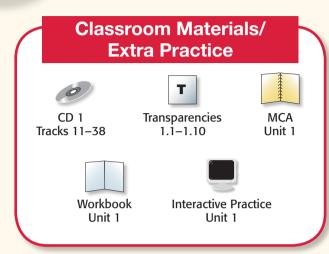
# 1

# Nice to meet you.

**Lesson 1** 

Countries

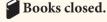


#### **Unit Goals**

- Say names of countries
- Ask for someone's name
- · Read the alphabet
- Spell first and last names
- Say and write numbers 0-9
- Ask for a telephone number
- Introduce self
- Use I am, He is/She is, You are, We are, They are
- Fill out a form
- Talk and write about greetings in different cultures

## **Getting Started**

5 minutes



- Elicit names of countries students already know. Show Transparency 1.1 or a wall map of the world. Point to the United States. Say: *We are here in the United States*.
- Ask various students: *Where are you from?* Have each student point to the map and say the country. Say the country and have the class repeat.
- State the lesson objective: We're learning the names of countries.

#### **Presentation**

10 minutes

## A Look at the map...

- Show Transparency 1.1 or use a world map. Point to the countries and say *Countries*.
- Play CD1, Track 11. Point to each country. Students listen.
- Continue playing Track 11. Point to each country and have students repeat.

#### Books open.

- Play Track 11 again. Students listen and point again.
- Continue playing Track 11. Students point as they listen and repeat.

## **B** Listen and read...

- Play CD 1, Track 12. Students read silently.
- Pause the CD. Check comprehension. Ask: *Are you from Russia? Are you from El Salvador? Are you from Vietnam?* etc. Tell students to hold up their YES or NO cards to answer. (See page 249)
- Continue playing Track 12. Ask students to listen and repeat as they read.

#### Controlled Practice 5 minutes

#### **©** PAIRS. Point to your country...

• Form cross-ability pairs. Students show each other their countries on the map.

#### **Expansion: Writing Practice for C**

• Dictation. Say and spell words from the box. Students write the words on a piece of paper. Then students check their spelling.

#### **Language Note**

Write a city and country on the board. Circle the first letters. Say: *Begin the name of a city and a country with a capital letter.* 

# Lesson 1 Countries

#### **Presentation**

#### 10 minutes

#### **Teaching Tip**

Write on the board: I don't know. Say the sentence and have students repeat. Say: When we don't know the answer, we say I don't know. You may want to ask questions students may not know the answers to, for example, *Is this* student from Peru? What's my favorite color? etc. The class answers: I don't know.

## D Listen. Listen and repeat.

- Show Transparency 1.2 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Set the context. Elicit information about the picture without correcting students' answers. Tell students to hold up their YES or NO cards or say I don't know. Ask: What do you think? Are they in class? Are they students? Is she from China? Is he from Mexico?
- Play CD 1, Track 13. Students listen. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 13. Ask students to listen and repeat.
- Now show the dialog on Transparency 1.2 or have students read in their books. Play Track 13 again. Students listen and read silently.
- Continue playing Track 13. Ask students to listen and repeat.

#### **Controlled Practice** 10 minutes

#### **PAIRS.** Practice the conversation.

- Model the conversation in Exercise D. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

#### MULTILEVEL INSTRUCTION for E

**Pre-level** Students role-play the conversation for the class with books open.

**Above-level** Students role-play the conversation for the class with books closed.

#### PAIRS. Make a new conversation...

- Model a new conversation with a volunteer. Say the lines for Speaker A. Use your own name. Speaker B uses his or her name and country. Role-play the conversation with two more students.
- Walk around and help as necessary. Then ask volunteers to role-play their new conversation.

#### **Communicative Practice** 20 minutes

# Show what you know!

#### **CLASS.** Walk around the room...

- Write two column headings on the board: Name Country
- Model the activity. Ask a student: What's your name? Write the student's first name in column 1. Ask: *Where are you from?* Write the country in column 2. Ask two more students and write their information on the board.
- Circulate and assess students' ability to ask for and write down someone's name and country. If students need more practice, review pages 8 and 9.

#### **CLASS.** Take turns. Talk about...

- Point to the information on the board. Say: [Name] is from [country]. Students repeat.
- Go around the room. Have each student say where his or her classmate is from: [Name] is from [country].

#### **Critical Thinking Skill: Listing**

- Ask the class to think of the countries they know. Have volunteers come up to the board and write a country name they remember. Check for correct spelling and capitalization.
- Review the list. Say: Who is from \_ students to raise their hands if they are from that country. Add any countries students forgot!

# **Extra Practice** Interactive Practice Pages 2-3

# Spell first and last names

## **Getting Started**

#### 5 minutes

#### 10 minutes



- Print your first and last name on the board. Point to your first name. Say: My first name is [your first name]. Then spell it. Point to your last name. Say: My last name is [your last name]. Then spell it.
- Circle the first letter of each name. Tell the class that names start with capital letters.
- State the lesson objective: We're learning to spell first and last names.

#### Presentation

#### 10 minutes

#### **Teaching Tip**

The audio has been recorded in a natural speaking style and pace. Students may need to hear a recording more than one time. Play the audio as many times as necessary to help students understand, confirm information, recheck answers, or practice pronunciation.

## A Look at the alphabet...

- Show an alphabet chart or write the letters on the board. Point to the group of letters. Say: This is the alphabet.
- Play CD 1, Track 14. Point to each letter in the alphabet. Students listen.
- Continue playing Track 14. Point to each letter and have students repeat.

