Intercambio Uniting Communities
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Written by KL Stolle
Project Managers: Shawn Camden and Rachel Fuchs
Illustrations by Meggan Foster and Andy Moore
Graphics and Template Designed by Mayrelis Cordero, James Dare, Terrence Fradet,
Phoenix Priester and Karen Ruiz Leon
Cover art and design by Mario Abela, Mayrelis Cordero, Terrence Fradet, Andy Moore
Editors Shawn Camden, Rachel Fuchs, Debbie Goldman, Laura Houston, Lee Shainis, and
Barbara Werner

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Resources to Unite Communities
4735 Walnut Street, Suite B
Boulder, CO 80301
www.unitingresources.org
info@unitingresources.org
INTERACTIVE ENGLISH
Life Skills for Success in the U.S.

KL Stolle
Shawn Camden and Rachel Fuchs

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

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

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

AN OVERVIEW

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

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

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

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

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

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

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

**REVIEW PAGES**

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

**FIELD TRIP**

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

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

Before the field trip:

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

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

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

TEACHER BOOK FORMAT

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

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

SUGGESTED TEACHING STRATEGIES

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

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

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

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

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

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

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

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

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

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

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

Two facts about English Vowels:
American English has fifteen vowel sounds but only five vowel LETTERS - a, e, i, o, u, and the letters y and w, which sometimes represent vowel sounds. **Fact #1:** Each letter or group of letters can represent more than one vowel sound.
- **Example:** Notice how the letter “o” sounds different in each of these words. Say each word aloud: to so on of woman women work

**Fact #2:** A vowel sound may be represented in writing in more than one way.
- **Example:** The following words use five different spelling patterns for the same vowel sound: dress friend bread any said

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

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

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<td>pencil</td>
<td>paper</td>
<td>computer</td>
<td>type</td>
<td>delete</td>
<td></td>
</tr>
</tbody>
</table>

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

*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>
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<tr>
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<td>Did you boil the eggs?</td>
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</tr>
<tr>
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<td><strong>LIFE SKILLS: HOW TO...</strong></td>
<td><strong>REAL LIFE</strong></td>
<td><strong>CULTURE TIPS</strong></td>
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<tr>
<td>Present tense with Wh- questions</td>
<td>Give and understand directions and plans</td>
<td>Party invitation, map</td>
<td>Make a birthday wish</td>
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<tr>
<td>Questions with Do you want...?</td>
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<td>Declining and accepting invitations</td>
</tr>
<tr>
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</tr>
<tr>
<td>Pronunciation of -ed endings, Short Yes/No Q&amp;A</td>
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<tr>
<td>Time phrases, Q&amp;A with WHEN + past -ed verbs</td>
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<td>Keeping a written job history</td>
</tr>
<tr>
<td>Wh- questions + past tense of BE</td>
<td>Write a resume</td>
<td>Resume, checklist</td>
<td>Sensitivity around asking about wages</td>
</tr>
<tr>
<td>Present continuous tense with WHAT</td>
<td>Use the library, alphabetize, recognize categories</td>
<td>Library card application, book titles</td>
<td>Library late fees</td>
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<tr>
<td>To the library!</td>
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<td>What’s wrong?</td>
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<tr>
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<tr>
<td>They took our TV.</td>
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<td>I got a toy.</td>
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<td>Congratulations on your new house!</td>
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<td></td>
<td>16</td>
<td>90</td>
<td>Review &amp; Test</td>
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<tr>
<td><strong>LANGUAGE TOOL</strong></td>
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<td><strong>REAL LIFE</strong></td>
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<tr>
<td>REVIEW</td>
<td>Use the library</td>
<td></td>
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<tr>
<td>Q&amp;A with What’s wrong? using the present continuous</td>
<td>Identify health problems</td>
<td>Health form, thermometer</td>
<td>Over-the-counter medications</td>
</tr>
<tr>
<td>Q&amp;A with HOW + feeling, using the present continuous</td>
<td>Recognize mental health problems</td>
<td>Health questionnaire</td>
<td>School counselors</td>
</tr>
<tr>
<td>Q&amp;A with WHAT using past continuous</td>
<td>Read a traffic ticket, understand traffic rules</td>
<td>Traffic ticket, instructions, signs of prohibited behavior</td>
<td>Getting pulled over by the police</td>
</tr>
<tr>
<td>Yes/No Q&amp;A with irregular past tense verbs</td>
<td>Complete a police report, describe suspects</td>
<td>Police report</td>
<td>Staying safe</td>
</tr>
<tr>
<td>Continuation of Yes/No Q&amp;A with irregular past tense verbs</td>
<td>Choose appropriate gifts for special occasions</td>
<td>Credit card statements, checklists</td>
<td>Garage sales</td>
</tr>
<tr>
<td>Continuation of Yes/No Q&amp;A with irregular past tense verbs</td>
<td>Read charts, make a budget, figure percentages</td>
<td>Charts, budget formulas</td>
<td>Budgeting for rent or mortgage</td>
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### Plans and Directions  
**Day 1**

#### One on One Activity

**MATERIALS**
- Board or paper + marker
- 3B audio CD, CD player
- Photo of a friend or family member
- Reproducible: Birthday Cards (1)
- Sheet of paper (1)
- World map (1)

**WARM UP**
- Before class, write basic class information on board: the class level (3B), 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 3B. My name is... Introduce yourself to your student and have your student introduce himself/herself.
  - 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.
- Practice using Nice to meet you (for people you’re meeting the first time) and Nice to see you (for people you know).
- PAIR UP with your student. As a way to help your student learn how to carry on a conversation, tell him/her that for the next five minutes, you will interview each other. Encourage him/her to share interesting information; consider writing possible interview on the board such as:

  - What’s your favorite food?
  - What do you do in your free time?
  - Where do you want to travel to?
  - Do you have a nickname (special name used by family and friends)?
  - What’s your dream job?
  - Where are you from?
  - Do you have any children/kids?
  - What do you do?
- Have the student help generate and then review useful classroom phrases and write them on the board: I don’t understand. How do you spell it? Can you repeat that?, etc.

#### Group Activity

**MATERIALS**
- Board + marker
- 3B audio CD, CD player
- Name tags, markers (1 per student)
- Photo of a friend or family member
- Reproducible: Birthday Cards (1 per student)
- Sheet of paper (1 per student)
- World map (1)

**WARM UP**
- Before class, write basic class information on board: the class level (3B), your name, phone number, class start/finish times, etc. Have students copy the information.
- Welcome students. Introduce yourself: Example: Welcome! This is English class 3B. My name is.... 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. Write your country. Walk around to help.
- Practice using Nice to meet you (for people you’re meeting the first time) and Nice to see you (for people you know).
- PAIR students. As a way to help your student learn how to carry on a conversation, tell them that for the next five minutes, they’ll interview each other, then they’ll introduce each other to the class. Encourage them to share interesting information; consider writing possible interview on the board such as:

  - What’s your favorite food?
  - What do you do in your free time?
  - Where do you want to travel to?
  - Do you have a nickname (special name used by family and friends)?
  - What’s your dream job?
  - Where are you from?
  - Do you have any children/kids?
  - What do you do?
- Have the students help generate and then review useful classroom phrases and write them on the board: I don’t understand. How do you spell it? Can you repeat that?, etc.
**ONE ON ONE ACTIVITY**

**A. Vocabulary: Plans and directions**
- 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. **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.
- Have the student look at the pictures. Ask, What’s this? What’s that?
- Then ask, What are we learning today? Point to the heading at the top of the page: Plans and directions

**B. Listening (track 2): What?**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after “It’s an invitation to Betty’s birthday party” and point out the invitation.) Repeat the audio as necessary.

**EXTRA ACTIVITY**
- **Pronunciation Practice** Quickly practice pronouncing confusing numbers: 14, 40; 15, 50; 16, 60; 17, 70, etc. Point out that for numbers 13-19, the stress is on the -teen side (second syllable) where as the other numbers are stressed on the first syllable.

**GROUP ACTIVITY**

**A. Vocabulary: Plans and directions**
- Read the directions out loud. Give students a few moments to absorb the picture and words. Explain that they should say the words to themselves.
- As pronunciation practice, say the words and have students repeat. **NOTE:** Develop a set of standard classroom gestures so that you can do less talking, and so that your students can become accustomed to your cues. For example, an extended, upward facing palm can be used to indicate Your turn.
- Have students look at the pictures; you ask them to identify objects in the pictures: What’s this? What’s that?
- Then ask, What are we learning today? Point to the heading at the top of the page: Plans and directions

**B. Listening (track 2): What?**
- Read the directions out loud. Play and/or read the audio. (Stop the audio after “It’s an invitation to Betty’s birthday party” and point out the invitation.) Repeat the audio as necessary.

**EXTRA ACTIVITY**
- **Pronunciation Practice** Quickly practice pronouncing confusing numbers: 14, 40; 15, 50; 16, 60; 17, 70, etc. Point out that for numbers 13-19, the stress is on the -teen side (second syllable) where as the other numbers are stressed on the first syllable.

**B. Listening (track 2): What?**
David: Good morning.
Marta: Good morning.
David: What’s that?
Marta: It’s an invitation to Betty’s birthday party.
David: Who’s Betty?
Marta: She’s my teacher.
David: What’s her last name?
Marta: Her last name is Thomas.
David: Where’s she from?
Marta: She’s from Colorado.
David: How old is she?
Marta: She’s 50!
David: When is the party?
Marta: It’s Friday, October 23rd.
David: What time is the party?
Marta: It’s at 7 p.m.
David: Where’s the party?
Marta: It’s at Tia’s Taco Stand.
David: Where’s that?
Marta: It’s at 17th Avenue and Cook Street.
Here’s a map.
David: How are Tia’s tacos?
Marta: They’re great!
C. Grammar: Present: Wh- questions

- This chart focuses on Wh- questions (Who? What? When? [What time?] Where? How?) in the simple present tense. Wh- questions are also called “information questions” because they require the respondent to answer with information, not with just a yes or no.
- Read the items in the chart and have the student repeat.
- Point out the Language Note and explain that the contracted form (’s, ’re, under Writing and Speaking) is more informal and more common, especially in spoken English. Explain that listening for contracted forms will greatly help the student’s overall comprehension.
- Practice the Wh- questions using objects. For example, point to an object and ask, What’s that? Gesture toward a photo and ask, Who’s she? Make sure that in this case, they respond with a description, not the person’s name: She’s a student. She’s my friend. Her name is Julia. (OR That’s Julia.) Make sure that the students ask questions as well.

D. Activity

- Read the directions out loud. Explain that the student will be writing Wh- words. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers with your student.
- **EXPANSION:** After checking the activity together, practice the Q&As with student.

E. Activity

- Read the directions out loud. Go over the example together. Point out the contracted form and encourage the student to write ’s instead of is. As the student works, answer questions and offer encouragement.
- **EXPANSION:** After checking the activity together, practice asking Where’s ___? with other places on the map.
- **OPTION:** Have the student complete the blue box.

C. Grammar: Present: Wh- questions

- This chart focuses on Wh- questions (Who? What? When? [What time?] Where? How?) in the simple present tense. Wh- questions are also called “information questions” because they require the respondent to answer with information, not with just a yes or no.
- Read the items in the chart and have students repeat.
- Point out the Language Note and explain that the contracted form (’s, ’re, under Writing and Speaking) is more informal and more common, especially in spoken English. Explain that listening for contracted forms will greatly help the students’ overall comprehension.
- Practice the Wh- questions using objects and students in the room. For example, point to an object and ask, What’s that? Gesture toward a student and ask, Who’s she? Make sure that in this case, they respond with a description, not the person’s name: She’s a student. She’s my friend. Her name is Julia. (OR That’s Julia.) Make sure that the students ask questions as well.

D. Activity

- Read the directions out loud. Explain that they’ll be writing Wh- words. 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. Point out the contracted form and encourage students to write ’s instead of is. As students work, circulate and offer encouragement. Check answers together.
- **EXPANSION:** After students have checked the activity, have them practice asking Where’s ___? with other places on the map.
- **OPTION:** Have students complete the blue box.
ONE ON ONE ACTIVITY

F. Listening (track 3): What?
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

G. Activity
- Read the directions out loud. Choose who will be David and who will be Marta. Read through the dialog. Switch roles.

H. Culture Tip!
- Have the student read the culture tip silently. Then you or the student should read the tip aloud. Ask about birthday traditions in the student’s country. Have the student tell his/her birthday: September 13th.
- Talk about birthday traditions in the student’s native country.

GROUP ACTIVITY

F. Listening (track 3): What?
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

G. Activity
- Read the directions out loud. PAIR students. Tell students to choose who will be David and who will be Marta. Students should practice the dialog in PAIRS. Then, invite students to practice in front of the class.

H. Culture Tip!
- Have students read the culture tip to themselves. Then you or a student should read the tip aloud. Ask about birthday traditions in the students’ countries. Have students tell their birthdays: September 13th.
- Talk about birthday traditions in the students’ native countries.

EXTRA ACTIVITY (if time permits):
- Line up - Have students organize themselves alphabetically by first name or birthday. Then assign pairs for the day based on order.

F. Listening (track 3): What?
David: Good morning.
Marta: Good morning.
David: What’s that?
Marta: It’s an invitation to Betty’s birthday party.
David: Who’s Betty?
Marta: She’s my teacher.
David: What’s her last name?
Marta: Her last name is Thomas.
David: Where’s she from?
Marta: She’s from Colorado.
David: How old is she?
Marta: She’s 50!
David: When is the party?
Marta: It’s Friday, October 23rd.
David: What time is the party?
Marta: It’s at 7 p.m.
David: Where’s the party?
Marta: It’s at Tia’s Taco Stand.
David: Where’s that?
Marta: It’s at 17th Avenue and Cook Street. Here’s a map.
David: How are Tia’s tacos?
Marta: They’re great!
**One on One Activity**

I. Activity

- **PAIR UP** with your student. Read the directions out loud. Explain that the student should first complete the invitation.
- Next, together write a conversation for each party invitation. Then stand up and practice.
- **EXPANSION**: Help the student draw a map of nearby streets to their house. Talk about directions for getting there. Make sure your student knows his/her address! If not, encourage him/her to write the information on a piece of a paper to keep in his/her wallet.
- Ask, *What are other events that people send an invitation for?* Wedding, going away party, graduation party, Thanksgiving, etc.
- **INTERNET EXPANSION**: Create an online invitation (e-vite) 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.
- Ask the student to wear his/her name tag to the next class.
- Invite the student to bring his/her cell phone to the next class. **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**

I. Activity

- **PAIR** students. Read the directions out loud. Explain that each student should complete the invitation.
- Next, together the students should write a conversation for each party invitation.
- Model the example lines of the conversation with a student. As students talk, circulate and offer encouragement.
- **OPTION**: Have volunteers perform their conversations for the class.
- **EXPANSION**: Help the students draw maps of nearby streets to their houses. With a partner, they then take turns getting directions by asking *Where's your house? Please give me directions.* Make sure the students know their addresses! If they don’t, encourage them to write this information on a piece of paper they keep in their wallet.
- Ask, *What are other events that people send an invitation for?* Wedding, going away party, graduation party, Thanksgiving, etc.
- **INTERNET EXPANSION**: Create an online invitation (e-vite) 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.
- Ask students to wear their name tags to the next class.
- Invite students who have cell phones to bring them to the next class. **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**
- Review the difference between *this/that/these/those*. Write the words on the board. Say *this* as you hold up 1 object. Say *these* as you hold up two objects. Repeat for *that* and *those* with the same objects, but far away.
- Have the student practice, as well.
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

**K. Activity**
- Read the directions out loud. Look at the example together. Give the student a Birthday Card.
  - **OPTION:** On the board, write a list of common greetings: *Dear ____, Congratulations! Best wishes! Take care, ____; Love, ____ etc.*
- As the student works, answer any questions and offer encouragement.

**EXTRA ACTIVITY (if time permits):**
- **Personal Information Find Someone Who** Hang a world map. Elicit the names of the regions from the student and write the region names in a grid (see below). Have the student copy the information on a sheet of paper.

Where are you from? (Where is your family from?)

- □ Africa
- □ Asia
- □ North America
- □ Central America
- □ South America
- □ the Caribbean
- □ Europe
- □ the Middle East
- □ Oceania

- Assign the following as homework: The student asks people, *Where are you from?* The student makes a checkmark when he/she find someone from that region, and writes the person’s name. **OPTION:** At the next class, the student “introduces” each person on the list, telling where the student met the person, the region the person is from, etc.

**Group Activity**

**J. Activity**
- Review the difference between *this/that/these/those*. Write the words on the board. Say *this* as you hold up 1 object. Say *these* as you hold up two objects. Repeat for *that* and *those* with the same objects, but far away.
- Have the students take turns practicing, as well.
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

**K. Activity**
- Read the directions out loud. Look at the example together. Distribute Birthday Cards. **OPTION:** On the board, write a list of common greetings: *Dear ____, Congratulations! Best wishes! Take care, ____; Love, ____ etc.*
- As students work, circulate and offer encouragement. **OPTION:** Have volunteers share their cards with the class.

**EXTRA ACTIVITY (if time permits):**
- **Personal Information Find Someone Who** Hang a world map. Elicit the names of the regions from the students and write them in a grid (see below). Have students copy the information on a sheet of paper.

Where are you from? (OR Where is your family from?)

- □ Africa
- □ Asia
- □ North America
- □ Central America
- □ South America
- □ the Caribbean
- □ Europe
- □ the Middle East
- □ Oceania

- Students mingle, asking, *Where are you from?* Students make a checkmark when they find someone from that region, and write the person’s name. Depending on class size, you may want to require students to find students from fewer regions or be more specific. **OPTION:** Students introduce each other, telling the region the person is from.
• 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 3B audio CD for this activity. Explain that practice is the best way to improve listening!
• **B: Reading:** Explain that reading is a good way to grow vocabulary.
• **C: Hello, world!** Encourage the students to try at least one of the suggestions. Say, *Try!* Ask which one they will try.
• **D: Journal:** Explain that writing is a difficult skill that takes practice. Remind students that they can share journal entries with you for feedback, or keep them private. If you have time, do a sample journal entry now. Remind them that the entries don’t have to be written in complete sentences. Also, students should be encouraged to write on any topic they like. The point is to get them writing. For example, students may consider writing about a special birthday they have had or planned. In many cultures there is a special celebration for a particular birthday (ex, 15).
• Thank your students for their hard work in class today! *Thank you! Good job!* Point out something specific that they did well as encouragement.

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**A. Listening (track 4): What?**

David: Good morning.
Marta: Good morning.
David: What’s that?
Marta: It’s an invitation to Betty’s birthday party.
David: Who’s Betty?
Marta: She’s my teacher.
David: What’s her last name?
Marta: Her last name is Thomas.
David: Where’s she from?
Marta: She’s from Colorado.
David: How old is she?
Marta: She’s 50!
David: When is the party?
Marta: It’s Friday, October 23rd.
David: What time is the party?
Marta: It’s at 7 p.m.
David: Where’s the party?
Marta: It’s at Tia’s Taco Stand.
David: Where’s that?
Marta: It’s at 17th Avenue and Cook Street. Here’s a map.
David: How are Tia’s tacos?
Marta: They’re great!
ONE ON ONE ACTIVITY

MATERIALS
- Board or paper + marker
- 3B audio CD, CD player
- Name tags and markers (1)
- Food and classroom items (1 per 2 the student)
- Reproducible: Offer and Invitation Cards (1 set)

REVIEW
- Review Wh- questions from Day 1. Ask, What time is it? Where are we? etc. Have the student ask you questions, too.
- Review the homework.

