework.
• **A: Listening:** Remind the student that this activity requires the 3A audio CD, and that practice is the best way to improve listening!
• **B: Hello, world!:** Encourage the student to try at least one of the suggestions. Say, *Try!*
• **C: Journal:** Remind your student that the student 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 student that it’s okay to write words without complete sentences.
• Thank the student for his/her hard work in class today! *Nice work!* Encourage the student by pointing out something the student did well today.

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**A. Listening (track 22): The D.M.V.**

Tano: Look at my new car. It's from my cousin.
Jack: Wow! Do you have a license?
Tano: No. Do I have to get a license?
Jack: Yes! You have to get a license.
   First, you have to go to the DMV.
Second, you have to take a number and wait. The process is sometimes slow.
Third, you have to listen and watch for your number.
Fourth, you have to go to the window and fill out forms.
Fifth, you have to take a written test. It's easy
Sometimes you have to take a driving test. It's not difficult. Don't drive fast!
Sixth, you have to take an eye test.
Seventh, you have to have your photo taken.
Eighth, you have to pick up your license!
### MATERIALS
- Board or paper + marker
- 3A audio CD, CD player
- OPTIONAL: magazine pictures of people doing the actions from the lesson (cooking, driving) and/or actions the student already knows. Save for Day 14.

### REVIEW
- Review *have to* from Day 11. Say what you *have to* do today. Then ask the student, *What do I have to do today?* Then ask the student what he or she has to do today.
- Review the homework.

### WARM UP
- Ask the student to name famous people. On the board, write the names in one list and the person’s talent in the other.
  - *Shakira* act
  - *Diego Maradona* dance
  - *Angelina Jolie* play soccer
- Then say, *Match the names with the action.* Point to a name and invite the student to call out the action. Respond by saying, *Right. Shakira can dance,* etc. **OPTION:** Use magazine pictures of people doing the actions and ask, *Can she dance?*

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### MATERIALS
- Board + marker
- 3A audio CD, CD player
- OPTIONAL: magazine pictures of people doing the actions from the lesson (cooking, driving) and/or actions students already know. Save for Day 14.

### REVIEW
- Review *have to* from Day 11. Say what you *have to* do today. Then ask students, *What do I have to do today?* The ask individual students the question.
- **OPTION:** Do the same review from above, but as a "conversation rotation". Have students stand in two lines facing each other. Students ask and answer a question you give (or they come up with) with the person facing them. Choose one side to ask and one side to answer. Then, one row stays in place as the other row moves down one person. The student at the end of the line moves to the back. Switch sides so that the side that was answering the question is now asking it, and vice versa.
- Review the homework.

### WARM UP
- Ask students to shout out names of famous people. On the board, write the names in one list and their talent in the other.
  - *Shakira* act
  - *Diego Maradona* dance
  - *Angelina Jolie* play soccer
- Then say, *Match the names with the action.* Point to a name and invite students to call out the action. Respond by saying, *Right. Shakira can dance,* etc. **OPTION:** Use magazine pictures of people doing the actions and ask, *Can she dance?*
**ONE ON ONE ACTIVITY**

**A. Vocabulary: Skills**
- 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 23): Can you ... ?**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

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**GROUP ACTIVITY**

**A. Vocabulary: Skills**
- 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 23): Can you ... ?**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

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**B. Listening (track 23): Can you ... ?**

Nora: Job skills:
- Can you use a computer?
  Yes. I can use a computer.
- Can you lift 30 pounds?
  Yes. I can lift 30 pounds.
- Can you cook?
  Yes. I can cook.
- Can you use tools?
  [Hmm] No. I can’t use tools.
- Can you drive?
  [Hmm] No. I can’t drive. But I can learn.
- Can you operate machinery?
  Yes. I can operate machinery.

Language skills:
- Can you speak English?
  Yes, I can. I can speak English. I can speak English okay.
- Can you speak Spanish?
  No, I can’t. I can’t speak Spanish.
- Can you speak another language?
  Yes, I can speak Arabic. I speak it very well.

Schedule:
- Can you work full-time?
  No, I can’t.
- Can you work part-time?
  Yes, I can.
- Can you work weekends?
  Yes, I can.
- Can you work nights?
  No, I can’t. (I have to study English!)
C. Grammar: Long answer with *can*

- This chart focuses on abilities and the verb *can*.
- Read the items in the grammar chart and have the student repeat.
- Return to the lists on the board (or the magazine pictures) and ask, *Can she play soccer?* (*No, she can't play soccer.*) *Can he play soccer?* (*Yes. He can play soccer.*) And so on.
- Ask questions of the student using the structures in the grammar chart and have the student ask questions of you.
- Point out the Language NOTE. Remind the student that listening for contracted language will help him/her understand spoken English.

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. Have the student come up with another Q&A.

E. Listening (track 24): *Can, can't*

- Read the directions out loud. Explain that the student will hear a complete sentence, but they should focus on the *can* or *can't* in the sentence. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- NOTE: These two words must be practiced in the context of a sentence. Point out that when linked in a sentence, the *a* in each word sounds different. The *a* in *can't* is stressed, while the *a* in *can* is relaxed.

E. Listening (track 24): *Can, can't*

1. I can drive.
2. He can't use tools.
3. Sara can't cook.
4. They can speak Spanish.
5. We can work part-time.
6. You can't work nights.
**ONE ON ONE ACTIVITY**

**F. Activity**
- Tell the student to imagine that they are applying for a job and that this is the job application. Read the directions out loud. Point out where they are supposed to write one more job skill (in the Job Skills: Can you ... ? column) As the student works, answer any questions and offer encouragement.
- **EXPANSION:** After the student has completed the application, ask the student some of the questions on the application.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then you read the tip aloud. Explain that minimum wage is the lowest amount a person can be paid (except for certain jobs, such as restaurant jobs). Explain that it’s a law.
- At the time this book was printed, a new federal minimum wage law was expected to be passed. Consider updating this information based on the state in which you are teaching.
- Ask about minimum wage laws in the student’s country. Are there any?
- Discuss overtime, if time permits.

**GROUP ACTIVITY**

**F. Activity**
- Tell students to imagine that they are applying for a job and that this is the job application. Read the directions out loud. Point out where they are supposed to write one more job skill (in the Job Skills: Can you ... ? column) As students work, circulate and offer encouragement.
- **EXPANSION:** After students have completed the application, ask individuals some of the questions on the application.