#### Books open.

- Play Track 14 again. Students listen and read the letters silently.
- Continue playing Track 14. Students point to the letters as they listen and repeat.

#### Expansion: Alphabet Practice for A

• Form pairs. Student A points to a letter in the alphabet. Student B says the letter. Then students switch roles.

#### **Teaching Tip**

Go to pages 236–237. Make copies of the writing practice pages for capital letters. Have the class practice writing the alphabet using capital letters.

#### B Listen. Write the capital letters.

**Controlled Practice** 

- Ask the class to look at the letters in Exercise A. Point out that there are capital letters and lowercase (small) letters.
- Tell students to use capital letters for this exercise. Model item 1 on the board. Say C and write a capital C.
- Play CD 1, Track 15. Walk around and make sure students are writing capital letters on the lines. Play Track 15 two or three times.
- Form pairs. Have students compare their answers.

#### **C** PAIRS. Say a letter...

- Model the activity. Ask the class to say five letters. Write the capital letters on the board.
- Ask for a volunteer to write on the board. Select students to call out letters.

#### **Teaching Tip**

Go to pages 238–239. Make copies of the writing practice pages for lowercase letters. Have the class practice writing the alphabet using lowercase letters.

#### D Listen. Write the words.

- Model the activity. Draw five short blanks on the board. Say: Hello. Then spell it out loud and write the letters in the blanks.
- Tell the class to use lowercase letters for this exercise. Play CD 1, Track 16 two or three times.
- Review the answers with the class. Then play Track 16 again and check the answers.
- Read each word out loud and have students repeat.

#### Expansion: Writing Practice for D

- Form cross-ability groups. Dictation. One student thinks of a word and writes it.
- Then the student spells the word. His/her classmates write the word and then say it. The student says if it is correct.
- Students take turns dictating words to the group.

# Spell first and last names

#### **Presentation**

#### 10 minutes

#### Communicative Practice 15 minutes

#### (E) Listen. Listen and repeat.

- Show Transparency 1.3 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards or say I don't know. Ask: What do you think? Are they in class? Is the man asking for information?
- Play CD 1, Track 17. Students listen. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 17. Have students listen and repeat.
- Now show the dialog on Transparency 1.3 or have students read in their books. Play Track 17 again. Students listen and read silently.
- Continue playing Track 17. Students listen and repeat as they read.

#### **Controlled Practice** 10 minutes

#### PAIRS. Practice the conversation.

- Model the conversation in Exercise E. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

#### **G** PAIRS. Make a new conversation...

- Model a new conversation with a volunteer. Say the lines for Speaker A. Have the student answer with his or her own name. Role-play two more conversations with volunteers.
- Remind students to use their own names and to reverse roles, so that both students can ask and answer the questions.

#### Expansion: Speaking Practice for G

• Ask volunteers to role-play one of their new conversations for the class.

# Show what you know!

#### **GROUPS OF 4. Take turns. Ask...**

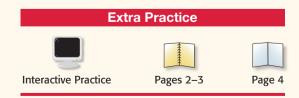
- Write two column headings on the board: First name Last name Read the directions out loud.
- Model the activity. Ask various students: What's your name? Make sure students say full names. Say: *Spell your first name*. Write the name in column 1. Say: Spell your last name. Write the name in column 2.
- Form cross-ability groups. Each student takes a turn asking one person for his or her first and last names. All students listen and write.
- Circulate and assess students' ability to spell first and last names. If students need more practice, review pages 10 and 11.

#### CLASS. Take turns. Introduce...

- Say the sentence in the bubble and ask the class to repeat. Say: *The man is introducing the woman.* Model with a student.
- Have each group introduce their teammates to the class: This is \_\_\_\_

#### **Critical Thinking Skill: Organizing**

- Give each student an index card or a small piece of paper. Ask students to write their last name on the card.
- Form groups of 5. Tell students to line up in alphabetical order. Encourage them to check the alphabet chart in Exercise A.
- Have each group line up in front of the class. Each student holds up the index card and spells his or her last name.



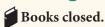
# Say and write numbers

## **Getting Started**

#### 5 minutes

#### **Presentation**

5 minutes



- Ask various students: Do you have a student ID card? Can you show me? Point to the student ID number on their cards.
- Have students look at their student ID cards and point to the numbers. Tell students to hold up their YES or NO cards to answer your questions. Ask: Do you have a 7 in your ID number? Do you have a 5 in your ID number? Ask about a few more numbers to assess which numbers students know.
- State the lesson objective: We're learning to say and write numbers.

Presentation

5 minutes



### A Listen and point...

- Write numbers 0–9 on the board or hold up your book. Point and say: Numbers.
- Play CD 1, Track 18. Point to each number on the board. Students listen.
- Continue playing Track 18. Point to each number again. Students listen and repeat.

### Books open.

- Play Track 18 again. Students listen and point to the numbers in their books.
- Continue playing Track 18. Students point to the numbers as they listen and repeat.

#### **Controlled Practice**

5 minutes



#### B Listen. Write the numbers.

- Play CD 1, Track 19. Play the audio two or three times.
- Review the exercise with the class. Have the class say the numbers while volunteers write them on the board.

