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### 教法和教材使用说明

All-Star 教学参考书以单元(Unit)为单位,逐课(Lesson)编写。每课设有教学目的 (Objective)、词汇(Vocabulary) 和语法(Window on Grammar)等内容。此外,每课还提供了详尽的教学步骤和方法、丰富多彩的扩展活动以及听力录音文字资料(Listening Script)等。内容丰富且实用,为教师组织和实施课堂教学提供了重要参考和具体指导。在改编时,我们全部保留了这些富有特色的内容。

为了帮助教师在备课和教学中更加有效地发挥教材的优点,取得最佳教学效果,特对如何使用教材和教参 以及教法作如下说明:

### 1. 单元特色

Window on Grammar 每个单元都设有该项目,目的是提供简单的常见语法现象的口头和笔头训练,更为详尽的语法学习内容则安排在Spotlight: Grammar中,二者互相参照和呼应。为了便于教师讲解和学生学习,我们还增加了简短的中文说明,目的是加深学生对语法规则的理解。

Window on Math旨在帮助学生掌握用英语进行基本的数字运算技能。

Window on Pronunciation 每单元的第5课专门安排了发音训练,目的有两个:为学生提供单个音素、单词的发音和听音训练,使他们不仅会说,还会听;训练学生的单词和语句重音、节奏和语调能力,使他们的口头表达更自然、流畅。

Spotlight: Grammar和Spotlight: Writing提供进一步的语法或写作训练。

### 2. 教学策略

重复(Repetition) All-Star系列教材几乎每页都为学生提供了跟读单词和句型的练习,目的是让学生在相对放松的状态下训练这些基本技能,为他们开展听、说、读、写各项活动打下基础。跟读不仅能帮助学生学习单词发音,还能促进语序及发音内化。跟读练习对学生提高这些能力很有帮助,最好让学生在课后反复跟读以达到模仿的效果。

在练习会话句型时,可以采取一系列措施:首先,教师可以扮演一个角色,让学生集体回答;然后,把学生分成两个大组,每组扮演一个角色;此外,教师还可以同某个学生或者让两个学生进行会话作示范性练习;最后,学生可以与同伴一起做配对练习。这种方法有助于学生增强信心,为独立使用英语奠定基础。

示范(Modeling) 在教授新的教学内容之前,应该首先把要讲授的内容演示给学生看,然后再进行结构训练。凡是要求学生练习的内容,教师要以各种方法先行示范。如果要求学生与同伴练习 "I'm wearing \_\_\_\_\_ shoes."教师应该首先指着自己的鞋子说:"I'm wearing ..."这时,教师最好稍微停顿,诱导学生说出鞋子的颜色。 然后再重复一遍。这样,成绩好的学生可以举一反三,而成绩差一些的学生也能从同伴那里学到一些有用的语言材料

启发(Elicitation) 启发式教学有利于使课堂变成以学生为中心的教学活动场所。如果学生能够说出自己的观点和看法,他们对于使用英语的信心就会倍增,对自己学到的东西也会倍加珍惜。向学生提问,启发学生回答,是激发学生积极参与课堂活动的有效方法。成绩好的学生往往比成绩差的学生积极主动,为了让成绩差的学生开口说话,最为有效的办法是只提供句子的主干,先让成绩好的学生提供答案,再让成绩差的同学提供答案,他们就会从成绩好的同学那里得到启发。

纠错(Error Correction) 什么时候以及如何纠错一直是语言教学界争论的焦点。有研究表明,让学生更多地接触正确的语言输入比纠错更能促进学生的学习,过多的纠错会导致学生丧失学习兴趣和信心。其实,是不是需要纠错取决于教师的教学目的。如果某项活动以准确为目的,例如听力训练时的跟读或做选择题练习时,应该进行及时的纠错;如果某项教学活动以流利为目的,应该尽量减少纠错,因为纠错会打乱学生思路,使学生时刻感到压力。很多时候,只要教师提供正确的示范,学生会养成自我纠错的能力。例如,学生说:"Hello. I Carlos,"教师可以说:"Hello, Carlos. <u>I'm</u> Isabel."教师通过强调性的示范,可以帮助学生养成监测自己使用语言的习惯和能力。这种教学技巧叫做"策略性纠错"(Counsel Correction)。

### 3. 课堂教学时数安排

每册书60~70学时,每单元6~7学时。有2种时间分配模式:

- 1)每册书60学时:每个单元6学时。具体学时安排:1-4课:3学时;5-7课:3学时(含Spotlight:Grammar/Writing的内容以及Workbook里的Family/Work/Community一课);
- 2)每册书70学时:每个单元7学时。具体学时安排:1-4课:4学时;5-7课:3学时(含Spotlight: Grammar/Writing的内容以及Workbook里的Family/Work/Community一课);
- 另: Spotlight: Grammar/Writing的内容可以结合前面的Window on Grammar的内容一并完成,省下时间检查 学 生Workbook的完成情况和自测情况。

### 4. 教学内容的处理

- 《学生用书》教学内容的处理
- 1)关于1-7课:《学生用书》的第1至第7课,包括其后的Spotlight都应该在课堂上进行正规的教学和 训练:
- 2)关于翻译练习: 翻译练习既可以在课堂用作口头、笔头训练,也可以作为家庭作业布置给学生课后完成,教师批改后再进行有针对性的讲评;
- 3)关于单元测验:单元测验应该在学生没有事先准备的情况下,在课堂完成,其成绩作为了解学生学习情况的参考;试卷的前20题每题1分,后面的10道翻译题每题1.5分,共计35分;
- 4)关于生词表:生词表里的生词应该在开始学习每个单元之前进行处理。处理办法有教师领读,听录音跟读。一个单元结束时,应该挑选一些单词听写,一来检查学习情况,二来督促学生记单词。
  - 《学习辅导与自测》教学内容的处理

《学习辅导与自测》起着补充、巩固和拓展《学生用书》的重要作用,是整套教材的有机组成部分,要纳入课堂教学计划之内,尤其对其中的Family/Work/Community内容作重点处理。这些内容非常实用,也是All-Star的一大特色。《学习辅导与自测》里还附有《学生用书》里的练习答案和参考译文,教师应该督促学生认真对待,并在课堂上予以抽查。

- 《教师参考书》内容的处理
- 1)关于教学步骤和方法:《教师参考书》里提供大量而又详细的关于教学步骤和方法的内容。根据时间和学生的实际情况,可以按照或参照执行。有经验的教师完全可以根据自己的设想和具体的教学环境进行有针对性和创造性的教学设计,不必拘泥于《教师参考书》里的方法。
- 2)关于"扩展活动":几乎每个教学内容都设计有"扩展活动",有些活动设计非常合理和实用,如"字母游戏"等,因该尽量采纳。有些活动如果不是非常适合具体的教学对象,可以根据需要加以筛选和利用。

### To the Teacher

All-Star is a four-level, standards-based series for English learners featuring a picture-dictionary approach to vocabulary building. "Big picture" scenes in each unit provide springboards to a wealth of activities developing all of the language skills.

An accessible and predictable sequence of lessons in each unit systematically builds language and math skills around life-skill topics. *All-Star* presents family, work, *and* community topics in each unit, and provides alternate application lessons in its Workbooks, giving teachers the flexibility to customize the series for a variety of student needs and curricular objectives.

### **Features**

- ★ Accessible "big picture" scenes present life-skills vocabulary and provide engaging contexts for all-skills language development.
- ★ Predictable sequence of eight lessons in each unit reduces prep time for teachers and helps students get comfortable with the pattern of each lesson type.
- ★ Flexible structure allows teachers to customize each unit to meet a variety of student needs and curricular objectives, with application lessons addressing family, work, and community topics in both the Student Book and Workbook.
- ★ Comprehensive coverage of key standards prepares students to master a broad range of critical competencies.
- ★ Multiple assessment measures like performance-based assessment offer a broad range of options for monitoring and assessing learner progress.

### Overview of the All-Star Program

### **UNIT STRUCTURE**

All-Star is designed to maximize accessibility and flexibility. Each unit contains the following sequence of eight lessons that develop vocabulary and build language, grammar, and math skills around life-skill topics:

- ★ Lesson 1: Vocabulary
- ★ Lesson 2: Vocabulary in Action
- ★ Lesson 3: Talk About It
- ★ Lesson 4: Reading and Writing
- ★ Lesson 5: Conversation
- ★ Lesson 6: Application
- ★ Lesson 7: Review and Assessment
- ★ Grammar or Writing Spotlight

Each lesson addresses a key adult standard, and these standards are indicated in the upper right-hand corner of each lesson in a yellow bar.

