# **Welcome to class!**

Lesson 1

# Classroom objects

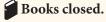
## Classroom Materials/ Extra Practice Transparencies 2.1-2.11 Tracks 39-63 Unit 2 Vocabulary Cards Unit 2 Workbook Interactive Practice Unit 2 Unit 2

#### **Unit Goals**

- Name classroom objects
- Follow classroom instructions
- Use imperatives
- Name places in a school
- Ask for places in a school
- Use across from, next to
- · Fill out a form
- Talk about study skills
- Use simple present
- Read and talk about classrooms in different cultures
- Write about classrooms in your country

## **Getting Started**

5 minutes



- Elicit vocabulary students may already know. Pick up or point to classroom objects. Ask: What's this? or What's that?
- Repeat students' answers out loud and have the class repeat chorally. If students don't know a word, say the word and have the class repeat.
- State the lesson objective: We're learning words for things in the classroom.

#### **Presentation**

15 minutes



## A Look at the classroom objects...

- Show Transparency 2.1 or hold up your book. Point to the group of pictures and say: Classroom objects.
- Play CD 1, Track 39. Point to each picture. Students listen.
- Continue playing Track 39. Point to each picture and have students repeat.

#### Books open.

- Play Track 39 again. Students listen and point to the pictures in their books.
- Continue playing Track 39. Students point as they listen and repeat.

## B Listen and read...

- Play CD 1, Track 40. Students listen and read.
- Pause the CD. Check comprehension. Ask: Do you have a pen? Do you have a piece of paper? etc. If students say yes, ask them to hold up the item. If students say no, have them hold up their NO card.
- Continue playing Track 40. Ask students to listen and repeat as they read.

#### Expansion: Vocabulary Practice for B

• Form pairs. Use the Vocabulary Cards for page 28. Student A points to a picture. Student B says the word. Then students switch roles.

#### Expansion: Writing Practice for B

• Dictation. Books closed. Say and spell three words from the box. Students write the words. Then students check their spelling. Repeat this activity.

#### **Language Note**

Hold up a pen. Say: a pen. Explain that a pen means one pen. Hold up an eraser. Say: an eraser. Explain that an eraser means one eraser. If the class is at a higher level, show them that an comes before words that begin with vowel sounds and a comes before words that begin with consonant sounds.

# Classroom objects

#### Presentation

#### 15 minutes

#### **Teaching Tip**

When using transparencies for conversations, point to each speaker as the class listens. YES and NO cards are on page 249.

### C Listen. Listen and repeat.

- Show Transparency 2.2 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 to answer. Ask: What do you think? Are they students? *Are they in class? Are they talking about a book?*
- Play CD 1, Track 41. Have students listen. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 41. Ask students to listen and repeat.
- Now show the dialog on Transparency 2.2 or have students read in their books. Play Track 41 again. Students listen and read silently.
- Continue playing Track 41. Have students listen and repeat.

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

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

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

#### PAIRS. Make new conversations...

- Show Transparency 2.1 or hold up your book showing page 28. Point to two objects. Say each word and have students repeat.
- Model a new conversation with these two objects. Say the lines for Speaker A. The class says the lines of Speaker B chorally. Point to the objects on page 28 during the new conversation.
- Ask volunteers to role-play one of their new conversations.

#### MULTILEVEL INSTRUCTION FOR E

**Pre-level** Students write their new conversations. They can copy the conversation in the book. **Above-level** Students make more conversations using classroom objects they see in the room.

#### Look at the classroom objects...

- Walk around and help as needed. Encourage students to write other classroom objects they have.
- Write new words on the board.

#### **Communicative Practice** 10 minutes

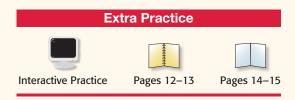
## Show what you know!

#### **GROUPS.** Take turns. Tell your...

- Say the sentence in the speech bubble and have the class repeat. Ask volunteers for more examples.
- Circulate and assess students' ability to name classroom objects. If students need more practice, review pages 28 and 29.

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

- Tell each group to make one list of the objects that all group members have in common.
- Write on the board: *Every student in our group* \_\_\_\_. Ask a volunteer from each group to write the group's list on the board.