#### G Listen, Listen and repeat.

- Have students cover the dialog in their books.
- Play CD 1, Track 20. Ask comprehension questions: *Is the man asking about a phone number? Is the number 83241?*
- Continue playing Track 20. Ask students to listen and repeat.
- Tell students the third line uses rising intonation because the speaker is checking to make sure the number is correct.
- Have students read in their books. Play Track 20 again. Have students listen. Continue playing Track 20. Have students listen and repeat.

#### **Controlled Practice** 10 minutes

#### **D** PAIRS. Practice the conversation.

- Model the conversation in Exercise C. Say the lines for Speaker A. The class says the lines of Speaker B chorally. Make sure students use rising intonation for the third line.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play for the class.

### Expansion: Speaking Practice for D

• Students take out their student ID cards and use their own numbers in the conversations.

## **1** Listen for the student ID...

- Write on the board: *a b*. Say and demonstrate: Circle a. Circle b.
- Play CD 1, Track 21. Then play Track 21 again and have students check their answers.
- Have students compare answers with a partner. Then play Track 21 again to review the answers.

# Say and write numbers

#### **Presentation**

#### 10 minutes



#### (E) Listen. Listen and repeat.

- Show Transparency 1.4 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Elicit information about the picture. Tell students to hold up their YES or NO cards to answer. Ask: What do you think? Is this a cell phone? Is the area *code 213? Is the phone number 555-7169?*
- Play CD 1, Track 22. Students listen. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 22. Ask students to listen and repeat.
- Tell students the fifth line uses rising intonation because the speaker is checking to make sure the number is correct.
- Now show the dialog on Transparency 1.4 or have students read in their books. Play Track 22 again. Students listen and read silently.
- Continue playing Track 22. Students listen and repeat as they read.

#### **Controlled Practice** 10 minutes

#### **G** PAIRS. Practice the conversation.

- Model the conversation in Exercise F. Say the lines for Speaker A. The class says the lines of Speaker B chorally. Make sure students use rising intonation for the fifth line.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

## (1) Listen for the...

- Write on the board: *a b*. Say and demonstrate: Circle a. Circle b.
- Play CD 1, Track 23. Then play Track 23 again and have students circle their answers.
- Have students compare answers with a partner. Then play Track 23 again to review the answers.

## Listen. Write the...

- Play CD 1, Track 24. Make sure students write one number on each blank.
- Play Track 24 again and have students check their answers.
- Have students compare answers with a partner. Then play Track 24 again to review the answers.

#### Communicative Practice 10 minutes

#### **Community Building**

Talk with students about the importance of guarding their personal information, for example, birthdays/birthdates, telephone numbers. Tell students that during class they can use true or made-up information.

# Show what you know!

#### Write your area code and...

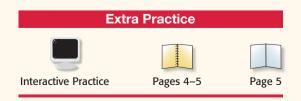
- You may want to write a made-up number on the board for students to use.
- · Circulate and assess students' ability to say and write complete telephone numbers. If students need more practice, review pages 12 and 13.

#### PAIRS. Ask: What's your...

 Read the speech bubbles and ask the class to repeat. Then model the activity with a student.

#### Critical Thinking Skill: Sequencing

- Form cross-ability groups. Hand out one set of index cards or small pieces of paper with the numbers 0-9 to each group.
- Tell groups to line up in order of their numbers.
- To finish this activity, have each group line up in order at the front of the class. Ask the class to check for accuracy!



# Introduce yourself • I am, you are

### **Getting Started**

#### 5 minutes

#### 10 minutes



- Pretend you are a new student in the class. Go out of the room and then enter again. Say: Hi, my name is \_\_\_\_\_. I'm a new student in this school.
- Ask the class: What do you say to a new student?
- Elicit responses without correcting students' answers. Write students' answers on the board. If students need help answering, ask: *Do you say* hello? Do you say What is your name? Do you say What is your area code? *Do you say* Welcome?
- Say the lesson objective: We're learning what to say when we meet new people.

## **Presentation**

10 minutes

Books open.



#### A Listen. Listen and repeat.

- Show Transparency 1.5 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Set the context. Elicit information about the picture without correcting students' answers. Tell students to hold up their YES or NO cards to answer. Ask: What do you think? Are they at school? *Are they shaking hands? Are they writing their telephone numbers?*
- Play CD 1, Track 25. Have students listen. Point to the speakers in the picture. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 25. Ask the class to listen
- Now show the dialog on Transparency 1.5 or have students read in their books. Play Track 25 again. Students listen and read silently.
- Continue playing Track 25. Have students listen and repeat.

### B Listen again. Circle Yes or No.

- Play CD 1, Track 26. Instruct students to listen and read. Then they circle Yes or No.
- To correct this exercise, ask a volunteer to read the sentences. Tell students to hold up their YES or NO cards to answer.

#### **Culture Connection**

**Controlled Practice** 

In the United States, when people meet each other for the first time, they smile and say Hello, nice to meet you. Sometimes they shake hands. Model with a student. Smile and say Hello, nice to meet you. You can also practice shaking hands with the student.

#### **© PAIRS.** Practice the conversation.

- Model the conversation. Say the lines for Speaker B. Ask a female volunteer to say the lines for Speaker A (Rosa). You may want to shake hands.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

#### **D** PAIRS. Make a new conversation...

- Model a new conversation with a volunteer. The student says the lines for Speaker A, using his or her own name. Say the lines for Speaker B. Use your own name. Stand up and shake hands with the student.
- Circulate and help as necessary. Then ask volunteers to role-play their new conversation.

#### **E** CLASS. Walk around the room...

 Tell students to walk around and introduce themselves to three classmates. Remind students to shake hands when they meet classmates.