**G. Culture Tip!**
- Have students read the culture tip to themselves. Then you read the tip aloud. Explain that minimum wage is the lowest amount a person can be paid (except for certain jobs, such as restaurant jobs). Explain that it’s a law.
- At the time this book was printed, a new federal minimum wage law was expected to be passed. Consider updating this information based on the state in which you are teaching.
- Ask about minimum wage laws in the students’ native countries. Are there any?
- Discuss overtime, if time permits.
ONE ON ONE ACTIVITY

H. Activity
• PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then have a conversation about your student’s skills and schedule.

I. Activity
• PAIR UP with your student. Tell the student to imagine that the student is a job manager, reviewing applicant skills.
• Explain that you both have the same information, but with different information missing. Read the directions out loud. Emphasize that Partner A should cover the bottom half of the page and that Partner B should cover the top half.
• Model the example dialog with the student and Go over the example. Then have a conversation about the “applicants.” Review answers together.
• Consider talking about proper lifting (keep trunk vertical and bend with knees, not back).

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

GROUP ACTIVITY

H. Activity
• PAIR students. 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.

I. Activity
• PAIR students. Tell the students to imagine that they are job managers, reviewing applicant skills.
• Explain that they have the same information, but with different information missing. Read the directions out loud. Emphasize that Partner A should cover the bottom half of the page and that Partner B should cover the top half.
• Model the example dialog with a student and Go over the example. As students talk, circulate and offer encouragement. Review answers together.
• Consider talking about proper lifting (keep trunk vertical and bend with knees, not back). Have a student demonstrate!

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.
- After checking answers, take time to work on the pronunciation of the “ch” sound in “machinery.” See below.

**PRONUNCIATION EXTRA: sh and ch Sounds**
This is the 3rd iteration of practice for this sound - only review it if you feel your student needs it.
- Write the following words on the board:

<table>
<thead>
<tr>
<th>Sound 1</th>
<th>Sound 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ship</td>
<td>chip</td>
</tr>
<tr>
<td>sheep</td>
<td>cheap</td>
</tr>
<tr>
<td>sherry</td>
<td>cherry</td>
</tr>
<tr>
<td>shop</td>
<td>chop</td>
</tr>
</tbody>
</table>
- Tell the student to look at your mouth as you make the following sounds: sh, sh, sh, ship (point to ship). Exaggerate the fact that your lips push outward when making this sound.
- Say, *again look at my mouth* (demonstrating the fact that your lips are no longer pushed out) ch, ch, ch, chip (point to chip).” The tongue touches the room for the mouth with this sound.
- Have the student repeat with you sh, sh, sh, ship ch, ch, ch, chip; sh, sh, sheep; ch, ch, ch, chip Repeat with sherry, cherry, shop and chop.
- Do a fly swatter exercise. (See explanation on Teacher Book page 42.) Say a word and have the student say if the word is sound 1 or 2 (based on the above chart). Correct student if necessary.

**K. Activity**
- Read the first part of the directions: *Write a list of your job skills.* As the student works, answer any questions and offer encouragement.
- When students finish, PAIR them and read the rest of the directions. Read the example dialog with the student. Then have a conversation about job skills. **OPTION:** Have volunteers perform their conversations for the class. **OPTION:** Have students write complete sentences about their skills, rather than simply a list to prompt a conversation.

**GROUP ACTIVITY**

**J. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- After checking answers, work on the pronunciation of the “ch” sound in “machinery.” See below:

**PRONUNCIATION EXTRA: sh and ch Sounds**
See instructions in column on left.

**K. Activity**
- Read the first part of the directions: *Write a list of your job skills.* As students work, answer any questions and offer encouragement.
- When students finish, PAIR them and read the rest of the directions. Read the example dialog with the student and have a conversation about job skills. **OPTION:** Have volunteers perform their conversations for the class. **OPTION:** Have students write complete sentences about their skills, rather than simply a list to prompt a conversation.

**EXTRA ACTIVITY (if time permits):**
- **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 to walk until they hear the word *can't.* You say *can, can, can, can ...* Once you say *can't,* stop and students must find a seat “on the train.” The student who doesn’t find a seat is out of the game and takes a chair with him or her.
• Encourage the students to do the homework.

• **A: Listening:** Remind the students that this activity requires the 3A audio CD, and that practice is the best way to improve listening!

• **B: Hello, world!** Encourage the students to try at least one of the suggestions. Say, *Try!* Ask which one each student will try.

• **C: Journal:** Remind them that they can share their journal entries with you for feedback, or keep them private. If you think it would be helpful to do a sample entry now, do one. Remind them that it’s okay to write words without complete sentences.

• Thank the students for their hard work in class today! *Thank you! Good job!* Encourage the students by pointing out something they did well today.

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**A. Listening (track 25): Can you ... ?**

Nora: Job skills:
Can you use a computer?
Yes. I can use a computer.
Can you lift 30 pounds?
Yes. I can lift 30 pounds.
Can you cook?
Yes. I can cook.
Can you use tools?
[Hmm] No. I can’t use tools.
Can you drive?
[Hmm] No. I can’t drive. But I can learn.
Can you operate machinery?
Yes. I can operate machinery.
Language skills:
Can you speak English?
Yes, I can. I can speak English. I can speak English okay.
Can you speak Spanish?
No, I can’t. I can’t speak Spanish.
Can you speak another language?
Yes. I can speak Arabic. I speak it very well.
Schedule:
Can you work full-time?
No, I can’t.
Can you work part-time?
Yes, I can.
Can you work weekends?
Yes, I can.
Can you work nights?
No, I can’t. (I have to study English!)
# One on One Activity

**MATERIALS**
- Board or paper + marker
- 3A audio CD, CD player

**REVIEW**
- Review the skills from Day 12. Have the student turn to page 68 and ask questions about his/her abilities.
- Review the homework.

**WARM UP**
- **ICEBREAKER ACTIVITY: Charades** On the board, write three of the easier activities from the lesson to demonstrate, for example *serve food, use a power tool, or use the Internet*. Indicate that you can't talk (finger to your lips, point to self). Point to the student and indicate, *Watch*. Point to the board where you have written the actions. Then act out a person serving food. Gesture for the student to guess.
- Do a few more rounds, using actions that haven't been written on the board so that the student has to guess without seeing the words.