## Follow classroom instructions

## **Getting Started**

#### 5 minutes

#### **Presentation**

#### 15 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.

#### **Teaching Tip**

Total Physical Response (TPR) is a languagelearning activity where commands and actions are first modeled and then performed. TPR activities address the learning style of kinesthetic learners; students are involved physically as they learn and practice language. Exercises A, B, and C are TPR activities.

## Books closed.

- Do the actions in Exercise A. Use objects. Do not say the actions you are doing.
- Elicit what students know without correcting students' answers.
- Do the actions again and ask: What am I doing?
   Students may answer in a variety of ways depending on their level. Answers could be: book, open book, open a book, opening a book.
- State the lesson objective: We're learning the actions we do in the classroom.

#### A Your teacher will say and do...

- Show Transparency 2.3 or hold up your book. Ask students to look at the pictures. Point to the group of pictures. Say: *classroom instructions*.
- Say: *Listen and look at the pictures*. Point to each picture. Say each action.
- Say: *Listen and look at me*. Say each action again and do it for the class.

#### **B** Your teacher will say and do...

- Say: Listen to me and do the actions with me. Students can use objects (a book, a dictionary, etc.) as needed. Encourage students to stand up and move around.
- Remind students that they are *not* talking during this exercise.

### **G** Your teacher will say...

- Say: Listen to me. Repeat the words. Do the action.
- If necessary, model one or two times with an above-level student.

#### **Expansion: Listening Practice for C**

- Say the actions in random order for students to perform. Encourage students to help each other do the correct action.
- You may want to show Transparency 2.3 to confirm which action students should perform.

## Books open.

## D Listen and read...

- Play CD 1, Track 42. Students listen and read.
- Continue playing Track 42. Have students listen and repeat.

#### **Expansion: Writing Practice for D**

• Dictation. Say the actions in the box. Students write the sentences. Then have students check their spelling.

T-30

## Follow classroom instructions

#### **Presentation**

#### 15 minutes

#### Controlled Practice

10 minutes

## **E** Listen. Listen and repeat.

- Show Transparency 2.4 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? What is the teacher saying? Do the students take out their dictionaries?
- Play CD 1, Track 43. Have students listen. Pause the CD. Ask the comprehension questions above again. Continue playing Track 43. Students listen and repeat.
- Now show the dialog on Transparency 2.4 or have students read in their books. Play Track 43 again. Students listen and read silently.
- Continue playing Track 43. Students listen and repeat.

#### Read the sentences.

- Show Transparency 2.4 or have students look at the chart in their books. Cover the dialog on the transparency or have students cover the dialog in their books.
- Say each sentence in the chart and have students read silently. Say each sentence again and have students repeat chorally.
- Explain: Imperatives are commands. These words *tell a person to do an action.* Write on the board: don't = do not. Point out that negative commands start with don't.
- Point to the conversation on Transparency 2.4 or have students look at Exercise E in their books. Say: Circle the affirmative imperatives. Underline the negative imperative.
- Review the answers by asking a volunteer to circle and underline the words on Transparency 2.4 or write the answers on the board: get ready, use, don't use.

#### Expansion: Grammar Practice for F

- Write on the board: 1. \_\_\_\_\_ the light. 2. \_\_\_\_\_your book. 3. \_\_\_\_\_your pencil.
- Ask students to write one affirmative command for each item. Model an example on the board: Turn on the light.

#### **6** Write negative sentences.

- Write item 1 on the board: *Open your book*. Ask the class to make the sentence negative.
- Walk around. Make sure students begin with *Don't*.

## H Listen and check your answer...

- Play CD 1, Track 44. Tell students to circle any mistakes in their answers in Exercise G.
- Pause the CD. Ask students to correct the mistakes. Start Track 44 again and have students check their answers again.
- Then continue playing Track 44. Have the class listen and repeat.

#### Communicative Practice 15 minutes

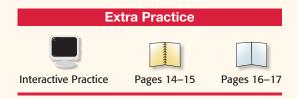


#### GROUPS. Look at the actions...

- Have students read the commands on page 30 (Exercise D) and page 31 (Exercise G).
- Circulate and assess students' ability to follow classroom instructions. If students need more practice, review pages 30 and 31.
- To complete the activity, ask volunteers to give instructions for the class to follow.