# Introduce yourself • I am, you are

#### **Presentation**

#### 10 minutes

#### **Culture Connection**

In some cultures, it is impolite to use a finger to point at a person. Instead of pointing to indicate a student, you can use your open hand, with palm facing up, to indicate which student you are choosing.

#### Read the sentences.

- Use Transparency 1.5 or have students look at the chart in their books.
- Say each sentence in the chart and have students read silently. Say each sentence again and have students repeat chorally.
- Write on the board: *I* You. Point to *I* and then point to yourself. Say: I am a teacher. Point to You and then indicate a student. Say: You are a student. Do this with two more students.
- You are. Show how • Write on the board: *I am* contractions are formed by erasing the a and writing an apostrophe ('). Say: I'm. I'm a teacher. You're. You're a student.
- Point to the conversation on Transparency 1.5 or have students look at Exercise A on page 14. Say: *Circle* I'm *in the conversation*.
- Review the answers by asking a volunteer to circle and underline the words on Transparency 1.5.

#### Expansion: Grammar Practice for F

• Write on the board: I'm You're. Have students write the full forms (I am, You are). You may want to teach the terms full form and contraction.

#### **Controlled Practice** 10 minutes

#### **G** Write am or are.

- Do item 1 with the class. Write on the board: *I* \_\_\_\_\_ *a new student*. Ask students for the answer.
- Correct the exercise by asking students to read the sentences.

#### Rewrite the sentences...

• Review how contractions are formed. Write on the board: I am a new student. Erase the a in am and write an apostrophe (').

• Circle the capital letter and period in the sentence on the board. Remind students to start a sentence with a capital letter and end it with a period.

#### Listen and check your answers...

- Play CD 1, Track 27. Tell students to circle any mistakes in their answers in Exercise H.
- Pause the CD. Ask students to correct their mistakes. Start Track 27 again and have students check their answers again.
- Continue playing Track 27. Have the class listen and repeat. Say each sentence and emphasize the correct pronunciation of I'm and You're.

#### **Communicative Practice** 15 minutes

# Show what you know!

#### CLASS. Walk around the room...

- Write on the board: You're right! No, I'm \_
- Model the activity. Indicate a student and say: You're [student's name]. Point to the board. Ask the student to answer. Indicate another student. Say: You're [incorrect name]. The student answers: No,
- Circulate and assess students' ability to use You're and I'm.

#### **Critical Thinking Skill: Summarizing**

- Write on the board: *You are meeting someone* new. What do you say? What do you do?
- Set the context. Tell students they will meet many people here in the United States. Ask the class to help make a list on the board of how they can greet people. The list for what they say may include: Hi. Hello. What's your name? My name is \_\_\_\_\_. How are you? Nice to meet you. Nice to meet you, too. The list for what they do may include: stand up, shake hands, smile, say hello.

## **Extra Practice** Pages 6-7 Interactive Practice Page 6

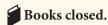
### **Lesson 5**

# Introduce someone • He is, she is

## **Getting Started**

#### 5 minutes

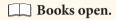
#### 10 minutes



- Write *He* and *She* on the board. Circle *He*. Indicate a male student. Say: *He is a student*. Underline *She*. Indicate a female student. Say: *She is a student*. Say the sentences again and have students repeat.
- Indicate a male student. Ask: *He or she?* Indicate a female student. Ask: *He or she?* Do this two or three times with other students.
- State the lesson objective: We're learning to use the words he and she.

#### **Presentation**

10 minutes



#### A Read the sentences.

- Show Transparency 1.6 or hold up your book and point to each picture. Say each sentence and have the class repeat.
- Write on the board: he she
- Check comprehension. Say sentences: *She is a teacher. He is a student. He is a man. She is a woman.* For each sentence ask: *What did I say—he or she?* Point to *he* and *she* on the board.

## **B** Listen and read the story.

- Play CD 1, Track 28. Students listen and read silently.
- Provide more practice with *he* and *she*. Show Transparency 1.6. Have students come up and circle *he* and *she*. Then underline the names (Jin Su, Lora). Point to the names and have students say *he* or *she*.

#### Expansion: Listening Practice for B

• Have students cover the story. Play Track 28 again. Ask students to listen for *he* and *she*. Tell them to raise a hand when they hear *he* or *she*.

#### © Read the story again...

**Controlled Practice** 

- Have students read the story again silently.
- Do item 1 with the class. Read the sentence. Write on the board: *Yes No.* Model making a circle around *Yes*.
- Review the exercise with the class. Have a student read a sentence out loud. Tell students to hold up their YES or NO cards to answer.

#### **Expansion: Reading Practice for C**

 Form cross-ability pairs. Students take turns reading the story out loud. Tell students to pay attention to he and she.

#### Write he or she.

- Do item 1 with the class. Point to the picture. Ask: *Is the person a man or a woman? What do we write?* Write *she* on the board.
- To correct this exercise, call on various students to say each answer.

#### Expansion: Speaking Practice for D

- Invite 3 men and 3 women to the front of the class.
- Indicate a student and model a sentence: *He is a student*. or *She is a student*.
- Indicate one student at a time and have the class say the correct sentence chorally.

