

ONE ON ONE ACTIVITY**Materials**

- Board or scrap paper + marker
- 1A audio CD, CD player
- Name tags, markers (2)
- OPTIONAL: sheet of paper (1)

Warm Up

- Before class, write basic class information on the board: the class level (1A), 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 1A. My name is Stephen.* Have the student repeat your name. Establish a gesture that you'd like to use every time you want the student to repeat, such as a waving motion toward yourself.
Write on the board and say, *Hi. My name is Stephen.* Then ask *What is your name?* and gesture to the student to introduce himself/herself. If it's helpful, encourage the student to only say his/her name at this point, not the complete sentence structure.

GROUP ACTIVITY**Materials**

- Board + marker
- 1A audio CD, CD player
- Bed sheet (or similar) (1)
- Name tags, markers (1 per student)
- OPTIONAL: sheets of paper (1/2 per student)

Warm Up

- Before class, write basic class information on the board: the class level (1A), your name,
Also say it in Spanish!
- Welcome students. Introduce yourself: Example: *Welcome! This is English class 1A. My name is Stephen.* Have students repeat your name. Establish a gesture that you'd like to use every time you want the students to repeat, such as a waving motion toward yourself.
- Write on the board and say, *Hi. My name is Stephen.* Then ask *What is your name?* and gesture to the students to introduce themselves. If it's helpful, encourage the student to only say his/her name at this point, not the complete sentence structure.



ONE ON ONE ACTIVITY

A. Vocabulary: Hello and goodbye

- Read the directions out loud. Give the student a few moments to absorb the pictures and words. Explain that the student should say the words quietly.
- As pronunciation practice, say the words and have the student repeat. **NOTE:** It's good practice to develop a set of standard classroom gestures so that you can do less talking, and so that your student can become accustomed to your cues. For example, an extended arm can be used to indicate *Your turn*.
- Ask the student if he/she knows any other greetings or goodbyes. Write them on the board and encourage the student to copy them on the page.
- Ask, *What are we learning today?* Point to the heading at the top of the page: *Greetings I*

EXTRA ACTIVITY (if time permits):

- **ABCs** Write the alphabet on the board. Say it together. Then gesture to the student to say each letter, focusing on vowels and more common or challenging letters.

B. Listening (track 2): The alphabet

- Read the directions out loud. Play and/or read the audio. Encourage the student to touch the letters as he/she hears them. Repeat the audio as necessary.

C. Listening (track 3): Hello and goodbye

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

B. Listening (track 2): The alphabet

ABCDEFGHIJKLMNPQRSTUVWXYZ

C. Listening (track 3): Hello and goodbye

David: Hello. My name is David.

~~Patty: Hello. My name is Patty.~~

Luli: Hello. My name is Luli.

Together: What is your name?

David: Hello.

Luli: Hello. My name is Luli. What is your name?

David: My name is David.

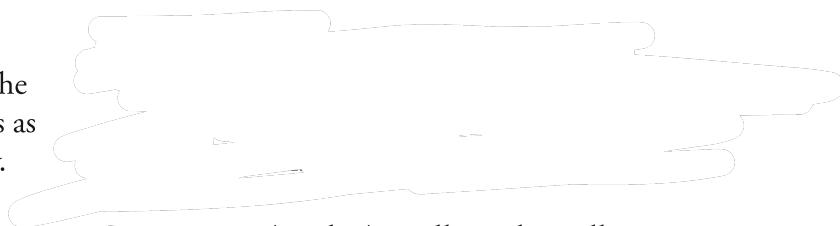
GROUP ACTIVITY

A. Vocabulary: Hello and goodbye

- 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:** It's a good practice to develop a set of standard classroom gestures so that you can do less talking, and so that your students can become accustomed to your cues. For example an extended, upward facing palm can be used to indicate *Your turn*.
- Ask students if they know any other greetings or goodbyes. Write them on the board and encourage students to copy them on the page.
- Ask, *What are we learning today?* Point to the heading at the top of the page: *Greetings I*

EXTRA ACTIVITY (if time permits):

- **ABCs** Write the alphabet on the board. Say it together. Then gesture to students around the room to say each letter.



C. Listening (track 3): Hello and goodbye

- 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.

Luli: Nice to meet you.

David: Nice to meet you.

Luli: Hello.

Patty: Hello. My name is Patty. What is your name?

Luli: My name is Luli.

Patty: Spell it, please.

Luli: L-u-l-i. Luli!

Patty: Thank you!

David: Goodbye.

Patty: Bye.

Luli: See you later.

~~ONE ON ONE ACTIVITY~~

D. Language Tools: What is your name?

- This grammar lesson focuses on the question *What is your name?* and the answer, *My name is Felipe*.
- Read the items in the grammar chart and have the student repeat *What is your name?* (The student repeats.) *My name is Stephen.* (The student does not repeat.)
- Point to the student and ask, *what is your name?* This time encourage the student to answer using the sentence structure in the chart: *My name is Miguel.*
- Point out the language **NOTE** for the contraction *what is = what's*. It is okay for students to produce the formal phrase, but they need to know that what they'll hear is the contraction.

E. Activity

- Point out the Language **NOTE** (*Q = Question and A = Answer*). This Q&A format is utilized throughout the Intercambio series.
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **EXPANSION:** After checking the activity together, practice the Q&As together.

F. Listening (track 4): Words that sound like *name*

- On the board, write the words *name, David, and thank you*. Say them aloud, elongating the “a” sound. Point out the common sound. Then erase the board before beginning the activity. **OPTION:** If the student’s name has a long “a” sound, add it to the list.
- 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.

~~F. Listening (track 4): Words that sound like *name*~~

1. David

GROUP ACTIVITY

D. Language Tools: What is your name?

- This grammar lesson focuses on the question *What is your name?* and the answer, *My name is Felipe*.
- Read the items in the grammar chart and have students repeat: *What is your name?* (Students repeat.) *My name is Stephen.* (Students do not repeat.)
- Point to individual students and ask, *what is your name?* This time encourage them to answer using the sentence structure in the chart: *My name is...*
- Point out the language **NOTE** for the contraction *what is = what's*. It is okay for students to produce the formal phrase, but they need to know that what they’ll hear is the contraction.

E. Activity

- Point out the Language **NOTE** (*Q = Question and A = Answer*). This Q&A format is utilized throughout the Intercambio series.
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers together.
- EXPANSION:** After students have checked the activity, have them practice the Q&As in PAIRS.
- NOTE:** There are many different ways to pair students. Try pairing based on level

~~F. Listening (track 4): Words that sound like *name*~~

- On the board, write the words *name, David, and thank you*. Say them aloud, elongating the “a” sound. Point out the common sound. Then erase the board before beginning the activity. **OPTION:** If there are any student names with the long “a” sound, add those to the list.
- 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.