### **SPECIAL FEATURES OF EACH UNIT**

\* Window on Grammar. Grammar is presented and practiced

in each unit in blue boxes called *Windows on Grammar*. These short presentations offer students small, manageable chunks of grammar that correlate with a variety of national and state standards. *Window on Grammar* boxes provide for written and oral practice of new language structures and functions. Students and teachers will find additional, in-depth grammar practice in a series of lessons called *Spotlight: Grammar* presented throughout the book. A comprehensive *Grammar Reference Guide* at the back of the book summarizes all of the structures and functions presented.

- ★ Window on Math. Learning basic math skills is critically important for success in school, on the job, and at home. As such, national and state standards for adult education mandate instruction in basic math skills. In each unit, a blue box called Window on Math is dedicated to helping students develop the functional numeracy skills they need for basic math work.
- ★ Window on Pronunciation. The culminating activity in Lesson 5 (Conversation) of each unit is featured in a blue box called Window on Pronunciation. This special feature has two major goals: (1) helping students hear and produce specific sounds, words, and minimal pairs of words so they become better listeners and speakers; and (2) addressing issues of stress, rhythm, and intonation so that the students' spoken English becomes more comprehensible.
- ★ Spotlight: Grammar and Spotlight: Writing. At the end of each unit, students and teachers will find either a Grammar Spotlight or a Writing Spotlight. These are optional lessons that offer a supplementary focus on grammar or writing skill development.

### **LESSON FORMAT**

Lessons 5–7 and the Spotlights employ a standard textbook layout, but Lessons 1–4 follow an innovative format with a list of activities on the left-hand page of the spread and picture-dictionary visuals supporting these activities on the right-hand page. The list of activities, entitled *Things To Do*, allows students and teachers to take full advantage of the visuals in each lesson, inviting students to achieve a variety of learning goals with them.

### "BIG PICTURE" SCENES

Each unit includes one "big picture" scene in either Lesson 2 or Lesson 3. This scene is the visual centerpiece of each unit, and serves as a springboard to a variety of activities provided in the Student Book, Teacher's Edition and Color Overhead Transparencies package. In the Student Book, the "big picture" scene introduces key vocabulary and serves as a prompt for classroom discussion. The scenes feature characters with distinct personalities for students to enjoy, respond to, and talk about. There are also surprising elements for students to discover in each "big picture" scene.

The Teacher's Edition includes a variety of all-skills "Big Picture Expansion" activities that are tied to the Student Book scenes. For each unit, these expansion activities address listening, speaking,

reading, writing, and grammar skill development, and allow teachers to customize their instruction to meet the language learning needs of each group of students.

In the Color Overhead Transparencies package, teachers will find transparencies of each "big picture" scene, which they can use to introduce the vocabulary and life-skill concepts in each unit. They can also use these transparencies to facilitate the "Big Picture Expansion" activities in the Teacher's Edition.

#### **CIVICS CONCEPTS**

Many institutions focus direct attention on the importance of civics instruction for English language learners. Civics instruction encourages students to become active and informed community members. Throughout each *All-Star* unit, students and teachers will encounter *Try This* activities that introduce students to civics concepts and encourage community involvement. In addition, *Application* lessons provide activities that help students develop their roles as workers, parents, and citizens. Those lessons targeting the students' role as citizen encourage learners to become more active and informed members of their communities.

#### **ASSESSMENT**

The *All-Star* program offers teachers, students, and administrators the following wealth of resources for monitoring and assessing student progress and achievement:

- ★ Standardized testing formats. Students have the opportunity to practice answering listening and reading questions in Lesson 7 of each unit (*What do you know?*), and in Lesson 7 of the Workbook (*Practice Test*). Students practice with the same item types and bubble-in answer sheets they encounter on standardized tests.
- ★ Achievement tests. The *All-Star* Student Book includes endof-unit tests. These paper-and-pencil tests help students
  demonstrate how well they have learned the instructional
  content of the unit. Adult learners often show incremental
  increases in learning that are not always measured on the
  standardized tests. The achievement tests may demonstrate
  learning even in a short amount of instructional time. Twenty
  percent of each test includes questions that encourage
  students to apply more academic skills such as determining
  meaning from context, making inferences, and understanding
  main ideas. Practice with these question types will help
  prepare students who may want to enroll in academic classes.

- ★ Performance-based assessment. All-Star provides several ways to measure students' performance on productive tasks, including the Writing Spotlights and Conversation Checks that have corresponding rubrics in the Student Book to facilitate self-assessment. In addition, the Teacher's Edition suggests writing and speaking prompts that teachers can use for performance-based assessment. These prompts derive from the "big picture" scene in each unit and provide rich visual input as the basis for the speaking and writing tasks asked of the students.
- ★ Portfolio assessment. A portfolio is a collection of student work that can be used to show progress. Examples of work that the instructor or the student may submit in the portfolio include writing samples, speaking rubrics, audiotapes, videotapes, or projects. Every Student Book unit includes several Try This activities. These activities require critical thinking and small-group project work. As such, they can be included in a student's portfolio. The Teacher's Edition identifies activities that may be used as documentation for the secondary standards defined by the National Reporting System.
- ★ Self-assessment. Self-assessment is an important part of the overall assessment picture, as it promotes student involvement and commitment to the learning process. When encouraged to assess themselves, students take more control of their learning and are better able to connect the instructional content with their own goals. The Student Book includes Learning Logs at the end of each unit, which allow students to check off the vocabulary they have learned and skills they have acquired. The Workbook provides self-check boxes in each lesson, encouraging students to monitor their own progress on individual activities and across units.
- ★ Other linguistic and non-linguistic outcomes. Traditional testing often does not account for the progress made by adult learners with limited educational experience or low literacy levels. Such learners tend to take longer to make smaller language gains, so the gains they make in other areas are often more significant. These gains may be in areas such as self-esteem, goal clarification, learning skills, and access to employment, community involvement and further academic studies. Like the Student Book, the Workbook includes activities that may provide documentation that can be added to a student portfolio.

# All-Star

**Teacher's Edition** 

# 全明星英语

教师参考书1

### **PRE-UNIT:** What's Your Name?



### **OBJECTIVE**

Introducing Yourself

### **1.** Practice the Conversation **1.**

- ★ Welcome students to the class and introduce yourself. Follow the structure in the conversation: Hi. My name is \_\_\_\_\_\_. Gesture to yourself.
- ★ Direct students' attention to the picture. Point to the woman in the picture and say Anna. Point to the man in the picture and say Tom. Pause after each name and have students repeat.
- ★ Ask students to read the conversation while you say it aloud or play the tape or CD.
- ★ Say the conversation or play the tape or CD a second time and pause after each line to have students repeat.
- ★ Read A's lines and have students respond as a group with B's lines. Or, you can divide the class in half and have one side read A's lines and the other read B's lines.
- ★ Model the activity with a student. Read A's lines and substitute your own name for Anna's. Cue the student to respond with his or her name.
- ★ Put the students in pairs to practice the conversation. Have them switch partners and practice again. Walk around the room to monitor the activity and provide help as needed.

### LISTENING SCRIPT

**Pre-Unit: Practice the Conversation** 

Listen to the conversation. Then listen and repeat.

- A: Hello. My name is Anna.
- B: Hi. I'm Tom.
- A: Nice to meet you, Tom.
- B: Nice to meet you, too.

### **EXPANSION ACTIVITY: Introductions**

- ★ Organize students in two lines facing each other. Tell the two students facing each other to practice the conversation.
- \* After a bit, move the first person in one line to the other end of the line. Everyone should then be facing a new partner. Practice the conversation again.
- ★ Change partners a few more times to practice the conversation.

### 2. Say the Alphabet 60

- ★ Ask students to look at the alphabet as you say the letters aloud or play the tape or CD.
- ★ Say the letters or play the tape or CD a second time, pausing after each letter to have students repeat.
- ★ Write the letters on the board. Point to letters in random order and prompt the class to name them.
- \* With students in pairs, have one practice saying each letter while their partner points to the letters they name.

### HISTENING SCRIPT

**Pre-Unit: Say the Alphabet** 

Listen to the letters. Then listen and repeat.