# Introduce someone • He is, she is

#### **Presentation**

#### 10 minutes

#### Communicative Practice 15

#### 15 minutes

#### Read the sentences.

- Show Transparency 1.6 or have students look at their books. Say the first line: *Jin Su is from Korea. Lora is from the United States*. Say each sentence again. Students repeat chorally.
- Say the second line: *He is from Korea. She is from the United States.* Ask: *Which person is* He? *Which person is* She? Say the second line again. Students repeat chorally.
- Say the third line: *He's from Korea*. *She's from the United States*. Show on the board how contractions are formed. Write *He is*. Erase the *i* in *is*, and put an apostrophe in its place. Demonstrate the contraction for *She is*. Read the third line again. Students repeat chorally.

#### Controlled Practice 10 minutes

#### **⚠** Write three sentences...

- Write item 1 on the board: *Carla / my friend*. Then write the first example sentence on the board: *Carla is my friend*. Circle *is* in the sentence to show where to insert *is*. Read the sentence for students to repeat.
- Write the second example sentence on the board: *She is my friend*. Circle *She* in the sentence to show *She* is for Carla, a woman. Read the sentence for students to repeat.
- Write the third example sentence on the board: *She's my friend*. Circle *She's* to show that the two words have been shortened to one word. Read the sentence for students to repeat.
- To correct the exercise, call on various students to write sentences on the board.

#### Expansion: Grammar Practice for F

- Write on the board: *Maria / my classmate*.
- Ask students to write 3 sentences like the sentences in Exercise F.
- Walk around and provide help as necessary.

# Show what you know!

#### GROUPS. Take turns. Ask...

- Ask groups to sit in a circle. Instruct students in the group to introduce themselves. Each student says his or her name and what country he or she is from: *I'm* [name]. *I'm* from [country].
- A student indicates a person and says: Who's that?
   Where is he/she from? A volunteer in the group
   answers. Students take turns indicating a person
   and asking the questions.
- Circulate and assess students' ability to use *he* and *she* correctly. If students need more practice, review pages 16 and 17.
- To finish this activity, ask each group to choose one student to say each classmate's name and country. Write an example on the board: *She's Mariam. She's from Somalia.* etc.

#### **Critical Thinking Skill: Explaining**

- Set the context. Say: We're going to introduce a classmate. We're going to say four things about our classmate. Choose a student and model for the class. Say: This is Maria. She is in my class. She is from El Salvador. She speaks Spanish.
- Form cross-ability pairs. Tell students to introduce themselves and find out four things. Walk around and help students as they talk.
- Ask students in pairs to introduce their classmate. You can write the four pieces of information on the board so the class can read the information.

# Extra Practice Interactive Practice Pages 8–9 Pages 7–8

## Lesson 6

# You are, we are, they are

### **Getting Started**

#### 5 minutes



- Write on the board: *You We They*. Indicate the class and say: *You are students*. Indicate yourself and the class and say: *We are at school*. Indicate a group of students in the back of the class and say: *They are classmates*.
- State the lesson objective: We are learning to talk about students in the class.

#### **Presentation**

10 minutes

Books open.

#### A Read the sentences.

- Have students look at the pictures. Hold up your book and point to each picture. Ask: *Is there one person? How many people are in the picture?* Point to each picture and say: *There is more than one person.*
- Read each sentence. Students read silently. Say each sentence and have the class repeat. Ask volunteers to read each sentence out loud.

#### Expansion: Grammar Practice for Exercise A

• Demonstrate *you*, *we*, and *they* by forming groups. Stand away from a group and indicate them. Say: *They*. Now stand together with the group. Say: *We*. Form a group of three. Stand in front of them and look at them. Say: *You*.

## **B** Listen. Listen and repeat.

- Show Transparency 1.7 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- Set the context. Elicit information about the picture without correcting students' answers. Ask: What do you think? Are they students? Are they in class? Where are they from?
- Play CD 1, Track 29. Students listen. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 29. Ask students to listen and repeat.
- Now show the dialog on Transparency 1.7 or have students read in their books. Play Track 29 again. Students listen and read silently.
- Continue playing Track 29. Students listen and repeat.

#### Controlled Practice 5 minutes

#### **©** PAIRS. Practice the conversation.

- Model the conversation in Exercise B. Say the lines for Speaker A. Have the class say the lines of Speaker B chorally.
- Pairs practice the conversation two times. Have each student role-play Speakers A and B.
- Ask volunteers to role-play the conversation for the class.

#### MULTILEVEL INSTRUCTION for C

**Pre-level** Students role-play the conversation for the class with books open.

**Above-level** Students role-play the conversation for the class with books closed.

# You are, we are, they are

#### **Presentation**

#### 25 minutes

#### • Read the sentences.

- Use Transparency 1.7 or have students look at the chart in their books.
- Say each sentence in the chart and have students read silently. Say each sentence again and have students repeat chorally.
- Write on the board: *You are We are They are.* Say: *These are full forms.* Show how contractions are formed by erasing the *a* in *are* each time and writing an apostrophe ('). Point to each word and say: *You're. We're. They're. These are contractions.*
- Write on the board: *You're We're They're*. Indicate a student and say: *You're a student*. Indicate yourself and the class and say: *We're in Room* \_\_\_. Indicate a group of students in the back of the room and say: *They're from Mexico*.
- Point to the conversation on Transparency 1.7 or have students look at Exercise B on page 18 in their books. Say: *Circle the contractions in the conversation.*
- Review the answers by asking a volunteer to circle contractions in the dialog on Transparency 1.7, or write the conversation on the board and have students circle the contractions.