WARM UP
- On the board write, Yes. Thank you. and No thanks. Then offer the student appealing and unappealing food and/or classroom items (for example, an apple, a soda; an empty soda can, a broken pencil, etc.). Encourage the student to include physical gestures, such as nodding and smiling, or shaking his/her head and using a "stop" gesture.
- Again, have the student help generate and then review useful classroom phrases and write them on the board: I don’t understand. How do you spell it? Can you repeat that?, etc.

GROUP ACTIVITY

MATERIALS
- Board + marker
- 3B audio CD, CD player
- Name tags and markers (1 per student)
- Food and classroom items (1 per 2 students)
- Reproducible: Offer and Invitation Cards (1 set)

REVIEW
- Review Wh- questions from Day 1. Ask, What time is it? Where are we? etc. Have the student practice asking questions, too.
- Review the homework.
- Give new name tags to students who forgot theirs.

WARM UP
- On the board write, Yes. Thank you. and No thanks. Then offer individual students appealing and unappealing food and/or classroom items (for example, an apple, a soda; an empty soda can, a broken pencil, etc.). Encourage students to include physical gestures, such as nodding and smiling, or shaking their heads and using a "stop" gesture.
- Again, have the students help generate and then review useful classroom phrases and write them on the board: I don’t understand. How do you spell it? Can you repeat that?, etc.
ONE ON ONE ACTIVITY

A. Vocabulary: Offers, invitations, and excuses
• 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.
• Have the student look at the pictures. Ask, What’s this? What’s that?
• Then ask, What’s today’s class about?

B. Listening (track 5): Sorry. I’m Busy.
• 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 with the student NOTE: One excuse is used twice.

EXTRA ACTIVITY
Pronunciation Practice: Blending
• Point out that the student may hear want to pronounced as wanna. He/she will never see the word written this way, though.
• Other useful blended words that should be introduced are:
  have to: hafta, gotta
  going to: gonna

GROUP ACTIVITY

A. Vocabulary: Offers, invitations, and excuses
• 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.
• Have students look at the pictures; you ask them to identify objects in the pictures: What’s this? What’s that?
• Then ask, What’s today’s class about?

B. Listening (track 5): Sorry. I’m Busy.
• 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: One excuse is used twice.

EXTRA ACTIVITY
Pronunciation Practice: Blending
• Point out that students may hear want to pronounced as wanna. They will never see the word written this way, though.
• Other useful blended words that should be introduced are:
  have to: hafta, gotta
  going to: gonna

B. Listening (track 5): Sorry. I’m busy.
1. Worker 1: Do you want to go out for lunch?
   Worker 2: Sure.
   Worker 3: Sure. Thanks!
   Worker 4: No. I’m not hungry.

2. Neighbor: Hi. It’s a beautiful day. Do you want to take a walk?
   Neighbor: Sorry. I’m busy.

3. Jack: Do you and Marta want to come over Saturday?
   David: Sorry. We have other plans.

4. Darin: Do you want to study together?
   Marta: Sorry. I have a headache.

5. Parent: Amy, Billy: Do you want a soda?
   Amy: Yes. Thank you.
   Billy: No thanks. I’m not thirsty.
C. Grammar: Offers, invitations, and excuses
• This chart focuses on ways to extend offers and make invitations. It also includes options for accepting and declining offers and invitations, including giving excuses.
• Read the items in the chart and have the student repeat.
• Focus on the difference between saying plans and plants (making sure the t is audible) by having the students repeat several times.
• If you didn’t go over the pronunciation points on the previous page, do that now.
• Point out the Language Note. Explain that in informal spoken English, Americans say wanna instead of fully enunciating want to.
• Return to your food and classroom items, this time encouraging the student to not only accept or decline, but also to give excuses.

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. Remind the student to start a question with a capital letter and end with a question mark.
• 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 with your student.
**ONE ON ONE ACTIVITY**

**F. Activity (Partner A)**
- Point out the Language Note.
- PAIR UP with your student. Read the directions out loud. Explain that each of you is looking at a different schedule (calendar). One person is Partner A (and looks at the schedule on page 10). The other is Partner B (and looks at the schedule on page 11). Point out the boxes and explain that these are the activities that the student will invite you to. You and your student choose whether to accept or decline the invitations.
- Read the example dialog with the student. Then practice making offers and invitations. **OPTION:** If your student is more advanced, suggest that he/she work without using the word box.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then you read the tip aloud. Practice the idea by inviting the student to various activities (a coffee, a trip to France, etc.), making sure that if declining, the student says a reason, and if accepting, the student follows up with *Wh-* questions.
- Have a conversation about reasons that the student may need to decline an invitation and practice declining.
- For fun, teach the famous "joke" excuse: *I have to wash my hair.*

**GROUP ACTIVITY**

**F. Activity (Partner A)**
- Point out the Language Note.
- PAIR students. Read the directions out loud. Explain that each partner is looking at a different schedule (calendar). One person is Partner A (and looks at the schedule on page 10). The other is Partner B (and looks at the schedule on page 11). Point out the boxes and explain that these are the activities that the students will invite their partners to. Students choose to accept or decline the invitations.
- 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.

**G. Culture Tip!**
- Have students read the culture tip to themselves. Then you read the tip aloud. Practice the idea by inviting students to various activities (a coffee, a trip to France, etc.), making sure that if declining, students say a reason, and if accepting, students follow up with *Wh-* questions.
- Have a conversation about reasons that the students may need to decline an invitation and practice declining.
- For fun, teach the famous "joke" excuse: *I have to wash my hair.*
ONE ON ONE ACTIVITY

F. Activity, continued (Partner B)
See description on previous page.

H. Activity
• PAIR UP with your student. Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
• Write your phone number on the board and encourage the student to complete the information in the blue box. Ask the student to call you if he/she is going to be absent.
• EXPANSION: Together write a telephone conversation role play about calling in sick to class or work. Then act it out and switch roles.
• Write and practice an additional script the student can use for when he/she calls you if they need to miss class. This is extremely important. Practicing the dialog will help the student feel more confident when having to make the call.

EXTRA ACTIVITY (if time permits):
• Question Line Sit across from your student. Choose a random Offer and Invitation Card and extend an offer or invitation, based on the card. The student responds then draws a card, and so on, until the stack is depleted.

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

GROUP ACTIVITY

F. Activity, continued (Partner B)
See description on previous page.

H. Activity
• PAIR students. Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
• Write your phone number on the board and encourage students to complete the blue box. Ask students to call you if they are going to be absent.
• EXPANSION: Have pairs write a telephone conversation role play about calling in sick to class or work. OPTION: Have volunteers perform their conversations for the class.
• Write and practice an additional script the student can use for when he/she calls you if they need to miss class. This is extremely important. Practicing the dialog will help the student feel more confident when having to make the call.

EXTRA ACTIVITY (if time permits):
• Question Line Position students around a long table, with a line of students on each side and Offer and Invitation Cards on the table on side A. Student A asks Student B the question, Student B answers. Students shift one position to the left when you clap (or whistle or otherwise signal it’s time to move on). Eventually all students will ask and answer all questions.

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
- Ask questions about the pictures. Encourage the student to describe what he/she sees.
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

J. Activity
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then complete the activity and practice the conversations with your student. **OPTION:** Spread the food and classroom items on a table to give the student conversation ideas. **EXPANSION:** Present alternative questions, such as: Would you like some coffee? tea? chai? water? soda? How about some coffee? Some coffee? And practice the Q&A together.

**GROUP ACTIVITY**

I. Activity
- Ask questions about the pictures. Encourage students to describe what they see.
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

J. Activity
- PAIR students. Read the directions out loud. Have two students model the example dialog. Point out the Language Note. As students talk, circulate and offer encouragement. **OPTION:** Spread the food and classroom items on a table to give students conversation ideas. **EXPANSION:** Present alternative questions, such as: Would you like some coffee? tea? chai? water? soda? How about some coffee? Some coffee?
• Encourage the students to do the homework.
• **A: Listening:** Remind the students that this activity requires the 3B audio CD, and that practice is the best way to improve listening!
• **B: Hello, world:** Encourage them to try at least one of the suggestions and ask which one they will do. Say, *Try!*
• **C: Journal:** Remind the students that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry 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! *Nice job!* Point out a specific task that the students did well as encouragement.
• Get your students in the habit of bringing English into their everyday lives. Encourage students to watch the news or other TV programs in English—even if for just 10 minutes a day. If you choose to make this a standing assignment, make sure to ask questions about what the students saw in English in each class.

### A. Listening (track 6): Sorry. I’m busy.

1. **Worker 1:** Do you want to go out for lunch?
   **Worker 2:** Sure.
   **Worker 3:** Sure. Thanks!
   **Worker 4:** No. I’m not hungry.

2. **Neighbor:** Hi. It’s a beautiful day. Do you want to take a walk?
   **Neighbor:** Sorry. I’m busy.

3. **Jack:** Hi David. Do you and Marta want to come over Saturday?
   **David:** Sorry. We have other plans.

4. **Darin:** Do you want to study together?
   **Marta:** Sorry. I have a headache.

5. **Parent:** Amy, Billy: Do you want a soda?
   **Amy:** Yes. Thank you.
   **Billy:** No thanks. I’m not thirsty.
ONE ON ONE ACTIVITY

MATERIALS
• Board or paper + marker
• 3B audio CD, CD player
• Food or classroom item
• A sheet of paper (1)

REVIEW
• Review offers, invitations, and excuses from Day 2. Offer the student an object (food or classroom item). After your exchange, that student then offers the object to you. Take turns offering and accepting/declining with an excuse.
• Review the homework.

WARM UP
• Stand at the classroom door and open it. Ask, Did I open the door? Confirm by saying, Yes. I opened it. Emphasize the “d” ending. Repeat with close. Then pretend to lock the door. Ask, Is the door locked? Confirm by saying, Yes. I locked it. Emphasize the “t” ending. Repeat with unlocked.
• NOTE: See the full explanation for this pronunciation rule in the language tools section of Day 3. An abbreviated version is in the box below.

GROUP ACTIVITY

MATERIALS
• Board + marker
• 3B audio CD, CD player
• Food or classroom item
• A sheet of paper (1 per student)

REVIEW
• Review offers, invitations, and excuses from Day 2. Offer a student an object (food or classroom item). After your exchange, that student then offers the object or another object to another student, and so on. Encourage declining students to give an excuse.
• Review the homework.

WARM UP
• Stand at the classroom door and open it. Ask, Did I open the door? Confirm by saying, Yes. I opened it. Emphasize the “d” ending. Repeat with close. Then pretend to lock the door. Ask, Is the door locked? Confirm by saying, Yes. I locked it. Emphasize the “t” ending. Repeat with unlocked.
• NOTE: See the full explanation for this pronunciation rule in the language tools section of Day 3. An abbreviated version is in the box below.

Pronunciation Tip - ed endings

/ɪt/: The /t/ sound is for words that end in a “voiceless” sound. The letters f, k, p, and s are examples of voiceless sounds. For example, the word looked sounds like “lokt.”

/d/: The /d/ sound occurs when words end in a “voiced” sound. The letters b, l, n, v, a, e, i, o and u are examples of voiced sounds. For example, call and pay sound like “calld” and “payd.”

/id/: The /id/ sound occurs when word end with r or d. For example, the words need and want sound like “need-id” and “want-id.”
One on One Activity

A. Vocabulary: Past actions at home
- 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. Notice that the words are divided by the sound that the –ed ending makings (/t/, /d/, /id/). Point this out to the student and emphasize the difference in sounds as he/she practices.
- OPTION: Make a list of the words on the board divided by whether or not the ed adds an extra syllable when spoken. Go through the words having the student repeat several times.
- Have the student look at the pictures. Ask, What's this? What's that?
- Then ask, What's today's class about?

B. Listening (track 7): The nanny
- Read the directions out loud. Explain that students may check more than one item per box. As the student works, answer any questions and offer encouragement.
- 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: You may also point out that the student may hear asked pronounced like ast.

B. Listening (track 7): The nanny
2. David: Did you call her references? Marta: Yes. I called her references. She’s great.
4. Marta: Did you close the window? David: No. I didn’t close the window.
5. Marta: Did you start the DVR? David: Yes. I started the DVR.
6. Marta: Did you lock the door? David: Yes. I locked the door.
7. Marta: Did you turn off the oven? David: Yes. I turned off the oven.
8. Marta: Did you walk the dog? David: Yes. I walked the dog.
ONE ON ONE ACTIVITY

C. Grammar: Past: Yes/No questions with regular action words
• This chart focuses on asking questions and giving yes/no answers about past actions. The past tense action words in this lesson are regular: end in -ed.
• Read the chart and have the student repeat.
• Direct the student’s attention to the pictures in Activity A and ask about the activities: Did David close the window? Did he walk the dog?

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, practice in PAIRS.

E. Listening (track 8): -ed sounds
• Again, draw the student’s attention to the pronunciation symbols at the top of the chart in Activity A. Explain that regular action words in the past end in -ed, but they don’t all sound the same. The rules for endings are listed in the box below.
• NOTE: Have the student put a hand on his/her throat to distinguish voiced and unvoiced sounds. Voiced sounds cause a vibration in the vocal chords that can be felt, while unvoiced sounds don’t.
• Make sure to have your student repeat the words/sounds several times. Over time, the most useful strategy for -ed endings is memorization. The more students practice the correct pronunciation, they will get used to hearing the words a particular way.
• Read the directions out loud. Point out the blue box. Explain that out loud doesn’t mean loudly.
• Play and/or read the audio one time while the student simply listens. Then, repeat the audio so the student can do the activity. Play the audio a third time and request the student repeat the words.

GROUP ACTIVITY

C. Grammar: Past: Yes/No questions with regular action words
• This chart focuses on asking questions and giving yes/no answers about past actions. The past tense action words in this lesson are regular: they end in -ed.
• Read the items in the chart and have students repeat.
• Direct students’ attention to the pictures in Activity A and ask about the activities: Did David close the window? Did he walk the dog?

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. Listening (track 8): -ed sounds
• Again, draw students’ attention to the pronunciation symbols at the top of the chart (/t/, /d/, and /id/) in Activity A. Explain that regular action words in the past end in -ed, but they don’t all sound alike. The explanation of why the ending pronunciations differ, is in the box below.
• NOTE: Have students put a hand on their throats to distinguish voiced and unvoiced sounds. Voiced sounds cause a vibration in the vocal chords that can be felt, while unvoiced sounds don’t.
• Make sure to have your students repeat the words and sounds several times. Over time, the most useful strategy for -ed endings is memorization. The more students practice the correct pronunciation, they will get used to hearing the words a particular way.
• Read the directions out loud. Point out the blue box. Explain that out loud doesn’t mean loudly.
• Play and/or read the audio once, telling the students to just listen. Repeat the audio so students can select the correct word. Play the audio a third time and request students repeat the words as they hear them.

/t/: The /t/ sound is for words that end in a “voiceless” sound. The letters f, k, p, and s are examples of voiceless sounds. For example, the word looked sounds like “lookt.”

/d/: The /d/ sound occurs when words end in a “voiced” sound. The letters b, l, n, v, a, e, i, o and u are examples of voiced sounds. For example, call and pay sound like “call’d” and “pay’d.”

/id/: The /id/ sound occurs when word end with r or d. For example, the words need and want sound like “need-id” and “want-id.”

E. Listening (track 8): -ed sounds

ONE ON ONE ACTIVITY

F. Activity
• Point out the Language Note. Then direct the student’s attention to the flyer.
• Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

G. Culture Tip!
• Have the student read the culture tip silently. Then read the tip aloud together.

EXTRA ACTIVITY (if time permits):
• Discussion – Together, discuss these questions: Do you use childcare? Where can you find a babysitter? Describe a good babysitter. What’s the difference between a babysitter and a nanny? Brainstorm good questions to ask when calling a reference.
• Talk about fliers and whether or not it’s a good idea to use fliers to find help (opinions will vary). Discuss good places to post fliers and the importance of asking before posting.

GROUP ACTIVITY

F. Activity
• Point out the Language Note. Then direct students’ attention to the flyer.
• Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

G. Culture Tip!
• Have students read the culture tip to themselves. Then your or students read the tip aloud.

EXTRA ACTIVITY (if time permits):
• Group Discussion – As a group, discuss these questions: Do you use childcare? Where can you find a babysitter? Describe a good babysitter. What’s the difference between a babysitter and a nanny? Brainstorm good questions to ask when calling a reference.
• Talk about fliers and whether or not it’s a good idea to use fliers to find help (opinions will vary). Discuss good places to post fliers and the importance of asking before posting.
**ONE ON ONE ACTIVITY**

**H. Activity**
- Give the student a chance to look at the picture. Ask questions about the picture: *What color is the lamp? Who is on the couch? What time is it?*, etc.
- Read the directions out loud. Point out the checklist on the right side of the page. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers with the student. **EXPANSION:** Create a dialog between a parent and a babysitter giving the sitter instructions.

**I. Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Point out the Language Note. Then have a conversation about Katie’s actions.

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

**GROUP ACTIVITY**

**H. Activity**
- Give the students a chance to look at the picture. Ask questions about the picture: *What color is the lamp? Who is on the couch? What time is it?*, etc.
- Read the directions out loud. Point out the checklist on the right side of the page. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **EXPANSION:** In partners, have students create a dialog between a parent and a babysitter giving the sitter instructions. Practice in front of the class.

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

**Before You Go**
- Suggest that students bring a favorite food to the next class.
- Assign homework.
J. Activity  
• PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then practice opposites.  
• Suggest that a stronger student work with out the word box.

K. Activity  
• Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **NOTE:** The student shouldn’t be expected to know the vocabulary words for the items in the pictures. Rather, the connection between the two items should be the focus. **NOTE:** The matches for the illustrations are intentionally not obvious. Use this opportunity to have your student give reasons for choosing what he/she chooses.

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. As you dictate words and actions from the lesson, the student writes the words into his/her grid randomly. Then PAIR UP with your student and play a game of tic-tac-toe. Before either player can claim a square (make an X or O), he/she must say a sentence in the past, using the word in the space correctly.
• Encourage the student to do the homework.
• A: Listening: Remind the students that this activity requires the 3B 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 them to try at least one of the suggestions. Say, Try!
• D: Journal: Remind the students that they can share their journal with you for feedback, or keep them private. If you think it would be helpful to do a sample journal now, 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! Point out something specific that the students learned as encouragement.

A. Listening (track 9): The nanny
1. David: Okay. Did you talk to the nanny?
   Marta: Yes. I talked to the nanny.
   David: Did you ask about her rate?
   Marta: Yes. I asked about her rate. It’s $9 an hour.