A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z

### 3. Practice the Conversation

- ★ Direct students' attention to the photo and ask, Who is in the picture?
- ★ Ask students to read the conversation as you say it aloud or play the tape or CD.
- ★ To check comprehension, ask questions about the conversation: What is the man's last name? What is his first name?
- ★ Say the conversation or play the tape or CD a second time. Pause after each line and have students repeat.
- ★ Practice the conversation by having half the class read A's lines and the other half read B's lines.

- ★ Ask students to close their books and practice the conversation with a partner.
- ★ Direct students' attention to the chart. Point out that they will be writing the first and last names for three of their classmates. Model this by copying the chart on the board and filling it in after asking three students their names.
- ★ Instruct students to interview three classmates and write their answers on the chart. Walk around the room to monitor the activity and provide help as needed. Make sure students are asking for spelling and not just having the other students write their own names on the chart.

### (LISTENING SCRIPT)

### **Pre-Unit: Practice the Conversation**

Listen to the conversation. Then listen and repeat.

- A: What's your first name?
- B: Sue.
- A: What's your last name?
- B: Chan.
- A: What's your last name?
- B: C-h-a-n.

### **Culture/Civics Note:**

★ Explain that we say our given or first name first. We say our family name or last name last.

### 4. Write

- ★ Ask students to look at the name tag. Read it and have students repeat.
- ★ Draw a name tag on the board. Demonstrate how to make a name tag for one of your students.
- ★Tell students to make name tags for their partners.

### Hi. My name is

### **EXPANSION ACTIVITY: Name Tags**

- ★ Distribute large index cards and instruct students to write their first and last names on the bottom half of the card.
- ★ Show the class how to fold the cards in half to make little tents so their name is visible. Also, direct students to write their names on the other half of the card so their names can be seen from the front or the back.
- ★ Students should use these cards for a few days until everyone knows the names of the people in the class.
- ★ Collect all the name tags; redistribute them randomly, making sure that no one receives a name tag with their name on it. Ask students to look at the name tag and give it to the correct person.



### Lesson 1

### **OBJECTIVE**

**Identifying Countries** 

### **VOCABULARY**

Brazil France Somalia
Canada Haiti the Unit
China Mexico Vietnam
Colombia Morocco

the United States
Vietnam

### **WINDOW ON GRAMMAR**

Simple Present with Be

#### THINGS TO DO

### 1. Find the Countries

- ★ Hold up the book and point to the map. Have students say *map*.
- ★ Have students brainstorm the names of countries. Write them on the board and pronounce each one. Have students repeat.
- ★ Have students look at the maps in their books as you say the words or play the tape or CD.
- \* Say the words or play the CD a second time. Pause after each word, and ask the students to repeat the word and point to the country on the map.
- \* Have students write the name of one more country on the line next to number 12 and circle it on the map. Have students work in pairs and practice saying each country as the other partner points to that country on the map. Then have partners switch roles.
- ★ Point to the countries in random order, and have students say the names.

### (LISTENING SCRIPT)

### **Lesson 1: Find the Countries**

Look at the map. Listen to the words. Then listen and repeat.

- 1. Canada
- 2. the United States
- 3. Mexico
- 4. Haiti
- 5. Colombia
- 6. Brazil

- 7. France
- 8. Morocco
- 9. Somalia
- 10. China
- 11. Vietnam

### **EXPANSION ACTIVITY: Identify Syllables**

- ★ Tell students that all words have a number of syllables or beats. Demonstrate this with your name, clapping as you say each syllable: San dra (two claps).
- ★ Demonstrate with the names of a few students. Have everyone clap for each syllable.
- ★ Have students look at the countries listed in the book. Tell them you will say the name of the country, and they should write the number of syllables next to the name. Do the first country together. Say *Chi – na* and ask students how many syllables you pronounced. Have them write 2 next to *China*.
- \* Have them continue with all of the country names and then check their answers with a partner.
- ★ Go over the answers with the class.

### **ANSWER KEY:**

China, 2; Vietnam, 3; Somalia, 4; Morocco, 3; France, 1; Haiti, 2; Brazil, 2; Colombia, 4; Mexico, 3; the United States, 5; Canada, 3

### 2. Ask Questions 1

- \* Read the conversation or play the tape or CD as the students listen.
- ★ Read or play the conversation again. Pause after each item, and ask the students to repeat.
- ★ Write the conversation on the board, replacing *Victor* and *Mexico* with your name and country. Have the class read *A's* lines and you read *B's*.
- ★ Model the conversation with a student from another country. Cue the student to say his or

### (LISTENING SCRIPT)

### **Lesson 1: Ask Questions**

Listen to the conversation. Then listen and repeat.

- A: What's your name?
- B: My name is Victor.
- A: Where are you from?
- B: I am from Mexico.
- A: Mexico! That's interesting.

her name and country.

- ★ Have students work in pairs and practice the conversation using their own names and countries. Walk around and provide help if needed.
- ★ Copy the chart on the board, including the headings: What's your name? Where are you from?
- ★ Call on a student and ask both questions. Write the information on the chart.
- ★ Have students stand up, walk around the room, and talk to four classmates, asking the same two questions. They should write the information on the charts in their books. Circulate to make sure they are on task.
- ★ Have a few students report what they wrote on their chart. Add those students to the list on the board.

### **Culture/Civics Note:**

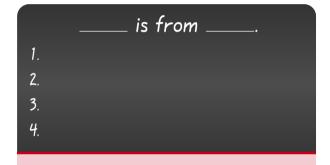
★ You may want to tell students that in adult classrooms, students usually call other students by their first names. In some classrooms, the teacher may also be called by his or her first name. Teachers will let students know what they like to be called. Because customs vary, some students may feel uncomfortable calling a teacher by his or her first name.

### **EXPANSION ACTIVITY: Map Skills**

- ★ Have students find the places listed in their chart from Activity 2 on the map. For example, if Marie is from France, they should find France on the map.
- ★ Have students work in pairs and practice explaining where classmates are from and pointing to these places on the map.

### 3. Write

- ★ Write the following sentence format on the board: \_\_\_\_\_ is from \_
- ★ Call on a student to tell you someone's name and where that person is from. Cue the student if necessary by pointing to the partial sentence on the chart.
- ★ Write the student's name and country in the sentence on the board.
- ★ Write the numbers 1 through 4 on the board under your sentence. Have students write four sentences about four classmates in their books.



### **EXPANSION ACTIVITY: Tally Sheet**

- ★ Copy the list of countries from Activity 1 on the board.
- ★ Point to China and ask: Who is from China? Have students stand up if they are from China.
- ★ Make tally marks next to China for each student standing. If no one is from China, write a zero and move through the list until you find a country someone is from.
- ★ Call out other countries and have students stand. Ask someone in each group to make tally marks next to the name of their country on the board to represent the number of people from that country.

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- ★ Review the alphabet and write all the letters on the board.
- ★ Write Australia next to the letter A. Underline the first A in Australia. Repeat with the letters B (Brazil) and C (China).

- ★ Have students work in pairs and write one country that begins with each letter of the alphabet.
- ★ When students have finished their lists, call on students to name a country for each letter.
- ★ Have volunteers write the names of the countries on the board next to the appropriate letters.

### **EXPANSION ACTIVITY: Alphabet Game**

- ★ Write the letters of the alphabet on pieces of paper big enough for the class to see. Give one (or two) to each student, but you keep the letter A.
- ★ Put the piece of paper with the letter A on the board and say, This is A. What comes next? The student with letter B stands and identifies the letter and tapes it on the board. Continue until all the letters are on the board.
- ★ Then the teacher says, My name is Teresa, and Teresa begins with T. Write your name under the letter T on the board.
- ★ Continue around the room until all students have introduced themselves and written their names on the board.

### WINDOW ON GRAMMAR: Simple Present with Be

### A. Read the sentences.

- ★ Copy the grammar paradigm on the board. Read across the paradigm and have students repeat. As you read, point to the words on the chart. Make sure students understand how the verbs and pronouns match.
- ★ Make sure students understand the meaning of the pronouns. Gesture toward yourself and others to illustrate I, you, he, she, they, and we. Write several proper names on the board (Susan, John, Maria) and elicit pronouns (she, he, they) that would replace those names in a sentence.
- ★ Practice asking questions from the chart

and having students answer.

### B. Complete the sentences with am, is, or are.

- ★ Go over the first sentence: Victor \_ from Mexico. Ask students if am, is, or are goes on the line. Explain that they should write is because Victor is singular.
- ★ Have students complete 2–6 with am, is, or are. They should look at the chart for help. Have them go over the answers with a partner.
- ★ Go over the answers with the class.
- ★ Review contractions. Have them rewrite sentences 1, 3, 4, 5, 6 using contractions.