#### Expansion: Grammar Practice for D

• Write on the board: *You are They are We are*. Have students write the contractions (*You're*, *They're*, *We're*). Review the terms *full form* and *contraction*.

#### Write three sentences...

- Write item 1 on the board. Write the first example sentence: *Carlo and Ana are from Brazil*. Underline *Carlo* and *Ana*. Ask: *You? They? We?* Say: *They*.
- Write on the board: *They \_\_\_\_\_ from Brazil*. Ask students: *What do we need?* Write *are*. Say the sentence and have the class repeat.
- Write on the board: *They are*. Ask: *What is the contraction?* Write: *They're*. Write the full sentence: *They're from Brazil*. Say the sentence and have the class repeat.
- Review the exercise by having students write the sentences on the board. Make necessary corrections.

#### Expansion: Grammar Practice for E

- Have students write sentences similar to Exercise E.
- To review, have volunteers write their sentences on the board. Focus on the full forms and contractions.

#### Communicative Practice 15 minutes

# Show what you know!

#### CLASS. Walk around the room...

• Model the activity. Indicate a student and ask: What's your name? Where are you from? Write the student's name and country on the board. Ask more students. Write the names and countries on the board. When you find two students from the same country, demonstrate filling in the blanks for the exercise:

<i>Country:</i>		
Student 1:	Student 2:	

• Students walk around and find two classmates from the same country, then write the information.

#### **CLASS.** Take turns. Introduce...

- Say the sentence in the speech bubble. Students repeat.
- Have volunteers introduce two classmates.

#### **Critical Thinking Skill: Explaining**

- Set the context. Say: We're introducing two classmates. We're saying four things about the students. Choose two students and model for the class. Say: This is Maria and Yuri. They are in my class. They are from El Salvador and Russia. They speak Spanish and Russian.
- Form cross-ability groups. Tell students to ask each other: What's your name? Where are you from? What language do you speak? Walk around and help students ask questions.
- Ask students to introduce two classmates. Write the information on the board so the class can check.

## Extra Practice





Interactive Practice

Pages 9-10

## **Lesson 7** Life Skills • Fill out a form

## **Getting Started**

5 minutes



• Write on the board:

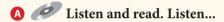
First Name Middle Name Last Name

- Write your information in the blank. Point to each name and say: My first name is the name I received when I was born. This is my middle name. My last name is my family name.
- State the lesson objective: We're learning how to fill out a form correctly.

#### **Presentation**

15 minutes

Books open.



- Show Transparency 1.8 or have students look at their books. Cover the bottom form on the transparency. Elicit information about the top form without correcting students' answers. Tell students to hold up their YES or NO cards to answer. Ask: Is this a school form? Do you write three names on the form? Do you write your teacher's name on the form? Do you write your student ID number on the form?
- Play CD 1, Track 30. Point to the words on the transparency. Students listen. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 30. Ask students to listen and repeat.
- Play Track 30 again. Students listen and read silently.
- Continue playing Track 30. Students listen and point as they read.

#### **Controlled Practice**

10 minutes

#### **B** Read the form again...

- Form cross-ability pairs. Students take turns reading the form out loud.
- Write item 1 on the board. Model circling Yes.
- To review the exercise, have one student read each sentence out loud. Tell students to hold up their YES or NO cards to answer.

#### **©** PAIRS. Compare your answers.

• Form cross-ability pairs. Students take turns reading each sentence and answer out loud. If answers are different, tell students to read the form again and find the answer.

#### **Expansion: Reading Practice for C**

- Show Transparency 1.8 or have students look at their books.
- Tell students you will ask a question. They will look at the form and point to the answer.
- Ask: 1. What is Chi's last name? 2. Where is Chi from? 3. What is Chi's phone number? 4. What is Chi's student ID number? 5. What is the name of Chi's school? Have volunteers come up and point to the answers on Transparency 1.8.

## Life Skills • Fill out a form

#### **Presentation**

#### 15 minutes

#### **Controlled Practice**

15 minutes

#### Complete the sentences...

- Write item 1 on the board. Model how to complete the sentence. Then read the sentence to the class. Erase your name and ask a volunteer to fill in the blank and read the sentence. Do item 2 with the class also.
- You may want to write a telephone number and student ID number on the board for students who do not want to use true information. Walk around and help as needed.

#### Expansion: Reading Practice for D

• Form cross-ability pairs. Students take turns reading their sentences out loud.

#### **Teaching Tip**

Talk about filling out forms. Say: You need to print. Print your name on the board. Show students the printed alphabet on page 10. Then print your name on the board. Say: Sometimes there are lines, sometimes there are boxes on forms. Write a line and boxes on the board. Fill in your name. Say: You need to use a pen. Hold up a pen.

#### **1** Fill out the form...

- Show Transparency 1.8 or have students look at their books. Cover the top form on the transparency. Point to each item. Ask the class to say the words out loud.
- Play CD 1, Track 30 again. Stop after each word and have students listen and self-correct their pronunciation. Continue playing Track 30 and have students repeat.
- Circulate and assess students' ability to fill out the form. Make sure students use their information from Exercise D and are printing.

#### **PAIRS.** Read your classmate's form...

- Instruct pairs to look at each other's form. Ask: Does every box have information? Is the information printed and easy to read?
- Ask volunteers to come up and fill out the form on Transparency 1.8.