2. Luli
3. Thank you.
4. please

ONE ON ONE ACTIVITY

G. Activity

- Have the student look at the pictures. Point out the characters' name tags and say them aloud: *David, Patty, Luli*. Then elicit the characters' names from the student as you point to the book's pictures.
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers.

H. Activity

- PAIR UP with your student. Read the directions out loud. Model using your name with the student.

EXPANSION: On the board, write, *Spell it, please.*

Ask, *What is your name?* Then say, *Spell it, please.*

Gesture to the **NOTE** you've written on the board, and indicate that you are ready to write the name on the board as the student spells it. **OPTION:** Invite the student to the board to spell his/her own name. **EXPANSION:** Practice pronunciation of individual letters by sound group (i.e. the letter *A* sounds like the *a* in *name*.):

A H J K	as in name
B C D E G P T V	as in Luli
F L M N S X	as in check
I Y	as in goodbye
O	as in hello
Q U W	as in you
R	as in car

EXTRA ACTIVITY (if time permits):

- Alphabet Bingo** Have the student write any five letters on a sheet of paper. As you randomly call out letters in the alphabet, the student crosses out those on his/her list. When all five letters are crossed out, the student shouts, *Bingo!* Have the student be the caller for another round.

I. Culture Tip!

- Have the student read the culture tip silently. Then you read the tip aloud. Point to the picture to help explain the tip. Demonstrate with the student by introducing yourself and looking confidently into the student's eyes. For some students, this may feel unnatural or uncomfortable, so practice accordingly.

GROUP ACTIVITY

G. Activity

- Have students look at the pictures. Point out the characters' name tags and say them aloud: *David, Patty, Luli*. Then go around the room and elicit the characters' names from the students as you point to the pictures in your book.
- Read directions. Go over the example together. Offer encouragement. Check answers.

H. Activity

- PAIR students. Read the directions out loud.

Model an example with a student. As students talk, circulate and offer encouragement. **EXPANSION:** On the board, write, *Spell it, please.* Choose a strong student and ask, *What is your name?* Then say, *Spell it, please.* Gesture to the **NOTE** you've written on the board, and indicate that you are ready to write the name as the student spells it. **OPTION:** Invite students to the board to spell their names.

EXPANSION: Practice pronunciation of individual letters by sound group (i.e. the letter *A* sounds like the *a* in *name*.):

A H J K	as in name
B C D E G P T V	as in Luli
F L M N S X	as in check
I Y	as in goodbye
O	as in hello
Q U W	as in you
R	as in car

EXTRA ACTIVITY (if time permits):

- Alphabet Bingo** Have students write any five letters on a sheet of paper. As you randomly call out letters in the alphabet, students cross out those on their list. When all five letters are crossed out, students shout, *Bingo!* The winner is the caller for another round.

I. Culture Tip!

- Have students read the culture tip to themselves. Read it aloud. Point to the picture to help explain the tip. Demonstrate with a student: introduce yourself and look confidently into the student's eyes. For some students this may feel uncomfortable.

ONE ON ONE ACTIVITY

J. Activity

- Draw a name tag on the board with the same letters as in the image. Read the directions out loud. Do the letter "y" together on the board. Then point to the example in the book. As the student works, answer any questions and offer encouragement. Check answers together.

K. Activity

- Point to the picture and say, *Jack and Luli are having a conversation. They are greeting each other.*
- Read the directions out loud: Read the conversation. Point to conversation. As the student reads, be sure he/she is reading.
- EXPANSION:** Practice sentence stress by clapping on the stressed (important) words: *Hello / Hello. My name is Luli. What's your name? / My name is Jack. / Spell it, please. / J-a-c-k / Nice to meet you. / Nice to meet you.*

L. Activity

- PAIR UP with your student. Give the student a name tag and a marker.
- Read the directions and the first step out loud: *write your name.* Say and gesture, *Write your name.* Help the student with spelling if necessary.
- Then read the second and third steps. Practice the conversation with the student.

Before You Go.

- Make it a practice to leave time for any questions or special directions for the next class.
- Indicate when the next class is.
- Ask the student to keep his/her name tag.
- Suggest the student bring a family photo to the next class. **NOTE:** *For next class suggestions* (found on the second *Real Life* page of each lesson) are just that, suggestions. Bringing real items into the classroom often helps makes the relevance of an activity clearer. If the student does not have the items, bring magazine pictures or ask him/her to draw simple images.
- Assign homework.

GROUP ACTIVITY

J. Activity

- Draw a name tag on the board with the same letters as in the image. Read the directions out loud. Do the letter "y" together on the board. Then point to the example in the book. As students work, circulate and offer encouragement. Check answers together.

K. Activity

- Point to the picture and say, *Jack and Luli are having a conversation. They are greeting each other.*
- Read the directions out loud: Read the conversation. Point to conversation.

L. Activity

Create

- PAIR students. Distribute name tags and markers.
- Read the directions and the first step out loud: *write your name.* Say and gesture, *Write your name.* Walk around to help less literate students with spelling.
- Then read the second and third steps. Model a dialog with a student. As students practice the conversation, circulate and offer encouragement.

Before You Go.

- Make it a practice to leave time at the end of class for any questions or directions for the next class.

EXTRA! EXTRA!

ONE ON ONE ACTIVITY

M. Activity

- Read the directions out loud. Point out the pictures of the characters and their name tags. Then invite the student to read the first conversation with you. Explain that you take turns reading your lines; the numbers indicate the order of the conversation.
- Go over the example in item 1 together. As the student works, answer any questions and offer encouragement. Have the student check answers.
OPTION: If your student is more advanced, suggest that he/she work without using the word box.

N. Activity

- PAIR UP with your student. Read the directions out loud. Read the example dialog with the student. Practice the conversation with the student.
OPTION: After you and the student have practiced the conversations, try the activity without the book.

GROUP ACTIVITY

M. Activity

- Read the directions out loud. Point out the pictures of the characters and their name tags. Then invite a student to read the first conversation with you. Explain that you take turns reading your lines; the numbers indicate the order of the conversation.

OPTION: Have the student who read with you to then be Patty and a new student read Luli's part, and so on.

- Go over the example in item 1 together. As students work, circulate and offer encouragement. Have students check answers in PAIRS and then as a group. **OPTION:** For more advanced students, suggest that they work without using the word box.

N. Activity

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

OPTION: After students have practiced the conversations, encourage them to try the activity without the book.