### **ANSWER KEY:**

1. is; 2. are; 3. is; 4. am; 5. are; 6. is Contractions: 1. Victor's; 3. Sandra's; 4. I'm; 5. You're: 6. New York's

### **EXPANSION ACTIVITY: Create Your Own Questions**

- ★ Write a guestion on the board about one of the students in your class: Where is Fatima from? Then write a question about two people in the class: Where are Luis and Miguel from? Write students' answers on the board in full sentences.
- ★Instruct students to write two of their own questions about people in the class. Tell them their sentences should begin with Where is and Where are.
- ★ Have a few volunteers ask the other students their questions. If students respond with the name of the country, but give a single word answer, give a positive response and then restate the answer as a sentence: Right. Fatima is from Somalia.
- ★ Have students work in pairs and practice asking and answering questions. Emphasize that they should respond to questions with full sentences.

### Lesson 2

### **OBJECTIVE**

In the Classroom

### **VOCABULARY**

PFOPI F Parts of a Room

student door teacher floor

> wall window

THINGS

board computer pen book desk pencil

calendar piece of paper map

chair notebook table

clock

#### **GRAMMAR**

**Possessives** 

### THINGS TO DO

#### 1. Learn New Words

- ★ Point to the "big picture" in the book or the color overhead transparency and ask students, What is this? Elicit that the picture shows a classroom.
- ★ Ask students to look at the picture and listen while you say the words or play the CD or tape.
- ★ Say the words or play the CD or tape a second time. Pause after each word and ask the students to repeat it. As the students listen a third time, have them point to each item as the name of that item is spoken.
- ★ Point to the items in random order, and have students say the name of that item.
- ★ Tell students to work in pairs. One will practice saying the words as the other points to the items in the book. Have them switch roles and do the exercises again.

### **EXPANSION ACTIVITY: Alphabetical Order**

- ★ Review the alphabet. Ask students which letter is first in the alphabet. Ask students if any of the new words from this lesson begin with A (no). Continue by asking which letter is the second in the alphabet, and if any new words begin with B (board). Write the word board on the board.
- ★ Divide students into small groups and have them write the words from Learn New Words in alphabetical order. Have them include the words from all three categories.
- ★ Ask one person from each group to go to the board and write the words on the board in alphabetical order.

#### **ANSWER KEY:**

board, book, calendar, chair, clock, computer, desk, door, floor, map, notebook, pen, pencil, piece of paper, student, table, teacher, wall, window

### LISTENING SCRIPT

1. teacher

2. wall

### **Lesson 2: Learn New Words**

Look at the picture. Listen to the words. Then listen and repeat.

Where's the teacher?

What's on the wall?

3. clock	Where's the clock?
4. door	Where's the door?
5. board	Where's the board?
6. table	Where's the table?
7. calendar	Where's the calendar?
8. map	Where's the map?
9. notebook	Where's the notebook?
10. pen	Where's the pen?
11. pencil	Where's the pencil?
12. piece of paper	Where's the piece of paper?
13. book	Where's the book?
14. floor	What's on the floor?
15. chair	Where's the chair?
16. computer	Where's the computer?
17. desk	Where's the desk?
18. student	Where's the student?
19. window	Where's the window?

### 2. Write

- ★ Gesture to your classroom and ask students, What is in our classroom? Write what they say on the board.
- ★ Point out that *clock* is written on the first line. If you have a clock, ask students Where is the clock? Ask them to point it out to you.
- ★ Have students write the names of five more things they can see in the classroom.
- ★ Call on a few students to tell the class about some things they wrote on their lists and ask the class to point to where that object is.

### **EXPANSION ACTIVITY: Identify the Object**

- ★ Have a group of students stand in various parts of the room—some in the front, a group in back, and others on the sides.
- ★ Tell the students that you will say the name of something in the classroom and that the students standing closest to that object should touch it. For example, if you say board, the students standing at the front of the room should touch the board. If there are still students sitting, they may help by pointing to the object.
- ★ Call out the names of several items in the room.
- ★ Repeat the activity with new words and new groups of students. You can also have students call out the words to change the game and involve more students.

### 3. Ask Questions

★ Write these sentences on the board:

A: Where's the ? B: It's on the \_

★ Model this activity with a student. Ask a question about an object in the picture and elicit the location. Call on a few students to

- answer questions about the location of objects in the picture.
- ★ Have students work in pairs and practice asking and answering questions about the picture.

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- ★ Make a set of flash cards with index cards or a piece of paper. On one side write each of the vocabulary words from this lesson. On the other side of the card draw a simple picture of the object the vocabulary word represents. You could also distribute one or more index cards to each student and have them create flashcards.
- ★Walk around and show the students the picture, asking, What is this? Have students say the name of the object.
- ★ Another option is for students to make their own personal set of flashcards and practice on their own and with a partner.

### **EXPANSION ACTIVITY: Flash Card Race**

- ★ Make a set of the flashcards described in Try This.
- ★ Have students work in small teams with their books closed. Have one student volunteer to be the scorekeeper.
- ★ Quickly show a different flashcard to one team at a time, and have the team say the name of the object.
- ★Show a different flashcard to a different team and have that team say the name of the object.
- ★ Each incorrect answer earns the team a point. The team with the lowest number of points wins. This game should move quickly.
- ★ Small prizes for the winners will probably increase enthusiasm and the energy level of the class for the activity.



### **BIG PICTURE EXPANSION ACTIVITY:**

### GRAMMAR—Practicing *Is* and *Are*

- ★ Make copies and distribute them to students.
- ★ Put the color overhead transparency for Unit 1, Lesson 2, on the projector or have students look at the "big picture" in their books.
- ★ Ask students to complete the sentences with is or are and then check their answers with a partner.
- ★ Go over the answers with the class.

### **ANSWER KEY:**

1. are; 2. is; 3. is; 4. are; 5. are; 6. is; 7. is; 8. are; 9. is; 10. are

### Lesson 3

### **OBJECTIVE**

### **Understanding Classroom Instructions**

### **VOCABULARY**

ask	open	say
circle	practice	sit down
close	raise	stand up
go to	read	take out
listen	repeat	write
listen	repeat	write

### WINDOW ON MATH

Numbers 0 to 11

### THINGS TO DO

### 1. Learn New Words

- ★ Hold up the book and point to the pictures.
- ★ Ask students to listen and look at the picture while you say each sentence or play the tape or CD.
- ★ Say the sentence or play the tape or CD a second time. Pause after each sentence, and ask the students to repeat.
- ★ As students listen a third time, have them point to each instruction in the book as they hear it.

### **Grammar Notes:**

- ★ Students may notice that instructions begin with a verb. Explain that beginning a sentence with a verb can sound forceful or rude.
- ★ Because of this, we often add please to an instruction to make it more polite. Please is usually at the beginning or the end of the instruction. (Please open your book. Open your book, please.)

### **EXPANSION ACTIVITY: Charades**

- ★Write each of the instructions from Activity 1 on separate slips of paper.
- ★ As an example, write one of the instructions on the board and act it out. Have the class guess the instruction.
- ★ Ask a volunteer to come to the front of the class. Give the student a slip of paper, and put your finger to your lips to indicate that he or she must not talk.
- ★ Have the student act out the instruction. and prompt the other students to guess what the action is.
- ★ Repeat with new volunteers until all the instructions have been acted out.

### LISTENING SCRIPT

### **Lesson 3: Learn New Words**

Look at the pictures. Listen to the classroom instructions. Then listen and repeat.

- 1. Read page 10.
- 2. Listen to the words.
- 3. Repeat the words.
- 4. Say computer.
- 5. Ask a partner.
- 6. Circle your name.
- 7. Write your name.
- 8. Practice the conversation with a partner.
- 9. Take out a piece of paper.
- 10. Open your book.
- 11. Close the window.
- 12. Raise your hand.
- 13. Stand up.
- 14. Sit down.
- 15. Go to the board.

### 2. Follow Instructions

- ★ Call on a few students and give them each a different instruction (e.g., Say computer, Open your book, etc.) If necessary, mime what they are supposed to do.
- ★ Have students work in pairs and take turns giving each other instructions.