2. David: Did you call her references?
   Marta: Yes. I called her references. She’s great.

3. David: Did you hire her?
   Marta: Yes. I hired her.

4. Marta: Did you close the window?
   David: No. I didn’t close the window.

5. Marta: Did you start the DVR?
   David: Yes. I started the DVR.

6. Marta: Did you lock the door?
   David: Yes. I locked the door.

7. Marta: Did you turn off the oven?
   David: Yes. I turned off the oven.

8. Marta: Did you walk the dog?
   David: Yes. I walked the dog.
### FOOD DAY 4

#### ONE ON ONE ACTIVITY

**MATERIALS**
- Board or paper + marker
- 3B audio CD, CD player
- Food pictures (or actual items): boiled eggs, pickles, mustard, ketchup, iced tea, silverware, hamburger, chicken, vegetables, fruit salad
- Old pictures of yourself

**REVIEW**
- Review the simple past tense with regular action words from Day 3. You say the present tense, and the student says the past. For example, You: *Talk to*. The student: *Talked to*. Remind the student to use the correct *-ed* pronunciations (/t/, /d/, /id/).
- Review the homework.

**WARM UP**
- **ICEBREAKER ACTIVITY: Appletree** Display the food pictures/items. Tell the student that you are thinking of one of the foods. (Choose a food he/she is likely to know: chicken, hamburger, eggs). Draw a tree with several apples and a letter box for incorrect guesses. The student calls out a letter. If the student is correct, you write the letter in the blank and the student goes again. If the student is incorrect, you write the letter in the Incorrect Letter box and erase one of the apples. Continue until the activity word is filled in and/or the tree loses all of its apples.
**NOTE:** You will need the food pictures/items for Day 5 as well. **OPTION:** Have the student think of a word and you guess.

#### GROUP ACTIVITY

**MATERIALS**
- Board + marker
- 3B audio CD, CD player
- Food pictures (or actual items): boiled eggs, pickles, mustard, ketchup, iced tea, silverware, hamburger, chicken, vegetables, fruit salad
- Old pictures of yourself

**REVIEW**
- Review the simple past tense with regular action words from Day 3. You say the present tense, and the class says the past. For example, You: *Talk to*. Students: *Talked to*. Remind students to use the correct *-ed* pronunciations (/t/, /d/, /id/).
- Review the homework.

**WARM UP**
- **ICEBREAKER: Appletree** - Divide the class into two TEAMS. Display the food pictures/items. Tell students that you are thinking of one of the foods. (Choose a food they are likely to know: chicken, hamburger, eggs). Write blanks in place of letters. Draw a tree with several apples for each team and a letter box for incorrect guesses for each team. Each team takes turns calling out a letter. If the team is correct, you write the letter in the blank and the team goes again. If the team is incorrect, you write the letter in the Incorrect Letter box and erase one of the apples. Continue until the word is filled in and/or a team loses all of its apples.
**GROUP ACTIVITY**

A. Vocabulary: Past actions at the barbecue
- 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.
- Have the student look at the picture and identify objects in the picture: What's this? What's that?
- Then ask, What's today's class about?

B. Listening (track 10): The barbecue
- Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary.
- Briefly touch upon the difference between remember and remind: For example, I don’t remember. Remind me what the homework is.
- OPTION: Make copies of the audioscript in your book to give to the students. Practice in pairs.

**EXTRA ACTIVITY**
- Make two columns on the board. Label one column food and the other kitchen. Call out a word/action from the audioscript and have the student write it in the correct column.
- Pronunciation Extras
  - Work on the pronunciation of the short u sound by saying the following words and having the student repeat several times. Focus on the structure of the mouth to demonstrate how to make the sounds.
    - bun
    - mustard
    - cups

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

**Jack:** How was the grocery store?
**Dana:** Busy!
**Jack:** Did you remember the pickles?
**Dana:** Yes, I did. I remembered the pickles.
**Dana:** Did you want buns?
**Jack:** Yes, I did. I wanted hamburger buns.
**Dana:** Did you need ketchup?
**Jack:** No, I didn’t. I needed salt.
**Dana:** Did you barbecue the chicken?
**Jack:** Yes, I did. I barbequed the chicken this morning.

**Dana:** Did you chop the vegetables?
**Jack:** Yes, I did. I chopped the onions, the tomatoes, and the lettuce.
**Dana:** Did you fix the fruit salad?
**Jack:** No, I didn’t. That’s your job!
**Dana:** Did you wash the cups and utensils?
**Jack:** No, I didn’t. I’m really busy!
**Dana:** Did you boil the eggs?
**Jack:** Yes, I did. I boiled the eggs.
**Dana:** Did you cook the hamburgers?
**Jack:** No, I didn’t. I want to wait.
# Language Tools

## One on One Activity

**C. Grammar: Past: Yes/No questions with regular action words**
- This chart focuses on short and long answers to yes/no questions about the past.
- Read the chart and have the student repeat.
- Select a couple of details about the picture in Activity A and elicit short, then long, answers about the details: Did Jack grill the hamburgers?, etc.

**D. Activity**
- Read the directions out loud and go over the example. As the student works, answer questions and offer encouragement. Check answers together.
- EXPANSION: Practice the Q&As together.

**E. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer questions and offer encouragement. Check answers together.
- EXPANSION: On the board, draw a chart with the following headings: barbecue, boil, cook, chop. Have the students brainstorm foods for each category.

**F. Activity**
- Read the directions and go over the example together. As the student works, answer questions and offer encouragement. Check answers together.
- EXPANSION: On the board, draw a chart with the pronunciation symbols on the side of the word list in Activity A. Repeat the explanation from Day 3: All regular past action words end in -ed, but don't all sound alike.
- The rules for endings are in box below (and in Day 3).
- Remember, distinguish the difference between voiced and unvoiced sounds by putting a hand on your throat as you say words. Voiced sounds cause vocal chords to vibrate. Unvoiced sounds don't.
- Read the directions out loud. Then, play and/or read the audio. Repeat and check answers.
- EXPANSION: After checking the activity, PAIR UP and practice the questions in Activities D-F again, paying attention to the word endings.

### Pronunciation Symbols

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>/t/</td>
<td>The /t/ sound is for words that end in a “voiceless” sound. The letters f, k, p, and s are examples of voiceless sounds. For example, the word looked sounds like “lookt.”</td>
</tr>
<tr>
<td>/d/</td>
<td>The /d/ sound occurs when words end in a “voiced” sound. The letters b, l, n, v, a, e, i, o and u are examples of voiced sounds. For example, call and pay sound like “calld” and “payd.”</td>
</tr>
<tr>
<td>/d/</td>
<td>The /d/ sound occurs when word end with t or d. For example, the words need and want sound like “need-id” and “want-id.”</td>
</tr>
</tbody>
</table>

**G. Listening (track 11): -ed sounds**
- Draw the student’s attention to the pronunciation symbols on the side of the word list in Activity A. Repeat the explanation from Day 3: Regular past action words end in -ed, but they don’t all sound alike.
- The rules for endings are in box below (and in Day 3).
- Remember, distinguish the difference between voiced and unvoiced sounds by putting a hand on your throat as you say words. Voiced sounds cause vocal chords to vibrate. Unvoiced sounds don’t.
- 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: After checking the activity, PAIR UP the students and practice the questions in Activities D-F again, paying attention to the word endings.

**G. Listening (track 11): -ed sounds 2**
- 1. boiled
- 2. cooked
- 3. needed
- 4. remembered
- 5. wanted
- 6. washed
H. Listening (track 12): The barbecue
• 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.

I. Activity
• PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then have a conversation about the barbecue checklist.

J. Culture Tip!
• Have the student read the culture tip silently. Then you or the student read the tip aloud. Ask about special food traditions in the student’s country.
• Have a conversation about meals in the student’s country. Do people host potlucks in your country? Is a BBQ common?

H. Listening (track 12): The barbecue
Jack: How was the grocery store?
Dana: Busy!
Jack: Did you remember the pickles?
Dana: Yes, I did. I remembered the pickles.
Dana: Did you want buns?
Dana: Did you need ketchup?
Jack: No, I didn’t. I needed salt.
Dana: Did you barbecue the chicken?
Jack: Yes, I did. I barbequed the chicken this morning.

Dana: Did you chop the vegetables?
Jack: Yes, I did. I chopped the onions, the tomatoes, and the lettuce.
Dana: Did you fix the fruit salad?
Jack: No, I didn’t. That’s your job!
Dana: Did you wash the cups and utensils?
Jack: No, I didn’t. I’m really busy!
Dana: Did you boil the eggs?
Jack: Yes, I did. I boiled the eggs.
Dana: Did you cook the hamburgers?
Jack: No, I didn’t. I want to wait.
**ONE ON ONE ACTIVITY**

**K. Activity**
- Read the directions out loud. 1) Point out the food plate. Read the description of the food plate with your student. Go over the foods groups and talk about which foods belong in which categories.
- (2) Then point out the meals chart. Do an example on the board together. Ask, *What did you have for breakfast yesterday?* As the student answers, write the foods in the *Breakfast* column.
- (3) Then direct the student’s attention to the green chart above the food plate. Reference one of the foods from the student’s breakfast and ask which category it goes under: *Where does orange juice go?*
- As the student works, answer any questions and offer encouragement.

**L. Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then have a conversation about what you each ate yesterday.
- Give the student a chance to ask and answer questions.

**EXTRA ACTIVITY:**
- Help the student list examples of different foods for each category on the page surrounding the food plate.

**INTERNET EXPANSION:**
- Visit the My Plate website: www.choosemyplate.gov with your student to talk about meal planning and nutrition.

**Before You Go**
- Suggest that the student bring childhood photos of himself/herself. Demonstrate with an old photo of yourself.
- Assign homework.

**GROUP ACTIVITY**

**K. Activity**
- Read the directions out loud. 1) Point out the food plate. Read the description of the food plate with your students. Ask comprehension questions and talk about which foods belong in which categories.
- (2) Then point out the meals chart. Do an example on the board together. Ask, *What did you have for breakfast yesterday?* As the student answers, write the foods in the *Breakfast* column.
- (3) Then direct students’ attention to the chart on the left side of the page. Reference one of the foods from the student’s breakfast and ask which category it goes under: *Where does orange juice go?*
- As students work, circulate and offer encouragement.

**L. Activity**
- PAIR UP with your student. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Have volunteers perform their conversations for the class.
- Give the student a chance to ask and answer questions.

**EXTRA ACTIVITY:**
- Help the students list examples of different foods for each category on the page surrounding the food plate.

**INTERNET EXPANSION:**
- Visit the My Plate website: www.choosemyplate.gov with the students to talk more about meal planning and nutrition.

**Before You Go**
- Suggest that students bring childhood photos of themselves. Demonstrate with an old photo of yourself.
- Assign homework.
**ONE ON ONE ACTIVITY**

**M. Activity**
- Read the directions out loud. Review the pictures, pointing and asking, *What’s this? What’s that?*
- Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- Point out that *refrigerator* means the same thing as *fridge* and that the student will hear it said both ways.

**N. Activity**
- **PAIR UP** with your student. Read the directions out loud. Read the example dialog with the student. Then practice the conversations.

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

**EXTRA ACTIVITY (if time permits):**
- **Charades** Stand up and go through the motions in the checklist in Activity H. Have the student call out the action that you are doing: *Boiled the eggs! Chopped the vegetables!* etc. Have the student do the pantomiming.

**GROUP ACTIVITY**

**M. Activity**
- Read the directions out loud. Review the pictures, pointing and asking, *What’s this? What’s that?*
- Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- Point out that *refrigerator* means the same thing as *fridge* and that the students will hear it said both ways.

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

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

**EXTRA ACTIVITY (if time permits):**
- **Charades** Stand before the class and go through the motions in the checklist in Activity H. Have students call out the action that you are doing: *Boiled the eggs! Chopped the vegetables! etc.* Have students do the pantomiming.
• Encourage the students to do the homework.
• A: Listening: Remind the students that this activity requires the 3B audio CD, and that practice is the best way to improve listening!
• B: Hello, world!: Encourage them to try at least one of the suggestions and ask which one they’ll do. Say, Try!
• C: Journal: Remind the students that they can share their journal with you for feedback, or keep them private. If you think it would be helpful to do a sample entry now, do one. Remind the 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! As encouragement, point to something specific the students did well.

A. Listening (track 13): The barbecue

Jack: How was the grocery store?
Dana: Busy!
Jack: Did you remember the pickles?
Dana: Yes, I did. I remembered the pickles.
Jack: Did you want buns?
Dana: Yes, I did. I wanted hamburger buns.
Jack: Did you need ketchup?
Dana: No, I didn’t. I needed salt.
Jack: Did you barbeque the chicken?
Dana: Did you chop the vegetables?
Jack: Yes, I did. I chopped the onions, the tomatoes, and the lettuce.
Dana: Did you fix the fruit salad?
Jack: No, I didn’t. That’s your job!
Dana: Did you wash the cups and utensils?
Jack: No, I didn’t. I’m really busy!
Dana: Did you boil the eggs?
Jack: Yes, I did. I boiled the eggs.
Dana: Did you cook the hamburgers?
Jack: No, I didn’t. I want to wait.
**ONE ON ONE ACTIVITY**

**MATERIALS**
- Board and paper + marker
- 3B audio CD, CD player
- Strip of paper (with a food word from Day 4 on each)
- A hat or paperbag
- OPTIONAL: food pictures (or actual items): boiled eggs, pickles, mustard, ketchup, iced tea, silverware, hamburger, chicken, vegetables, fruit salad
- OPTIONAL: timer (1)

**REVIEW**
- Review foods and the simple past actions from Day 4 with this ICEBREAKER: Board race: The student draws a strip from a hat. The student then draws on the board a picture of the food item word written on the slip. OPTIONS: 1) Give the student one clue if he/she is stuck. 2) Use a timer to add a sense of excitement. 3) Reverse the game. With the student at the board, show the student a food picture/item, and the student races to spell the name of the item quickly and correctly.
- Review the homework.

**WARM UP**
- PAIR UP with your student and have the student look at the pictures and words on page 26. Have him/her identify the words he/she knows and write them on the board. The student then “teaches” you the meaning of the words.

**GROUP ACTIVITY**

**MATERIALS**
- Board and paper + marker
- 3B audio CD, CD player
- Strips of paper (with a food word from Day 4 on each)
- A hat or paperbag
- OPTIONAL: food pictures (or actual items): boiled eggs, pickles, mustard, ketchup, iced tea, silverware, hamburger, chicken, vegetables, fruit salad

**REVIEW**
- Review foods and the simple past actions from Day 4 with this ICEBREAKER: Board race: Divide the class into two TEAMS. At the board, a player on Team A draws a strip from a hat. The player then draws on the board a picture of the food item word written on the strip. Team A tries to guess what the food is. Team A has 20 seconds to draw and guess. If Team A doesn’t know or guesses incorrectly, Team B has 10 seconds to guess. If neither side guesses correctly, show the picture and say the word. Then Team B sends a player to the board. And so on.
- OPTION: Reverse the game. With a player from each team at the board, show the players a food picture/item, and the students race to spell the name of the item first.
- Review the homework.

**WARM UP**
- In PAIRS, have students look at the pictures and words on page 26. Have them identify two words they know and write them on the board. In pairs, the students “teach” the rest of the class the meaning of their words. NOTE: Have weaker students go first and the strongest students last to maximize the number of different words taught.
A. Vocabulary: Time and jobs
• 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.
• Have the student look at the pictures. Ask, What’s this? What’s that?
• Then ask, What’s today’s class about?

B. Listening (track 14): I worked as an artist.
• Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement.
• Play and/or read the audio. (Stop the audio after the first item and confirm the example answer.) Repeat the audio as necessary. Check answers together.

Pronunciation Extra: Words Where d sounds like j
• Write the following words on the board:
  \begin{itemize}
  \item graduated
  \item education
  \item individual
  \end{itemize}
• Say each word several times, underlining the d. As you say the word, enunciate the j sound made by the d plus the vowel.
• Have the student repeat the words several times.

B. Listening (track 14): I worked as an artist.
Dana: So, Marta, David, tell us about yourselves.
Marta: Okay. From 2005 to 2009 we attended college in Mexico. David studied art. I studied law.
David: Two years ago we graduated. I worked as an artist. Marta worked as a law clerk.

Marta: Last June we moved here.
David: Last July I started a new job, in plumbing. And Marta started school.
Marta: Three months ago he changed jobs. He works in construction now.
Marta: Yesterday I finished a big project.
David: Last night I dreamed about Mexico.
C. Grammar: Past: *When* with regular action words; time expressions
- This chart focuses on using past time expressions with the past tense.
- Read the items in the chart and have the student repeat.
- Have the student look at the pictures in Activity A and ask *When* questions about the various events: *When did David and Marta attend college? When did David change jobs?* Ask the student *when* questions about himself/herself and encourage the student to ask you questions as well.

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 action word in each question. Explain that these words will help him/her complete the answers.  
- **EXPANSION:** After checking the activity together, practice the Q&As together.

E. Activity
- Read the first part of the directions: *Complete the questions.* Point to the questions and go over the example together. As the student reads, circulate to check that he/she is only completing the questions, not matching.
- Read the rest of the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- **EXPANSION:** After checking the activity together, practice the Q&As in PAIRS.
- **OPTION:** Have the student complete the blue box.

C. Grammar: Past: *When* with regular action words; time expressions
- This chart focuses on using past time expressions with the past tense.
- Read the items in the chart and have students repeat.
- Have students look at the pictures in Activity A and ask *When* questions about the various events: *When did David and Marta attend college? When did David change jobs?* Ask the students *when* questions about themselves and encourage the students to ask you and each other as well.

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 action word in each question. Explain that these words will help them complete the answers.  
- **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.

E. Activity
- Read the first part of the directions: *Complete the questions.* Point to the questions and go over the example together. As students read, circulate to check that they are only completing the questions, not matching.
- Read the rest of the directions. 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.  
- **OPTION:** Have students complete the information in the blue box.
**Real Life**

**One on One Activity**

**F. Activity**
- Read the directions out loud. Point out the timeline and explain that the right side of the line is now, the far left is the most distant past. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

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

**H. Culture Tip!**
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Ask the student if he/she has a resume. Talk about the importance of documenting job experience as a means of conveying skills and experience to a potential manager.
- Have a conversation about how people find jobs in the student’s country.

**Group Activity**

**F. Activity**
- Read the directions out loud. Point out the timeline and explain that the right side of the line is now, the far left is the most distant past. Go over the example together. As the student works, circulate and offer encouragement. Check answers together.

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

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then you or a student read the tip aloud. Ask students if they have a resume. Talk about the importance of documenting job experience as a means of conveying skills and experience to a potential manager.
- Have a conversation about how people find jobs in the students’ countries.
**One on One Activity**

I. Activity
   - Read the directions out loud. Look at the example together. Consider doing a personal example (about you or the student) on the board, as well. Encourage the student to list the changes in order. As the student works, answer any questions and offer encouragement. **OPTION:** If your student is more advanced, suggest that he/she work without using the word box.

J. Activity
   - PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then have a conversation about changes in your lives.

Before You Go
   - Suggest that the student bring his/her resume to the next class, or create a resume as homework and bring it.
   - Assign homework.

**Group Activity**

I. Activity
   - Read the directions out loud. Look at the example together. Consider doing a personal example (about you or a student) on the board, as well. Encourage students to list the changes in order. As students work, circulate and offer encouragement. **OPTION:** 1) For more advanced students, suggest that they work without using the word box. 2) Have volunteers share their charts with the class.

J. Activity
   - PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Open up the discussion to the class and have a conversation about life changes.

Before You Go
   - Suggest that students bring their resumes to the next class, or create a resume as homework and bring it.
   - Assign homework.
**ONE ON ONE ACTIVITY**

K. Activity
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student and go over the examples together. Then complete the activity.