**OPTION:** Take turns with the student.

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# Group Activity

**MATERIALS**
- Board or paper + marker
- 3A audio CD, CD player

**REVIEW**
- Review the skills from Day 12. Have students turn to page 68 and ask questions about their abilities.
- Review the homework.

**WARM UP**
- **ICEBREAKER ACTIVITY: Charades** On the board, write three of the easier activities from the lesson to demonstrate, for example *serve food, use a power tool, or use the Internet*. Indicate that you can't talk (finger to your lips, point to self). Point to students and indicate, *Watch*. Point to the board where you have written the actions. Then act out a person serving food. Gesture for students to guess.
- Do a few more rounds, letting the students do the actions, using actions that haven't been written on the board so that the student has to guess without seeing the words.
A. Vocabulary: More skills
- 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 26): Can you give CPR?
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- Point out the speech bubble. Explain that it’s a good practice to restate what someone has said if you’re unclear of the meaning the first time. For example, if someone asks, Can you use power tools? say, Do you mean, can I use electric tools?
- EXPANSION: Talk with your student about the skills that he/she can do from the pictures.

B. Listening (track 26): Can you give CPR?
Manager: So, Nora, can you give CPR?
Nora: No, I can’t. But I can learn.
Manager: Can you operate power tools—for example a saw, a drill, or a weedwhacker?
Nora: Yes, I can.
Manager: Can you organize an office?
Nora: Yes, I can.
Manager: Can you provide customer service?
Nora: Yes, I can.
Manager: Can you serve food?
Nora: Yes, I can.
Manager: Can you take inventory?
Nora: Do you mean count items in stock?
Manager: Yes.
Nora: Yes, I can.
Manager: Can you use a cash register?
Nora: No, I can’t. But I can learn.
Manager: Can you use the Internet?
Nora: Yes. I can.
Manager: Great. Now I have some questions about your schedule ...
ONE ON ONE ACTIVITY

C. Grammar: Short answers with *can*
   • This grammar lesson focuses on skills using *can*, with short 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 Nora’s abilities: *Can she give CPR? Can she operate a weed whacker?*
   • 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 with the student.

E. Activity
   • Have the student look at the pictures and ask about each image, *What is the person doing?*
   • Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
   • **EXPANSION:** After checking the activity together, practice the Q&As in PAIRS.

GROUP ACTIVITY

C. Grammar: Short answers with *can*
   • This chart focuses on skills using *can*, with short answers.
   • Read the items in the grammar chart and have students repeat.
   • Direct students’ attention to the pictures in Activity A and ask about Nora’s abilities: *Can she give CPR? Can she operate a weed whacker?*
   • Ask questions of 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.

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.
REAL LIFE

ONE ON ONE ACTIVITY

G. Culture Tip!
• Have the student read the culture tip silently. Then you read the tip aloud. Ask if the student volunteers. Explain any volunteer experiences that you may have had and tell him/her that a lot of good organizations are willing to train people in exchange for their time.
• Talk about places to volunteer in your community. There are websites that will help students find opportunities. Or, if the student has kids, encourage them to get involved at the school.

GROUP ACTIVITY

F. Activity
• Tell students to imagine that they’re at a “temp agency.” Explain the term. Explain that before the agency can find them a job, the agency needs to know their skills. Point to the questionnaire and read the first part of the directions: Read the job questionnaire.
• As the student reads, be sure the student is only reading, not answering the questions.
• Read the rest of the directions. Do an example together. As the student works, answer any questions and offer encouragement.
OPTION: After the student has completed the questionnaire, ask the student questions about his/her skills and schedule.

G. Culture Tip!
• Have students read the culture tip to themselves. Then you read the tip aloud. Ask if any students volunteer. Explain any volunteer experiences that you may have had and tell them that a lot of good organizations are willing to train people in exchange for their time.
• Talk about places to volunteer in your community. There are websites that will help students find opportunities. Or, if any of the students have kids, encourage them to get involved at the school.
**One On One Activity**

**H. Activity**
- PAIR UP with your student. Explain that you and the student are going to interview each other, taking turns being the applicant and being the manager. Remind the student that “applicant” means the person who is applying for a job.
- Read the directions out loud. Model the example dialog with the student (the first two written lines). Then write your conversations together (one with the student as manager, one with the student as applicant).
- Once the student has written his/her conversations, practice with your books open. Then say, *Now close your book and let’s practice!*

**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**
- Explain that students are going to interview each other, taking turns being the applicant and being the manager. Remind students that “applicant” means the person who is applying for a job.
- PAIR students. Read the directions out loud. Model the example dialog with a student (the first two written lines). As students write, circulate and offer encouragement.
- Once students have written their conversations, have them practice with their books open. Then say, *Now close your books and practice!*

**Before You Go**
- Encourage students to ask questions about any part of the lesson they didn’t understand.
- Assign homework.
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 the student work without using the word box.
• EXPANSION: After the student has completed the activities, practice the present continuous (-ing) form by pointing to each picture and asking, What is she doing? (She’s serving food.)
• EXPANSION: Help your student identify the professions associated with the various skills/tasks. What tasks does the student do for work?

EXTRA ACTIVITY (if time permits):
• Move! Arrange chairs in a circle. All students sit except for one who stands in the center. Write on the board, If you can _____ move! Demonstrate by saying, If you can use a computer, move! Students with computer skills stand up and find a different chair. One student will always be left standing.
• EXPANSION: Help your students identify the professions associated with the various skills/tasks. What tasks do they do for work?
• Encourage the student to do the homework.
• A: Listening: Remind the student that this activity requires the 3A 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 student to try at least one of the suggestions. Say, Try just one!
• D: Journal: Remind your student that the student 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 student that it’s okay to write words without complete sentences.
• Thank the student for his/her hard work in class today! We’re almost finished with Book 3A! Encourage the student by pointing out something the student did well today.