#### **Critical Thinking Skill: Sequencing**

- Write on the board: *Take out your dictionary*.
- Say: What does the teacher say to students in class? Point to the example on the board. Tell students to use commands (see pages 30 and 31). Write students' answers on the board.
- Form groups. Say: Imagine we are getting ready for a test. Write three instructions. Put them in order.
- Have groups share their list of instructions.



## Getting Started

#### 5 minutes

#### **Teaching Tip**

If your class is not in a school setting, you may want to copy the floor plan of the school from page 35 on the board. Students can use the floor plan to answer questions.

## Books closed.

- Write on the board: *My name is* \_\_\_\_\_. *I'm a new* student. Ask the class: Who is a new student? Ask for a volunteer to be a "new" student and to write his or her name in the blank on the board.
- Say: New students usually have questions. Have the volunteer repeat: Can you help me? Where can I register for English class? Where can I buy my English book? Where can I buy a cup of coffee?
- Elicit the places in the school students already know by encouraging students to answer.
- State the lesson objective: We're learning places in a school.

## **Presentation**

#### 15 minutes

#### **Community Building**

Show the class how to politely correct a mistake. Write a model on the board: No, that's not the library. That's the bookstore. Say the example and have the class repeat.

#### **Teaching Tip**

See the Teacher's Notes in the Future Intro Transparencies and Reproducible Vocabulary Cards package for suggestions on how to use the Vocabulary Cards.

## A Look at the places in a school...

- Show Transparency 2.5 or hold up your book. Point to the group of pictures and say: *Places in* a school.
- Play CD 1, Track 45. Point to each picture. Students listen.
- Continue playing Track 45. Point to each picture and have students repeat.

### Books open.

- Play Track 45 again. Students listen and point to the pictures in their books.
- Continue playing Track 45. Students point to the pictures as they listen and repeat.

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

- Play CD 1, Track 46. Students read silently.
- Pause the CD. Check comprehension. Ask: *Does* our school have a computer lab? Does our school have a cafeteria? etc. Tell students to hold up their YES or NO cards to answer.
- Continue playing Track 46. Ask students to listen and repeat as they read.

### Expansion: Writing Practice for B

- Dictation. Books closed. Say and spell three words from the box. Students write the words on a piece of paper. Then students check their spelling.
- Repeat this activity two more times.

### Expansion: Vocabulary Practice for B

• Form pairs. Use the Vocabulary Cards for page 32. Student A points to a picture. Student B says the word. Then students switch roles.

#### **Controlled Practice** 5 minutes

#### Cook at the words...

- Tell students to look at the words in Exercise B as they write.
- Students might ask about words not in the box. Write them on the board and have the class repeat.

### **D** PAIRS. Tell your classmate...

• Form cross-ability pairs. Students share their lists.

#### **Presentation**

#### 10 minutes

## Show what you know!

Communicative Practice

## **(B)** Listen. Listen and repeat.

- Show Transparency 2.6 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? Is the man in the classroom? Is the woman at school?
- Play CD 1, Track 47. Point to the people on Transparency 2.6. Students listen. Pause the CD. Ask the comprehension questions above again.
- Continue playing Track 47. Ask students to listen and repeat.
- Now show the dialog on Transparency 2.6 or have students read in their books. Play Track 47 again. Students listen and read silently.
- Continue playing Track 47. Students listen and repeat.

## **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 for the class.

### **6** Look at the pictures...

- Review item 1 with the class. Ask: What place do you see in the picture?
- Tell students to look at the pictures and then write.

## H Listen and check your answers...

- Play CD 1, Track 48. Tell students to circle any mistakes in their answers in Exercise G.
- Pause the CD. Ask students to correct their mistakes. Start Track 48 again and have students check their answers again.
- Then continue playing Track 48. Have the class listen and repeat.

#### PAIRS. Ask and answer...

• Read the sentences in the speech bubbles. Have the class repeat.

15 minutes

- Students ask and answer the questions in Exercise G. Tell students to role-play both Speakers A and B. Remind students to use true information.
- Circulate and assess students' ability to say places in a school. Also, listen for the correct use of *it*, *he*, and *she* in the answers.
- If students need more practice, review pages 32 and 33.
- To finish the activity, ask volunteers to role-play one of their conversations for the class.