Never Assign Homework

HOMEWORK

Emphasize the importance of studying English outside of class,

- **B: Reading:** Explain that reading is a good way to grow vocabulary.
- Thank your students for their hard work in class today! *Thank you! Good job!*

A. Listening (track 5): Words that sound like

name

1. David
2. Luli
3. Thank you.
4. please

~~ONE ON ONE ACTIVITY~~**MATERIALS**

- Board or scrap paper + marker
- 1A audio CD, CD player
- Name tags and markers (1 per student)
- Fly swatters (1)
- OPTIONAL: timer (1)
- Sheets of paper (2)
- Your family photo (real or not)
- Crayons or colored pencils

REVIEW

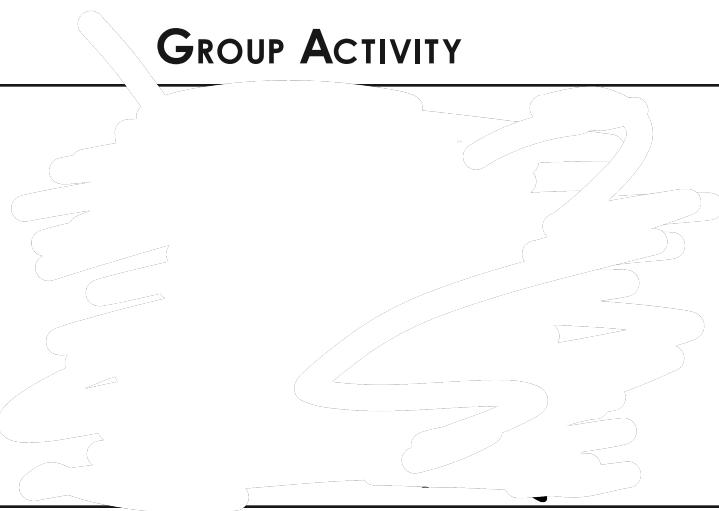
- Review greetings and the alphabet from Day 1. Ask, *What's your name?* Encourage the student to answer in complete sentences.
- Review the homework.
- Give the student a new name tag if the student forgot his/hers.

ICEBREAKER ACTIVITY: Fly swatter Write greetings and goodbyes on the board. Have the student stand at the board, fly swatter in hand. You call out a greeting, and the student tries to swat it quickly. **OPTION:** Use a timer to add a sense of excitement.

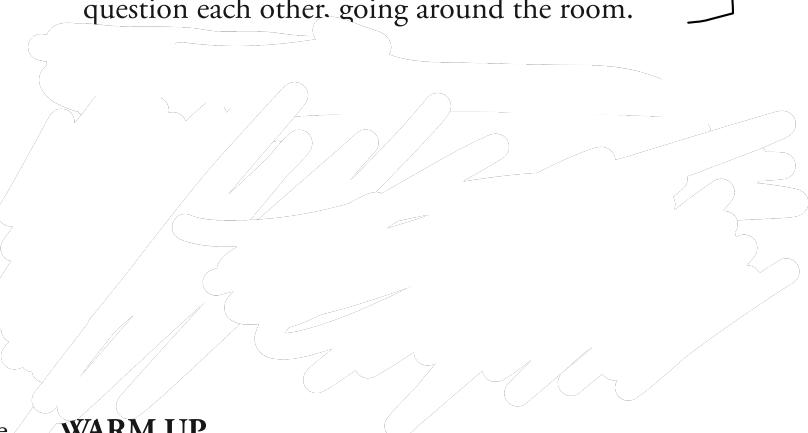
WARM UP

- On the board write, *Hello. My name is ___.* Practice the exchange with the student.

Do this, but
by having them
write it on the
board (if they
want) *

~~GROUP ACTIVITY~~**REVIEW**

- Review greetings and the alphabet from Day 1. Ask, *What's your name?* Encourage students to answer in complete sentences. **OPTION:** You start the questioning, but then let students continue to question each other, going around the room.

**WARM UP**

- Give each student a sheet of paper.
- On the board write, *Hello. My name is ___.* Go around the room practicing the exchange with various students.
- Cover the board (tape a large piece of paper over the writing) so that the greeting is not visible. Have students write the greeting on a piece of paper. After they've finished, have them pass their paper to the right. Uncover the writing on the board and have students correct their neighbor's paper.

verbally

~~ONE ON ONE ACTIVITY~~~~A. Vocabulary: Greetings~~

- Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words quietly or to himself/herself.
- As pronunciation practice, say the words and have the student repeat.

Ask, *What are we learning today?*

~~B. Listening (track 6): What's his name?~~

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

B. Listening (track 6): What's his name?

a. David: What's his name? Luli: His name is Matt. [2]

b. David: What's her name? Luli: Her name is Ana. [1]

c. David: Hello. How are you? Ana: Good, thank you. Luli: Hello. How are you? Matt: Good, thank you. [4]

d. Patty: What's her name? Matt: Her name is Luli. [3]

GROUP ACTIVITY**A. Vocabulary: Greetings**

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

B. Listening (track 6): What's his name?

- 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.

ONE ON ONE ACTIVITY

C. Language Tools: Possessive adjectives his and her

- This grammar lesson focuses on the question What is his/her name? and the answer His/her name is David.
- On the board, write *her* and draw a stick figure of a girl / *his* and draw a stick figure of a boy. Read the items in the grammar chart and have the student repeat. Point to the pictures in Activity A and ask, *What is his name?* (The student repeats.) *His name is David.* (The student repeats.) Continue with all of the characters in Activity A, emphasizing his and her until the student gets the connection between words and gender.
- Point to the blue Language **NOTE** (in the student book). Explain that English speakers like to shorten sentences by connecting words. Explain that both forms are correct.

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.

E. Listening (track 7): How are you?

- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
 - Conveying the concept of formality and informality may be challenging at this level. Use the example of teacher-student interactions versus student-student interactions to exemplify the difference.
- EXPANSION:** Practice *his* and *her* by asking about the characters in the pictures.

E. Listening (track 7): How are you?

- Hello! How are you? [informal]
- Hello. How are you? [formal]

re-explain contractions

Maybe go over “hey” vs “hi” vs “hello” as different levels of formality

replace with how're

3. What's her name?

ONE ON ONE ACTIVITY

F. Activity

- Read the directions out loud. Go over the example together referencing the picture from Activity A. As the student works, answer any questions and offer encouragement. Check answers together.
- OPTION:** Have the student add his/her friends' names to the dictionary.
- **EXPANSION:** Encourage the student to start a personal picture dictionary in the back of the book. Have the student go to the back of the book. Ask for the student's name: *What's your name?* Write the name of the student in your own "dictionary," then have the student do the same.