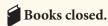


# Lesson 8 Ivan's story

## **Getting Started**

#### 5 minutes

#### Books open.



- Elicit ideas without correcting students' answers. Ask: *You see a classmate or friend. What do you do?* If students have trouble answering, ask a student to come up and role-play the situation with you. Write students' responses on the board.
- State the lesson objective: There are different ways to say hello, to greet people. We're going to listen to Ivan talk about greetings.

#### **Presentation**

15 minutes

#### A CLASS. Look at each picture...

- Show Transparency 1.9 or hold up your book. Point to each picture and ask: *What do you see*?
- Elicit information about each picture without correcting students' answers. If students have difficulty expressing an idea, make suggestions or repeat what they said correctly.
- Write words or phrases on the board about the pictures.

## B Listen to the story.

- Play CD 1, Track 31. Point to each picture on Transparency 1.9 or have students look at their books. Students listen.
- Point to each picture and check comprehension.
   Tell students to hold up their YES or NO cards to answer. Do not say the correct answer. Ask:
  - 1. What is his name? Is he a teacher?
  - 2. Do the students say hello? Do they shake hands?
  - 3. Do students say hello and hug?
  - 4. Do students say hello and fill out a form?
  - 5. Do students kiss and say hello?
  - 6. Does Ivan know how to say hello to classmates?
- Play Track 31 again. Ask students to listen and look at the pictures in their books.
- Check comprehension. Ask the questions above again. Say the answers and have the class to repeat.

#### **Expansion: Vocabulary Practice for B**

• Form cross-ability groups. Have students show each other greetings used in their country. If you feel it is appropriate, ask each group to demonstrate the various greetings for the class.

#### **Presentation**

#### 10 minutes



#### **G** Listen again and read.

- Play CD 1, Track 32. Have students listen and read the story in their books.
- Ask students to circle any words they don't understand. Write the words on the board. Ask students to guess the meaning. Give more information and draw visuals on the board to help students understand.

#### Expansion: Reading Practice for C

• Form cross-ability pairs. Students take turns reading the story out loud.

#### **Controlled Practice** 15 minutes

#### Read the story again...

- Students read the story again. Ask: *How do people* say hello? Tell students to underline the different ways people say hello.
- Ask students for answers. Model writing the answer for item 1 on the board.
- To review the exercise, ask volunteers to write their answers on the board. Make necessary corrections.

#### **© GROUPS.** Ask your classmates...

- Form cross-ability groups. Model the discussion by asking a few students: *How do people say hello* in your country? Do people shake hands? Do people kiss? etc.
- Write on the board the roles for each group: *Student 1: Read the questions out loud.* Student 2: Make sure each person answers. *Student 3: Tell the class the group's answers.*
- Circulate and assess students' ability to discuss how people say hello in their country. Encourage each student to participate in the discussion. If students need more practice, play CD 1, Track 32 again and have students listen and read the story in Exercise C.
- Have groups take turns presenting their answers to the class.

#### **(F)** Write about how people...

- Write the sentences on the board. Model completing the sentences with the class.
- Remind students to use the information they talked about in Exercise E. Ask one student for information and write it on the board.
- Walk around the room and help as necessary.

#### MULTILEVEL INSTRUCTION for F

**Pre-level** If students can't do the exercise, have them copy Ivan's story from Exercise C on a piece of paper.

**Above-level** Tell students to write more than three sentences about this topic. They can use Exercise C as a model.

#### **Communicative Practice** 15 minutes

#### **G GROUPS.** Take turns. Read...

• Form cross-ability groups. If students have trouble sharing their information, encourage classmates to help them.

#### **Critical Thinking Skill: Problem Solving**

- Write on the board: *In Ivan's country, people* smile when they say hello. They don't shake hands or hug. Now Ivan is in the United States. Some of his classmates want to shake hands. Some want to hug him hello. What should Ivan do?
- Form cross-ability groups. Have students talk about the situation and make suggestions. Walk around and help as necessary.
- Ask the groups for their ideas. Write them on the board. Talk about any suggestions that may not be appropriate.

# **Extra Practice** Interactive Practice Page 12

## REVIEW

# Show what you know!

## 1

#### THE SOUNDS OF M AND N

#### **Language Note**

The sounds m and n are nasal sounds. The m sound comes through your nose. Close your lips. Use your voice. Practice the sound with the word map. The n sound also comes through your nose. Put your tongue to the top of your mouth. Use your voice. Practice the sound with the word name. Students can use a small hand mirror to help see the movements of their mouths and tongues as they form the sounds.

#### A Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- Walk around and provide help as needed.

## **B** Listen and repeat.

- Play CD 1, Track 33. Students listen and repeat to self-correct.
- Ask students to point to each word in Exercise A as they listen.
- Walk around and check students' pronunciation of *m*.
- Play the audio two or three times.

#### **©** Read the words out loud...

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- Walk around and provide help as needed.

## D Listen and repeat.

- Play CD 1, Track 34. Students listen and repeat to self-correct.
- Ask students to point to each word in Exercise C as they listen.
- Walk around and check students' pronunciation of *n*.
- Play the audio two or three times.

## Listen. Write m or n...

- Explain that students will complete each word with an *m* or *n*.
- Do the first two items with the class. Write on the board: *1.* \_\_ice \_ 2. fro\_\_. Say each word. Have a volunteer come up and write the correct letter.
- Play CD 1, Track 35. You may want to play the track two times.
- Have students check their answers with a partner.

#### **DICTATION. PAIRS. Student A...**

- Form cross-ability pairs.
- Model the activity with a higher-level student. Ask the student to say a word from Exercise A. Write it on the board. Ask the class to check your spelling.
- Encourage students to check spelling after each word.