#### **Critical Thinking Skill: Analyzing**

- Write on the board: What places in the school are helpful for you? What other places do we need in our school?
- Form small groups. Ask students to talk about the questions. Tell one student in each group to write the group's answers. *Helpful places are*. *We need*
- Ask the class for their answers. Write them on the board.



# Ask for places in school

## **Getting Started**

#### 5 minutes

#### 10 minutes



- Demonstrate the meaning of *next to*. Stand next to various objects and students. Say: I'm next to the door. I'm next to [a student's name]. I'm next to the desk.
- Check comprehension. Stand next to an object or student. Ask: Am I next to the door? Am I next to the desk? Am I next to [student's name]? etc. Tell students to hold up their YES or NO cards to answer.
- State the lesson objective: We're learning to talk about where things are.

### **Presentation**

10 minutes

Books open.



### A Listen. Listen and repeat.

- Show the first map on Transparency 2.7 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. Tell students to hold up their YES or NO cards to answer. Ask: *Is there a testing room? Is there a library? Is the bookstore next to the testing room?*
- Play CD 1, Track 49. Students listen. Point to the rooms on Transparency 2.7 as the speakers talk. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 49. Ask the class to listen and repeat.
- Now show the first dialog on Transparency 2.7 or have students read in their books. Play Track 49 again. Students listen and read silently.
- Continue playing Track 49. Have students listen and repeat.

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

Controlled Practice

- Model the conversation in Exercise A. 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.

#### **© PAIRS.** Look at the maps...

- Model Conversation 1 with the class. You are Speaker A. Ask about the women's room. Have students respond chorally as Speaker B. There are two correct answers!
- Model Conversation 1 again. Ask the class about the men's room.
- Direct pairs to make new conversations and switch roles for each conversation.

#### Expansion: Speaking Practice for C

- Form new pairs. Have students draw a new map and make a new conversation.
- Ask volunteer pairs to role-play one of their new conversations for the class.

# Ask for places in school

#### **Presentation**

#### 10 minutes

# Show what you know!

Communicative Practice

## D Listen. Listen and repeat.

- Show the second map on Transparency 2.7 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. Tell students to hold up their YES or NO cards to answer. Ask: Is there a cafeteria? Is there an office? Is the library across from the office?
- Play CD 1, Track 50. Have students listen. Point to the rooms on Transparency 2.7 as the speakers talk. Pause the CD. Ask the comprehension questions (above) again.
- Continue playing Track 50. Ask the class to listen and repeat.
- Now show the dialog on Transparency 2.7 or have students read in their books. Play Track 50 again. Students listen and read silently.
- Continue playing Track 50. Students listen and repeat.

## Controlled Practice 10 minutes

#### **E** 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.

#### PAIRS. Look at the map...

- Make a new conversation with the class. You are Speaker A. Ask about the cafeteria. Have students respond chorally as Speaker B.
- Make another new conversation. Ask about the women's room.
- Direct pairs to make four new conversations and to switch roles for each conversation.

#### Expansion: Speaking Practice for F

 Ask volunteer pairs to role-play one of their new conversations.

### **GROUPS.** Take turns...

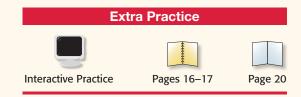
- Write on the board: *across from next to.*
- Say the sentences in the speech bubbles and have the class repeat. Model the activity. Ask: *What room is next to our classroom? What room is across from our classroom?* Write the answers on the board.

15 minutes

- Choose another place in your school and say where it is using *next to* and *across from*.
- Circulate and assess students' ability to use next to and across from in both speaking and writing. If students need more practice, review pages 34 and 35.
- To review, have each group write sentences on the board about one place.

#### **Critical Thinking Skill: Comparing**

- Set the context. Tell students to look at the school map in Exercise F. Ask: What rooms do both this school (in the book) and our school have?
- Form small groups. Tell students to discuss this question. Tell one student to write the group's answers.
- Ask the class for answers. Write them on the board. Review the answers.