EXTRA ACTIVITY (if time permits):
- Find Someone Who On the board, draw a grid with the information listed below. Have the student copy. As homework, have the student find someone for each question who answers yes and write the person’s name. Next class, have the student report back on the activity. **OPTION:** If there are people around during class, do this then.

attended college
moved to the US from another country
graduated from high school
started a new job last year
dreamed last night
worked as a painter
changed jobs recently
moved to a new house or apartment

**GROUP ACTIVITY**

K. Activity
- PAIR students. Read the directions out loud. Model the example dialog with a student and go over the examples together. As students talk, circulate and offer encouragement.

EXTRA ACTIVITY (if time permits):
- Find Someone Who On the board, draw a grid with the information listed below. Have students copy. Then have them circulate and circle the description 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:** Have the students write their own piece of information to add to the list.

attended college
moved to the US from another country
graduated from high school
started a new job last year
dreamed last night
worked as a painter
changed jobs recently
moved to a new house or apartment
• Encourage the students to do the homework.
• A: Listening: Remind the students that this activity requires the 3B audio CD, and that practice is the best way to improve listening!
• B: Activity: Remind the students that reading is a good way to grow vocabulary and encourage them to look at the story on P.26 before they do this activity.
• C: Hello, world!: Encourage them to try at least one of the suggestions. Say, Try! Ask which one they will try.
• D: Journal: Remind the students that they can share their journal with you for feedback, or keep them private. If you think it would be helpful to do a sample journal with the students now, do one. Remind the students that it’s okay to write words without complete sentences. Other entry options could be to write about a job the student had before coming to the US.
• Thank the student for his/her hard work in class today! Keep up the good work! Point out something specific that the student has learned as encouragement.

A. Listening (track 15): -ed sounds (3)
1. attended
2. graduated
3. worked
4. moved
5. started
6. changed
7. finished
8. dreamed
**MATERIALS**
- Board or paper + marker
- 3B audio CD, CD player
- Reproducible: Resume Example (1)

**REVIEW**
- Review time expressions from Day 5. On the board, write the time expressions from Day 5: *last night, yesterday*, etc. Have the student choose an expression and then tell what he/she did: *Last night I finished my homework.*
- Review the homework.

**WARM UP**
- On the board, draw the following mind map (also called *spider diagram*). A mind map is a type of graphic organizer where associations are made with a certain theme. This is a great way for you to see what students know about a topic.
- Then encourage the student to call out words related to job interviews as you write. Give prompts if needed. For example, *What do you need to bring? How do you act? What do you do after?*, etc.
**One on One Activity**

**A. Vocabulary: Interviewing**
- 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.
- Have the student look at the picture. Ask him/her to identify objects in the picture: What's this? What's that?
- Then ask, What are we learning today?

**B. Listening (track 16): The interview**
- 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.
- Ask, Where was the interview? (At the library, in the supervisor's office)
- Conclude with other follow-up questions. For example, Was Marta's old job hard? Who was late--the applicant or the supervisor (supervisor)? Use this opportunity to discuss the importance of being on time and calling if you will be late.
- Explain that the applicant is the person filling out the application.

**INTERNET EXPANSION**
- Show the student how to look up driving or transportation directions on-line. Practice with various locations relevant to the student.

**Group Activity**

**A. Vocabulary: Interviewing**
- 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.
- Have students look at the picture and ask them to identify objects in the picture: What's this? What's that?
- Then ask, What are we learning today?

**B. Listening (track 16): The interview**
- 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.
- Ask, Where was the interview? (At the library, in the supervisor's office)
- Conclude with other follow-up questions. For example, Was Marta's old job hard? Who was late--the applicant or the supervisor (supervisor)? Use this opportunity to discuss the importance of being on time and calling if you will be late.
- Explain that the applicant is the person filling out the application.

**INTERNET EXPANSION**
- Show the students how to look up driving or transportation directions on-line. Practice with various locations relevant to the students.

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**B. Listening (track 16): The interview**

Ray Lotto: Hi Marta. Welcome.
Marta: Hello.
Ray Lotto: What time was your interview?
Marta: It was at 10:45.
Ray Lotto: It's 11 o'clock. I'm sorry. I'm late.
Marta: No problem.
Ray Lotto: I looked at your application. You worked at a library in college. What was your job?
Marta: I was an assistant.

Ray Lotto: When were you there?
Marta: I was there from 2005 to 2009.
Ray Lotto: Where was the library?
Marta: It was at the University of Mexico.
Ray Lotto: What was the pay?
Marta: The pay was $10.50 an hour.
Ray Lotto: Who was your supervisor?
Marta: My supervisor was Mario Blanco.
Ray Lotto: How was the work?
Marta: It was a lot to learn! I was very busy.
C. Grammar: Past: Wh- questions with be (was and were)
- This chart focuses on Wh- questions in the past using the past forms of be, which are irregular: was and were.
- Read the items in the chart and have the student repeat.
- Direct the student’s attention to Marta’s resume in Activity A and ask Wh- questions: Who was Marta’s supervisor? Where was her job?

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, point out the Language Note. Then have the student underline the subject (It, Don and Lisa, They) in each answer. Explain that these words will help him/her choose the correct word.
- EXPANSION: After checking the activity together, practice the Q&As together.
- NOTE: Point out that it is correct to say $7.85 an hour or $7.85 per hour.
- NOTE: Point out that supervisor and boss mean the same thing. Supervisor is more formal than boss.

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 important information word in each answer. For example, carpenter in item 1. Explain that these words will help him/her decide which Wh- question word to write.
- EXPANSION: After checking the activity together, practice the Q&As in PAIRS.

C. Grammar: Past: Wh- questions with be (was and were)
- This chart focuses on Wh- questions in the past using the past forms of be, which are irregular: was and were.
- Read the items in the chart and have students repeat.
- Direct students’ attention to Marta’s resume in Activity A and ask Wh- questions: Who was Marta’s supervisor? Where was her job?

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, point out the Language Note. Then have students underline the subject (It, Don and Lisa, They) in each answer. Explain that these words will help them choose the correct word.
- EXPANSION: After students have checked the activity, have them practice the Q&As in PAIRS.
- NOTE: Point out that it is correct to say $7.85 an hour or $7.85 per hour.
- NOTE: Point out that supervisor and boss mean the same thing. Supervisor is more formal than boss.

E. Activity
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. OPTION: Before students do the task, have them underline the important information word in each answer. For example, carpenter in item 1. Explain that these words will help them decide which Wh- question word to write.
- EXPANSION: After students have checked the activity, have them practice the Q&As in PAIRS.
ONE ON ONE ACTIVITY

F. Activity
• PAIR UP with your student. Read the directions out loud. Make sure the student understands to cover the partner’s copy of David’s resume. Read the example dialog with the student. Then have a conversation about David’s resume.

G. Culture Tip!
• Have the student read the culture tip silently. Then you or the student read the tip aloud. Ask the student about traditions in his/her country—is it okay to ask people about pay? In a job interview, does the supervisor talk about pay?
• Explain that in the US, it’s polite to send a thank you note after a job interview.

INTERNET EXPANSION:
• There are free resume programs on-line with templates to help create a professional look. Help your student write a resume using one of these templates.

GROUP ACTIVITY

F. Activity
• PAIR students. Read the directions out loud. Make sure students understand to cover their partner’s copy of David’s resume. Model the example dialog with a student. As students talk, circulate and offer encouragement.

G. Culture Tip!
• Have students read the culture tip to themselves. Then you or a student read the tip aloud. Ask students about traditions in their countries—is it okay to ask people about pay? In a job interview, does the supervisor talk about pay?
• Explain that in the US, it’s polite to send a thank you note after a job interview.

INTERNET EXPANSION:
• There are free resume programs on-line with templates to help create a professional look. Help your students write a resume using one of these templates.
ONE ON ONE ACTIVITY

H. Activity
• Read the directions out loud. Give the student a copy of the Resume Example. Go over the parts. Ask comprehension questions such as, What’s Jessie’s phone number? Where was he working in 2007?
• As the student works, answer any questions and offer encouragement. OPTION: Review the resume that the student has brought to class. Offer suggestions for improvement.

EXTRA ACTIVITY (if time permits):
• Recall - After the student has completed Activity H, tell him/her to turn over (face-down) the Resume Example. Then ask questions about Jessie Diego’s work experience: Where does he work now? Where did he work before his mall job? etc.

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

GROUP ACTIVITY

H. Activity
• Read the directions out loud. Give each student a copy of the Resume Example. Go over the parts. Ask comprehension questions such as, What’s Jessie’s phone number? Where was he working in 2007? As students work, circulate and offer encouragement.
OPTION: Review the resumes that students have brought to class. Offer suggestions for improvement.

EXTRA ACTIVITY (if time permits):
• Recall - After students have completed Activity H, tell them to turn over (face-down) their Resume Examples. Then ask questions about Jessie Diego’s work experience: Where does he work now? Where did he work before his mall job? etc.

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. Read the example words with the student. Then complete the activity.

**J. Activity**
- PAIR UP with your student. Read the directions out loud. Explain that one partner is David and the other is the supervisor. Say, *Imagine that you are David and I am the supervisor.* Complete the conversation. Then stand up and practice it.

**EXTRA ACTIVITY (if time permits):**
- **Discussion** – Together, discuss these questions: Is finding a job difficult? What’s difficult about it? What can you do to get a job?
- **Pronunciation Extra: Sh and Ch**
- Write the following lists on the board. Say them while exaggerating the correct pronunciation and demonstrating the mouth’s structure as you say the words.

<table>
<thead>
<tr>
<th>1. /ʃ/</th>
<th>2. /tʃ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>shop</td>
<td>chop</td>
</tr>
<tr>
<td>wash</td>
<td>watch</td>
</tr>
<tr>
<td>she’s</td>
<td>cheese</td>
</tr>
<tr>
<td>ship</td>
<td>chip</td>
</tr>
<tr>
<td>sheep</td>
<td>cheap</td>
</tr>
</tbody>
</table>

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

**GROUP ACTIVITY**

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

**J. Activity**
- PAIR students. Read the directions out loud. Explain that one partner is David and the other is the supervisor. Say, *Imagine that one partner is David and the other is the supervisor.* Model the first two lines of the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Have volunteers perform their conversations for the class.

**EXTRA ACTIVITY (if time permits):**
- **Group Discussion** – As a group, discuss these questions: Is finding a job difficult? What’s difficult about it? What can you do to get a job?
- **Pronunciation Extra: Sh and Ch**
- Write the following lists on the board. Say them while exaggerating the correct pronunciation and demonstrating the mouth’s structure as you say the words.

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<thead>
<tr>
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<tbody>
<tr>
<td>shop</td>
<td>chop</td>
</tr>
<tr>
<td>wash</td>
<td>watch</td>
</tr>
<tr>
<td>she’s</td>
<td>cheese</td>
</tr>
<tr>
<td>ship</td>
<td>chip</td>
</tr>
<tr>
<td>sheep</td>
<td>cheap</td>
</tr>
</tbody>
</table>

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

- Encourage the students to do the homework.
- A: Listening: Remind the students that this activity requires the 3B 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 students to try at least one of the suggestions and ask which one they will do. Say, Try!
- D: Journal: Remind the students that they can share their journal with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry, do one now. Remind the students that it’s okay to write words without complete sentences.
- Thank the students for his/her hard work in class today! Bravo! Point out something specific the student did well today as encouragement.

A. Listening (track 17): The interview
Ray Lotto: Hi Marta. Welcome.
Marta: Hello.
Ray Lotto: What time was your interview?
Marta: It was at 10:45.
Ray Lotto: It’s 11 o’clock. I’m sorry. I’m late.
Marta: No problem.
Ray Lotto: I looked at your application. You worked at a library in college. What was your job?
Marta: I was an assistant.
Ray Lotto: When were you there?
Marta: I was there from 2005 to 2009.
Ray Lotto: Where was the library?
Marta: It was at the University of Mexico.
Ray Lotto: What was the pay?
Marta: The pay was $10.50 an hour.
Ray Lotto: Who was your supervisor?
Marta: My supervisor was Mario Blanco.
Ray Lotto: How was the work?
Marta: It was a lot to learn! I was very busy.
### Review

- Review past Who- questions from Day 6 with this **Icebreaker: 20 Questions** – Make a list of famous people with the help of your student. Pick one person and write his/her name on a piece of paper that you hide. Tell the student you are thinking of someone who was famous.
- The student asks questions about the person using the question structures from Days 3–6 (in chart below). **OPTION:** On the board, write the following chart:

<table>
<thead>
<tr>
<th>Did he/she ...?</th>
<th>When did he/she ...?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>Who</td>
</tr>
<tr>
<td>When was ...?</td>
<td>What time were ...?</td>
</tr>
<tr>
<td>Where</td>
<td>How</td>
</tr>
</tbody>
</table>

- Give the student a couple of starter examples such as, *What was the person’s job? Did the person live in the United States?* The student is allowed a total of 20 questions. **OPTION:** Add a timer for a sense of excitement. **OPTION:** Limit the number of questions to fewer than 20.
- Review the homework.

### Warm Up

- Show the student different kinds of books, CDs, and/or DVDs and ask him/her to guess the subject: *What’s this book about? What kind of music is on this CD?*
**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.
- Have the student look at the map and ask him/her to identify places in it: *What's this? What's that?*
- Then ask, *What are we learning today?*

B. Listening (track 18): At the library
- 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.

**PRONUNCIATION EXTRA**
Review the *th* sound in ordinal numbers. Point out what happens to the tongue when producing the sound - it comes out slightly between the top and bottom teeth and then goes back in. If you have a mirror, stand next to your student and in front of the mirror so that both of you see each other’s faces - make the sound together.

B. Listening (track 18): At the library
1. A: Excuse me. Could you help me?
   Marta: Sure. What are you looking for?
   A: I’m looking for a book called *English Today!*
   Marta: Nonfiction books are on the fourth floor. Go to the Languages section.
   A: Thank you.

2. B: Excuse me. Could you help me?
   Marta: Okay. What are you looking for?
   B: I’m looking for a story by author Stephen King.
   Marta: Fiction books are on the third floor. Go to Section H through K.
   B: Thanks.

3. C: Excuse me. Could you help me?
   Marta: Yes. What are you looking for?
   C: I’m looking for magazines about sports.
   Marta: Go to the second floor. The magazines and newspapers are next to the Children’s Section.
   C: Thank you!

4. D: Excuse me. Could you help me?
   Marta: Sure. What are you looking for?
   D: I’m looking for hip-hop music CDs.
   Marta: Go to the 4th floor. The CDs are between the Nonfiction books and the DVDS.
   D: Thank you.
C. Grammar: Present continuous: What

• This chart focuses on the present continuous (-ing) form. Explain when you would use this form (to talk about continuous actions in the present).
• Read the items in the chart and have the student repeat.
• Point to places on the map and ask the student questions such as, If I'm on the third floor, what am I looking for? If I'm at the Check-out Desk, what am I doing?
• Have the student practice other forms of –ing words with you using pictures or one another in the classroom.
• NOTE: The most common contracted forms are included in the chart because the focus is on what students will hear. However, you may point out that while we do say What's, we don’t say What’m or What’re commonly.

D. Activity

• Read the directions out loud. Go over the example together. Encourage the student to use contractions: She’s, I’m, etc. As the student works, answer any questions and offer encouragement. Check answers together. EXPANSION: After checking the activity together, practice the Q&As together.

E. Activity

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

• NOTE: Other two-word verb uses of look are:
  look up (the definition)
  look at (the stars)
  look in (there)
F. Activity
- Direct student’s attention to the images and ask, *What's this? What's that?*
- Read the first part of the directions: *Match the answers to the questions.* Point out the two columns at the top of the page. Go over the example together. As the student reads, check that he/she is only matching questions and answers, not pictures.
- Read the rest of the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

G. Culture Tip!
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Ask about library systems in the student’s country.
- Talk about the late fee at the local library. Where is the closest library? Has the student gone before?

F. Activity
- Direct students’ attention to the images and ask, *What's this? What's that?*
- Read the first part of the directions: *Match the answers to the questions.* Point out the two columns at the top of the page. Go over the example together. As students read, circulate to check that they are only matching questions and answers, not pictures.
- Read the rest of the directions. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

G. Culture Tip!
- Have students read the culture tip to themselves. Then you or a student read the tip aloud. Ask about library systems in the students’ countries.
- Talk about the late fee at the local library. Where is the closest library? Have the students gone before?
**H. Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Point out the speech bubble and explain that *Could you ...* is a polite way of asking for something.
- Have a conversation about the location of things in the library (on page 38). **OPTIONS:** If your student is more advanced, suggest that he/she work without using the word box.

**I. Activity**
- Read the first part of the directions: *Read the library rules.* Point out the sign on the right side of the page. As the student reads, check that he/she is only reading, not answering the questions.
- Read the rest of the directions. Do the first item together and point out the Language Note.
- As the student works, answer any questions and offer encouragement. Check answers together.
- If you think it would be useful for your students, explain that you can have library cards in more than one city.

**Before You Go**
- Remind the student that the next class is a review of Days 1–7 and a review test.
- Introduce the field trip lesson (Day 9). Talk about the purpose (practicing English in a real life situation, practicing the vocabulary and grammar that the student has learned, etc). Make sure the student understands the date and that you are mentioning it now so that the student can make arrangements for transportation. Emphasize that the *next* class (day 8) is in the classroom, and that the field trip is the *following* class (day 9). Consider writing days or dates so that there is no confusion.
- Assign homework.

**Group Activity**

**H. Activity**
- PAIR students. Read the directions out loud. Model the example dialog with a student. Point out the speech bubble and explain that *Could you ...* is a polite way of asking for something.
- As students talk, circulate and offer encouragement. **OPTIONS:** 1) For more advanced students, suggest that they work without using the word box. 2) Have volunteers perform their conversations for the class.

**I. Activity**
- Read the first part of the directions: *Read the library rules.* Point out the sign on the right side of the page. As students read, circulate to check that they are only reading, not answering the questions.
- Read the rest of the directions. Do the first item together and point out the Language Note.
- As students work, circulate and offer encouragement. Check answers together.
- If you think it would be useful for your students, explain that you can have library cards in more than one city.

**Before You Go**
- Remind students that the next class is a review of Days 1–7 and a review test.
- Introduce the field trip lesson (Day 9). Talk about the purpose (practicing English in a real life situation, practicing the vocabulary and grammar that they have learned, etc). Make sure everyone understands the date and that you are mentioning it now so that they can make arrangements for transportation. Emphasize that the *next* class (day 8) is in the classroom, and that the field trip is the *following* class (day 9). Consider writing days or dates so that there is no confusion.
- Assign homework.
**EXTRA! EXTRA!**

**ONE ON ONE ACTIVITY**

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

**K. Activity**
• Read the directions out loud. Do an example together on the board. As the student works, answer any questions and offer encouragement. Check answers together. **OPTION:** Show the student your library card. Explain the process for getting a card.

**EXTRA ACTIVITIES (if time permits):**
• **Alphabet Story** – You say a word beginning with the letter *a*. The student says a word beginning with *b*, and so on. **OPTIONS:** 1) The second person repeats the first person’s words before adding a word. 2) Add a **timer** for a sense of excitement. 3) Begin at the end of the alphabet. 4) For a lower level student, require that the word only contain the letter, not begin with it. 5) For a higher level student, try to make a story: Example: *Amy / buys / carrots / downtown / every / Friday* ...