### **EXPANSION ACTIVITY: Simon Says**

- ★ Tell students that you are going to play a game called Simon Says and explain how the game works. Students should follow any instruction they are given if the person giving the command says Simon says before the instruction. They should not follow the instruction if the person does not say Simon says before the instruction.
- ★ Model the activity. Give an instruction, such as, Simon says, "Stand up." Gesture for students to stand up. Then say, Point to the clock. If students begin to point, shake your head no. Exaggerate the action. Give a few more instructions with and without saying Simon savs to make sure students understand the game. If students make a mistake, tell them they are out of the game for now and should sit down.
- ★ Ask a volunteer to come to the front of the class to give instructions while the rest of the class follows. Continue with various volunteers.

### 3. Write

- ★ Copy the verbs from 1–5 on the board: Say, Write, Open, Close, Go to.
- ★ Brainstorm words that can follow each verb. Ideas might include:
  - Say hello, notebook, teacher. Write your name, your address, your city. Open the door, the window, your book. Close the door, the window, your book. Go to the door, the board, the table.
- ★ Ask students to write their own instructions for doing something and then have them take turns giving instructions to the class. Note that some instructions can be followed by everyone—Stand up, for example—while others are best given to just one student: Close the door.

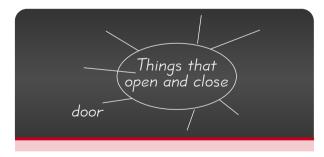
### **EXPANSION ACTIVITY:** Read and Follow Instructions

- ★ Write a list of instructions on the board and ask the students to follow them. Use the instructions below or create your own.
  - 1. Take out a piece of paper.
  - 2. Write your name on the paper.
  - 3. Open your book to page  $\frac{?}{}$ .
  - 4. Write three words from page \_\_? on the paper.
  - 5. Circle one word on your paper.
  - 6. Ask a partner to read the word.
- ★ Have students exchange their papers. Read the instructions again and have each partner check and correct the paper. Call on a few students, and ask them what word their partner circled.

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★ Copy the cluster diagram from the book on the board. Ask students to read the sentence in the center of the cluster diagram: Things that open and close.



- ★ Point to the word door and ask, Can you open and close a door? Elicit the correct response and write door on the board.
- ★ Have students write other things that open and close next to each line in the diagram.
- ★ Go over the answers with the class. Possible answers include: door, window, book, notebook, hand.

### **EXPANSION ACTIVITY: Cluster Diagram Option**

- ★ Make a cluster diagram of your own on the board. In the center write Things a student takes out.
- ★ Tell students to work in pairs and copy the cluster diagram. Have them complete the diagram adding words that fit the category. Possible answers include: a piece of paper, a book, a notebook, a pencil, a pen, etc.
- ★ Have volunteers come to the board and write words on the cluster diagram.
- ★ You can repeat this activity using different topics for the center of the diagram: students from Mexico; words that begin with b; ways to practice English, etc.

### WINDOW ON MATH: Numbers 0-11 🔞

### A. Listen to the numbers.

- ★ Say the numbers, or listen to the tape or CD and have the students repeat them.
- ★ Practice by counting objects around the classroom. For example, pick up five books and cue the students to count to five. Repeat the exercise with other objects and numbers.

#### B. Listen to the conversation.

- ★ Say each line of the conversation or listen to the tape or CD and have students repeat.
- ★ Model the instruction in the conversation: Open your book to page 5. Have students respond with B's line: Which page? Repeat the instruction.
- ★ Repeat the conversation, replacing the page number with numbers up to 11 in random order. Cue students to ask Which page? each time.
- ★ Have students work in pairs and practice the conversation. Remind them to turn to the page they are instructed to find.

### (LISTENING SCRIPT)

### **Lesson 3: Window on Math**

### A. Listen to the numbers. Then listen and repeat.

zero	three	six	nine
one	four	seven	ten
two	five	eight	eleven

### B. Listen to the conversation. Then listen and repeat.

A: Open your book to page 5.

B: Which page?

A: Page 5.

### **BIG PICTURE EXPANSION ACTIVITY:**

### SPEAKING—Yes/No Memory Game

- ★ Put the "big picture" color overhead transparency for Unit 1, Lesson 2, on the projector or have students look at the "big picture" in their books.
- ★ Give them one minute to memorize as much as they can about the picture. Then turn off the projector or tell students to close their books.
- ★ Say three sentences about the picture—one that includes correct information and two that include incorrect information: One teacher is in the classroom (correct). Eleven students are in the classroom (incorrect). Two maps are in the classroom (incorrect). Ask students to say yes if the sentence is right and no if it is wrong.
- ★ Write the sentences on the board. Ask the students to look at the picture and write three more sentences about the picture using numbers between 0 and 11. The sentences can include correct or incorrect information. More proficient students may not need to write their sentences first; they can simply say three sentences about the picture.
- ★ After the students have written three sentences, have them close their books. Have them work with a partner and take turns saying sentences about the picture while their partner responds with yes or no.

17. occupation

### Lesson 4

### **OBJECTIVE**

### Reporting Personal Information

### **VOCABULARY**

address married area code middle name birthplace occupation citv sinale divorced state female street gender telephone number

male zip code

marital status

### WINDOW ON GRAMMAR

**Punctuation Marks** 

### THINGS TO DO

### 1. Learn New Words 🕥

- ★ Point to the picture and make sure the students know it is an application form. Ask the question Where do you see or use application forms? Possible answers: at school, at work, for visas, and for credit cards.
- ★ Have students listen and look at the picture while you say the words or play the tape or CD.
- ★ Say the words or play the tape or CD a second time. Pause after each word and ask the students to repeat.
- ★ Say the words in random order and have students point to the item in the picture.

### LISTENING SCRIPT

### **Lesson 4: Learn New Words**

Look at the picture. Listen to the information. Then listen and repeat.

His first name is Paul. His middle name is Richard. His last name is Bridges. His address is 8517 Alvarado Street in Los Angeles, California. The zip code is 91012. Paul's telephone number is area code 310-555-5678. His birthplace is Sacramento, California in the United States. His gender is male. His marital status is married. He's a teacher. That's his occupation.

### Listen and repeat.

1. middle name 10. gender 11. male 2. address 3. street 12. female 4. citv 13. marital status 5. state 14. single 6. zip code 15. married 7. telephone number 16. divorced

8. area code 9. birthplace

### 2. Read

- ★ Write the first sentence on the board, including the two blanks. Read the sentence, and have students repeat.
- ★ Have students complete the sentences by looking at the application form. When they are finished, have them compare answers with a partner.
- ★ Go over the answers with the class.

### **ANSWER KEY:**

Paul's last name is Bridges. His middle name is Richard. His address is 8517 Alverado Street in Los Angeles, California. The zip code is 91012. Paul's telephone number is (310) 555-5678. His birthplace is the U.S.

### Pronunciation Notes: S and D Endings

★ Consonant endings can be difficult for some students. In English, s and d sounds are particularly important because they often indicate plurality (books), person (he eats), possessive (Victor's), and past tense (married). Make sure students pronounce correctly the s and d sounds in the new words.

### **Literacy Note:**

- ★ Eight of the words in the list of Learn New Words contain a vowel-consonant-silent e combination at the end of the word: name, state, zip code, area code, telephone, male, and female. Point out this pattern to your students.
- ★ Note that the silent e indicates that the preceding vowel will have a long sound (or will say its own name).

### **EXPANSION ACTIVITY: True or False?**

- ★ Tell students that you are going to read some sentences and that some of them are true, and some are false.
- \*Say Paul's last name is Bridges. Ask students if it's true (nod your head) or false (shake your head). Elicit that the response is true. Do the same with a statement that is false: Paul's last name is Richards.
- ★ Tell the students to write three sentences about the application form. Two sentences should be true, and one should be false. They should write them in random order.
- \* Have students work in pairs and take turns reading their sentences while their partner responds with true or false.
- ★ Call on a few students to read their sentences aloud. Have the class respond together with true or false.
- ★ A variation on this exercise is to have the students write two true sentences about themselves and one false sentence. Have volunteers read their sentences to the class and see if the class can guess which sentences are true and which sentence is false.

#### 3. Write

- \* Ask students to look at the directions and the example question. Read the question aloud, and pause to let the students repeat.
- \* Model the interview with a student. Ask the student the first question, eliciting an answer, then have the student ask you the same first question.
- ★ Ask students what other questions they need to ask a partner to complete the application form. Write those questions on the board. Have students write them in their notebook.
- ★ Put students in pairs to ask each other the questions. Have them fill out the application form for their partner.

### **Culture/Civics Notes:**

- \*Some students may not know that the family name (also called the *surname* or *last name*) is said last in Western culture, even though on forms we sometimes write the last name first. First names are also known as *given names*, or sometimes, *Christian names*. Most people also have middle names or initials.
- \* When some women get married, they take the last name of the man that they marry as their own. Their old last name is then known as a *maiden name*. Sometimes their maiden name becomes their middle name after marriage.