## Life Skills • Fill out a form

## **Getting Started**

#### 5 minutes

#### **Culture Connection**

In many cultures, students address their teachers as Teacher and do not use a title or name. Tell students that in the United States some teachers prefer to be called by their first name (Ruth) and others prefer a title and last name (Mr. Thomas). Tell students that the teacher will usually tell them what form to use.

#### **Language Note**

Write on the board: *Mr. Thomas*. Tell students to capitalize the first letter of a title and a name. When students write on the board, check for correct capitalization.

	Books	closed
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Write on the board: \_

First Name

Last Name

- Write your name in the blanks. Say: This is my full name. My full name is my first and last name. My last name is also called my family name.
- Ask various students to say their full name. Make sure they say their names in the order they would use in the United States. Have volunteers write their full name on the board. Check the order.
- State the lesson objective: We're learning about names and filling out forms.

#### **Presentation**

15 minutes

Books open.

## A Listen and point...

- Play CD 1, Track 51. Students listen and point. Continue playing Track 51. Ask the class to listen and repeat.
- Write on the board:

Mr.

Mrs.

Miss.

Last Name

First Name

Ms.

• Say: My name is [title] [first name] [last name]. Then check the corresponding title on the board and write your first and last names.

- Demonstrate Mr., Mrs., and Miss by pointing to a wedding ring and to someone's finger that has no ring. To help students understand Ms., you can say: *In the United States*, Ms. is the feminine (female) form of Mr.
- Ask various students to say their full name. Have them come to the board and check their title and write their full name.

#### Expansion: Listening Practice for A

- Check listening comprehension. Write on the board: 1. Mr. 2. Mrs. 3. Miss 4. Ms.
- Say each word in random order. Emphasize the pronunciation because the words sound similar.
- Students say the number for the word they hear.

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

- Show Transparency 2.8 or have students look at their books.
- Play CD 1, Track 52. Have students listen and read.
- Pause the CD and check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: Is this a form for work? Is this a form for school? Is this form for a student to fill out?
- Continue playing Track 52. Have students listen and point to the words.

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

## **©** Read the form again...

- Show Transparency 2.8 or have students look at the form in their books.
- Read item 1 with the class. Model circling Yes.
- Ask students to read a sentence and say the answer.

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

- Show Transparency 2.8 or have students look at their books.
- Write on the board: 1. Is Alexa married? 2. Where is Alexa from? 3. Is Alexa a woman? 4. What class is Alexa in? 5. Who is Alexa's teacher?
- Form pairs. Tell students they are practicing reading for details/specific information. Have students take turns pointing to the form to identify the information.
- To review this exercise, ask the questions and have volunteers come up and point to the transparency.

#### **Presentation**

#### 10 minutes

#### Controlled Practice 10 minutes

#### **Community Building**

Students feel connected to the class and the class material when they are asking for real information about their classmates and giving real information about themselves. However, sometimes a student may not want to share personal information. Tell the class it is OK to use made-up information.

#### Read the questions...

- Say each question. Have students repeat chorally.
- Answer each question with your information.
   Model writing short answers on the board. For
   example, for item 1, write your first name, not a
   complete sentence.
- Walk around and help as necessary.

#### **Expansion: Speaking Practice for D**

 Form pairs. Students take turns asking and answering the questions.

#### Fill out the form...

- Show Transparency 2.8 or hold up your book. Point to the bottom form and say: *This is a form.* You need to write in the spaces. You need to check hoxes.
- Model filling out the form by writing your information on the transparency or on the board.
   Emphasize printing letters, writing in the spaces, and making a checkmark in a box.
- Walk around and help students fill out their forms as necessary.
- If you are using Transparency 2.8, have volunteers come up and write their information on the transparency. Each time, review the information with the class and make corrections.

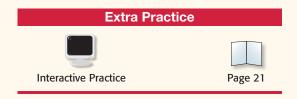
#### Communicative Practice 10 minutes

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

• Form cross-ability pairs. Students check each other's forms for accuracy.

#### **Expansion: Writing Practice for F**

- Create another simple form on a transparency or on the board. Change the order of information on the form.
- Have students come up and fill out the form.
- Have the class help check each form for accuracy.