• **Read Aloud** Bring a children’s picture book to class and read it aloud to demonstrate how a parent can read aloud to a child/children. If your student is a parent, encourage him/her to check out similar books from the library to read aloud at home. Many libraries even have bilingual children’s books.

• **Internet Activity** Many libraries now have language learning programs which patrons can access online. Show the student how to access the English program offered by his/her local e-library. If the local library does not offer an on-line language program, show the student how to use the online library catalog to look for English learning CDs that can be checked out.

**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**
• Read the directions out loud. Do an example together on the board. As students work, circulate and offer encouragement. Check students’ work individually. **OPTION:** Show the student your library card. Explain the process for getting a card.

**EXTRA ACTIVITIES (if time permits):**
• **Alphabet Story** – Sit in a circle. The first person says a word beginning with the letter *a*. The next person says a word beginning with *b*, and so on. **OPTIONS:** 1) The next person repeats the previous words before adding a word. 2) Add a timer for a sense of excitement. 3) Begin at the end of the alphabet. 4) For lower level students, require that the word only contain the letter, not begin with it. 5) For a group of higher level students, have them try to make a story: Example: *Amy / buys / carrots / downtown / every / Friday* ...

• **Read Aloud** Bring a children’s picture book to class and read it aloud to demonstrate how a parent can read aloud to a child/children. Encourage parents in the class to check out similar books from the library to read aloud at home. Many libraries even have bilingual children’s books.

• **Internet Activity** Many libraries now have language learning programs which patrons can access online. Show the student how to access the English program offered by their local e-library. If the local library does not offer an on-line language program, show students how to use the online library catalog to look for English learning CDs that can be checked out.
• Encourage the student to do the homework.
• **A: Listening:** Remind the student that this activity requires the 3B 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 him/her to try at least one of the suggestions. Say, *Try!*
• **D: Journal:** Remind the student that he/she can share his/her journal 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.
• Thank the student for his/her hard work in class today! *Way to go!* As encouragement, point to something specific that the student learned today.

### A. Listening (track 19): At the library

1. **A:** Excuse me. Could you help me?
   
   **Marta:** Sure. What are you looking for?
   
   **A:** I’m looking for a book called *English Today!*
   
   **Marta:** Nonfiction books are on the fourth floor. Go to the Languages section.
   
   **A:** Thank you.

2. **B:** Excuse me. Could you help me?
   
   **Marta:** Okay. What are you looking for?
   
   **B:** I’m looking for a story by author Stephen King.
   
   **Marta:** Fiction books are on the third floor. Go to Section H through K.
   
   **B:** Thanks.

3. **C:** Excuse me. Could you help me?
   
   **Marta:** Yes. What are you looking for?
   
   **C:** I’m looking for magazines about sports.
   
   **Marta:** Go to the second floor. The magazines and newspapers are next to the Children’s Section.
   
   **C:** Thank you!

4. **D:** Excuse me. Could you help me?
   
   **Marta:** Sure. What are you looking for?
   
   **D:** I’m looking for hip-hop music CDs.
   
   **Marta:** Go to the 4th floor. The CDs are between the Nonfiction books and the DVDS.
   
   **D:** Thank you.
## Review Day 8

### One on One Activity

#### Materials
- Board + marker
- 3B audio CD, CD player
- Downtown (or local) map (1)

#### Review
- Review library locations from Day 7. Have the student look briefly at the map on page 38. Then have the student close his/her book and ask about the sections: *Where are the nonfiction books?*
- Review the homework.

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

### Group Activity

#### Materials
- Board + marker
- 3B audio CD, CD player
- Downtown (or local) map (1)

#### Review
- Review library locations from Day 7. Have students look briefly at the map on page 38. Then have them close their books and ask about the sections: *Where are the nonfiction books?*
- Review the homework.

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

Day 1
• Have the student turn to Day 1 on page 2 in the student book. Ask, What did we study on Day 1?

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

Activity B.
• PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then have a conversation about places on the map. OPTIONS: 1) If your student is more advanced, suggest that he/she work without using the word box. 2) Use a downtown map of the student’s town or city. Maps are often available at the local Chamber of Commerce or Visitor Information Center.

GROUP ACTIVITY

Day 1
• Have students turn to Day 1 on page 2 in the student book and ask, What did we study on Day 1?

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

Activity B.
• PAIR students. Read the directions out loud. Have two students model the example dialog. As students talk, circulate and offer support. OPTIONS: 1) For more advanced students, suggest that they work without using the word box. 2) Use a downtown map of the students’ town or city. Maps are often available at the local Chamber of Commerce or Visitor Information Center.
ONE ON ONE ACTIVITY

Day 2
- Have the student turn to Day 2 on page 8 in the student book. Ask, *What did we study on Day 2?*

Activity C.
- PAIR UP with your student. Read the first part of the directions: *Read the invitation.* Point to the invitation. As the student reads, check that he/she is only reading, not completing the conversations.
- Read the rest of the directions. Explain that the student is to imagine first that he/she is Mrs. Stewart or Jack, then Mr. Williams or Dana—you are the other character.
- Complete the conversations together. Then stand up and practice! **OPTION:** If your student is more advanced, suggest that he/she work without using the word box.

GROUP ACTIVITY

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

Activity C.
- PAIR students. Read the first part of the directions: *Read the invitation.* Point to the invitation. As students read, circulate to check that they are only reading, not completing the conversations.
- Read the rest of the directions. Explain that students are to imagine first that they are Mrs. Stewart and Jack, then Mr. Williams and Dana.
- Do an example together. As students work, circulate and offer help. **OPTIONS:** 1) For more advanced students, suggest that they work without using the word box. 2) Have volunteers perform their conversations for the class.
**ONE ON ONE ACTIVITY**

**Day 3**
- Have the student turn to Day 3 on page 14 in the student book. Ask questions about the pictures: *Did David unlock the patio door?* Then ask, *What did we study on Day 3?*

**Activity D.**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then have a conversation about what David and Marta did before leaving the kids with the babysitter.

**GROUP ACTIVITY**

**Day 3**
- Have students turn to Day 3 on page 14 in the student book. Ask questions about the pictures: *Did David unlock the patio door?* Then ask, *What did we study on Day 3?*

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

**One on One Activity**

**Day 4**
- Have the student turn to Day 4 on page 20 in the student book. Ask questions about the pictures: What is Jack barbecuing? Then ask, What did we study on Day 4?

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

**Activity F.**
- Read the directions out loud. Make sure the student finds page 22. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

**Group Activity**

**Day 4**
- Have students turn to Day 4 on page 20 in the student book. Ask questions about the pictures: What is Jack barbecuing? Then ask, What did we study on Day 4?

**Activity E.**
- 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.

**Activity F.**
- Read the directions out loud. Make sure students find page 22. Go over the example together. As students work, circulate and offer help. Check answers together.
**ONE ON ONE ACTIVITY**

**Day 5**
- Have the student turn to Day 5 on page 26 in the student book. Ask questions about the pictures: *What is the woman cooking?* Then ask, *What did we study on Day 5?*

**Activity G.**
- 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 page 26 in the student book. Ask questions about the pictures: *What is the woman cooking?* Then ask, *What did we study on Day 5?*

**Activity G.**
- 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 page 32 in the student book. Ask questions about the pictures:
in Activity I: (Pointing to the image of a person following his boss around) Who’s the supervisor in this picture? Then ask, What did we study on Day 6?

Activity H.
• PAIR UP with your student. Read the directions out loud. Have the student complete the conversation. Then together practice it.
  **OPTION:** If your student is more advanced, suggest that he/she work without using the word box.

Activity I.
• Read the directions out loud. Do an example together. As the student works, answer any questions and offer support.

Day 6
• Have students turn to Day 6 on page 32 in the student book. Ask questions about the pictures:
in Activity I: (Pointing to the image of a person following his boss around) Who’s the supervisor in this picture? Then ask, What did we study on Day 6?

Activity H.
• PAIR students. Read the directions out loud. Explains that first students should individually complete the conversation. Then they should stand up and practice.
• As students talk, circulate and offer encouragement. **OPTIONS:** 1) Have volunteers perform their conversations for the class. 2) For more advanced students, suggest that they work without using the word box.

Activity I.
• Read the directions out loud. Do an example together. As students work, circulate and offer encouragement. Check answers together.
ONE ON ONE ACTIVITY

Day 7
• Have the student turn to Day 7 on page 38 in the student book. Ask questions about the pictures: Where do I find books about soccer? Then ask, What did we study on Day 7?

Activity J.
• PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then have a conversation about locations in the library. **OPTION:** If your student is more advanced, suggest that he/she work without using the word box.

GROUP ACTIVITY

Day 7
• Have students turn to Day 7 on page 38 in the student book. Ask questions about the pictures: Where do I find books about soccer? Then ask, What did we study on Day 7?

Activity J.
• PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTIONS:** 1) Have volunteers perform their conversations for the class. 2) For more advanced students, suggest that they work without using the word box.
Review Test (Days 1–7)

- Encourage the students to read the directions out loud and do the activities on their own. If the student is anxious about the notion of taking a test, you may want to ease 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 the students have finished, review the answers together. Be sure that the students make corrections and that material that was missed is reviewed.
- Students who score 80-90% should be ready to move on. We suggest that any missed questions are reviewed. Students who score lower than 80% should spend time reviewing the material that was missed and try the test again, either in class or as homework.

A. Complete the sentences. Use the word box for help.
- Section A features one vocabulary item from each of the seven days (Days 1–7), in chronological order.
- You may want to have the students put down their pencil at the end of Section A to introduce Section B.

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

C. Answer the questions.
- Section C features “real life” types of questions and activities from each of the seven days (Days 1–7), in chronological order.
- Because the items in this section are varied, 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?

Before You Go
- Remind the students that the next class is a field trip to the library. Remind the students to be on time and to bring his/her student book and a pen. Make sure the students have your phone number and transportation to the library. OPTIONS: 1) If the students are traveling independently to the library, have them turn to Day 9 and write the library 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 successfully preparing a field trip.
- Remember, your student(s) will be nervous. Ease nerves by deciding on how you will get to the library. If possible, go together using the form of transportation your student(s) would typically take. Look at a map and talk about the route.
- Practice the dialogs ahead of time. You may even look at the activities that you will do ahead of time.
- Call ahead or visit the library and let them know you will be coming. Explain the situation. Ask if there will be someone available to answer questions.
- Ask follow-up questions to debrief the field trip after the experience.
A. Complete the sentences.

USE THESE WORDS:

<table>
<thead>
<tr>
<th>assistant</th>
<th>close</th>
<th>go out for lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>birthday party</td>
<td>dreamed</td>
<td>floor</td>
</tr>
<tr>
<td>boil</td>
<td>floor</td>
<td></td>
</tr>
</tbody>
</table>

1. Jane’s ___________ is on August 30th.
2. It’s 12:00. Do you want to ___________?
3. Please ___________ the big window. It’s cold.
4. Did you ___________ the eggs?
5. Last night I ___________ about our old house.
6. Q: What was your job? A: I was an ___________.
7. The fiction books are on the third ___________.

B. Circle the answers.

1. ___________ is the taco stand?
   a. Who       b. Where       c. What
2. Q: Do you want to come over? A: Sorry. ___________
   a. I’m thirsty.       b. Thanks!       c. I’m busy.
3. I ___________ lock the door. It’s unlocked.
   a. didn’t       b. locked       c. unlocked
4. Q: ___________ she chop the vegetables? A: No. She chopped the fruit.
   a. Do       b. Did       c. Was
5. I moved here last week, and I started my new job ___________.
   a. yesterday       b. last month       c. a year ago
6. ___________ was your interview?
   a. Who       b. How       c. Is
7. I’m ___________ books about soccer.
   a. look for       b. looked       c. looking for
C. Answer the questions.

1. Complete the invitation on the right.

2. Invite someone to the party.
   Q: ____________________________________________

3. Read the checklist. Check (✓) the things you do before going to work or school. Write one more thing.

4. Write the foods you eat. Write the food words in the correct category.

```
Grains  Vegetables  Fruits  Dairy  Protein
```

5. Make a timeline of your life. Use three action words from the list below.

```
(year)         Today
attended   jobs     moved    new job
changed   graduated started a studied
```

6. How was this test? ____________________________________________

7. What do you want to look for at the library? ________________________________
MATERIALS
- Extra pens

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

REVIEW
- Check to see that the 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 student work from the book, briefly review the activities. As the students work, make yourself available for questions. OPTION: You may want to PAIR UP with your student.
- 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.
- If you plan to have students work independently, fill in the blue box with a time and place to meet.

A. Complete the questions.
- Point out where the student can find this information. OPTION: Fill in this information before the field trip. Ask the students to do it for homework as a way to prepare.

B. Complete the questions. Write one more.
- Have the students complete the activity upon entering the library. Check his/her questions.

C. Ask someone your questions. Write the answers.
- You may want to clear this activity with the appropriate library officials beforehand.

D. Now look around. Try to answer these questions.
- Encourage the students to explore the library.

E. Find the forms. Take one.

ADDITIONAL ACTIVITY IDEA:
- Show students how to use the computerized catalog and find items using their call numbers. Have students practice locating items and availability.
- If possible, request a library tour ahead of time.

CONCLUSION
- Congratulate your students! Accomplishing the field trip is a huge feat!
- Discuss their experience for a few minutes. Or, plan to 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, remind the students of the date and time of the next class (Day 10).
### Health Day 10

#### One on One Activity

**MATERIALS**
- Board or paper + marker
- 3B audio CD, CD player
- Adhesive temperature strips from the drugstore (or similar) (2)
- Reproducible: Health Problem Cards (1 set)

#### Group Activity

**MATERIALS**
- Board + marker
- 3B audio CD, CD player
- Adhesive temperature strips from the drugstore (or similar) (1 per student)
- Reproducible: Health Problem Cards (1 set per pair)

#### REVIEW
- Review the field trip experience (Day 9). Ask questions about the experience: Where did we go? What did you learn? Who did you talk to?, etc

#### WARM UP
- **ICEBREAKER: Charades** Write these problems from Activity A on student book page 54: feeling dizzy, sweating. Sit up. Open your mouth.
- 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 words and phrases. Act out one of the items and gesture for the student to guess. Once you hear the correct answer called out, point to the words on the board and confirm before continuing with the next item.
A. Vocabulary: Health
• Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words out loud.
• As pronunciation practice, say the words and have the student repeat.
• Have the student look at the pictures. Ask, What's this? What's that?
• Then ask, What are we learning today?

B. Listening (track 20): What's wrong?
• Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
• NOTE: While lie down is the correct use in this context (meaning to recline), you may point out that the student may hear the incorrect use of lay down (which means to place an object) to mean lie down.

Pronunciation Extra
• Spanish speakers tend to add an e sound before consonant clusters that begin with an s. While this won’t typically impair meaning, it may be something your student would like to work on. To help your student make the sound, have him or her hiss like a snake before adding the consonant sound that follows. Practice words such as snake, student and strange.

B. Listening (track 20): What's wrong?
1. Son: Dad, what’s wrong?
   Elderly father: I’m having chest pains.

2. School nurse: What’s wrong?
   Two girls: We’re feeling dizzy.

3. Wife: Honey, what’s wrong?
   Husband: I’m having diarrhea.

4. Dad: What’s wrong?
   Mom: He’s throwing up.

5. Mom: How are the kids?
   Babysitter: They’re running a fever.

6. Nurse 1: What’s wrong?
   Nurse 2: She’s sweating.

7. Doctor: Please take a deep breath.


10. Doctor: Good. Sit up, please. Thank you.
C. Grammar: Present continuous: *What*
• This chart focuses on describing health problems using the present continuous.
• Read the items in the chart and have the student repeat.
• Ask the student about the people in the pictures in Activity A. Encourage him/her to answer using the contracted (short) form: *What's wrong with the man in number one?*

D. Activity
• Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **NOTE:** Notice that the Language Note doesn’t show these contractions: *isn’t* or *aren’t*. These, of course, are also correct. But in the interest of keeping the input at a manageable level, the more common forms are listed.

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.

F. Activity
• PAIR UP with your student. Read the directions out loud. Make sure the student understands that you will say five sentences with *not*, and the student will say the one problem you didn’t say. Read the example dialog with the student. Then complete the activity.

C. Grammar: Present continuous: *What*
• This chart focuses on describing health problems using the present continuous.
• Read the items in the chart and have students repeat.
• Ask students about the people in the pictures in Activity A. Encourage them to answer using the contracted (short) form: *What’s wrong with the man in number one?*

D. Activity
• Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together. **NOTE:** Notice that the Language Note doesn’t show these contractions: *isn’t* or *aren’t*. These, of course, are also correct. But in the interest of keeping the input at a manageable level, the more common forms are listed.

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

F. Activity
• PAIR students. Read the directions out loud. Make sure students understand that Partner A will say five sentences with *not*, and Partner B will say the one problem Partner A didn’t say. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** If the activity is too challenging for most students, do the activity as a class, with you listing what isn’t a problem.
**G. Activity**
- Read the first part of the directions: *Read Page 1 of the hospital form*. Point out the hospital form. As the student reads, check that he/she is only reading, not answering the questions.
- Read the rest of the directions. Be sure the student understands that he/she is to answer the questions below the hospital form. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- **EXPANSION**: Write a dialog with the student to call a doctor’s office to explain their symptoms and request an appointment. Some regions even offer "Dial-A-Nurse" services for people to call and get advice on basic ailments. **OPTION**: Talk about what the student will need when they arrive for the appointment (insurance card, identification) and what they may need to pay.

**H. Culture Tip!**
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Ask the student about what kinds of medications a person can find at a drugstore. Talk about conditions that require prescriptions.
ONE ON ONE ACTIVITY

I. Activity
• Read the first part of the directions: Read Page 2 of the hospital form. Point out the hospital form.
• Read the rest of the directions: Is her temperature normal? Direct the student’s attention to the Language Note. Then ask, Is Mrs. Carson’s temperature high? Is it low?
• EXPANSION: Point out the speech bubble. Demonstrate how to express height in spoken English (for example, 5 foot 3). Then ask, How tall are you?
• EXPANSION: PAIR UP with your student, each take a temperature strip and read each other’s temperatures.

J. Activity
• PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then have a conversation about Donna Carson’s health.
• Point out the Language NOTE: What else? Improvise mini-conversations to elicit the phrase. For example, ask What did you do last weekend? Then, after the student responds, ask What else?

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

GROUP ACTIVITY

I. Activity
• Read the first part of the directions: Read Page 2 of the hospital form. Point out the hospital form.
• Read the rest of the directions: Is her temperature normal? Direct students’ attention to the Language Note. Then ask, Is Mrs. Carson’s temperature high? Is it low?
• EXPANSION: Point out the speech bubble. Demonstrate how to express height in spoken English (for example, 5 foot 3). Then ask students, How tall are you?
• EXPANSION: PAIR students, distribute temperature strips and have students take and read each other’s temperatures.

J. Activity
• PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.
• Point out the Language NOTE: What else? Improvise mini-conversations to elicit the phrase. For example, ask What did you do last weekend? Then, after a student responds, ask What else?

Before You Go
• Encourage students to ask questions about any part of the lesson they didn’t understand.
• Assign homework.
**K. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- **EXPANSION:** After checking the activity, ask questions about the pictures.