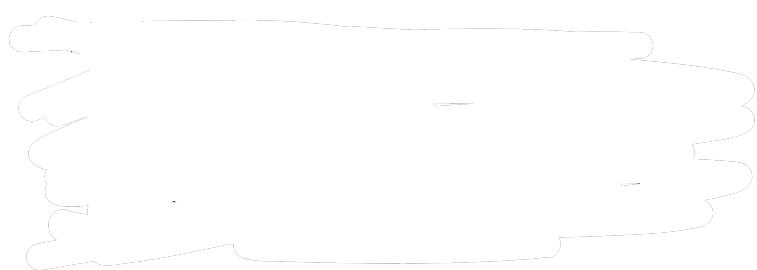
G. Culture Tip!

- Have the student read the culture tip silently. Then you read the tip aloud. Demonstrate the tip with the student. Also demonstrate a "bad" handshake (limp, or too firm, or too long).

GROUP ACTIVITY

F. Activity

- Read the directions out loud. Go over the example together referencing the picture from Activity A. As students work, circulate and offer encouragement. Have students check answers in PAIRS. **OPTION:** Have students add their classmates' names to the dictionary by first standing up and practicing the exchange on page 5 of the student book, then writing the name. **after the letter it starts with**



G. Culture Tip!

- Have students read the culture tip to themselves. Then you read the tip aloud. Demonstrate the tip with various students. Also demonstrate a "bad" handshake (limp, or too firm, or too long). Have the class stand up and practice firm handshakes.

ONE ON ONE ACTIVITY

H. Activity

- On the board, write *My name is Stephen. Her name is Barb. His name is Bob.* Then show your family photo and repeat the sentences as you point out your family members.
- Pass out a sheet of paper and crayons or colored pencils if the student didn't bring family photos. Give the student a five-minute time limit to draw basic family photos. OR, practice spelling family members' names with the student: *What's her name?* Spell it, please, etc. **NOTE:** Some students may feel uncomfortable drawing. Encourage your student to draw simple images, or avoid the drawing portion by bringing in magazine photos to play the part of the family photo.
- Read the directions out loud. Look at the example together. Point out the picture of Matt and his family. As the student works, answer any questions and offer encouragement. Check answers together.

I. Activity

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

J. Activity

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

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

- On the board, write *My name is Stephen. Her name is Barb. His name is Bob.* Then show your family photo and repeat the sentences as you point out your family members. *Have them draw a fam pic*
- Pass out sheets of paper

Give those students a five-minute time limit to draw basic family photos.

NOTE: Some students may feel uncomfortable drawing. Encourage your student to draw simple images, or avoid the drawing portion by bringing in magazine photos to play the part of the family photo.

- Read the directions out loud. Look at the example together. Point out the picture of Matt and his family. As students work, circulate and offer encouragement. Check answers together.

I. Activity

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

J. Activity

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

Before You Go.

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

Be sensitive to the fact that most of your students are probably separated from their families, possibly make this optional

draw

ONE ON ONE ACTIVITY**EXTRA ACTIVITY (if time allows):**

- **Line up** On the board, write the names of the characters from Day 2. Have the student order alphabetically by first name. Then talk about the alphabetical order of your and the student's names.

K. Activity

- PAIR UP with your student. Read the directions out loud. (Remind the student about the importance of a good handshake.) Practice the conversation with the student.

L. 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.

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

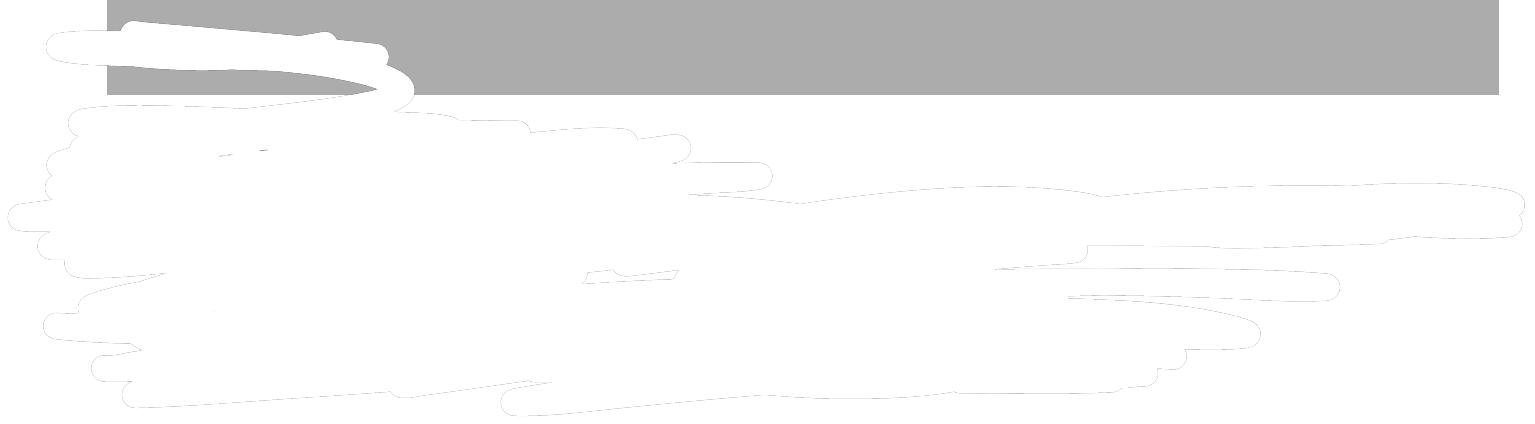
- After the student has checked his/her answers, practice the conversation with the student.

GROUP ACTIVITY**K. Activity**

- PAIR students. Read the directions out loud. Model the conversation once with a student. (Remind students about the importance of a good handshake.) As students practice the conversation, circulate and offer encouragement.

L. Activity

- PAIR students. Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Check answers in PAIRS. **OPTION:** For more advanced students, suggest that they work without using the word box.
- After students have checked their answers, model the conversation once with a student. As students talk, circulate and offer encouragement. **OPTION:**



A. Listening (track 8): What's his name?

- [1] b. David: What's her name? Luli: Her name is Ana.
- [2] a. David: What's his name? Luli: His name is Matt.
- [3] d. Patty: What's her name? Matt: Her name is Luli.
- [4] c. David: Hello. How are you? Ana: Good, thank you.
Luli: Hello. How are you?
Matt: Good, thank you.