A. Listening (track 27): Can you give CPR?
Manager: So, Nora, can you give CPR?
Nora: No, I can’t. But I can learn.
Manager: Can you operate power tools—for example a saw, a drill, or a weedwhacker?
Nora: Yes, I can.
Manager: Can you organize an office?
Nora: Yes, I can.
Manager: Can you provide customer service?
Nora: Yes, I can.
Manager: Can you serve food?
Nora: Yes, I can.
Manager: Can you take inventory?
Nora: Do you mean count items in stock?
Manager: Yes.
Nora: Yes, I can.
Manager: Can you use a cash register?
Nora: No, I can’t. But I can learn.
Manager: Can you use the Internet?
Nora: Yes. I can.
Manager: Great. Now I have some questions about your schedule ...
**Past Actions Day 14**

**One on One Activity**

**Materials**
- Board or paper + marker
- 3A audio CD, CD player
- Reproducible: Job Survey Strips (1)
- OPTIONAL: timer (1)
- Job Skills pictures (from Day 12)

**Review**
- Review skills from Day 13 with
  **Icebreaker Activity: Survey** Write on the board *Find someone who can ...* Explain that the student should imagine that they are the owner of a company that is searching for five new employees. Give each student a Job Survey Strip. Students circulate, trying to find a different “employee” for each skill on their strip. When they find someone, they should check the box and write that student’s name (or initials). After students finish, compare results. **OPTION:** Add a timer for a sense of excitement. **OPTION:** Or use the job skills pictures from Day 12. Have the students write the jobs/skills they remember on the Job Survey Strips and match them with the pictures.
- Review the homework.

**Warm Up**
- Have the student generally survey page 78, looking at the heading, the vocabulary, and the pictures. Ask, *What happened?*

**Group Activity**

**Materials**
- Board or paper + marker
- 3A audio CD, CD player
- Reproducible: Job Survey Strips (1)
- Job Skills pictures (from Day 12)

**Review**
- Review skills from Day 13 with
  **Icebreaker Activity: Survey** Write on the board *Find someone who can ...* Explain that the student should imagine that they are the owner of a company that is searching for five new employees. Give each student a Job Survey Strip. Students circulate, trying to find a different “employee” for each skill on their strip. When they find someone, they should check the box and write that student’s name (or initials). After students finish, compare results. **OPTION:** Or use the job skills pictures from Day 12. Have the students write the jobs/skills they remember on the Job Survey Strips and match them with the pictures.
- Review the homework.
A. Vocabulary: Accidents
• 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 27): The car accident
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
• EXPANSION: have the student practice different kinds of reactions using the expressions “Oh, no” and “Oh, good” including fear, dread, sarcasm, and so on.

A. Vocabulary: Accidents
• 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 27): The car accident
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
• EXPANSION: Have students practice different kinds of reactions using the expressions “Oh, no” and “Oh, good” including fear, dread, sarcasm, and so on.

B. Listening (track 28): The car accident
Nora: What happened?
Tano: I had a car accident yesterday.
Sara: Oh, no. What happened?
Tano: It was raining and I hit another car at the intersection of 1st street and 2nd Avenue.
Sara: Oh no! What happened next?
Tano: After the accident, I called 911. The police officer asked some questions.
Nora: What happened next?
Tano: I went to the hospital.
Sara: Oh, no.
Tano: Everything was okay.
Nora: Oh, good.
C. Grammar: Past actions
• This grammar lesson focuses on -ed and irregular past tense verbs.
• Read the items in the grammar chart and have the student repeat.
• Walk the student through the story in Activity A, asking with each picture, What happened? What happened next?
• Ask questions of the student using the structures in the grammar chart and have the student ask questions of you.
• NOTE: This is simply the first introduction of past tense verbs. Keep the explanation simple and limit the words you use in practice. The student will learn more details about past tense in 3B and beyond.

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. As the student works, answer any questions and offer encouragement. Check answers together. EXPANSION: After the student has completed the chart, write on the board:


Then practice the past tense by saying, Yesterday I was sad. Then gesture for the student to go, substituting in his/her own description. Continue with have using breakfast foods (Yesterday I had eggs.), call using people (Yesterday I called my mother.) and go (Yesterday I went to the grocery store.)
**F. Activity**
- Read the first part of the directions: *Look at the picture.* Point to the picture of Tano just after the car accident. As the student looks, be sure the student is only looking, not completing the report.
- Ask, *What happened?* and encourage the student to use *went, had, called,* and *was/were.*
- Read the rest of the directions. Point out the accident report. Make sure the student understands what an accident report is.
- Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- Talk about what to do if involved in a car accident. First ask for the other person’s telephone number and write down the license plate number. Then, call the police.
- Point out the blue box and explain that in English, we often use # for number.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then you read the tip aloud. Point out the picture to explain the term “wallet” and the term “proof of insurance.” Ask if the student has proof of insurance with him/her, or share yours.
**One on One Activity**

**H. Activity**
- PAIR UP with your student. Explain that the student is going to imagine that the student was in the accident shown in Activity F—one of you is Alma Jones and the other is Alma’s friend.
- Read the directions out loud. Model an example dialog with the student. Then write a conversation about the accident. **OPTION:** If your student is more advanced, suggest that the student work without using the word box.

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

**Group Activity**

**H. Activity**
- PAIR students. Explain that they are going to imagine that they were in the accident shown in Activity F—that one of them is Alma Jones and another is Alma’s friend.
- Read the directions out loud. Model an example dialog with a student. As students write and talk, circulate and offer encouragement. **OPTION:** For more advanced students, suggest that they work without using the word box.

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

I. Activity
- PAIR UP with your student. Read the directions out loud.
- Point out the speech bubble. Explain that the student should say this if anything is unclear.
- As the student recounts the story, you write. Then switch roles.

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 what happens in the student’s country when people get into an accident.

**Group Activity**

I. Activity
- PAIR students. Read the directions out loud.
- Point out the speech bubble. Explain that they should say this if anything is unclear.
- As students talk, circulate and offer encouragement. **OPTION:** Have volunteers perform their conversations for the class.

J. Activity
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- Talk about what happens in the students’ countries when people get into an accident.
• Encourage the student to do the homework.
• A: Listening: Remind the student that this activity requires the 3A audio CD, and that practice is the best way to improve listening!
• B: Reading: Remind the student that reading is a good way to grow vocabulary.
• C: Hello, world!: Encourage the student to try at least one of the suggestions. Say, *Try!* Ask which one the students will try.
• D: Journal: Remind the student that the student can share his/her journal entries with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the student now, do one. Remind the student that it’s okay to write words without complete sentences. Remind students that they can write a journal entry on a different topic that they choose, if they don’t want to use the topic in the book.
• Thank the student for his/her hard work in class today! *You did great!* Encourage the student by pointing out something the student did well today.