**EXTRA ACTIVITY (if time permits):**
- **Stick Figures** – PAIR UP with your student and take a set of Health Problem Cards. Instruct the student to think of three more health problems, write the name of the problem on the front of the card, and draw a stick figure demonstrating the problem on the back. Use the cards as flashcards to practice the exchange. (Example: Q: *What's wrong?* A: *I have a fever.*) **NOTE:** It may be possible to come up with multiple "correct" responses for each picture. Use this as a learning opportunity - make your student explain his or her choices.
- **More Words** – Briefly point out other uses of *throw*:
  Throw up (stomach sickness)
  Throw out (the trash)
• Encourage the students to do the homework.
• **A: Listening:** Remind the students that this activity requires the 3B audio CD, and that practice is the best way to improve listening!
• **B: Hello, world!** Encourage them to try at least one of the suggestions. Ask which one they will try first. Say, *Try!*
• **C: Journal:** Remind the students that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal now, do one. Remind the students that it’s okay to write words without complete sentences.
• Thank the students for their hard work in class today! *Nice work!* Point out something the students did well today as encouragement.

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**A. Listening (track 21): What’s wrong?**

1. **Son:** Dad, what’s wrong?
   **Elderly father:** I’m having chest pains.

2. **School nurse:** What’s wrong?
   **Two girls:** We’re feeling dizzy.

3. **Wife:** Honey, what’s wrong?
   **Husband:** I’m having diarrhea.

4. **Dad:** What’s wrong?
   **Mom:** He’s throwing up.

5. **Mom:** How are the kids?
   **Babysitter:** They’re running a fever.

6. **Nurse 1:** What’s wrong?
   **Nurse 2:** She’s sweating.

7. **Doctor:** Please take a deep breath.

8. **Doctor:** Good. Now open your mouth, please.

9. **Doctor:** Good. Please lay down.

10. **Doctor:** Good. Sit up, please. Thank you.
REVIEW

• Review contracted (short) forms from Day 10. Say the long form (She is not) and have the student call out the short form (She’s not).

• Review the homework.

WARM UP

• Draw three faces on the board to illustrate the following emotions: fine, good, great. Or demonstrate with your own facial expression to illustrate fine as being not good, etc.

• Gesturing to the first face, ask, How’s she feeling? Encourage guesses until the student says, Fine. Write it on the board and continue in the same manner with the other two faces.

• Invite the student to choose one of the colors that you brought to class that reflects how they are feeling. Then, ask the student to explain why he/she chose that particular color.
A. Vocabulary: Mental health
• Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words out loud.
• As pronunciation practice, say the words and have the student repeat.
• Have the student look at the picture. Ask him/her to identify objects in the picture: What’s this? What’s that?
• Then ask, What are we learning today?

B. Listening (track 22): How are you feeling?
• Read the first part of the directions: Look at the pictures. How is the person feeling? Check the feeling. Check the action—what the person is doing. Go over the example together. As the student works, answer any questions and offer encouragement.
• 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 22): How are you feeling?
1. A: How are you feeling?
   B: I’m feeling good.
   A: What are you doing?
   B: I’m smiling.

2. A: How’s he feeling?
   B: He’s feeling great!
   C: What’s he doing?
   D: He’s laughing.

3. A: How are you feeling?
   B: We’re feeling good.
   C: What are you doing?
   D: We’re enjoying the weather.

4. A: How’s Martino feeling?
   B: He’s feeling stressed.
   C: What’s Martino doing?
   D: He’s frowning.

5. A: How’s she feeling?
   B: She’s feeling upset.
   C: What’s she doing?
   D: She’s crying.

6. A: How are you feeling?
   B: I’m feeling depressed.
   C: What are you doing?
   D: I’m not enjoying the game.
**C. Grammar: Present continuous:** *How*
- This chart focuses on the use of the present continuous to ask about a person's state of being.
- Read the items in the chart and have the student repeat.
- Point out the Language Note and explain that it’s also correct just to give the feeling (*Depressed. Great!* etc.) to answer the question *How are you feeling?*
- Ask the student a question from the chart and have him/her respond using the correct structure.

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

**E. Activity**
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- Discuss specific events or reasons for having the feelings from page 60 in the student book.
- **EXPANSION:** After checking the activity together, practice the Q&As together.
- **OPTION:** Have the student complete the blue box.

**C. Grammar: Present continuous:** *How*
- This chart focuses on the use of the present continuous to ask about a person's state of being.
- Read the items in the chart and have students repeat.
- Point out the Language Note and explain that it’s also correct just to give the feeling (*Depressed. Great!* etc.) to answer the question *How are you feeling?*
- Ask students questions from the chart and have them respond using correct structures.

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

**E. Activity**
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- Discuss specific events or reasons for having the feelings from page 60 in the student book.
- **EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.
- **OPTION:** Have students complete the blue box.
F. Activity
• Read the first part of the directions: *Look at the pictures. Point to the pictures.* **OPTION:** Ask questions about the images: *How's he feeling? What's he wearing?*
• Read the rest of the directions. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
• **EXPANSION:** Ask the student about his/her exercise routine: *Do you exercise? How often do you run? How do you feel when you run?* Practice several rounds of *How often do you* questions. Make sure that the student gets equal chance to ask and respond.

G. Culture Tip!
• Have the student read the culture tip silently. Then you or the student read the tip aloud. Ask the student if he/she is familiar with counseling services, including those in schools. Consider sharing information about community resources if the student shows interest.
• Talk about other options of people or resources that can be used for adults who are not feeling good. It is useful to help students realize who their support system is. If you have access to a list of community resources, share that now.
• **NOTE:** In many cultures from where your students may come, poor mental health is considered shameful. Yet, depression is very common in immigrant communities. For this reason, classroom discussion on this topic can be very helpful. Many students may not know of resources that they can access.
ONE ON ONE ACTIVITY

H. Activity
• Read the directions out loud. Do an 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. Then have a conversation about mental health.

EXTRA ACTIVITY (if time permits):
• Discussion – Together, discuss these questions: Is mental health as important as physical (body) health? Do you know anyone who’s depressed? How can you help them?

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

GROUP ACTIVITY

H. Activity
• Read the directions out loud. Do an example together. As students work, circulate and offer encouragement. OPTION: Have volunteers share their questionnaire results.

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

EXTRA ACTIVITY (if time permits):
• Group Discussion – As a group, discuss these questions: Is mental health as important as physical (body) health? Do you know anyone who’s depressed? How can you help them?

Before You Go
• Encourage students to ask questions about any part of the lesson they didn’t understand.
• Assign homework.
J. Activity
• Read the first part of the directions: Read the sentences about feelings. Match the pictures with the feelings. Explain that the pictures are possible reasons, but if the student doesn't agree with the picture, he/she shouldn't check it.
• 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 first part of the directions: With some action words, we add to to the end. Write ask; call; listen to; talk to on the board. Explain that with some words we do not use to.
• Read the sentences on the left with your student.
• Read the second part of the directions. Have the student write to on the blank line, or leave the line blank. Then, check answers together.

EXTRA ACTIVITY (if time permits):
• Read and Write - PAIR UP with your student. Tape a copy of the story “I’m Feeling Great!” around the room. Designate one student a reader and one a writer. The reader goes to the story, reads a sentence, then returns to the writer and repeats the sentence. The writer writes the sentence on a piece of paper. After the third sentence (which you may want to mark on the copies), switch roles. OPTIONS: 1) Pre-teach delicious and any words that the student may have trouble with. 2) Add a timer for a sense of excitement.
• Read Aloud -- Alexander and the No Good, Very Bad Day is a great children’s book option here, as it reviews feelings words. Practice reading the book with your student (taking turns reading) with the goal of the student reading to his/her children, if that applies.
• Encourage the students to do the homework.
• **A: Listening:** Remind the students that this activity requires the 3B 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 them to try at least one of the suggestions. Ask which one they will do. Say, *Try!*
• **D: Journal:** Remind the students that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal now, do one. Remind the 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!* Point out something specific they learned today as encouragement.

### A. Listening (track 23): How are you feeling?

1. A: How are you feeling?
   B: I’m feeling good.
   A: What are you doing?
   B: I’m smiling.

2. A: How’s he feeling?
   B: He’s feeling great!
   C: What’s he doing?
   D: He’s laughing.

3. A: How are you feeling?
   B: We’re feeling good.
   C: What are you doing?
   D: We’re enjoying the weather.

4. A: How’s Martino feeling?
   B: He’s feeling stressed.
   C: What’s Martino doing?
   D: He’s frowning.

5. A: How’s she feeling?
   B: She’s feeling upset.
   C: What’s she doing?
   D: She’s crying.

6. A: How are you feeling?
   B: I’m feeling depressed.
   C: What are you doing?
   D: I’m not enjoying the game.
### REVIEW
- Review Day 11 by asking the student how he/she is feeling.
- Review the homework.

### WARM UP
- Survey the student about the following activities *(Do you drive? Do you wear a seat belt?)*, miming the activities when necessary. Note the responses on the board as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>drive</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>wear a seat belt</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>drive and talk on the phone</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>speed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>litter while driving</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### MATERIALS
- Board or paper + marker
- 3B audio CD, CD player
- Reproducible: Mystery Strips (1)

### REVIEW
- Review Day 11 by asking students how they are feeling.
- Review the homework.

### WARM UP
- Survey the students about the following activities *(Who drives? Who wears a seat belt?)*, miming the activities when necessary. Note the responses on the board as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>drive</td>
<td>☑️</td>
<td>☑️</td>
</tr>
<tr>
<td>wear a seat belt</td>
<td>☑️</td>
<td>✓</td>
</tr>
<tr>
<td>drive and talk on the phone</td>
<td>☑️</td>
<td>✓</td>
</tr>
<tr>
<td>speed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>litter while driving</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### MATERIALS
- Board or paper + marker
- 3B audio CD, CD player
- Reproducible: Mystery Strips (1 per student)
**ONE ON ONE ACTIVITY**

**A. Vocabulary: Violations**
- 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.
- Have the student look at the picture. Ask him/her to identify objects in the picture: What's this? What's that?
- Then ask, What are we learning today?

**B. Listening (track 24): Pull over.**
- 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.
- The phrase pulled over may be a new one for your student. Be sure to go over it’s meaning.

**Pronunciation Extra: v sound**
Write the following words on the board:
- driver’s license
- drive
- driving
- violation
Make the v sound several times emphasizing and explaining that to make it, the top teeth touch the bottom lip (and the two lips do not touch each other). Have the student practice the sound in isolation several times and then the words listed above.

**Discussion Extra**
Have a conversation. Is talking on the phone while driving illegal where you live? What about texting?

**GROUP ACTIVITY**

**A. Vocabulary: Violations**
- 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.
- Have students look at the picture and ask them to identify objects in the picture: What's this? What's that?
- Then ask, What are we learning today?

**B. Listening (track 14): Pull over.**
- 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.
- The phrase pulled over may be a new one for students. Be sure to go over it’s meaning.

**Pronunciation Extra: v sound**
Write the following words on the board:
- driver’s license
- drive
- driving
- violation
Make the v sound several times emphasizing and explaining that to make it, the top teeth touch the bottom lip (and the two lips do not touch each other). Have the students practice the sound in isolation several times and then the words listed above.

**Discussion Extra**
Have a conversation. Is talking on the phone while driving illegal where you live? What about texting?

**B. Listening (track 24): Pull over.**
1. **Officer:** Pull over.

2. **Officer:** Show me your driver’s license and proof of insurance, sir.

3. **David:** What was I doing, officer? I’m wearing my seatbelt! I’m not drinking and driving.

4. **Officer:** Sir, you were driving without headlights. You were littering. You were talking on the phone. And you were speeding: going 45 miles per hour in a 30 mile per hour zone. Four violations. The total fine is $410.
C. Grammar: Past continuous: What

• This chart focuses on continuous action in the past. Explain what this means using a timeline or gestures (sustained action over a period of time in the past).
• Read the items in the chart and have the student repeat.
• Ask the student about his/her morning or the evening before; give a specific time range: What were you doing this morning at 5 a.m.? Segue into the pictures in Activity A: What was David doing last night? (He was driving home from work.) OPTION: For a lower level, ask yes/no questions using the past continuous: Was David speeding? Was he talking on his cell phone?

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. OPTION: Before the student does the task, have him/her underline the pronoun (She, He, They, I) in each answer. Explain that these words will help indicate the correct words in the question.
• EXPANSION: After checking the activity together, practice the Q&As with the student.

C. Grammar: Past continuous: What

• This chart focuses on continuous action in the past. Explain what this means using a timeline or gestures (sustained action over a period of time in the past).
• Read the items in the chart and have students repeat.
• Ask students about their morning or the evening before; give a specific time range: Alma, what were you doing this morning at 5 a.m.? Martin, what were you doing last night from 8 to 10 p.m.? Segue into the pictures in Activity A: What was David doing last night? (He was driving home from work.) OPTION: For lower level students, ask yes/no questions using the past continuous: Was David speeding? Was he talking on his cell phone?

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. OPTION: Before students do the task, have them underline the pronoun (She, He, They, I) in each answer. Explain that these words will help them identify the correct words in the question.
• EXPANSION: After students have checked the activity, have them practice the Q&As in PAIRS.
**Real Life**

**One on One Activity**

**F. Activity**
- PAIR UP with your student. Read the first part of the directions: Read David’s traffic ticket. Point out the ticket.
- Ask comprehension questions about the ticket. For example: Who’s the police officer? What’s David’s date of birth? How much is the fine? What was David doing?
- Read the rest of the directions. Read the example dialog with the student. Then have a conversation about what David was and wasn’t doing when he got the ticket.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Talk about your experiences with traffic tickets. Ask the student about his/her experiences in the United States and in his/her country. Ask what the procedure is for when the police pull over a driver in the student’s native country.

**EXTRA ACTIVITY (if time permits):**
- **Who dunnit?** – Tell the student that he/she is going to imagine that there was a crime in the city of Bayfield last night. Explain the scenario: The downtown bank was robbed last night. First, someone turned off the electricity. Then, the person entered Bayfield Bank and took all of the money. Make sure that the student understands the story.
- Then explain that one person in the room is the criminal. Put some or all of the Mystery Strips in a stack. Be sure that the criminal card (at the movies, watching a comedy) is included. Direct the student’s attention to the board where you’ve drawn a candle and the phrase by candlelight and a set of stars and the word stars.
- The student draws a strip and you ask, Where were you? What were you doing? After the student has read all of the strips, you ask, Who did it?

**Group Activity**

**F. Activity**
- PAIR students. Read the first part of the directions: Read David’s traffic ticket. Point out the ticket. As students read, circulate to check that they are only reading, not discussing.
- Ask comprehension questions about the ticket. For example: Who’s the police officer? What’s David’s date of birth? How much is the fine? What was David doing?
- Read the rest of the directions. Model the example dialog with a student. As students talk, circulate and offer encouragement.

**G. Culture Tip!**
- Have students read the culture tip to themselves. Then you or a student read the tip aloud. Talk about your experiences with traffic tickets. Ask students about their experiences in the United States and in their countries. Ask what the procedure is for when the police pull over a driver in the students’ native countries.

**EXTRA ACTIVITY (if time permits):**
- **Who dunnit?** – Tell students that they are going to imagine that there was a crime in the city of Bayfield last night. Explain the scenario: The downtown bank was robbed last night. First, someone turned off the electricity. Then, the person entered Bayfield Bank and took all of the money. Make sure that everyone understands the story.
- Then explain that one person in the room is the criminal. Hand out a Mystery Strip to each student; be sure that the criminal card (at the movies, watching a comedy) is distributed. Direct students’ attention to the board where you’ve drawn a candle and the phrase by candlelight and a set of stars and the word stars.
- Encourage students to mingle and ask, Where were you? What were you doing? After students have had a chance to mingle, ask, Who did it?
One on One Activity

H. Activity
- Read the directions out loud. Go over the example together. Explain that the student can just guess if he/she is not sure. As the student works, answer any questions and offer encouragement.
- Explain to the student how critical it is to carry the car registration and proof of current insurance in their car.

I. Listening (track 25): Police instructions
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- Have the student stand up. Explain that he/she should do what the “police officer” says to do. Play and/or read the audio and encourage the student to do the corresponding actions.

EXTRA ACTIVITY (if time permits):
- Discussion – Together, discuss these questions: What does it mean to be a good driver? a bad driver? Is it ever okay to not follow a police officer’s instructions?

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

Group Activity

H. Activity
- Read the directions out loud. Go over the example together. Explain that students can just guess if they are not sure. As students work, circulate and offer encouragement.
- Explain to the student how critical it is to carry the car registration and proof of current insurance in their car.

I. Listening (track 25): Police instructions
- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- Have the students stand up. Explain they should do what the “police officer” tells them to do. Play and/or read the audio and encourage students to do the corresponding actions.

EXTRA ACTIVITY (if time permits):
- Group Discussion – As a group, discuss these questions: What does it mean to be a good driver? a bad driver? Is it ever okay to not follow a police officer’s instructions?

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

Roll down your window.
Show your hands.
Show your driver’s license and proof of insurance.
Stay in the car.
Get out of the car.
Turn around.
Put your hands up.
Open the trunk.
Get in the car.
**ONE ON ONE ACTIVITY**

**J. Activity**
- Read the directions out loud. Have the student look at the pictures and ask questions: *Picture C: What's the person doing?*
- Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- Discuss other violations. For example, the student needs to know to pull over for emergency vehicles.

**K. Activity**
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then practice giving and following instructions.

**EXTRA ACTIVITY (if time permits):**
- **TPR – Total Physical Response** Stand up and perform the actions in Activity A. Have the student do and call out the action that you are doing: *Driving! Talking on the cell phone! etc.*
- **Discussion Extra** Have a conversation about traffic violation. Ask the student, *Have you received a ticket or violation for driving? What happened?*

**GROUP ACTIVITY**

**J. Activity**
- Read the directions out loud. Have students look at the pictures; you ask questions: *Picture C: What's the person doing?*
- Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- Discuss other violations. For example, the students need to know to pull over for emergency vehicles.

**K. Activity**
- PAIR students. Read the directions out loud. Model the example with a student. As students talk, circulate and offer encouragement. **OPTION:** Do the activity as a class. Have a student give the instructions.

**EXTRA ACTIVITY (if time permits):**
- **TPR – Total Physical Response** Stand before the class and perform the actions in Activity A. Have students do and call out the action that you are doing: *Driving! Talking on the cell phone! etc.*
- **Discussion Extra** Have a conversation about traffic violation. Ask the students, *Have you received a ticket or violation for driving? What happened?*
• Encourage the student to do the homework.
• **A: Listening:** Remind the students that this activity requires the 3B audio CD, and that practice is the best way to improve listening!
• **B: Hello, world!** Encourage them to try at least one of the suggestions. Say, *Try!*
• **C: Journal:** Remind the students that they can share their journal with you for feedback, or keep them private. If you think it would be helpful to do a sample journal now, do one. Remind the 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!* Point out something specific that they did well as encouragement.

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**A. Listening (track 26): Pull over.**

1. **Officer:** Pull over.

2. **Officer:** Show me your driver’s license and proof of insurance, sir.

3. **David:** What was I doing, officer? I’m wearing my seatbelt! I’m not drinking and driving.