### **EXPANSION ACTIVITY:** Inside/Outside Circle

- ★ Ask students to read the questions they wrote in the interview in Activity 3 and try to remember as many of the questions as they can.
- \* Have them form two concentric circles, one circle inside the other, with the students facing each other.
- ★ Tell students that they will ask and answer one question with the student facing them. Model this with a student, asking one question, What's your first name? Elicit the response, Carlos. Have that student ask you one question, What's your zip code? Answer with 22101 or whatever your zip code is.
- ★ After each question, have the outer circle move clockwise, or to the left, so that each student is facing a new partner. Have them ask and answer questions again. Repeat this until each student has talked to eight or more students.

### WINDOW ON GRAMMAR: **Punctuation Marks**

### A. Circle the punctuation marks.

- ★ Write two or three sentences on the board that require a period, a question mark, and a comma. (Where are you from? I'm from Boston, Massachusetts.) Put a circle in the places where the punctuation belongs, but leave out the punctuation.
- ★ Ask what belongs in those circles, or ask a volunteer to come up and fill in the circles.
- ★ Point to each punctuation mark, saying its name, and have students repeat. Explain that we use periods at the end of a statement, question marks after a question, and commas between a city and a state or country.
- ★ Have students complete the exercises in Part A.
- ★ Go over the answers with the class.

### B. Add the punctuation marks.

- ★ Have students read the sentences and add the punctuation marks that are required.
- ★ Have them check their answers with a partner.
- ★ Go over the answers with the class.

### **ANSWER KEY:**

- **A.** 1. Where are you from?
  - 2. I am from Miami Florida
  - 3. Your book is on the floor
  - 4. Where is Paris France?
- B. 1. What's her name?
  - 2. Listen to your teacher.
  - 3. He is from San Francisco, California.
  - 4. His birthplace is Toronto, Canada.



### **BIG PICTURE EXPANSION ACTIVITY:**

### READING—Who is Jane?

- ★ Make copies and distribute them to students.
- ★ Put the color overhead transparency for Unit 1, Lesson 2, on the projector or have students look at the "big picture" in their books. Ask students to locate Jane in the picture.
- ★ Ask students to read the paragraph about Jane and put in the correct punctuation marks. Have them check their answers with a partner.
- ★ Go over the answers with the class.

### **ANSWER KEY:**

- A. Jane is a student. She is from Salzburg, Austria. Her last name is Thiede. Her birthplace is Innsbruck, Austria. Jane is in the United States now. She is in Seattle, Washington. Her address is 23 High Street. Jane is single.
- B. 1. Thiede; 2. Innsbruck, Austria; 3. 23 High Street; 4. single; 5. Yes.

### Lesson 5

### **OBJECTIVE**

**Greeting People** 

#### WINDOW ON PRONUNCIATION

Long Vowel Sounds: I and E

### **1.** Practice the Conversation: Greeting Someone $\Omega$

- \* Ask students to look at the picture for Conversation 1. To set the context, ask, Who is in the picture? Where are they?
- ★ Read the conversation or play the tape or CD.
- ★ Read or play the conversation again. Pause after each sentence and ask students to repeat.
- \*Ask comprehension questions: What's the man's name? What's the woman's name?
- ★ Point out the titles *Mr., Ms., Mrs.* and explain their meaning.
- ★ Introduce yourself using the appropriate title. Call on a few students to introduce themselves by title and last name.
- ★ Point out that there are two places in the conversation example where it is appropriate to use different words without changing the meaning. First, we can say either hello or hi to begin a conversation. Second, when we meet people for the first time, it is polite to say either Nice to meet you, or How do you do?
- ★ Model the conversation with a student. Have the student read A's lines. Demonstrate how to use both *How do you do?* and *Nice to meet you.*
- \* Have students work in pairs and practice the conversation. Walk around to monitor the activity and provide help as needed.
- ★ Have volunteers practice the conversation in front of the class.

#### **Conversation Note:**

- \* Another technique for dialogue practice is the disappearing dialogue.
- ★ Write the dialogue on the board with A and B parts clearly written. As the whole class reads the dialogue aloud, erase a

word as they continue to recite. Then erase more words until the students can recreate the whole dialogue from memory.

### LISTENING SCRIPT

### Lesson 5: Practice the Conversation—Greeting Someone

Listen to the conversation. Then listen and repeat.

A: Hello. I'm Mr. Campos.

B: Nice to meet you, Mr. Campos. I'm Ms. Jones.

A: Nice to meet you.

Listen to the new words and expressions. Listen and repeat.

Hi. Mr. How do you do? Ms. Hello. Mrs.

### **Culture/Civics Notes:**

- ★ You may want to point out that titles are frequently used in formal situations. We often use titles for people we don't know at all, and for teachers, doctors, dentists, and those who are older than we are or who are in a position of authority.
- ★ As a rule, we use titles until the other person tells us it is OK to use his or her first name. In most situations, after the introduction the speaker will say something like *Please call me John*. Then we know *John* wants to have a less formal conversation. Children, classmates, and coworkers usually call each other by their first names.
- ★ Both men and women in the United States often shake hands when they meet someone new.
- \* How do you do? is not really a question that requires a specific answer. It is just a formulaic phrase used to acknowledge an introduction. In some cultures—England for example—people do often still say Very well, thank you in response to this question.
- ★ In Western cultures, it is also important to look into the eyes of the person you are meeting. This conveys confidence, respect, and honesty.

### **EXPANSION ACTIVITY: Meet and Greet**

- ★ Tell the students that they are going to introduce themselves using their titles and last names to as many people as they can in three minutes. Remind them to follow the conversation model, to shake hands, and to look into the other person's eyes.
- ★ Have the students stand up. When you tell them to begin, they should introduce themselves to the person nearest them, and then continue around the room until you say stop.
- ★ You could also have students practice this conversation in concentric circles, rotating one of the circles after each introduction.
- ★ Set a time limit of three minutes.

### 2. Practice the Conversation: Introducing Someone

- ★ Repeat the basic procedure introduced in Activity 1.
- ★ To set the context, ask, Who is in the picture? Where are they?
- ★ Copy the conversation on the board, leaving blanks where more than one phrase is possible. Include blank lines for the names. Model the conversation with two students. Note that one student does not need to talk, but needs to be introduced. If your students are at a higher level, add a line for the third person to say at the end of the conversation. (*Nice to meet you, too.*)
  - ★ To check comprehension, ask, What's the man's name? What's his friend's name?
  - ★ Point out three ways to answer the guestion How are you? You can say fine, good, not bad. Ask students if they know of other answers, such as so-so, not so good, great.
  - ★ Point out three ways to introduce another person. Write them on the board.

This is	
l want to in	troduce you to
l want you t	o meet
,	

### LISTENING SCRIPT

### Lesson 5: Practice the Conversation— **Introducing Someone**

Listen to the conversation. Then listen and repeat.

A: Hi, Jon. How are you?

B: Fine, thanks. And you?

A: I'm fine. Jon, this is my friend, Gina.

B: Hi, Gina. Nice to meet you.

Listen to the new words and expressions. Listen and repeat.

Good.

Not bad.

OK.

Great.

I want to introduce you to my friend Gina. I want you to meet Gina.

This is Gina.

#### **Culture/Civics Notes:**

- ★ Students may not realize that How are you? is often just another greeting. It is not usually taken as an opportunity to really talk about how you are doing. Fine, thanks. is the most common response. It is polite to respond by asking the other person And how are you?
- ★ It is OK for men to introduce women or women to introduce men. It is common for men and women to be equal friends.
- ★ It is polite to introduce an older person to a younger person and to name the older person first.

### **3.** Practice the Conversation: Saying Goodbye

- ★ Repeat the basic procedure from Activity 1.
- **★**To set the context, ask, Who is in the picture? Where are they?
- ★ To check comprehension, ask, What are the people's names?
- ★ Point out possible ways to say goodbye: See you later. Nice to see you. Have a nice day.

### (LISTENING SCRIPT)

### **Lesson 5: Practice the Conversation: Saying Goodbye**

Listen to the conversation. Then listen and repeat.

A: Good-bye, Jon.

B: Bye, David. Have a nice day.

A: You too.

Listen to the new words and expressions. Listen and repeat.

Have a nice day. See you later. Nice to see you. Have a great day.