A. Listening (track 29): The car accident
Nora: What happened?
Tano: I had a car accident yesterday.
Sara: Oh, no. What happened?
Tano: It was raining and I hit another car at the intersection of 1st street and 2nd Avenue.
Sara: Oh no! What happened next?
Nora: What happened next?
Tano: After the accident, I called 911. The police officer asked some questions.
Nora: I went to the hospital.
Sara: Oh, no.
Tano: Everything was okay.
Nora: Oh, good.
ONE ON ONE ACTIVITY

MATERIALS
- Board or paper + marker
- 3A audio CD, CD player
- OPTIONAL: copy of a rental agreement (realia)
- OPTIONAL: timer (1)
- OPTIONAL: Sample lease from www.livingintheus.org

REVIEW
- Review the homework.

WARM UP
- ICEBREAKER ACTIVITY: Find Someone Who ... On the board, draw the following list and have the student copy. Then have the student write the name of a person who fits each category, including himself/herself. 
  OPTION: Use a timer to add a sense of excitement or race the student filling out your own list. 
  OPTION: Tell the student to invent one extra question.

______ is a plumber.
______ has a basement in their home.
______ had a car accident last year.
______ plays guitar.
______ has a pink lamp.
______ lives in an apartment.
______ pays utility bills.
______ has a problem with something in their home.
______ recycles.

GROUP ACTIVITY

MATERIALS
- Board + marker
- 3A audio CD, CD player
- OPTIONAL: copy of a rental agreement (realia)
- OPTIONAL: timer (1)
- OPTIONAL: Sample lease from www.livingintheus.org

REVIEW
- Review the homework.

WARM UP
- ICEBREAKER ACTIVITY: Find Someone Who ... On the board, draw the following list and have students copy. Then have them circulate and write the name of a person when they find someone who answers yes. Set a time limit. At the end of the activity, see who has found the most people. 
  OPTION: Tell students to invent one extra question.

______ is a plumber.
______ has a basement in the home.
______ had a car accident last year.
______ plays guitar.
______ has a pink lamp.
______ lives in an apartment.
______ pays utility bills.
______ has a problem with something in the home.
______ recycles.
**Household Problems**

**A. Vocabulary: Household**
- 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 30): The electricity**
- 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.
- Introduce new vocabulary using the illustrated pictures.

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**B. Listening (track 30): The electricity**

Nora: What’s going on?
Darin: I didn’t have electricity in my apartment yesterday.
Nora: Did you pay your electric bill on time?
Darin: Yes, I paid my electric bill on time.
Nora: Did you look at the fuse box?
Darin: Yes, I looked at the fuse box. Everything looked okay.

Nora: Did you tell the manager?
Darin: No. I didn’t tell the manager. A sign on his door said, “I’m on vacation.”
Nora: Did you call the electric company?
Darin: Yes. I called the electric company.
Nora: What happened next?
Darin: They came and fixed the problem.
Nora: That’s good.
C. Grammar: Long answers
- This grammar lesson focuses on more -ed and irregular past tense
- Read the items in the grammar chart and have the student repeat.
- Point out the Language NOTE and have the student practice the contracted form (didn’t).
- Ask questions of the student using the structures in the grammar chart and have the student ask questions of you.
- NOTE: Again, this is simply the first introduction of past tense verbs. Keep the explanation simple and limit the words you use in practice. Here the focus is on the structure of Did and how to use it in the past tense. The student will learn more details about past tense in 3B and beyond.

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.
- Ask the student to think about the difference between tell and say. Explain that with tell, there (usually) has to be a person that you are telling something to: He told the manager. With said, the focus is on the words: The NOTE said, “I’m on vacation.”
- Writing this structure out will help:
  - tell someone (something)
  - say something

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 with your student.

C. Grammar: Long answers
- This chart focuses on more -ed and irregular past tense
- Read the items in the grammar chart and have students repeat.
- Point out the Language NOTE and have students practice the contracted form (didn’t).
- Ask questions of students using the structures in the grammar chart and have students ask questions of each other.
- NOTE: Again, this is simply the first introduction of past tense verbs. Keep the explanation simple and limit the words you use in practice. Here the focus is on the structure of Did and how to use it in the past tense. The students will learn more details about past tense in 3B and beyond.

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.
- Ask students to think about the difference between tell and say. Explain that with tell, there (usually) has to be a person that you are telling something to: He told the manager. With said, the focus is on the words: The NOTE said, “I’m on vacation.”
- Writing this structure out will help:
  - tell someone (something)
  - say something

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 directions out loud. Walk through the example together to be sure that the student understands the activity. 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. If you have a rental agreement, show it to help explain the tip. Explain that it’s good for both the manager and the renter to have an agreement so that responsibilities are clear.
• Discuss a sample lease and what the parts are. Have the student show a copy of his/her lease or get a sample lease from livingintheus.org.

Group Activity

F. Activity
• Read the directions out loud. Walk through the example together to be sure that students understand the activity. 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. If you have a rental agreement, show it to help explain the tip. Explain that it’s good for both the manager and the renter to have an agreement so that responsibilities are clear.
• Discuss a sample lease and what the parts are. Have students bring a copy to the next class or get a sample lease from livingintheus.org.
**One on One Activity**

**H. Activity**
- Read the first part of the directions: *Read the rental agreement*. Point to the rental agreement. As the student reads, be sure the student is only reading, not circling or underlining words.
- Read the steps. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- **NOTE**: Make sure that the student understands the meaning of "take care of". This phrase was introduced in the 1B book in the context of jobs. (*Nannies take care of children.*)

**I. Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then talk about the rental agreement and your own households. **OPTION**: Have your student make a list of his/her responsibilities and the responsibilities of the manager for the place where the student lives.

**EXTRA ACTIVITY (if time permits):**
- **Board races** The student stands at the board and you say the present or past tense of a verb from Day 14 or 15. The student tries to write the opposite form quickly and correctly. **OPTION 1)** Give the student one clue if the student is stuck. **OPTION 2)** Use a timer to add a sense of excitement.