4. **Officer:** Sir, you were driving without headlights. You were littering. You were talking on the phone. And you were speeding: going 45 miles per hour in a 30 mile per hour zone. Four violations. The total fine is $410.
ONE ON ONE ACTIVITY

MATERIALS
- Board + marker
- 3B audio CD, CD player

REVIEW
- Review the past continuous from Day 12. Ask the student what he/she was doing before class.
- Review the homework.

WARM UP
- Remind the student about regular actions words in English—that they end in -ed (watched, walked, etc.). Then explain that many action words are irregular—they don’t end in -ed. In fact, some completely change spelling. On the board, write the following chart and invite the student to come to the board to match the pairs.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>break</td>
<td>did</td>
</tr>
<tr>
<td>do</td>
<td>broke</td>
</tr>
<tr>
<td>have</td>
<td>saw</td>
</tr>
<tr>
<td>take</td>
<td>found</td>
</tr>
<tr>
<td>see</td>
<td>went</td>
</tr>
<tr>
<td>find</td>
<td>had</td>
</tr>
<tr>
<td>do</td>
<td>took</td>
</tr>
</tbody>
</table>

GROUP ACTIVITY

MATERIALS
- Board + marker
- 3B audio CD, CD player

REVIEW
- Review the past continuous from Day 12. Ask students what they were doing before class.
- Review the homework.

WARM UP
- Remind students about regular actions words in English—that they end in -ed (watched, walked, etc.). Then explain that many action words are irregular—they don’t end in -ed. In fact, some completely change spelling. On the board, write the following chart and invite students to come to the board to match the pairs.

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</tr>
<tr>
<td>have</td>
<td>saw</td>
</tr>
<tr>
<td>take</td>
<td>found</td>
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<tr>
<td>see</td>
<td>went</td>
</tr>
<tr>
<td>find</td>
<td>had</td>
</tr>
<tr>
<td>do</td>
<td>took</td>
</tr>
</tbody>
</table>
**One on One Activity**

A. Vocabulary: Criminal actions
- 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.
- Have the student look at the picture. Ask him/her to identify objects in the picture: What's this? What's that?
- Then ask, What are we learning today?

B. Listening (track 27): The crime
- Read the directions out loud. Point out the Language Note.
- 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: Criminal actions
- 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.
- Have students look at the picture and ask them to identify objects in the picture: What's this? What's that?
- Then ask, What are we learning today?

B. Listening (track 27): The crime
- Read the directions out loud. Point out the Language Note.
- 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 27): The crime**

Radio Announcer: Last night Barb and Bob Green of 1988 Sunny Drive went to a party at 8 p.m.

At 8:30 p.m., two men broke a window. They took the TV and other items.

Neighbor Shelly Kelly saw two men. They had long hair.

This morning, police said they found one man. The police asked him, "Did you do it?"
C. Grammar: Past: Yes/No questions with irregular action words
• This chart focuses on irregular simple past verbs.
• Read the items in the chart and have the student repeat.
• Ask the student questions about the story in Activity A: Did they break the something? What did they break? Did they take something? What did they take?

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

E. Activity
• Read the directions out loud. 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.
• OPTION: Have the student complete the blue box.

C. Grammar: Past: Yes/No questions with irregular action words
• This chart focuses on irregular simple past verbs.
• Read the items in the chart and have students repeat.
• Ask students questions about the story in Activity A: Did they break the something? What did they break? Did they take something? What did they take?

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

E. Activity
• Read the directions out loud. 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.
• OPTION: Have students complete the blue box.
**Real Life**

**One on One Activity**

**F. Listening (track 28): The crime**
- Read the first part of the directions: *Look at Page 1 of the police report.* Point to the police report. As the student reads, check that he/she is only reading, not completing the information.
- Ask a few comprehension questions about the report: *Who are the victims? What are in the pictures?*
- Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and do the first answer together.) Repeat the audio as necessary. Check answers together.

**G. Culture Tip!**
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Ask the student about his/her safety practices. Ask about crime in his/her neighborhood.
- **EXPANSION:** Talk about other potential safety issues. Internet scams, for example, are very common within the immigrant community (and beyond). Talk about ways to stay safe from internet scams. Has the student had an experience with an internet scam?

**Group Activity**

**F. Listening (track 28): The crime**
- Read the first part of the directions: *Look at Page 1 of the police report.* Point to the police report. As students read, circulate to check that they are only reading, not completing the information.
- Ask a few comprehension questions about the report: *Who are the victims? What are in the pictures?*
- Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and do the first answer together.) Repeat the audio as necessary. Check answers together.

**G. Culture Tip!**
- Have students read the culture tip to themselves. Then you or a student read the tip aloud. Ask students about their safety practices. Ask about crime in their neighborhoods.
- **EXPANSION:** Talk about other potential safety issues. Internet scams, for example, are very common within the immigrant community (and beyond). Talk about ways to stay safe from internet scams. Have the students had an experience with an internet scam?

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**F. Listening (track 28): The crime**

**Radio Announcer:** Last night Barb and Bob Green of 1988 Sunny Drive went to a party at 8 p.m.

At 8:30 p.m., two men broke a window. They took the TV and other items.

**Neighbor Shelly Kelly saw two men. They had long hair.**

This morning, police said they found one man. The police asked him, "Did you do it?"
**ONE ON ONE ACTIVITY**

H. Listening (track 29): Descriptions
- Read the first part of the directions: *Look at Page 2 of the police report.* Point to the police report. As the student reads, check that he/she is only reading, not answering the questions.
- Ask comprehension questions about the report: *How old is Suspect 1? How tall is Suspect 2?*
- **NOTE:** A definition of race or ethnicity was intentionally not included in the student book. The US Census defines race categories as white, Black or African-American, American-Indian or Alaska Native, Asian, Native Hawaiian or other Pacific Islander. If you receive questions, you may explain that in day-to-day communication, people use both *ethnicity* and *race* to talk about origin. **OPTION:** Explain that other terms for the races listed are also used, such as *Caucasian, Latino,* and so on.
- Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and do the first answer together.) Repeat the audio as necessary. Check answers together.

I. Activity
- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then have a conversation about the suspects.
  **OPTION:** Have the student imagine that together you are police officers discussing “the case.”

**GROUP ACTIVITY**

H. Listening (track 29): Descriptions
- Read the first part of the directions: *Look at Page 2 of the police report.* Point to the police report. As students read, circulate to check that they are only reading, not answering the questions.
- Ask comprehension questions about the report: *How old is Suspect 1? How tall is Suspect 2?*
- **NOTE:** A definition of race or ethnicity was intentionally not included in the student book. The US Census defines race categories as white, Black or African-American, American-Indian or Alaska Native, Asian, Native Hawaiian or other Pacific Islander. If you receive questions, you may explain that in day-to-day communication, people use both *ethnicity* and *race* to talk about origin. **OPTION:** Explain that other terms for the races listed are also used, such as *Caucasian, Latino,* and so on.
- Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and do the first answer together.) Repeat the audio as necessary. 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.
  **OPTIONS:** 1) Have students imagine that they are police officers discussing “the case.” 2) 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.

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**H. Listening (track 29): Descriptions**

**Police officer:** Ms. Kelly, did you see three men?
**Shelly Kelly:** No. I saw two men.
**Police officer:** Did Suspect 1 have green eyes?
**Shelly Kelly:** No. He had blue eyes.
**Police officer:** Did he have black hair?

**Shelly Kelly:** No. He didn’t have black hair. He had blond hair. He had long blond hair.
**Police officer:** Please describe Suspect 2.
**Shelly Kelly:** Suspect 2 had brown eyes. He had brown hair. He had long, brown hair.
**Police officer:** Thank you.
**ONE ON ONE ACTIVITY**

**J. Activity**
- Read the first part of the directions: *Match the questions with the answers.* Point to the two columns at the top of the page. Go over the example together. As the student works, answer any questions and offer encouragement.
- Read the rest of the directions. Ask questions about the pictures: *What's this? What's that?*
- Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.
- **EXPANSION:** After checking the activity, PAIR UP and practice the Q&As.

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

- **Telephone** Whisper a sentence relating to the lesson to the student. (Example: *Suspect 1 took the TV.*) 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, say more than one sentence: *Suspect 1 took the TV. He had green eyes.*

**GROUP ACTIVITY**

**J. Activity**
- Read the first part of the directions: *Match the questions with the answers.* Point to the two columns at the top of the page. Go over the example together. As students work, circulate and offer encouragement.
- Read the rest of the directions. Ask questions about the pictures: *What's this? What's that?*
- 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.

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

- **Telephone** Have students stand in a line. Whisper a sentence relating to the lesson to the first student. (Example: *Suspect 1 took the TV.*) The student can say, *Excuse me!* and you repeat one time, but then must pass whatever message he/she understood on to the next student in line. The last student in line says the message aloud. **OPTION:** Have students stand in two lines, making the activity a race for both accuracy and speed.
- **I'm thinking of...** One student thinks of another person in the class and writes his/her name on a slip of paper that the teacher collects and keeps hidden. Others try to figure out who the person is by asking yes/no questions about the person, such as *Does he have brown hair?*, etc.
• Encourage the students to do the homework.
• A: Listening: Remind the students that this activity requires the 3B audio CD, and that practice is the best way to improve listening!
• B: Reading: Explain that reading is a good way to grow vocabulary.
• C: Hello, world!: Encourage them to try at least one of the suggestions. Say, *Try just one!* Ask which one.
• D: Journal: Remind the students that they can share their journals with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry, do one now. Remind the students that it’s okay to write words without complete sentences.
• Thank the students for their hard work in class today! *We’re almost finished with Book 3B!* Encourage the students by pointing out something specific that they did well in class today.

A. Listening (track 30): Descriptions

Police officer: Ms. Kelly, did you see three men?
Shelly Kelly: No. I saw two men.
Police officer: Did Suspect 1 have green eyes?
Shelly Kelly: No. He had blue eyes.
Police officer: Did he have black hair?
Shelly Kelly: No. He didn’t have black hair. He had blond hair. He had long blond hair.
Police officer: Please describe Suspect 2.
Shelly Kelly: Suspect 2 had brown eyes. He had brown hair. He had long, brown hair.
Police officer: Thank you.
SHOPPING FOR SPECIAL OCCASIONS

ONE ON ONE ACTIVITY

MATERIALS
- Board or paper + marker
- 3B audio CD, CD player
- OPTIONAL: timer (1)
- Magazine picture of a special occasion (baby shower, graduation, wedding, birthday, etc.) (1)
- Sheet of paper (1)

REVIEW
- Review simple past irregular verbs from Day 13.
  ICEBREAKER: Board race: At the board, the student stands ready to write the past form (tense) of the word you say. Call out the present form (tense) of words from Day 13 (break, go, have, do, see, find, take) as well as regular verbs from previous lessons. OPTION: Use a timer to add a sense of excitement.
- Review the homework.

WARM UP
- Show a picture of a special occasion (baby shower, graduation, wedding, birthday). Ask the student to describe what he/she sees. Ask him/her about the same occasion in his/her country. Ask about gifts—what the student buys for this occasion, if anything.

GROUP ACTIVITY

MATERIALS
- Board + marker
- 3B audio CD, CD player
- Magazine picture of a special occasion (baby shower, graduation, wedding, birthday, etc.) (1)
- Sheet of paper (1 per student)

REVIEW
- Review simple past irregular verbs from Day 13.
  ICEBREAKER: Board race: Divide the class into two TEAMS. At the board, a player from each team stands ready to write the past form (tense) of the word you say. Call out the present form (tense) of words from Day 13 (break, go, have, do, see, find, take) as well as regular verbs from previous lessons.
- Review the homework.
  EXTRA REVIEW ACTIVITY: Bingo Have the students make a 3x3 grid on a piece of paper. They choose past tense verbs from the vocabulary in day 13 to put in the grid. Then, you call out present tense verbs from day 13. When a student gets 3 words in a row, he/she becomes the caller.

WARM UP
- Show a picture of a special occasion (baby shower, graduation, wedding, birthday). Ask them to describe what they see. Ask them about the same occasion in their country. Ask about gifts—what they buy for this occasion, if anything.
ONE ON ONE ACTIVITY

A. Vocabulary: Shopping
• 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.
• Have the student look at the picture. Ask him/her to identify objects in the picture: What’s this? What’s that?
• Then ask, What are we learning today?

B. Listening (track 31): I went shopping.
• 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.

Pronunciation Extra: Sentence Stress
• Write the following sentences on the board, including the underline mark.
  I got a toy.
  I wrote a message.
  They named her Rose.
  I wrapped the gift.
  I went to the shower.
• Say the sentences with normal intonation, stressing the underlined words. Have the student repeat.

GROUP ACTIVITY

A. Vocabulary: Shopping
• 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.
• Have students look at the picture and ask them to identify objects in the picture: What’s this? What’s that?
• Then ask, What are we learning today?

B. Listening (track 31): I went shopping.
• 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.

Pronunciation Extra: Sentence Stress
• Write the following sentences on the board, including the underline mark.
  I got a toy.
  I wrote a message.
  They named her Rose.
  I wrapped the gift.
  I went to the shower.
• Say the sentences with normal intonation, stressing the underlined words. Have the student repeat.

B. Listening (track 31): I went shopping.
My sister and her husband had a baby. It was a girl. They named her Rose. The baby came home the day before yesterday.

At home, she slept and ate and slept and ate.

Yesterday I went shopping. I looked for the perfect toy.

I got a toy: a brown and white teddy bear. And I got a card.

I wrapped the gift.

I wrote a message on the card. I wrote, Congratulations!

I went to the baby shower last night. I took the gift and card. I gave the new baby a kiss.
C. Grammar: Past: Yes/No questions with irregular action words
• This chart focuses on irregular past tense verbs and yes/no questions.
• Read the items in the chart and have the student repeat.
• Using the vocabulary for this lesson, ask the student questions about his/her activities: Did you go shopping yesterday? Did you sleep late this morning? Did you eat lunch today?
• Pronunciation Extra: Spend an extra minute working on the phrase Did you. When the d and the y are next to each other in separate words, the sound becomes the j as in juice.

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

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

C. Grammar: Past: Yes/No questions with irregular action words
• This chart focuses on irregular past tense verbs and yes/no questions.
• Read the items in the chart and have students repeat.
• Using the vocabulary for this lesson, ask students questions about their activities: Did you go shopping yesterday? Did you sleep late this morning? Did you eat lunch today?
• Pronunciation Extra: Spend an extra minute working on the phrase Did you. When the d and the y are next to each other in separate words, the sound becomes the j as in juice.

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

E. Activity
• Read the directions out loud. Do an 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. Encourage them to write three of their own additional questions to ask one another. For lower level groups, provide pictures or objects as prompts and assign a limited list of verbs for students to work with.
**One on One Activity**

**F. Activity**
- Ask the student questions about the pictures: *What’s this? What’s that?*
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

**G. Activity**
- Read the first part of the directions: *Read your shopping list.* Point to the shopping list. As the student reads, check that he/she is only reading, not answering the questions.
- Read the next step of the directions: *Look at the items in Activity I.* Direct the student’s attention to the next page and the picture of the various items.
- Then say, *Write on your shopping list the gifts you got.* Do an example together. As the student works, answer any questions and offer encouragement.
- **INTERNET EXPANSION:** Many people shop online and register for gifts online. Show your student how to find this information on a website, such as Target.

**H. Culture Tip!**
- Have the student read the culture tip silently. Then you or the student read the tip aloud. Ask about the student’s experience with garage sales. Ask if people have the same practice in his/her country.

**Group Activity**

**F. Activity**
- Ask students questions about the pictures: *What’s this? What’s that?*
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.

**G. Activity**
- Read the first part of the directions: *Read your shopping list.* Point to the shopping list. As students read, circulate to check that they are only reading, not answering the questions.
- Read the next step of the directions: *Look at the items in Activity I.* Direct students’ attention to the next page and the picture of the various items.
- Then say, *Write on your shopping list the gifts you got.* Explain that [for the purpose of Activity I] students should imagine that they went shopping and got different gifts. Do an example together. As students work, circulate and offer encouragement.
- **INTERNET EXPANSION:** Many people shop online and register for gifts online. Show your students how to find this information on a website, such as Target.

**H. Culture Tip!**
- Have students read the culture tip to themselves. Then you or a student read the tip aloud. Ask about students’ experiences with garage sales. Ask if people have the same practice in their countries.
**ONLINE ACTIVITY**

**I. Activity**
- PAIR UP with your student. Read the directions out loud.
- Point out the Language Note and read the example dialog with the student. Then have a conversation about the items you each got from Activity G. and the prices. **NOTE**: Answers may vary.

**J. Activity**
- Read the directions out loud. Explain that the student should check the credit card statement against his/her shopping list in Activity G and against the prices listed in Activity I.
- Do an example together. As the student works, answer any questions and offer encouragement. Check answers together. **NOTE**: Answers may vary.

**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 directions out loud.
- Point out the Language Note and model the example dialog with a student. As students talk, circulate and offer encouragement. Students talk about the items they chose in Activity G. and the prices. **NOTE**: Answers may vary.

**J. Activity**
- Read the directions out loud. Explain that students should check the credit card statement against their shopping list in Activity G and against the prices listed in Activity I.
- Do an example together. As students work, circulate and offer encouragement. Check answers together. **NOTE**: Answers may vary.

**Before You Go**
- Encourage students to ask questions about any part of the lesson they didn’t understand.
- Assign homework.
O N E  O N  O N E  A C T I V I T Y

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

L. Activity
• PAIR UP with your student. Read the directions out loud. Point out that the student must change the sentence in three ways: change it to the past; change the pronoun from I to you; and add a time expression: Did you go shopping at the mall yesterday?
• Read the example dialog with the student. Then have a conversation about the topics in Activity K. OPTION: Suggest that he/she write the sentences on scrap paper first.

M. Activity
• Read the activity description and directions. Point out the use of prepositions throughout the lesson (there are many in Activity K). Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

E X T R A  A C T I V I T Y  (i f  t i m e  p e r m i t s):
• Dictation – Tell the student that you are going to tell a story about shopping. The student should listen closely because you will have questions about the story. Use target words from the lesson. Repeat the story as necessary.

Story example: Yesterday I went shopping at the mall. I got a toy for my daughter. She's three years old. I wrote a message on the card: Congratulations! Today is her birthday.

Question examples: What did I do? Where did I go? What did I get? How old is my daughter? What did I write on the card? When is her birthday?

• Then explain that you want the student to write the story as you tell it. The student needs a sheet of paper. Repeat the story as necessary. Then write the story on the board for the student check. OPTION: Read the story once and have the student write down as much as he/she remembers. Stress that the importance is summarizing the information not getting it word-for-word. OPTION: Help your student write his/her own story.

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

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

L. Activity
• PAIR students. Read the directions out loud. Point out that they must change the sentence in three ways: change it to the past; change the pronoun from I to you; and add a time expression: Did you go shopping at the mall yesterday?
• Model the example dialog with a student. As students talk, circulate and offer encouragement. OPTIONS: 1) Suggest that students write the sentences on scrap paper first; 2) Have volunteers perform their conversations for the class.

M. Activity
• Read the activity description and directions. Point out the use of prepositions throughout the lesson (there are many in Activity K). Go over the example together. As students work, circulate and offer encouragement. Check answers together.