ONE ON ONE ACTIVITY

MATERIALS

- Board or scrap paper + marker
- 1A audio CD, CD player
- Ball or other simple object that can be tossed (1)
- OPTIONAL: fly swatter (1)
- OPTIONAL: timer (1)

REVIEW

- Review greetings from Day 2. Pointing to characters in Day 2, ask, *What's his name? What's her name?*
- Review the homework. Ask, *What does "Guess!" mean?*

WARM UP

- Clap once and say, *One*. Clap twice and say, *Two*. Continue through nine, then begin again, encouraging the student to join you in both clapping and saying numbers. It's okay if the student doesn't catch the number words at this point—the point is to stimulate his/her interest in learning numbers.

GROUP ACTIVITY

MATERIALS

- Board + marker

REVIEW

- Review greetings from Day 2. Pointing to characters in Day 2, ask, *What's his name? What's her name?*



ONE ON ONE ACTIVITY

A. Vocabulary: Numbers

- Read the directions out loud. Give the student a few moments to absorb the picture and words. Remind the student to say the words quietly.
- As pronunciation practice, say the words and have the student repeat.
- Ask, *What are we learning today?*
- **NOTE** that throughout the Student Book, bits of language—such as *Excuse me?*—are featured in speech bubbles and set alongside exercises. These are meant to serve as aids to the student—small chunks of useful language that the student can notice and integrate into the corresponding activity.

B. Listening (track 9): Numbers

- Read the directions out loud. Direct the student's attention to the numbers portion of the word box. Play and/or read the audio. Repeat the audio as necessary.
- Return to the clapping / counting activity. Clap once and say, *One*. Clap twice and say, *Two*. Continue through nine, then begin again, encouraging the student to join you in clapping and saying numbers.

C. Listening (track 10): Identification card (ID)

- 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 as necessary. Check answers.

B. Listening (track 9): Numbers

0	zero	5	five
1	one	6	six
2	two	7	seven
3	three	8	eight
4	four	9	nine

C. Listening (track 10): Identification card (ID)

Clerk: Number one!

Clerk: What's your first name?

Marta: My first name is Marta.

Clerk: Spell it, please.

Marta: M-a-r-t-a.

Clerk: What's your last name?

Marta: My last name is Sanchez.

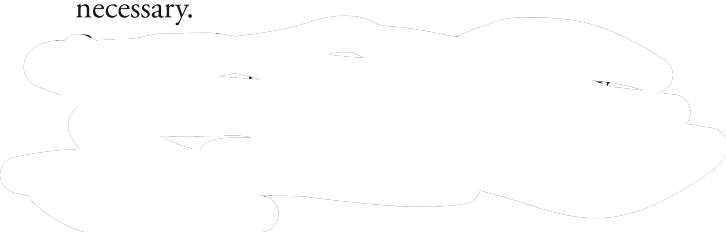
GROUP ACTIVITY

A. Vocabulary: Numbers

- Read the directions out loud. Give students a few moments to absorb the picture and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat.
- Ask, *What are we learning today?*
- **NOTE** that throughout the Student Book, bits of language—such as *Excuse me?*—are featured in speech bubbles and set alongside exercises. These are meant to serve as aids to students—small chunks of useful language that students can notice and integrate into the corresponding activity.

B. Listening (track 9): Numbers

- Read the directions out loud. Direct students' attention to the numbers portion of the word box. Play and/or read the audio. Repeat the audio as necessary.



C. Listening (track 10): Identification card (ID)

- 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.

Clerk: What's your phone number?

Marta: Excuse me?

Clerk: What's your phone number?

Marta: My phone number is 303.555.3186.

Clerk: Thank you. What's your address?

Marta: My address is 53 Orange Street, Boulder, Colorado, 80321.

Clerk: Marta Sanchez? Your ID.

Marta: Thank you.

ONE ON ONE ACTIVITY

- D. Language Tools: Phone numbers and addresses**
- Read the items in the grammar chart and have the student repeat.
 - Write your full name, phone number, and full address on the board. Holding a ball say, *My name is Stephen. My last name is Thomas. My phone number is 303.555.3186. My address is 53 Orange Street, Boulder, Colorado, 80321.* Gesture to the board as you say each sentence. Toss the ball to the student and ask, *What's my first name?* The student says, *Your first name is Stephen.* The student tosses the ball back to you, and you ask, *What's my last name?* Continue tossing the ball, asking and answering questions about numbers, or skipping that step entirely. Give your student ample time to respond and point out the items in the chart to help as necessary. The student does not need to be proficient before you move on to the next activity.
 - **OPTION:** Look at the art on the bottom of the page and ask questions about the information. Or, bring in photos and invent information about the people in them to ask questions about.

E. Activity

- Read the directions out loud. Point out the image on the page. 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.
- Write your phone number on the board. Gesturing to the blue box in the student book, tell the student to write your phone number. Tell the student to call you if he/she can't come to class. Write *I can't come to class* on the board and have the student write it beside your phone number. (The student will practice that conversation in Day 4.)

EXTRA ACTIVITY (if time permits):

- **Fly swatter:** Write numbers (or complete phone numbers) on the board. Have the student stand at the board, fly swatter in hand. You call out a number, and the student tries to swat it quickly.
- **OPTION:** Use a timer to add a sense of excitement.

~~DO NOT use or ask
for real It's or address.
Use an example false one for
everyone~~

GROUP ACTIVITY

D. Language Tools: Phone numbers and addresses

- Read the items in the grammar chart and have students repeat.
- Write your full name, phone number, and full address on the board. say, *My name is Stephen. My last name is Thomas. My phone number is 303.555.3186. My address is 53 Orange Street, Boulder, Colorado, 80321.* Gesture to the board as you say each sentence.

ask, *What's my first name?* The student says, *Your first name is Stephen.*

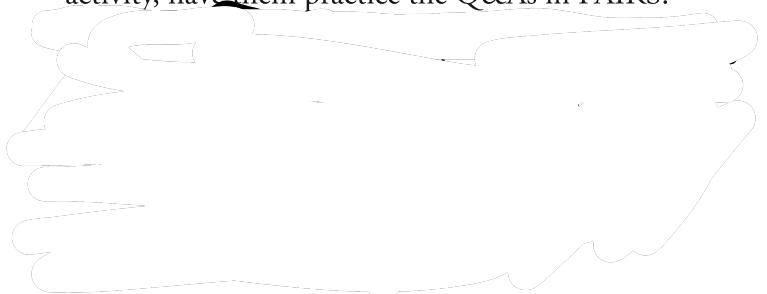
, different student ~~and~~ ask, *What's my last name?* Continue around the room, taking your time with the numbers and address, or skipping that step entirely. Give students time to respond and point out the items in the chart to help as necessary. The students do not need to be proficient before you move on to the next activity.