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

**Group Activity**

**H. Activity**
- Read the first part of the directions: *Read the rental agreement*. Point to the rental agreement. As students read, circulate to check that they are only reading, not circling or underlining words.
- Read the steps. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- **NOTE**: Make sure that the student understands the meaning of "take care of". This phrase was introduced in the 1B book in the context of jobs. (*Nannies take care of children.*)

**I. Activity**
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION**: Have students make lists of their responsibilities and the responsibilities of the manager for the place where they live.

**EXTRA ACTIVITY (if time permits):**
- **Board races** Divide the class into two TEAMS. A player from each team stands at the board and you say the present or past tense of a verb from Day 14 or 15. The team A player tries to write the opposite form quickly and correctly. If the Team A player doesn’t know or guesses incorrectly, the Team B player has 10 seconds to write it. If neither side guesses correctly, say the word. Then Team B sends a player to the board. And so on. **OPTION**: Have students stand in a circle. Using flash cards, show the students pictures of past tense verbs. Whoever says the correct form of the word keeps the card. Have several of the same verb since only a few words have been introduced so far.

**Before You Go**
- Remind students that the next class is a review of Days 10–15 and a review test.
- Assign homework.
**J. Activity**
- Read the first part of the directions: *Look at the pictures*. Point to the pictures. As the student looks, be sure the student is only looking, not completing the story.
- Read the rest of the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers with your student.

**K. Listening (track 31): The electricity**
- Point out the Language NOTE. Give examples of “yes/no” questions: *Do you have the water bill? Did you pay the water bill? Is he tired? Was he okay? Are you at the hospital? Were they sick?* (questions beginning with *Do, Did, Is, Was, Are, or Were*). Ask the student to listen to your voice: *Does it go up or down at the end?* Repeat the questions. (It should go from low to high.)
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and check if student has noticing the rising voice.) Repeat the audio as necessary. Check answers together.

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**J. Activity**
- Read the first part of the directions: *Look at the pictures*. Point to the pictures. As students look, circulate to check that they are only looking, not completing the story.
- Read the rest of the directions. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

**K. Listening (track 31): The electricity**
- Point out the Language NOTE. Give examples of “yes/no” questions: *Do you have the water bill? Did you pay the water bill? Is he tired? Was he okay? Are you at the hospital? Were they sick?* (questions beginning with *Do, Did, Is, Was, Are, or Were*). Ask students to listen to your voice: *Does it go up or down at the end?* Repeat the questions. (It should go from low to high.)
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and check if students have noticed the rising voice.) Repeat the audio as necessary. Check answers together.

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**K. Listening (track 31): The electricity**

1. What’s going on?
2. Did you pay your electric bill on time?
3. Did you look at the fuse box?
4. Did you tell the manager?
5. Did you call the electric company?
6. What happened next?
• Encourage the student to do the homework.
• **A: Listening:** Remind the student that this activity requires the 3A audio CD, and that practice is the best way to improve listening!
• **B: Hello, world!!** Encourage the student to try at least one of the suggestions. Say, *Try!*
• **C: Journal:** Remind your student that the student 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 student that it’s okay to write words without complete sentences.
• Thank the student for his/her hard work in class today! *Thank you! Good job!* Encourage the student by pointing out something the student did well today.

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**A. Listening (track 32): The electricity**

Nora: What's going on?
Darin: I didn't have electricity in my apartment yesterday.
Nora: Did you pay your electric bill on time?
Darin: Yes. I paid my electric bill on time.
Nora: Did you look at the fuse box?
Darin: Yes. I looked at the fuse box. Everything looked okay.

Nora: Did you tell the manager?
Darin: No. I didn't tell the manager. A sign on his door said “I'm on vacation.”
Nora: Did you call the electric company?
Darin: Yes. I called the electric company.
Nora: What happened next?
Darin: They came and fixed the problem.
Nora: That's good.
**REVIEW**

- Review the vocabulary from Day 15. Ask questions using *Did you* and the verbs in the chart on page 85. For example, *Jose, did you pay the gas bill yesterday? Sami, did you come to class last Tuesday?* etc.
- 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 or paper + marker
- Markers (1 per group)
- **OPTIONAL:** treats

**REVIEW**

- Review the vocabulary from Day 15. Ask questions using *Did you* and the verbs in the chart on page 85. For example, *Jose, did you pay the gas bill yesterday? Sami, did you come to class last Tuesday?* etc.
- 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:** Send the test home as homework.

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**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board or paper + marker
- Markers (1 per group)
- **OPTIONAL:** treats
**One on One Activity**

**Day 10**
- Have the student turn to Day 10 on student book 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.

**B. Activity**
- Brainstorm words related to recycling and trash. Then, read the directions out loud. Read the example dialog with the student. Then have a conversation about your household schedules. **OPTION:** If your student is more advanced, suggest that the student work without using the word box.

**Group Activity**

**Day 10**
- Have students turn to Day 10 on student book 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.

**B. Activity**
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** For more advanced students, suggest that they work without using the word box.
Day 11
• Have the student turn to Day 11 on student book page 60 and ask, *What did we study on Day 11?*

C. Activity
• Read the directions out loud. Explain that the student should first write the action words, then go through and order the story.
• 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 the student work without using the word box.

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

C. Activity
• Read the directions out loud. Explain that students should first write the action words, then go through and order the story.
• 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 12**
- Have the student turn to Day 12 on student book page 66 and ask, *What did we study on Day 12?*

**D. Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then have a conversation about skills and schedules.  
  **OPTION:** After the answers have been written and you’ve practiced the conversation, have the student close his/her book and talk about skills and schedule.