Have a good day.

### **Culture/Civics Notes:**

- \* Nice to see you can be used as part of a greeting: Hi Jon, nice to see you. Or, it can be a part of a leave-taking: Bye, David. Nice to see you. Sometimes when it is part of a leave-taking, we say, It was nice to see you.
- ★ Bye is a shortened form of goodbye.

# **EXPANSION ACTIVITY:** Hello and Goodbye

- \* Have students work in pairs and create conversations in which they introduce themselves to a new classmate and say goodbye.
- ★ Suggest that they use first names in both the introduction and the leave-taking. They can use their real name or you can do something fun and ask them to create a new personality and name for themselves. It can be someone famous.
- ★ Walk around to provide help as needed.
- ★ Have volunteers practice conversations in front of the class.

# WINDOW ON PRONUNCIATION: Long Vowel Sounds: *I* and *E*

### A. Listen to the words.

- ★ Write an I and an E with a vertical line between the two letters on the board. Point to each letter and say the sound. Have students repeat.
- ★ Ask students to brainstorm some words that include these sounds. Write them on the board under the appropriate letter.
- ★ Read the words or play the tape or CD. Read or play the tape or CD a second time, and have students repeat the words. Have the students write *I* or *E* next to each word in the book to indicate the sound.
- ★ Tell students to complete the chart in their book. Write all the words that include an *I* sound in the list on the left, and all the words that include an *E* sound in the list on the right.
- \*Ask volunteers to write the words in the chart on the board.

### LISTENING SCRIPT

Lesson 5: Window on Pronunciation Long Vowel Sounds: *I* and *E* 

Listen to the words. Then listen and repeat.

1. I 7. my 13. we 2. fine 8. try 14. write 9. three 15. nice 3. see 16. read 4. me 10. he 11. street 17. bye 5. meet 6. hi 12. China 18. country

### B. Write the words in the correct place.

- ★ Have students look at the headings and say the words in each column.
- \* Ask students to complete the chart by writing the words from Activity A above in the appropriate column.
- ★ Have them go over their answers with a partner. Encourage them to say the words aloud.
- ★Go over the answers with the class.

### **ANSWER KEY:**

Sounds like I: I, fine, hi, my, try, China, write, nice, bye

Sounds like E: see, me, meet, three, he, street, we, read, country

### C. Listen and circle the word you hear.

- ★ Play the tape or listen to the CD. Have students circle the word they hear for each item.
- ★Go over the answers with the class.
- ★Tell students to work in pairs and take turns saying one of the words in each pair as their partner circles the word in their book.

### LISTENING SCRIPT

### **Lesson 5: Practice the Conversation**

Listen and circle the word you hear.

- 1. my my
- 2. he he
- 3. E E
- 4. write write
- 5. bye bye
- 6. we we

### **Literacy Notes:**

- ★ In English there are 5 letters that represent the vowels, but there are at least 14 vowel sounds. All five vowels have both long and short sounds. The long sounds actually "say the name" of the vowel. Students are sometimes confused by vowels that make the sound of another letter: bye—I, Haiti— Ε.
- ★ Both sounds are held for a long time and sound like there is a y at the end. If students are having trouble with either, have them exaggerate the length of the vowel sound.
- ★ The Window on Pronunciation exercises in Lesson 5 use minimal pairs, or words that differ only in one sound, to help students with both pronunciation and listening discrimination.

### **EXPANSION ACTIVITY: Find the Sounds**

- ★ Have students work in groups of 3 or 4.
- ★ Ask them to brainstorm a list of other words that include either the long I sound or the long E sound. Suggest that they think about the names of people in the class, streets, countries, cities, etc.
- ★ Call on a student in each group to give an example of either sound and make a list of words for each sound on the board.
- ★ Say each word and have students repeat.

### Lesson 6

### **EQUIPPED FOR THE FUTURE ROLE**

Work

### **OBJECTIVE**

Looking at Job Ads

### **VOCABULARY**

bus driver cashier dentist doctor nurse pharmacist police officer salesclerk machinist

### 1. Learn New Words

- \* Ask students to look at the pictures in the book. Tell them that these are pictures of people at work who have different occupations. Occupation is the word we use for the type of work we do. Ask the class, What is my occupation? (teacher).
- \* Ask questions about the names of the people in the pictures: What is Joan's last name? What is Mr. Brunov's first name?
- ★ Have students listen and look at the pictures while you say the words or play the tape or CD.
- ★ Say the words or play the tape or CD a second time. Pause after each word and ask the students to repeat.
- ★ Say the words a third time in random order, and tell the students to point at the related photos.
- ★ Point to the occupations in random order, and have students say the name.

### **LISTENING SCRIPT**

### **Lesson 6: Learn New Words**

Look at the pictures below. Listen to the words. Then listen and repeat.

dentist
 bus driver
 pharmacist
 doan Baxter is a dentist.
 Larry Fisher is a bus driver.
 Ken Park is a pharmacist.
 doctor
 Emma Lambert is a doctor.

Paul Ming is a salesclerk.

6. machinist
7. police officer
8. nurse
David Campos is a machinist.
Gina Mata is a police officer.
Leo Brunov is a nurse.

Amy Craft is a cashier.

#### **Grammar Note:**

9. cashier

\* Many occupations have an -er, -or, or -ist ending. Point out to students that these endings often mean the person who does a particular job. For example: A bus driver is a person who drives a bus. Have the students identify as many occupations as they can that have an -er, -or, or -ist ending.

### **Culture/Civics Note:**

\* Some students may be used to only women or only men performing certain types of jobs. You may want to explain that either men or women can fill all of the occupations in this lesson. More women work in some occupations than men (nurses), and more men than women work in others (machinists or police officers), but all of them can be done by either gender.

# **EXPANSION ACTIVITY: Discussing Gender and Occupation**

- ★ Draw a chart on the board with three headings: *Male, Female,* and *Male and Female*.
- ★ Tell students to copy the chart on a piece of paper. Ask them to list occupations under the appropriate headings according to the culture in their home country. For example, if most police officers in their home country are men, they would write police officer under male.
- \* When they are finished, put them in groups of three or four to compare charts and see where there are similarities and differences.

Male	Female	Male and Female

5. salesclerk

### 2. Ask Questions

- ★ Read the questions and responses aloud, pausing to let students repeat.
- ★ Review he and she, he's and she's.
- \* Ask students a few questions about other people in the Activity 1 pictures and have the class answer. (What's Amy's occupation? She's a cashier.)
- ★ Have students work in pairs and take turns asking and answering questions about the people in the pictures.

### **EXPANSION ACTIVITY: Charades**

- ★ Write each occupation on an index card or a piece of paper.
- ★ Group students in pairs and give each pair a card. They will act out the occupation on the card for the class to guess.
- ★ To start, model the occupation while the class guesses what you are. For example, if you are a dentist, have a student sit in a chair with an open mouth while you do a check-up. Ask, What is my occupation? Have students guess the correct occupation.
- \* After students have prepared their charades, ask pairs to come to the front of the room. Give them time to mime their occupation, and then ask the class, What's his/her occupation?

### 3. Read

- ★ Point to the job ads in the book. Ask questions: What are they? Where can you see job ads? (newspapers, boards, windows).
- ★ Have students read the ads and circle the occupations. Remind them to look for the words they learned in the Learn New Words section.
- ★ Go over the ads, asking the class what occupation is listed in each ad.

#### **ANSWER KEY:**

- 1. bus driver; 2. machinist; 3. salesclerk;
- 4. cashier; 5. pharmacist; 6. driver

### **EXPANSION ACTIVITY: Rank It**

- ★ Ask students to rank the six job ads in order of desirability. Tell them to write 1 next to the job that they like the best and 6 next to the job they like the least.
- \* Pair students and have them compare their rankings. Tell them to give one reason they like one ad the most and one reason they like one ad the least

### 4. Write

- \* Ask students what they see in the ads. Cue them with questions such as, Do you see addresses? Do you see names of people?
- \* Have students look at the chart in the book. Copy the chart on the board. Point to the headings and have students say them aloud.
- \* Ask students to read the ads and write down the occupations in the left column under the heading *Occupation*.
- ★ Tell students to look at the ad for a bus driver and go over the information there and in the chart. Ask, Does the ad have a telephone number? What is it? Does the ad have an address? Point out that the telephone number is listed in the chart, but that there is no address listed under street address.
- ★ Instruct students to complete the chart for the other job ads and then compare answers with a partner. Ask a few students to complete the chart on the board.