OPTION: Look at the art on the bottom of the page and ask questions about the information. Or, bring in photos and invent information about the people in them to ask questions about.

E. Activity

- Read the directions out loud. Point out the image on the page. Go over the example together. As students work, circulate and offer encouragement.

EXPANSION: After students have checked the activity, have them practice the Q&As in PAIRS.



EXTRA ACTIVITY (if time permits):

- **Fly swatter:** Write numbers (or complete phone numbers) on the board. Divide the class into two TEAMS. Have the first competing pair of students stand at the board. You call out a number, and students try to be the first to swat it.

ONE ON ONE ACTIVITY

F. Listening (track 11): ID

- Read the first part of the directions: *Look at the words*. Point to the ID. As the student reads, be sure he/she is only reading, not filling in the card.
- Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and point out the example answer: Marta.) Repeat the audio as necessary. Check answers together.

G. Activity

- Read the directions out loud. Emphasize that the student is to write his/her own information. As the student works, answer any questions and offer encouragement. Check answers together.

H. Culture Tip!

- Have the student read the culture tip silently. Then you read the tip aloud. To demonstrate the tip, Say, *Write my phone number*. Then say your number quickly. Then repeat, this time saying your number slowly.

F. Listening (track 11): ID

Clerk: Number one!

Clerk: What's your first name?

Marta: My first name is Marta.

Clerk: Spell it, please.

Marta: M-a-r-t-a.

Clerk: What's your last name?

Marta: My last name is Sanchez.

Clerk: Spell it, please.

Marta: S-a-n-c-h-e-z.

GROUP ACTIVITY

F. Listening (track 11): ID

- Read the first part of the directions: *Look at the words*. Point to the ID. As students read, circulate to check that they are only reading, not filling in the card.
- Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and point out the example answer: Marta.) Repeat the audio as necessary. Check answers together.

G. Activity

- Read the directions out loud. Emphasize that students are to write their own information. As students work, circulate and offer encouragement. Have students check answers in PAIRS.

H. Culture Tip!

- Have students read the culture tip to themselves. Then you read the tip aloud. To demonstrate the tip, Say, *Write my phone number*. Then say ~~a fake~~ number quickly. Then repeat, this time saying ~~the same~~ number slowly.

Clerk: What's your phone number?

Marta: Excuse me?

Clerk: What's your phone number?

Marta: My phone number is 303.555.3186.

Clerk: Thank you. What's your address?

Marta: My address is 53 Orange Street, Boulder, Colorado, 80321.

Clerk: Marta Sanchez? Your ID.

Marta: Thank you.

ONE ON ONE ACTIVITY

I. Activity

- PAIR UP with your student. Read the directions out loud. Practice the conversation with the student.

J. Listening (track 12): Phone numbers and addresses

- Read the first part of the directions: *Look at the page*. Point to the directory. As the student reads, be sure he/she is only reading, not answering the questions.
- Point out the Language NOTE. Model the pronunciation of *avenue* for the student.
- Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- EXPANSION:** Ask the student about the information in the directory: *What is Patty Brown's phone number? What is Matt Kelly's address?*

Before You Go.

- Encourage the student to ask questions about any part of the lesson that wasn't clear.
- Suggest the student bring a cell phone to the next class.
- Assign homework.

J. Listening (track 12): Phone numbers and addresses

[1] A: Patty Brown ... What's her phone number?
 B: Her phone number is 719.555.1488.
 A: What's her address?
 B: Her address is 164 School Street.

[2] A: Luli Jin ... What's her phone number?
 B: Her phone number is 303.555.2333.
 A: What's her address?
 B: Her address is 3396 A Street.

GROUP ACTIVITY

I. Activity

- PAIR students. Read the directions out loud. Model the conversation once with a student. As students talk, circulate and offer encouragement.

J. Listening (track 12): Phone numbers and addresses

- Read the first part of the directions: *Look at the page*. Point to the directory. As students read, circulate to be sure they are only reading, not answering the questions.
- Point out the Language NOTE. Model the pronunciation of *avenue* for the students.
- Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.
- EXPANSION:** Ask students about the information in the directory: *What is Patty Brown's phone number? What is Matt Kelly's address?*

Before You Go.

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

[3] A: Matt Kelly ... What's his phone number?
 B: His phone number is 720.999.7560.
 A: What's his address?
 B: His address is 81 K Avenue.

EXTRA! EXTRA!

Be conscious that some students can't have difficulty writing. Thus for activity K, provide the option of saying + verbally instead.

ONE ON ONE ACTIVITY

K. Activity

- PAIR UP with your student. Assign the student to be Partner A; you are Partner B. Point out the two lists and explain that Partner A is not to look at Partner B's list and vice versa.
- Read the directions out loud. Demonstrate an exchange with the student using the example.
- As the student writes, answer any questions and offer encouragement. Check answers together.

L. Listening (track 13): Phone numbers and addresses

- Read the directions out loud. Explain that the last line of the chart is for someone else's information, not the student's.
- Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

OPTION: Assign the "Ask a person the questions" portion as homework.

L. Listening (track 13): Phone numbers and addresses

[1] A: Patty Brown ... What's her phone number?
B: Her phone number is 719.555.1488.
A: What's her address?
B: Her address is 164 School Street.

[2] A: Luli Jin ... What's her phone number?
B: Her phone number is 303.555.2333.
A: What's her address?
B: Her address is 3396 A Street.

GROUP ACTIVITY

K. Activity

- PAIR students. Assign one student to be Partner A and the other to be Partner B. Point out the two lists and explain that Partner A is not to look at Partner B's list and vice versa.
- Read the directions out loud. Model an exchange with a student using the example.
- As students write and talk, circulate and offer encouragement. Check answers together.

Tell them
to use
made-up
info

L. Listening (track 13): Phone numbers and addresses

- Read the directions out loud. Explain that the last line of the chart is for someone else's information, not the student's.
- ~~Read~~ 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 students PAIR to ask and answer the questions in the last line of the chart. **OPTION:** Assign the "Ask a person the questions" portion as homework.

[3] A: Matt Kelly ... What's his phone number?
B: His phone number is 720.999.7560.
A: What's his address?
B: His address is 81 K Avenue.



- **B: Hello, world!** Encourage them to try at least one of the suggestions. Say, *Try!*
- Thank your students for their hard work in class today! *Thank you! Good job!*

A. Listening (track 14): ID

Clerk: Number one!

Clerk: What's your first name?

Marta: My first name is Marta.