#### **G** DICTATION. SAME PAIRS. Student B...

- Tell students to switch roles. Student B says the words from Exercise C. Student A writes the words.
- If necessary, model the activity again with a word from Exercise C.

#### MULTILEVEL INSTRUCTION for F and G

**Pre-level** Students copy the words in Exercises A and C on a piece of paper. Have a classmate check the spelling.

**Above-level** Each student writes five more words with *m* and *n*. They can use any words they know. Form pairs. Have students share their words.

## REVIEW

# Show what you know!

#### **VOCABULARY**



## A Listen, Listen and repeat.

- Play CD 1, Track 36. Have students listen and read.
- Continue playing Track 36. Have students listen and repeat chorally.
- Check comprehension. Say each word in the word box. Ask volunteers to point to the object in the classroom, point to a map, write the numbers, or do the action.
- You can also show Transparencies 1.1, 1.8, and 1.9. Say the words from this list and have students come up and point to them.

#### **Teaching Tip**

Prepare students for Exercises B, C, and D. Write on the board: (circle), underline, and *check* ✓ . Say each word and point to the symbol. Then write five words on the board. Ask a volunteer to come up to the board. Say: Circle [word]. Underline [word]. Check [word]. Make corrections as necessary.

#### **B** Circle four countries...

- Walk around and help as necessary. Make sure students circle the words first and then write.
- Have students compare answers. Then have volunteers write their words on the board.

### **©** Underline four ways to say hello...

- Walk around and help as necessary. Make sure students underline the words first and then write.
- Have students compare answers. Then have volunteers write their words on the board.

#### $\bigcirc$ Check ( $\checkmark$ ) four numbers...

- Walk around and help as necessary. Make sure students make checkmarks first and then write.
- Have students compare answers. Then have volunteers write their words on the board.

#### **SPEAKING**

#### A Maria is a new student in your class...

- Have students read the situation and answer choices in their books.
- Say: Circle the answer that completes the dialog.
- Have students compare answers with a classmate.
- Ask a volunteer to write the correct answer on the board

#### **B** Your teacher asks...

- Have students read the situation and answer choices in their books.
- Say: Circle the answer that completes the dialog.
- Have students compare answers with a classmate.
- Ask a volunteer to write the correct answer on the board.

#### Expansion: Speaking Practice for B

• Write on the board:

A: Where are you from?

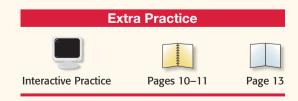
- Ask the class for possible answers. Students can use true or made-up information. Write suggestions on the board and make necessary corrections.
- Form pairs. Students make new conversations with the answers on the board.

#### **CD-ROM Practice**



#### Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 1, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.



## **EXPAND**

# Show what you know!

## 1 INTRODUCE YOURSELF

## A Listen. Two people...

- Set the context. Say: Two students are talking to each other. They will introduce themselves.
- Play CD 1, Track 37. Have students listen.

#### **B** CLASS. Walk around the room...

- If students need more support, have them turn to pages 9 and 14 or show Transparencies 1.2 and 1.5 to read the introductions again.
- As students walk around, provide help as needed.



# SAY AND WRITE NAMES AND TELEPHONE NUMBERS

#### **Teaching Tip**

If students need more support, provide a review. Indicate various students and ask: *What is your first name? What is your last name?* Review parts of a telephone number. Write on the board: 508-555-7891. Ask: *What is the area code? What is the phone number?* 

## A Listen. A student...

- Set the context. Say: A student is saying her name and phone number.
- Play CD 1, Track 38. Have students listen.
- Play Track 38 again. Ask students to listen again and write the information they hear on a separate piece of paper.
- Then write the correct information on the board and have students check their writing. Play Track 38 again so students can confirm the information.

#### **B PAIRS.** Use true or made-up...

- Say the words on the form and have students point and repeat. Then ask students to say the questions they need to do the activity. (What is your first name? What is your last name? What is your area code? What is your phone number?)
- Form cross-ability pairs. Students take turns asking their classmate for information. Make sure students start writing in the first box.
- Walk around the room and provide help as necessary.

#### **© SAME PAIRS.** Read your classmate's...

- Say: Read your classmate's form. Is it complete?
   Encourage students to help each other make any necessary corrections.
- To finish the activity, ask volunteers to come up and fill in their information in the top form on Transparency 1.10.

## **EXPAND**

# Show what you know!

#### **Community Building**

For activities such as Exercises 3 and 4, form cross-ability pairs and have students check each other's writing. Say: *Read your classmate's form. Is it complete?* 

## 3

#### **FILL OUT A FORM**

#### Fill out the form...

- Show Transparency 1.10 or hold up your book. Review the words on the form. Say each word and have the class repeat.
- Then point to each item again and ask the corresponding question. For example, point to the line for first name. Ask various students: *What's your first name?* Model the question for each item.
- Walk around and help as needed.

## 4

#### WRITE ABOUT YOURSELF,

#### Write about yourself...

- Review vocabulary needed for this activity. Ask: What is your name? What is your telephone number? Where are you from? What is your student ID number?
- Write model sentences on the board. Use your information. Encourage students to look at the model on the board as they write.
- Walk around the room and help as needed.
- To review, students can also write their answers in complete sentences on the board.



#### CONNECT

#### For your Team Project...

• Go to page T-xi for the general teaching notes for the projects.