**GROUP ACTIVITY**

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

**D. Activity**
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** After students have written their answers and practiced the conversation, have them close their books and talk about their skills and schedules.
**Review**

**One on One Activity**

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

**E. Activity**
- PAIR UP with your student. Read the first part of the directions: *Read the job ad. Then read the applicants’ letters.* Point to the job ad on the left and the letters on the right.
- Read the rest of the directions. Model an example for the student. Then have a conversation about the job applicants and the ad.
- After discussing for a while, ask, *Who is the best person for the job?*

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**Group Activity**

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

**E. Activity**
- PAIR students. Read the first part of the directions: *Read the job ad. Then read the applicants’ letters.* Point to the job ad on the left and the letters on the right. As students read, circulate to check that they are only reading, not discussing.
- Read the rest of the directions. Model an example dialog with a student. As students talk, circulate and offer encouragement.
- After students have talked for a while, ask, *Who is the best person for the job?*
**One on One Activity**

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

**F. Activity**
- Read the first part of the directions: *Look at the pictures.* Point to the pictures. As the student looks, be sure the student is only looking, not writing what happened.
- Read the rest of the directions and go over the example together. If describing what happened is too complicated, have the student put the pictures in order first.
- As the student works, answer any questions and offer encouragement. Check answers together.
  
  **OPTION:** Suggest that the student work without using the word box.

**Expansion:** Have the student write a paragraph about what happened using the sentences the student writes.

**G. Activity**
- **PAIR UP** with your student. Read the directions and the example dialog with the student. Then have a conversation about the pictures to review and correct.

**Group Activity**

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

**F. Activity**
- Read the first part of the directions: *Look at the pictures.* Point to the pictures. As students look, circulate to check that they are only looking, not writing what happened or ordering the pictures.
- Read the rest of the directions. Go over the example together. If describing what happened is too complicated, have the students put the pictures in order first.
- As students work, circulate and offer encouragement. Check answers together.
  
  **OPTION:** For more advanced students, suggest that they work without using the word box.

**Expansion:** Have the students write a paragraph about what happened using the sentences they write, or instead of writing the sentences.

**G. Activity**
- **PAIR** students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.
Day 15
• Have the student turn to Day 15 on student book 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. **OPTION:** Have the student first circle the action word (verb) in each sentence, to help focus on what part of the sentence should change.

I. Activity
• **PAIR UP** with your student. Read the directions out loud. (The student will be making a question out of each statement.) Read the example dialog with the student. Remind the student what is meant by long answers: Not just “Yes, I did.” or “No, I didn’t,” etc.
• Then have a conversation about Activity H.

Day 15
• Have students turn to Day 15 on student book 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. **OPTION:** Have students first circle the action word (verb) in each sentence, to help them focus on what part of the sentence should change.

I. Activity
• **PAIR students.** Read the directions out loud. (The student will be making a question out of each statement.) Model the example dialog with a student. Remind students what is meant by long answers: Not just “Yes, I did.” or “No, I didn’t,” etc.
• As students talk, circulate and offer encouragement. **OPTION:** Have volunteers perform their conversations 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 the 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. **OPTION:** If you are working with a group, have students work in pairs to correct their tests. Then, go over the answers as a class.
- Students who score 80-90% should be ready to move on. We suggest that any missed questions are reviewed. Students who score lower than 80% should spend time reviewing the material that was missed and try the test again, either in class or as homework.

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

**B. Circle the answers.**
- Sections B features grammar or pronunciation items from each of the six days (Days 10–15), in chronological order.
- You may want to have 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 page 52.

**C. Answer the questions.**
- Section C features “real life” types of questions and activities from each of the six days (Days 10–15), in chronological order.
- Because the items in this section are varied, the students may have more questions.
- When grading these questions, the focus should be on the target concept. Ask yourself, *what is this question testing?*

**CONCLUSION:**
- Congratulate your students on completing the term and learning so much! **OPTION:** Enjoy treats.
- Remind your students when the next term begins.
- Encourage them to continue studying and practicing English! Ask how they will do this and provide ideas if necessary. Encourage students to watch the news or other TV or radio programs in English over the break. Remind them that they don’t have to understand everything they hear to get good practice.
A. Complete the sentences.

USE THESE WORDS:

<table>
<thead>
<tr>
<th>accident</th>
<th>recycling bin</th>
<th>told</th>
</tr>
</thead>
<tbody>
<tr>
<td>number</td>
<td>skills</td>
<td>tools</td>
</tr>
</tbody>
</table>

1. We put bottles in the _______________.
   We put hangers in the trash can.

2. Take a _______________ and stand in line.
   You have to wait.

3. What are your job _______________? Can you use a computer?

4. I can operate power _______________, including a saw and drill.

5. Tano had a car _______________. He went to the hospital.

6. The renter _______________ the manager about the plumbing problem.

B. Circle the correct words.

1. Q: When does the recycling truck come?
   A: It come / comes once a week.

2. Q: Do I have to take an eye test?
   A: Yes. You has / have to take an eye test.

3. Q: Can you work weekends?
   A: No. I can’t work / works weekends.

4. Q: Can they take inventory?
   A: Yes, they can / can’t.

5. Q: What happen / happened?
   A: Dana had an accident.

6. Q: Did the manager fix the problem?
   A: No. He didn’t fix / fixed it.
C. Answer the questions.

1. The recycling comes every Friday. Write the dates: ________________________

2. Write the traffic rule about stop signs: You have to ________________________.

3. What are your job skills? What are your language skills? Write them. Circle when you can work.

4. Describe a job you want:
   ___________________________________________
   ___________________________________________

5. Look at the pictures. What happened to Tina? Complete the story.

6. Make a list of your household problems. Who's responsible for fixing them?
Reproducible Section
Day 1
Job Cards

- Watch movies
- Answer phones
- Drive people places
- Listen to music
- Greet customers
- Build things
- Play guitar
- Listen to music
- Drive people places
- Play guitar
- Listen to music

- Watch movies
- Play guitar
- Take care of buildings
- Fix pipes
Letter to someone in another country

[YOUR NAME]
[YOUR STREET ADDRESS OR P.O. BOX NUMBER]
[YOUR TOWN + ZIP CODE]
United States

[NAME OF PERSON]
[STREET ADDRESS]
[CITY OR TOWN + CODE]
[COUNTRY NAME IN ENGLISH]

Letter to someone in the United States

[YOUR NAME]
[YOUR STREET ADDRESS OR P.O. BOX NUMBER]
[YOUR TOWN + ZIP CODE]

[NAME OF PERSON]
[STREET ADDRESS OR P.O. BOX NUMBER]
[CITY + POSTAL CODE]