Clerk: Spell it, please.

Marta: M-a-r-t-a.

Clerk: What's your last name?

Marta: My last name is Sanchez.

Clerk: Spell it, please.

Marta: S-a-n-c-h-e-z.

Clerk: What's your phone number?

Marta: Excuse me?

Clerk: What's your phone number?

Marta: My phone number is 303.555.3186.

Clerk. Thank you. What's your address?

Marta: My address is 53 Orange Street, Boulder, Colorado, 80321.

ONE ON ONE ACTIVITY

MATERIALS

- Board or scrap paper + marker
- 1A audio CD, CD player
- Calendar (1)
- OPTIONAL: Reproducible Days of the Week Strips (1 set per pair)
- Cell phone (yours + the student brings)

REVIEW

- Review numbers and questions from Day 3 by reviewing Activity A from the homework. Ask, *What is Marta's phone number? What is Marta's address?* Then ask the student about his/her phone number and address, and, lastly, your phone number.

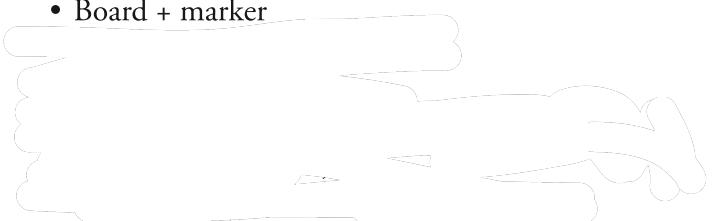
WARM UP

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

GROUP ACTIVITY

MATERIALS

- Board + marker



REVIEW

Don't ask for real #'s etc This is very optional

- ICEBREAKER ACTIVITY: Question Line
- Review numbers and questions from Day 3. Position students around a long table, with a line of students on each side. On the board, write, *What is your phone number? What is your address?* Partner A asks Partner B one of the questions on the board, Partner 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.

WARM UP

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

ONE ON ONE ACTIVITY

A. Vocabulary: Days of the week

- Read the directions out loud. Give the student a few moments to absorb the pictures and words. Remind the student to say the words out loud.
- As pronunciation practice, say the words and have the student repeat.
- Ask, *What are we learning today?*
- In order to help the student with Tuesday vs Thursday, see pronunciation exercise below.

B. Listening (track 15): Days of the week

- Read the directions out loud. Play and/or read the audio. Repeat the audio as necessary. **OPTION:** Direct the student's attention to your calendar as he/she listens to the days of the week.

C. Listening (track 16): Tano can't come to class.

- Read the directions out loud. Explain that the student should touch the numbers on the phone picture and the words on the calendar. Play and/or read the audio. (Stop the audio after the first item and make sure the student is pointing to the number seven.) Repeat.

B. Listening (track 15): Days of the week

Sunday	Thursday
Monday	Friday
Tuesday	Saturday
Wednesday	

C. Listening (track 16): Tano can't come to class.

Tano: What's Betty's phone number? Seven one nine five five five three zero six eight.

Betty Thomas: Hello?

Extra Pronunciation Exercise: t vs. th

Tell the student(s) *we are going to practice the T and Th sound.* Write the following words on the board:

Tuesday	Thursday
Tanks	Thanks
Tin	Thin
Bat	Bath

Tell students to look at your mouth as you make the following sounds: *t, t, Tuesday* (point to Tuesday)
Say, again look at my mouth (pointing to your tongue)

GROUP ACTIVITY

A. Vocabulary: Days of the week

- Read the directions out loud. Give students a few moments to absorb the pictures and words. Remind them to say the words quietly or to themselves.
- As pronunciation practice, say the words and have students repeat.
- Ask, *What are we learning today?*
- In order to help the students with Tuesday vs Thursday, see pronunciation exercise below.

B. Listening (track 15): Days of the week

- Read the directions out loud. **OPTION:** Direct students' attention to your calendar as they listen to the days of the week.

C. Listening (track 16): Tano can't come to class.

- Read the directions out loud. Explain that they should touch the numbers on the cell phone picture and the words on the calendar picture. Play and/or read the audio. (Stop the audio after the first item and make sure students are pointing to the number seven.) Repeat.

Tano: Hello. Betty?

Betty: Yes.

Tano: Hello. This is Tano.

Betty: Hello Tano.

Tano: I can't come to class today.

Betty: Okay. What is today?

Tano: Today is Tuesday.

Betty: Okay. See you tomorrow. Wednesday.

Tano: Thank you. Goodbye.

Betty: Goodbye.

sticking out a little bit) *th, th, th Thursday* (point to Thursday). Show that your tongue goes out a little but then goes back into the mouth.

Have them repeat with you: *t, t Tuesday; th, th, Thursday; t, t, tanks; th, th, thanks.*

Repeat with *tin, thin, bat* and *bath*.

Do a fly swatter exercise or label the "t" sounds 1 and "Th" 2. Say a word and call randomly on individuals to say if the word is sound 1 or 2. Make corrections as necessary.

ONE ON ONE ACTIVITY

D. Language Tools: What is today?

- With the calendar visible, but your hands free to gesture, read the items in the grammar chart and have the student repeat.
- Practice word stress by clapping on the first syllable of the days of the week. Then demonstrate the stress in a complete sentence: *Today is Monday.*
- Elicit the days of the week in chronological order.

E. Listening (track 17): Days of the week

- Read the first part of the directions: Look at the days of the week. Point to the calendar picture. As the student reads, be sure he/she is only reading, not underlining the words.
- Read the rest of the directions. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

F. Activity

- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together. **EXPANSION:** After the student has checked the activity, take turns asking questions about the days of the week, using the items in the activity as prompts.

EXTRA ACTIVITY (if time permits):

- Order!** PAIR UP with your student. Give the student a set of Days of the Week Strips. Have the student put the strips in order (chronologically), starting with Sunday. **OPTION:** Have the student put the strips in order alphabetically or have the student start the series with today's day.

GROUP ACTIVITY

D. Language Tools: What is today?

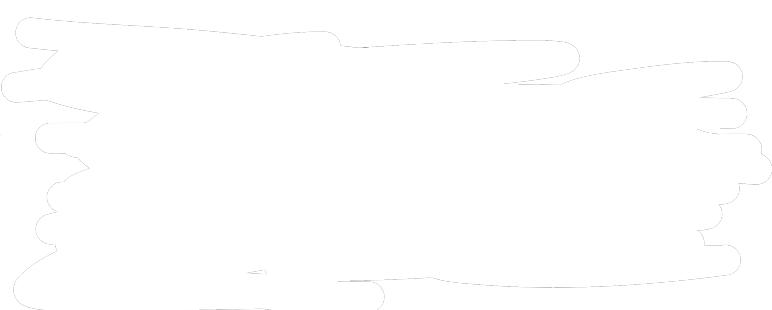
- With the calendar visible, but your hands free to gesture, read the items in the grammar chart and have students repeat.
- Practice word stress by clapping on the first syllable of the days of the week. Then demonstrate the stress in a complete sentence: *Today is Monday.*
- Elicit the days of the week in chronological order, pointing to various students around the room.