# Talk about study skills • Simple present

## **Getting Started**

#### 5 minutes



- Write on the board: *How do you study English?*
- Elicit vocabulary words students may already know. Students may say: read, read a book, read books and write words, etc.
- State the lesson objective: We're talking about how we study English.

### **Presentation**

10 minutes

Books open.



#### A Listen. Listen and repeat.

- Show Transparency 2.9 or have students look at their books. Cover the dialog or have students cover the dialog in their books.
- 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 students? Are they in class? Are they talking about studying English?
- Play CD 1, Track 53. Point to the speakers. Students listen. Pause the CD to check comprehension. Ask the questions above again.
- Continue playing Track 53. Ask the class to listen and repeat.
- Now show the dialog on Transparency 2.9 or have students read in their books. Play Track 53 again. Students listen and read silently.
- Continue playing Track 53. Have students listen and repeat.

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



## B 🔑 Listen again. How does...

- Ask students to read the sentences. Tell them to listen again for the answer. Play CD 1, Track 54, repeating the audio as necessary.
- To review the answers, say each sentence and tell students to hold up their YES and NO cards
- Play Track 54 again for students to confirm the information.

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

- Model the conversation in Exercise B. Say the lines for Speaker A. The class says 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.

### D Listen and point...

- Show Transparency 2.9 or have students look at their books.
- Play CD 1, Track 55. Point to each picture. Students listen.
- Continue playing Track 55. Point to each picture. Students listen and repeat.
- Check comprehension. Tell students to hold up their YES or NO cards to answer. Ask: Does the student study English? Does the student go to class? Does he read the newspaper? Does he practice with classmates? Does he write signs?

#### Expansion: Vocabulary Practice for D

• Form cross-ability pairs. Have students cover the words. Student A points to a picture. Student B says the study skill. Then students switch roles.

### **E** PAIRS. Look at the pictures...

- Walk around and help students say how they study.
- Call on volunteers to tell the class how they study. Write their responses on the board.

#### **Teaching Tip**

Students feel engaged in a learning environment that includes the type of practice they prefer. Write a list on the board: *listening* practice, writing practice, reading practice, talking in groups, taking a test. Say each study skill and have students repeat. Then ask about the types of practice that students like or don't like. For example, ask: Do you like listening practice? Do you practice listening to English at home? etc. Tell students to hold up their YES or NO cards to answer.

# Talk about study skills • Simple present

#### **Presentation**

#### 10 minutes

#### **1** Read the sentences.

- Use Transparency 2.9 or have students look at the chart in their books. Cover the conversation on the transparency.
- Say each sentence in the chart. Students read silently. Say each sentence again and have students repeat chorally.
- Explain: We are practicing the simple present tense. Use the simple present for actions we do every day or regularly.
- Point to the conversation on Transparency 2.9 or have students look at Exercise A in their books.
   Say: Look at Speaker B's sentence. Circle the simple present.
- Review the answers by asking a volunteer to circle the words on Transparency 2.9 or write the words on the board: *talk*, *write*.

#### **Expansion: Grammar Practice for F**

- Write on the board: I \_\_\_\_\_\_ a dictionary.
  I \_\_\_\_\_\_ to class. I \_\_\_\_\_ questions.
  I \_\_\_\_\_\_ signs. I \_\_\_\_\_\_ in my notebook.
  I \_\_\_\_\_\_ with my classmates.
- Ask students to write a verb from Exercise G in simple present form for each sentence. Model an example on the board: *I use a dictionary. Read* is also correct.

#### Controlled Practice 10 minutes

### **G** Read the story...

- Say each word in the box. Have students repeat.
- Model item 1. Write the example sentence on the board and fill in the word. Tell students to make an X on each word in the box after they use it. Demonstrate on the board by writing the word study. Then write an X over it.
- Review the answers. Ask volunteers to read a sentence out loud. Write the story with the correct verbs on the board.

#### Expansion: Reading Practice for G

 Form cross-ability pairs. Students take turns reading Rosa's story out loud. Tell students to pay attention to the verbs.

#### **(H)** Read the story again...

- Ask students to read the sentences first and then read the story again.
- To review the answers, say each sentence and tell students to hold up their YES or NO cards to answer.