[YOUR NAME]
[YOUR STREET ADDRESS OR P.O. BOX NUMBER]
[YOUR TOWN + ZIP CODE]
United States

[NAME OF PERSON]
[STREET ADDRESS]
[CITY OR TOWN + CODE]
[COUNTRY NAME IN ENGLISH]
<table>
<thead>
<tr>
<th>Accepted</th>
<th>Not Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALUMINUM:</strong></td>
<td>• NO Plastic wrap</td>
</tr>
<tr>
<td><strong>GLASS:</strong> Food and drink glass only.</td>
<td>• NO Cups</td>
</tr>
<tr>
<td><strong>STEEL AND EMPTY AEROSOL CANS:</strong></td>
<td>• NO Plastic lids, caps or tops</td>
</tr>
<tr>
<td><strong>PLASTIC BOTTLES:</strong> Please flatten bottles. NO lids, tubs, cups, trays or bags.</td>
<td>• NO Full aerosol cans</td>
</tr>
<tr>
<td><strong>CARDBOARD:</strong></td>
<td>• NO Paint cans</td>
</tr>
<tr>
<td><strong>PAPER BAGS:</strong></td>
<td>• NO Scrap metal</td>
</tr>
<tr>
<td><strong>PAPERBOARD:</strong></td>
<td>• NO Wire</td>
</tr>
<tr>
<td><strong>NEWSPAPER:</strong></td>
<td>• NO Metal utensils</td>
</tr>
<tr>
<td><strong>OFFICE PAPER:</strong></td>
<td>• NO Hangers</td>
</tr>
<tr>
<td><strong>JUNK MAIL:</strong></td>
<td>• NO Dishes</td>
</tr>
<tr>
<td><strong>MAGAZINES AND CATALOGS:</strong></td>
<td>• NO Light bulbs</td>
</tr>
<tr>
<td><strong>PHONE BOOKS:</strong></td>
<td>• NO Mirrors</td>
</tr>
<tr>
<td><strong>No images accepted.</strong></td>
<td>• NO Window glass</td>
</tr>
<tr>
<td><strong>No images accepted.</strong></td>
<td>• NO Drinking glasses</td>
</tr>
<tr>
<td><strong>No images accepted.</strong></td>
<td>• NO Plastic bags</td>
</tr>
<tr>
<td><strong>No images accepted.</strong></td>
<td>• NO Plastic tubs</td>
</tr>
<tr>
<td><strong>No images accepted.</strong></td>
<td>• NO Plastic plates</td>
</tr>
<tr>
<td><strong>No images accepted.</strong></td>
<td>• NO Plastic egg cartons</td>
</tr>
<tr>
<td><strong>No images accepted.</strong></td>
<td>• NO Six pack rings</td>
</tr>
<tr>
<td><strong>No images accepted.</strong></td>
<td>• NO Paper milk or juice cartons</td>
</tr>
<tr>
<td><strong>No images accepted.</strong></td>
<td>• NO Tissue paper or napkins</td>
</tr>
<tr>
<td><strong>No images accepted.</strong></td>
<td>• NO Paper towels or plates</td>
</tr>
<tr>
<td><strong>No images accepted.</strong></td>
<td>• NO Wrapping paper</td>
</tr>
<tr>
<td><strong>No images accepted.</strong></td>
<td>• NO Waxed paper</td>
</tr>
<tr>
<td><strong>No images accepted.</strong></td>
<td>• NO Carbon paper</td>
</tr>
<tr>
<td><strong>No images accepted.</strong></td>
<td>• NO Photographs</td>
</tr>
<tr>
<td><strong>No images accepted.</strong></td>
<td>• NO Flower pots</td>
</tr>
<tr>
<td><strong>No images accepted.</strong></td>
<td>• NO Toys</td>
</tr>
<tr>
<td><strong>No images accepted.</strong></td>
<td>• NO Styrofoam containers</td>
</tr>
<tr>
<td><strong>No images accepted.</strong></td>
<td>• NO Foam</td>
</tr>
<tr>
<td><strong>No images accepted.</strong></td>
<td>• NO Food or garbage</td>
</tr>
</tbody>
</table>

Day 10  Recycling Guidelines
The word *get* is used in many ways. Common uses are:

I get paid every two weeks or every other week. (I am paid.)
I got fired. (I was fired.)
I get angry when..... (I become angry when....)
You got it? (Do you understand?)
I got apples at the store. (I bought apples.)
Get out! Get up! (Go away! Stand up!)
I got stuck in traffic this morning. (I was stuck in traffic.)

Use *got* or *get* in all the following sentences:

1. Where did you buy that hat?
   Where did you get that hat?

2. How much did you receive from your last paycheck?

3. She took her wallet out of her purse.

4. Do you understand it?

5. She arrived to class 15 minutes late.

6. Can you answer the phone?

7. How did the robber enter into the house?

8. I received a raise at my job last week.

9. I have the feeling that you’re upset with me.

10. I’ll buy some granola bars at the store.

Reproducible Day 11: Get Worksheet
<table>
<thead>
<tr>
<th>Can you ...</th>
<th>(name)</th>
<th>(name)</th>
<th>(name)</th>
<th>(name)</th>
<th>(name)</th>
</tr>
</thead>
<tbody>
<tr>
<td>use a computer?</td>
<td>operate machinery?</td>
<td>lift 30 pounds?</td>
<td>speak English?</td>
<td>work weekends?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Can you ...</th>
<th>(name)</th>
<th>(name)</th>
<th>(name)</th>
<th>(name)</th>
<th>(name)</th>
</tr>
</thead>
<tbody>
<tr>
<td>give CPR?</td>
<td>speak Arabic?</td>
<td>work part-time?</td>
<td>organize an office?</td>
<td>serve food?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Can you ...</th>
<th>(name)</th>
<th>(name)</th>
<th>(name)</th>
<th>(name)</th>
<th>(name)</th>
</tr>
</thead>
<tbody>
<tr>
<td>work nights?</td>
<td>speak Spanish?</td>
<td>take inventory?</td>
<td>drive?</td>
<td>cook?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Can you ...</th>
<th>(name)</th>
<th>(name)</th>
<th>(name)</th>
<th>(name)</th>
<th>(name)</th>
</tr>
</thead>
<tbody>
<tr>
<td>speak English?</td>
<td>operate a drill?</td>
<td>provide customer service?</td>
<td>work mornings?</td>
<td>use the Internet?</td>
<td></td>
</tr>
</tbody>
</table>
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• 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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