E X T R A  A C T I V I T Y  (i f  t i m e  p e r m i t s):
• Dictation – Tell the students that you are going to tell a story about shopping. They should listen closely because you will have questions about the story. Use target words from the lesson. Repeat the story as necessary.

Story example: Yesterday I went shopping at the mall. I got a toy for my daughter. She's three years old. I wrote a message on the card: Congratulations! Today is her birthday.

Question examples: What did I do? Where did I go? What did I get? How old is my daughter? What did I write on the card? When is her birthday?

• Then explain that you want the students to write the story as you tell it. Each student needs a sheet of paper. Repeat the story as necessary. Then write the story on the board and have students check their or a partner’s work. OPTION: Read the story once and have the students write down as much as they remember. Write the story on the board to compare answers. Stress that the importance is summarizing the information not getting it word-for-word. Or, have the students work in pairs, telling each other the story. OPTION: Have students write their own stories.
Homework

- Encourage the student to do the homework.
- **A: Listening:** Remind the student that this activity requires the 3B 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 him/her to try at least one of the suggestions. Say, *Try!*
- **D: Journal:** Remind the student that he/she can share his/her journal 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.
- Thank the student for his/her hard work in class today! *Thank you! Good job! You did great!* Encourage the student by point out something specific that he/she did well today.

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**A. Listening (track 32 and 33):**

I went shopping.
My sister and her husband had a baby. It was a girl. They named her Rose. The baby came home the day before yesterday.

At home, she slept and ate and slept and ate.

Yesterday I went shopping. I looked for the perfect toy.

I got a toy: a brown and white teddy bear. And I got a card.

I wrapped the gift.

I wrote a message on the card. I wrote, *Congratulations!*

I went to the baby shower last night. I took the gift and card. I gave the new baby a kiss.
**One on One Activity**

**MATERIALS**
- Board or paper + marker
- 3B audio CD, CD player
- OPTIONAL: timer (1)

**GROUP ACTIVITY**

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

**REVIEW**
- Review Day 14 with this **ICEBREAKER: 20 Questions** – Tell the student that you did three things yesterday. He/she is going to guess the activities. Write the three activities on a piece of paper for later confirmation. The activities should include past tense verbs, regular and irregular, that the student has studied this session. The student asks questions about your activities using *Did you ___?* You may only answer *yes* or *no*. **OPTION:** On the board, write the following. For extra support, have the student call out and you write action words and vocabulary from previous lessons:

<table>
<thead>
<tr>
<th>Did you ... ?</th>
</tr>
</thead>
<tbody>
<tr>
<td>go shopping</td>
</tr>
<tr>
<td>get a gift</td>
</tr>
</tbody>
</table>

- The student can ask a total of 20 questions. **Question examples:** *Did you go shopping? Did you get a gift?** **OPTION:** Use a timer to add a sense of excitement.
- Review the homework.

**WARM UP**
- PAIR UP with your student and describe your house or apartment to each other.

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**REVIEW**
- Review Day 14 with this **ICEBREAKER: 20 Questions** – Tell students that you did three things yesterday. They are going to guess the activities. Write the three activities on a piece of paper for later confirmation. They should include past tense verbs, regular and irregular, that the students have studied this session. Then divide the class into two TEAMS. The teams take turns asking questions about your activities using, *Did you ___?* You may only answer *yes* or *no*. **OPTION:** On the board, write the following chart. For extra support, have students call out and you write action words and vocabulary from previous lessons:

<table>
<thead>
<tr>
<th>Did you ... ?</th>
</tr>
</thead>
<tbody>
<tr>
<td>go shopping</td>
</tr>
<tr>
<td>get a gift</td>
</tr>
</tbody>
</table>

- Question examples: *Did you go shopping? Did you get a gift?* Teams take turns asking one question. The team that guesses the majority of your activities correctly wins.
- Review the homework.

**WARM UP**
- PAIR students and have them describe their house or apartment to their partner.
A. Vocabulary: Special occasions
• 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.
• Have the student look at the picture. Ask him/her to identify objects in the picture: What’s this? What’s that?
• Then ask, What are we learning today?

B. Listening (track 34): Congratulations
• 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.

Pronunciation Extra: Linking
• When speaking English, final consonant sounds are linked with a vowel sound that follows. Write the following sentences bridging the final consonant sound with the vowel. Say the sentences using normal speed and have the student repeat.
  made a budget (sounds like made-uh)
  bought a (sounds like bought-uh)
  paid off (sounds like pai-doff)

B. Listening (track 34): Congratulations
Friend: Congratulations on your new house! How did you do it?

Patty: It wasn’t easy.
[2] Next I paid off my other debt.
[5] Finally I bought the house!

Now I have to pay the mortgage, the utilities, homeowner’s insurance, and taxes. But I’m a homeowner!
C. Grammar: Past: Yes/No questions with regular and irregular action words (verbs)
- This chart focuses on yes/no questions about past events.
- Read the items in the chart and have the student repeat.
- Refer to the pictures in Activity A as you ask the student yes/no questions with the target verbs (make a budget, save money, pay off debt, spend money, buy a house). Ask your student questions using the target vocabulary as well.

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

E. Activity
- Read the directions out loud. Go over the examples 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.
- OPTION: Have the student complete the blue box.
F. Activity
• PAIR UP with your student. Read the first part of the directions: Look at the bar graph and pie chart. Point to the graph and chart.
• Ask basic comprehension questions to help orient the student to the graph and pie chart: Which is the bar chart? What is this (on the left) a list of? What does the pie chart show? Consider spending some time giving a basic explanation of percentages. For example: If my income is $1,000, and my rent is $500, then my rent is 50 percent (or half) of my income.
• As the student reads, check that he/she is only reading, not answering the questions.
• Read the rest of the directions. Do the first item together. As the student works, answer any questions and offer encouragement. Check answers together.
• If necessary, talk to the student about which items are considered in total housing costs (utilities, HOA, etc).

G. Culture Tip!
• Have the student read the culture tip silently. Then you or the student read the tip aloud.
• OPTION: Have the student complete the blue box using his/her own information.

GROUP ACTIVITY

F. Activity
• PAIR students. Read the first part of the directions: Look at the bar graph and pie chart. Point to the graph and chart.
• Ask basic comprehension questions to help orient the students to the graph and chart: Which is the bar chart? What is this (on the left) a list of? What does the pie chart show? Consider spending some time giving a basic explanation of percentages. For example: If my income is $1,000, and my rent is $500, then my rent is 50 percent (or half) of my income.
• As students read, circulate to check that they are only reading, not answering the questions.
• Read the rest of the directions. Do the first item together. As students work, circulate and offer encouragement. Check answers together. OPTION: You may want to do item 6 together as a class.
• If necessary, talk to the student about which items are considered in total housing costs (utilities, HOA, etc).

G. Culture Tip!
• Have students read the culture tip to themselves. Then you or a student read the tip aloud.
• OPTION: Have students complete the blue box using their own information.
**ONE ON ONE ACTIVITY**

H. Activity
- Read the directions out loud. Review the categories to be sure the student understands all of the items on the Monthly Expenses list.
- Do an example together. Tell the student to guess if he/she doesn’t know the exact amount. 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. Then talk about expenses. **NOTE:** If your student feels uncomfortable sharing this in class, encourage him/her to do this activity for homework.

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 directions out loud. Review the categories to be sure students understand all of the items on the Monthly Expenses list.
- Do an example together. Tell students to guess if they don’t know the exact amount. As students work, circulate and offer encouragement. Check answers together.

I. Activity
- PAIR students. Read the directions out loud. As students talk, circulate and offer encouragement. **NOTE:** Some students may feel uncomfortable sharing this in class. If this happens, encourage them to do this activity for homework.

Before You Go
- Remind students that the next class is a review of Days 10–15 and a review test.
- Assign homework.
ONE ON ONE ACTIVITY

J. Activity
• PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Then practice the other exchanges.
• After greeting, have the student build on the dialog by asking a question.

EXTRA ACTIVITY (if time permits):
• Discussion – Together, discuss these questions: What’s a good wedding gift? What’s a good graduation gift? Is okay to give money? What’s the most special occasion of the year?

GROUP ACTIVITY

J. Activity
• PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.
• After greeting, have students build on the dialog by asking a question.

EXTRA ACTIVITY (if time permits):
• Group Discussion – As a group, discuss these questions: What’s a good wedding gift? What’s a good graduation gift? Is okay to give money? What’s the most special occasion of the year?
• Encourage the students to do the homework.
• **A: Listening:** Remind the students that this activity requires the 3B audio CD, and that practice is the best way to improve listening!
• **B: Reading:** Tell them that English has a lot of expressions, so it’s good to learn to understand.
• **C: Hello, world!** Encourage them to try at least one of the suggestions. Ask which one they’ll try Say, *Try!*
• **D: Journal:** Remind the student that they can share their journal with you for feedback, or keep them private. If you think it would be helpful to do a sample journal entry with the student, do one now. Remind the students that it’s okay to write words without complete sentences. Another related journal topic for this lesson is for the students to write about their dream houses.
• Thank the students for their hard work in class today! *You’re doing a terrific job!* Point out something specific that the students learned today as encouragement.

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**A. Listening (track 35): Congratulations**

**Friend:** Congratulations on your new house! How did you do it?

Patty: It wasn’t easy.
[2] Next I paid off my other debt.
[5] Finally I bought the house!

Now I have to pay the mortgage, the utilities, homeowner’s insurance, and taxes. But I’m a homeowner!
**ONE ON ONE ACTIVITY**

**GROUP ACTIVITY**

**MATERIALS**
- Board or paper + marker
- Markers (1 per group)
- Reproducible: Health Problem Cards (1 set)

**REVIEW**
- Review housing vocabulary from Day 15. Write a word from the Expenses list on page 86 on the board and ask the student to explain the meaning. Example: Teacher: *What does “mortgage” mean?* Student: *It’s money you pay to the bank for your house.* Continue with the other words on the list.
- 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.

**MATERIALS**
- Board or paper + marker
- Markers (1 per group)
- Reproducible: Health Problem Cards (1 set per pair)

**REVIEW**
- Review housing vocabulary from Day 15. Write a word from the Expenses list on page 86 on the board and ask a volunteer to explain the meaning. Example: Teacher: *What does “mortgage” mean?* Student: *It’s money you pay to the bank for your house.* Continue with the other words on the list.
- Review the homework.

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

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

Activity A.
• PAIR UP with your student. Read the first part of the directions: Read the list of instructions. Follow the steps Point to the instructions. As the student reads, check that he/she is only reading, not answering the questions.
• Continue with Steps 1 through 3. Go over the example together. Read the example dialog with the student. Then practice giving and following instructions.

Activity B.
• PAIR UP with your student. Take a set of Health Problem Cards. Read the directions out loud. Read the example dialog with the student. Then take turns pantomiming and guessing the health problems.

GROUP ACTIVITY

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

Activity A.
• PAIR students. Read the first part of the directions: Read the list of instructions. Follow the steps Point to the instructions. As students read, circulate to check that they are only reading, not answering the questions.
• Continue with Steps 1 through 3. Go over the example together. Model the example dialog with a student. As students talk, circulate and offer encouragement.

Activity B.
• PAIR students. Give each pair a set of Health Problem Cards. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement.
**One on One Activity**

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

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

Activity D.
- PAIR UP with your student. Read the directions out loud. Read the first line or two of the example dialog with the student. Then complete the conversation together and practice it.

**Group Activity**

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

Activity C.
- 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.

Activity D.
- PAIR students. Read the directions out loud. Model the first line or two of a possible dialog with a student. As students talk, circulate and offer encouragement. **OPTION:** Have volunteers perform their conversations for the class.
**ONE ON ONE ACTIVITY**

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

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

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

**GROUP ACTIVITY**

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

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

**Activity F.**
- PAIR students. Read the directions out loud. Model the example dialog with a student. As students talk, circulate and offer encouragement. **OPTIONS:** 1) For more advanced students, suggest that they work without using the word box. 2) Have volunteers perform their conversations for the class.
**ONE ON ONE ACTIVITY**

**Day 13**
- Have the student turn to Day 13 on page 72 in the student book. Ask questions about the pictures: *What's this? What's that?* Then ask, *What did we study on Day 13?*

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

**GROUP ACTIVITY**

**Day 13**
- Have students turn to Day 13 on page 72 in the student book. Ask questions about the pictures: *What's this? What's that?* Then ask, *What did we study on Day 13?*

**Activity G.**
- 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 14**
- Have the student turn to Day 14 on page 78 in the student book. Ask questions about the pictures: *What's this toy called? What is the woman doing to the baby?* Then ask, *What did we study on Day 14?*

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

**GROUP ACTIVITY**

**Day 14**
- Have students turn to Day 14 on page 78 in the student book. Ask questions about the pictures: *What's this toy called? What is the woman doing to the baby?* Then ask, *What did we study on Day 14?*

**Activity H.**
- 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.
**Review**

**One on One Activity**

Day 15

- Have the student turn to Day 15 on page 84 in the student book. Ask questions about the pictures: *How much is this shirt? What is Patty writing?* Then ask, *What did we study on Day 15?*

Activity I.

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

**Group Activity**

Day 15

- Have students turn to Day 15 on page 84 in the student book. Ask questions about the pictures: *How much is this shirt? What is Patty writing?* Then ask, *What did we study on Day 15?*

Activity I.

- 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.
**Review Test (Days 10–15)**

- Encourage the student to read the directions out loud and do the activities alone. If the student is anxious about the notion of taking a test, you may want to ease his/her stress by doing the first item together as an example. As the student works, answer any questions and offer encouragement.
- If the student is 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 student has finished, review the answers together.
- 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 the student put down his/her pencil 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 student put down his/her pencil 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 97.

**C. Answer the questions.**
- Section C features “real life” types of questions and activities from each of the six days (Days 10–15), in chronological order.
- Because the items in this section are varied, the student 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 student on completing the term and learning so much! **OPTION:** Enjoy treats.
- Remind your student when the next term begins and encourage him/her to continue studying and practicing English!
A. Complete the sentences.

**USE THESE WORDS:**

<table>
<thead>
<tr>
<th>fever</th>
<th>ticket</th>
<th>took</th>
</tr>
</thead>
<tbody>
<tr>
<td>funeral</td>
<td>slept</td>
<td>twice a week</td>
</tr>
</tbody>
</table>

1. I'm running a ___________. It's 102 degrees Fahrenheit.
2. I exercise _______________ - on Friday and Saturday.
3. I have to pay a $25 traffic ____________.
4. Help! He ____________ my money!
5. The baby ____________ for eight hours.
6. The ____________ was sad. The dead boy's mother was crying.

B. Circle the correct words.

1. Q: Are you feeling dizzy?
   A: No. I'm not / I isn't feeling dizzy.

2. Q: How / When are you feeling?
   A: I'm feeling stressed.

3. Q: What was she doing?
   A: She's / was speeding.

4. Q: Did they take my favorite chair?
   A: No, they didn't take / don't took it.

5. Q: Did you give Barb a gift?
   A: Yes. I gave / gived her a necklace.

6. Q: Did you send / sent flowers?
   A: Yes, I did. I sent roses.
C. Answer the questions.

1. Look at the picture. Give the man instructions.

_______________________________________________________

2. How are you feeling today?

_______________________________________________________

3. Read the traffic violations. You’re the police officer. Write fines: $100, $200, $300, $400, and $500.

<table>
<thead>
<tr>
<th>Traffic Violations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>$_____ talking on cell phone</td>
</tr>
<tr>
<td>$_____ littering</td>
</tr>
<tr>
<td>$_____ speeding</td>
</tr>
<tr>
<td>$_____ driving under the influence (DUI)</td>
</tr>
<tr>
<td>$_____ driving with child not in car seat</td>
</tr>
</tbody>
</table>

4. Look at Suspect 1 from page 75. Now describe the person using complete sentences. Use had.

_______________________________________________________ hair.
_______________________________________________________ hair.
_______________________________________________________ eyes

5. Make a list of four things you got at the store this week:

6. What do you say when someone buys a new house?

_______________________________________________________
Reproducible Section
Happy Birthday!
Jessie Diego
235 Lake Lane, Apt 9
Seattle, WA 98101
T 456.555.9031
jdrewelow@net.com

WORK EXPERIENCE
Custodian, The Jackson Mall, Seattle, WA — 2008 - Present
• Lock and unlock entrances and exits
• Clean stores
• Take care of and fix problems

Cook, Assistant Supervisor, Juanita’s Taco Villa, Seattle, WA — 2005 - 2008
• Supervised 8 workers
• Scheduled workers
• Cooked

SCHOOL HISTORY
• High school diploma
• 10 college credits

OTHER SKILLS
• Speak English, Spanish
• Computer experience
Day 10 - Health Problems
Day 10 - Health Problems

- a cold
- a cold
- a cough
- a cough
- stomachache
- stomachache
- a headache
- a headache
- cut
- cut
- sore throat
- sore throat
- fever
- fever
David walked to the grocery store. He shopped for dinner. At home, he chopped the vegetables and barbecued the chicken. Marta walked in the door at 6:00.

“How are feeling?” David asked.

“I’m feeling stressed!” Marta answered. “The library closed. I didn’t finish my project. I needed one more hour.”

“Take a deep breath and sit,” David offered. “I have a delicious dinner for you.”

David walked to the grocery store. He shopped for dinner. At home, he chopped the vegetables and barbecued the chicken. Marta walked in the door at 6:00.

“How are feeling?” David asked.

“I’m feeling stressed!” Marta answered. “The library closed. I didn’t finish my project. I needed one more hour.”

“Take a deep breath and sit,” David offered. “I have a delicious dinner for you.”

Day 11 “I’m Feeling Great!”
<table>
<thead>
<tr>
<th>at home, sleeping on the sofa</th>
<th>at a restaurant, eating a candlelight dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>at a cafe, writing an email on my computer</td>
<td>at the library, reading by candlelight</td>
</tr>
<tr>
<td>at the movies, watching a comedy</td>
<td>in the yard, looking at the stars</td>
</tr>
<tr>
<td>in the park, talking on my cell phone</td>
<td>in Texas, visiting a friend</td>
</tr>
<tr>
<td>in the park, walking the dog</td>
<td>in Yorktown, sitting in English class</td>
</tr>
<tr>
<td>at home, sleeping in my bed</td>
<td>at a friend's house, eating a candlelight dinner</td>
</tr>
<tr>
<td>at a cafe, playing games on my computer</td>
<td>at home, reading by candlelight</td>
</tr>
<tr>
<td>on the bus, going to the library</td>
<td>in the neighbor's yard, looking at the stars</td>
</tr>
<tr>
<td>at the mall, talking on my cell phone</td>
<td>in California, visiting my cousin</td>
</tr>
<tr>
<td>downtown, walking our two dogs</td>
<td>in Yorktown, sitting in a cooking class</td>
</tr>
</tbody>
</table>

Day 12 Who dunnit? Strips
The Interactive English series was designed by Resources to Unite Communities, an initiative of Intercambio Uniting Communities, a Colorado-based non-profit whose mission is to build understanding, respect and friendship across cultures through educational and intercultural opportunities.

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

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

Our publications also include:
• The Immigrant Guide - A guidebook with essential information about U.S. laws, insurance, health, housing, finances, parenting, and culture
• Pronunciation Fun with Pictures - Essential pronunciation practice to build confidence

For free samples, ordering information, and accompanying teaching materials, visit www.unitingresources.org.