#### Communicative Practice 10 minutes

## Show what you know!

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

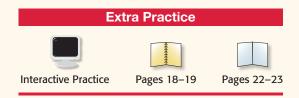
- Write each study skill on the board. Have students repeat.
- Remind students that they are checking the information about the group.
- Circulate and assess students' ability to talk about study skills. If students need more practice, review pages 38 and 39.

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

- Read the example in the speech bubble. Have the class repeat.
- Ask a volunteer from each group to share their information with the class.
- Make sure students use *we* to talk about their group.

#### **Critical Thinking Skill: Deconstructing**

- Ask each group to count how many students do each skill. Tell them to write the number of students next to each skill.
- Ask a volunteer from each group to write their group's information on the board. You can add up the numbers for each skill to create an overview of study skills used by this class!



# Lesson 7 Lan's story

## **Getting Started**

#### 5 minutes



- Ask the class: What do we do in our class every day?
   Do we read books? Do we write in our books? Do we listen to the CD? Do we talk to our classmates? Do I ask you questions? Do you ask me questions?
- Write students' responses on the board using *we*, for example, *We read books*.
- State the lesson objective. Say: We're listening to Lan, a young woman. She's going to talk about students and teachers in the classroom.

## **Presentation**

15 minutes

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

- Show Transparency 2.10 or hold up your book. Point to each picture and ask: *What do you see?*
- Elicit information without correcting students' answers. If students have difficulty expressing an idea, try to say it for them.
- Write the words or phrases on the board about the pictures.

### Books open.

## B Listen to the story.

- Play CD 1, Track 56. Point to each picture on Transparency 2.10 or have students look at their books. Students listen.
- Check comprehension. Show Transparency 2.10 or hold up your book. Ask:
  - 1. What is her name?
  - 2. What do students do in Lan's country? Do they talk in class?
  - 3. In Lan's country, do students listen to the teacher?
  - 4. *In the United States, do students talk to their classmates?*
  - 5. What other things do students do in class?
  - 6. What does Lan's teacher do in class?
- Play Track 56 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 repeat.

#### Expansion: Vocabulary Practice for B

- Review vocabulary generated in Exercises A and B. Point to Transparency 2.10 and have students say the words. Repeat the words and have students write them.
- Ask students if they have any questions about vocabulary or about the story.

#### Presentation

#### 10 minutes

#### G Listen again and read.

- Play CD 1, Track 57. Have students listen and read the story in their books.
- Ask students to identify any words they don't understand. Write the words on the board and encourage students to guess the meaning.

#### 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...

- Write item 1 on the board and demonstrate circling
- To review answers, ask volunteers to read a sentence and say their answer.

#### **E** GROUPS. Read the questions...

- Model the discussion. Ask a few students: Where are you from? Do students talk in class in your country? Do they talk in groups? Do they talk in pairs? Do students ask a lot of questions in class? Do they ask the teacher? Do they ask their classmates?
- Write on the board the roles for the group: *Student 1: Read each question out loud.* Student 2: Make sure each student talks. *Student 3: Tell the class the group's answers.*
- Form groups of three. Review the roles. If there are more than three students in a group, they can share roles.
- Walk around and encourage each student to participate in the discussion. To finish the activity, ask each group to share its information.

#### Write about students.

- Model writing the sentences. Ask a volunteer to say his or her information. Write the sentences on the board.
- Walk around the room and help as necessary.

#### MULTILEVEL INSTRUCTION for F

**Pre-level** Students copy Lan's story in Exercise C on a piece of paper.

**Above-level** Students write their own stories on a piece of paper. Exercise C is the model.

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

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

• Form cross-ability groups. Encourage above-level students to help as they share their information.

#### Critical Thinking Skill: Problem Solving

- Set the context. Say: Lan did not talk in class in her country. Now she's in the United States. She wants to talk in class, but she is very nervous. What can you tell her to do?
- Form cross-ability groups. One student writes the group's suggestions.
- To finish the activity, ask groups to share their ideas. Write the ideas that are common to all groups on the board.



## REVIEW

# Show what you know!

#### THE SOUNDS OF P AND B

#### **Language Note**

The sounds of *p* and *b* are made with the same mouth position. To make the *p* sound, close your mouth tightly. Then push the air out of your mouth quickly. Do not use your voice. Practice the sound with the word pen. To make the *b* sound, close your mouth tightly. Use your voice to push the sound out of your mouth quickly. Practice the sound with the word *book*.