E. Listening (track 17): Days of the week

- Read the first part of the directions: Look at the days of the week. Point to the calendar picture. As students read, circulate to check that they are only reading, not underlining the words.
- Read the rest of the directions. read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together.

F. 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 asking questions about the days of the week, using the items in the activity as prompts. Model an example exchange with a student.



E. Listening (track 17): Days of the week

Sunday
Monday
Tuesday

Wednesday
Thursday
Friday
Saturday

ONE ON ONE ACTIVITY

G. Listening (track 18): Tano can't come to class.

- Read the directions out loud. Play and/or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together. **OPTION:** If your student is more advanced, suggest that he/she work without using the word box.
- Point out the Language **NOTE**. Ask, *What does "okay" mean?*
- Demonstrate the pronunciation difference of *can* and *can't*. Say a few phrases and have the student give a thumbs up if they hear *can* or a thumbs down if they hear *can't*.

H. Activity

- PAIR UP with your student. Read the directions out loud. Practice the conversation with the student. **OPTION:** Sit back-to-back with your student and use your cell phones as props to simulate a phone call.

I. Culture Tip!

- Have the student read the culture tip silently. Then you read the tip aloud. Demonstrate an “I can’t come to class” call with the student, using your cell phones as props.

G. Listening (track 18): Tano can't come to class.

Tano: What's Betty's phone number? Seven one nine five five five three zero six eight.

Betty Thomas: Hello?

Tano: Hello. Betty?

Betty: Yes.

Tano: Hello. This is Tano.

GROUP ACTIVITY

G. Listening (track 18): Tano can't come to class.

- Read the directions out loud. _____ or read the audio. (Stop the audio after the first item and point out the example answer.) Repeat the audio as necessary. Check answers together. **OPTION:** For more advanced students, suggest that they work without using the word box.
- Point out the Language **NOTE**. Ask, *What does "okay" mean?*
- Demonstrate the pronunciation difference of *can* and *can't*. Say a few phrases and have the students give a thumbs up if they hear *can* or a thumbs down if they hear *can't*.

H. Activity

- PAIR students. Read the directions out loud. Model the conversation once with a student. As students talk, circulate and offer encouragement. **OPTION:** Have students sit back-to-back and use _____ as props to simulate a phone call.
No cell phones, make a phone w/ your hands

I. Culture Tip!

- Have students read the culture tip to themselves. Then you read the tip aloud. Demonstrate an “I can’t come to class” with a student

Tell them this is for work, not for English class!

Betty: Hello Tano.

Tano: I can't come to class today.

Betty: Okay. What is today?

Tano: Today is Tuesday.

Betty: Okay. See you tomorrow. Wednesday.

Tano: Thank you. Goodbye.

Betty: Goodbye.

ONE ON ONE ACTIVITY

J. Activity

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

Before You Go.

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

GROUP ACTIVITY

J. Activity

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

Before You Go.

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

ONE ON ONE ACTIVITY

K. Activity

- Draw a calendar on the board without the days of the week. Have the student write them in. Then elicit from the student his or her English class schedule, and you fill in the information.
- Read the directions out loud. Go over the example together. As the student works, answer any questions and offer encouragement. Check answers together.

L. Activity

- PAIR UP with your student. Read the directions out loud. Explain that the student is going to imagine a situation. Say, *Imagine that you can't come to class. Call me. Leave a voice message.* Explain that the student should write out what he/she will say, then practice saying his/her message to you.
- As the student writes, answer any questions and offer encouragement. Practice the conversation with your student. Pretend to use your cell phones if you brought them.

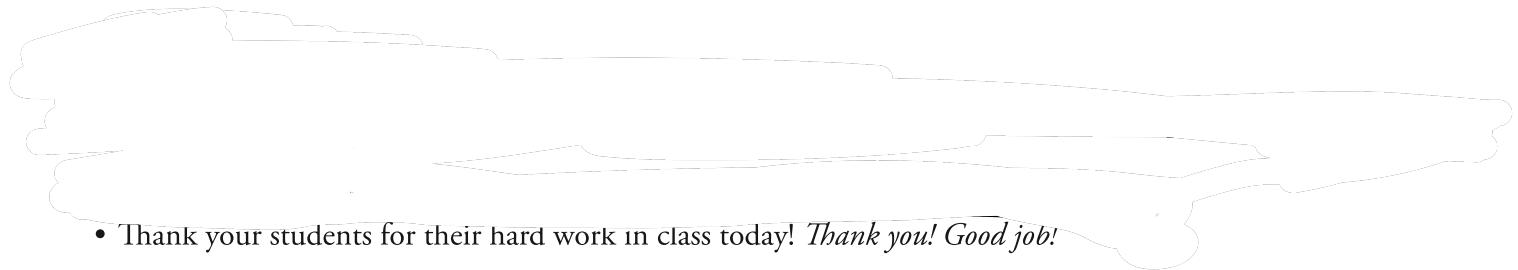
GROUP ACTIVITY

K. Activity

- Draw a calendar on the board without the days of the week. Assign seven students to write the days of the week. Then elicit from the class their English class schedule and you fill in the information.
- Read the directions out loud. Go over the example together. As students work, circulate and offer encouragement. Have students check answers in PAIRS.

L. Activity

- PAIR students. Read the directions out loud. Explain that students are going to imagine a situation. Say, *Imagine that you can't come to class. Call me. Leave a voice message.* Explain that students should ~~write~~ ^{SAY OUT LOUD} out what they will say. Then they should practice saying their message to their partner.
- As students write and practice, circulate and offer encouragement.



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

A. Listening (track 19): Tano can't come to class.

Tano: What's Betty's phone number? Seven one nine five five five three zero six eight.

Betty Thomas: Hello?

Tano: Hello. Betty?

Betty: Yes.

Tano: Hello. This is Tano.

Betty: Hello, Tano.

Tano: I can't come to class today.

Betty: Okay. What is today?

Tano: Today is Tuesday.

Betty: Okay. See you tomorrow. Wednesday.

Tano: Thank you. Goodbye.

Betty: Goodbye.