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

- Have students work individually. Students point to each word and say it out loud softly two or three times.
- If you demonstrated the information in the Language Note, tell students to put their hand on their throat to make sure there is no vibration when pronouncing the *p* in the words.
- Walk around and provide help as needed.

## B Listen and repeat.

- Play CD 1, Track 58. Students listen and repeat to self-correct.
- Ask students to point to each word in Exercise A as
- Walk around and check students' pronunciation of *p*.
- 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.
- If you demonstrated the information in the Language Note, tell students to put their hand on their throat to make sure there is vibration when pronouncing the *b* in the words.
- Walk around and provide help as needed.

## D Listen and repeat.

- Play CD 1, Track 59. 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 b.
- Play the audio two or three times.

## Listen. Write p or b...

- Explain that students will complete each word with b or p.
- Do the first two items with the class. Write 1. num\_er 2. \_\_ractice on the board. Say each word. Have a volunteer come up and write the
- Play CD 1, Track 60. 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 *p* and *b*. They can use any words they know. Form pairs. Have students share their words.

## REVIEW

# Show what you know!

## 2

#### **VOCABULARY**

#### A Listen. Listen and repeat.

- Play CD 1, Track 61. Have students listen and read.
- Continue playing Track 61. Have students listen and repeat chorally.
- Check comprehension. Say each word in the box.
   Ask volunteers to point to the corresponding object in the classroom or do the action.
- You can also show Transparencies 2.1, 2.3, and 2.5.
   Have students come up and point to the items or actions.

#### **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 things...

- 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.

## **(G)** Underline four places...

- 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.

#### **D** Check (✓) four classroom...

- 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.

## 3 s

#### **SPEAKING**

#### A You have a test...

- 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 answer on the board.

#### **B** A new student 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: Excuse me, where is the \_\_\_\_?

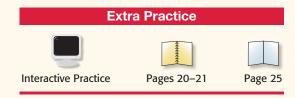
- Fill in the blanks with various places in the school.
- Form pairs. Students make a new conversation for each place listed on the board.

#### **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 2, 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!

#### **FOLLOW CLASSROOM INSTRUCTIONS**

#### **Teaching Tip**

To review, say the commands on page 30. Have volunteers demonstrate the actions.

#### A Listen. A teacher...

- Set the context. Say: A teacher is talking to his class. Students will take a test.
- Play CD 1, Track 62. Have students listen.

#### **B** GROUPS. Take turns. Give...

- If students need more support, have them turn to page 30 to read the commands again.
- Tell students each person should say a command and demonstrate an action.
- Walk around the room and provide help as needed.

#### **ASK ABOUT PLACES IN A SCHOOL**

#### **Teaching Tip**

Prepare the class for Exercises 2A and 2B by reviewing next to and across from. Walk around and say where students are: Maria is across from José and Tran. She is next to the teacher. Then ask questions: Where is \_\_\_\_\_? Repeat the answer and use hand motions to demonstrate location

## A Listen. Emma is helping...

- Write on the board: *The* \_\_\_\_\_ *is* \_\_\_\_\_
- Set the context. Say: A student is helping a new student.
- Play CD 1, Track 63. Have students listen and complete the sentence.
- Play Track 63 two or three times. Ask a volunteer to answer and write it on the board. Ask the class to say if the sentence is correct.

#### **B** ROLE PLAY. PAIRS.

- Form cross-ability pairs. Have students study the map before they begin. Then say the places. Students repeat.
- Model a role play with an above-level student.
- Walk around and help as necessary. Have students point to the rooms they are talking about.
- Ask various pairs to perform one of their conversations for the class.

## **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 information. Is it complete?* 

## 3

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

#### Fill out the form...

- Show Transparency 2.11 or hold up your book. Review the words on the form. Say each word and have the class repeat.
- Point to each item and ask the corresponding question. For example, point to the line for first name and ask: *What's your first name?* Ask two or three students about 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 class are you in? What is your teacher's name? Where are you from?
- Write a model 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 this exercise, 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.