#### **ANSWER KEY:**

Occupation	Street Address	Telephone Number
1. Bus driver	XXX	916-555-0819
2. Machinist	433 Ray Avenue Auburn, California	916-202-1234
3. Salesclerk	11 Alvarado Street	555-7400
4. Cashier	873 Mission Street Livermore, CA	916-682-1414
5. Pharmacist	XXX	916-555-8700
6. Driver	10 Johnson Road	916-555-0612

### **EXPANSION ACTIVITY: Using the Newspaper**

- ★ Bring the Help Wanted section of a newspaper to class or ask students to bring it in themselves.
- ★ Group students in pairs and distribute pages to each pair of students.
- ★ Have them look for ads for the occupations in Lesson 6. Also invite them to look for ads for other jobs they are interested in.
- ★ Ask students to add the information from these ads to the chart in Activity 4.



### **BIG PICTURE EXPANSION ACTIVITY:**

WRITING—Describing People 🖺



- ★ Have students look at the "big picture" or put the color overhead transparency for Unit 1, Lesson 2, on the projector.
- ★ Have students write three sentences about people in the picture. Encourage them to be creative and imagine where the people might be from and what their occupations might be.
- ★ Walk around the room to monitor the activity, check punctuation, and provide help as needed.
- ★Instruct students to read their sentences to a partner. Have the partner identify who the student wrote about by pointing to that person in the picture.

### Lesson 7

### 1. Listening Review 60

### **TESTING FOCUS: Completing Answer Keys**

★ Copy the following on the board:

Questions	Answer Key
1. What is his address? A. John B. 1223 Main Street C. teacher	1. (A) (B) (C)

- ★ Read the question and possible answers aloud. Ask the students which answer is correct (B).
- ★ Show them how to color in the circle B on the answer key on the board.
- ★ Point out the Answer Sheet box in the book for the Listening Review.
- \* After students have answered the first question, walk around to make sure all the students have marked the answer box correctly. Note that they may have marked the wrong answer, but they should have correctly colored in the corresponding circle.
- ★ Go over the directions with the class.
- \* Read the items or play the tape or CD and have the students mark their answers in the Answer Sheet box in their book.
- ★ Walk around to monitor the activity and help students stay on task.
- ★ Have students check their answers with a partner.
- ★ Go over the answers with the class.

### LISTENING SCRIPT

### **Lesson 7: Listening Review**

Listen and choose the correct answer. Use the Answer Sheet below.

- 1. Open your book.
- 2. Her book is on the floor.
- 3. She's a teacher.
- 4. It's a calendar.
- 5. What's his telephone number?
- 6. What's her zip code?
- 7. What's her occupation?
- 8. What state is he from?
- 9. What's their area code?
- 10. What's her address?

#### **ANSWER KEY:**

1. B; 2. C; 3. C; 4. A; 5. B; 6. B; 7. C; 8. B; 9. B; 10. A

### 2. Conversation Check: Pair Work

- ★ Go over the directions. Have students work in pairs and remind them that each partner has some information, but that other information is missing. They must ask their partners questions to complete their charts.
- ★ Walk around to monitor the activity and provide help as needed.

#### **Assessment Note:**

★ You can use the Conversation Check Activity as an oral assessment. Ask pairs of students to complete the activity while you note areas of difficulty.

### **LEARNING LOG**

- ★ Point out the four sections of the Learning Log: I know these words; I can ask; I can say; and I can write.
- ★ Have students check what they know and what they can do.
- ★ Walk around to note what they don't know or can't do. Use this information to review areas of difficulty.



### **BIG PICTURE EXPANSION ACTIVITY:**

### **SPEAKING** Assessment—Talking about the Picture

- ★ You can use the "big picture" in Unit 1 to place new students in open entry classes, to diagnose difficulties, or to measure progress.
- ★ Work with one student at a time and show them the big picture. Ask, What do you see in the picture? Tell me about the picture. Tell the student you want him or her to speak for as long as possible. Wait a moment for the student to prepare to answer. If the student has difficulty, you can use prompts: What do you see in the classroom? Who do you see in the classroom? What are the students doing?
- ★ You can use a rubric like the one below to rate beginning speakers.

3	Uses sentences, although form may be incorrect
	Can speak for sustained length of time
	Responds to prompts, but doesn't need them to begin speaking
2	Can use nouns and verbs
	Uses phrases
	Answers informational questions
1	Can name objects
	Uses single words
	Can answer yes/no questions
0	Cannot say anything independently
	May be able to point to objects when prompted

### **Spotlight: Grammar**

### **OBJECTIVE**

Simple Present of Be; Possessive Adjectives; Possessive of Names

- ★ Read the sentences in the grammar paradigm and have students repeat.
- ★ Call on students and say a personal pronoun (1), and have the students respond with the correct form of be (am).
- ★ Go over the contractions in the box. With books closed, say a personal pronoun and form of be (You are). Prompt students to respond with the contraction (you're).
- ★ Ask students if the negative *not* comes before or after the form of be.

### 1. Read the story.

- ★ Ask students to read the story. For additional literacy and pronunciation practice, read each sentence of the story aloud. Pause and have students repeat each sentence.
- ★ Ask students what form of be they see in the first sentence (are). Point out that this word is circled. Tell students to circle the other examples of be in the story; there are 15 more examples.
- ★ Have students check their answers with a partner.
- ★Go over the answers with the class.

### **ANSWER KEY:**

There are twenty (20) students in my class. Ten students are from Mexico. Four students are from Russia. Three students are from China. Two students are from Haiti, and one student is from Egypt. Eleven students in my class are married. Nine students are single. I am the student from Egypt. My name is Fatima, and I am married. My teacher is Mr. White. His first name is David, and he is from Canada. Mr. White is not married. He is single.

### 2. Read the story again.

- ★ Go over the first question together: Is Fatima from Russia? Point out that the phrase is not is written as an example on the first line in item 1. Ask the class, Where is Fatima from? Ask students what they should write in the second sentence in item 1 (is).
- ★ Ask students to read the story again. Ask them to complete the rest of the sentences with are, is, are not, or is not. Walk around the room to help as needed.
- ★ Have students check their answers with a partner.
- ★ Go over the answers with the class. Ask volunteers to write the sentences on the board.

### ANSWER KEY:

- 1. Fatima <u>is not</u> from Russia. She <u>is</u> from Egypt.
- 2. Fatima <u>is</u> married. She <u>is not</u> single.
- 3. Eleven students in Fatima's class <u>are</u> married.
- 4. Mr. White <u>is not</u> a bus driver. He <u>is</u> a teacher.
- 5. Mr. White and Fatima <u>are not</u> from the United States.
- 6. Mr. White <u>is not</u> from Egypt. He <u>is</u> from Canada.
- 7. Two students in Fatima's class <u>are</u> from Haiti.

### 3. Rewrite each sentence above.

- ★ Go over the example. Ask the question, What is the contraction for is not? Point out that isn't is in the first sentence. Ask students. What is the contraction for she is?
- ★ You can point out that there are two ways to write the contraction he/she/it + is not. He's not or He isn't are both acceptable forms.
- ★ Have students work individually to rewrite the sentences in Activity 2 using contractions. Walk around the room to provide help as needed.
- ★ Group students in pairs to compare their sentences.
- ★ Go over the sentences with the class.

### **ANSWER KEY:**

- 1. Fatima <u>isn't</u> from Russia.

  Fatima <u>s not</u> from Russia. She <u>s</u> from Egypt.
- 2. Fatima 's married. She <u>isn't</u> single. She <u>s not</u> single.
- 3. Eleven students in Fatima's class <u>are (no contraction)</u> married.
- 4. Mr. White <u>isn't</u> a bus driver.

  Mr. White <u>s not</u> a bus driver. He <u>s</u> a teacher.
- 5. Mr. White and Fatima <u>aren't</u> from the United States.
- 6. Mr. White <u>isn't</u> from Egypt.

  Mr. White <u>s not</u> from Egypt. He <u>s</u> from Canada.
- 7. Two students in Fatima's class <u>are (no contraction)</u> from Haiti.

### 4. Complete the sentences.

- \* Go over the information in the grammar box. Use gestures to indicate the different personal pronouns and elicit the possessive adjectives. For example, point to yourself and say, *This is my book*, stressing the possessive.
- \* Walk around the room, and pick up the books of different students. As you pick up the book, say, *This is* \_\_\_\_\_. And elicit the possessive of that person's name (*Theo's book*).
- \* Read the directions to the students. Tell them to work individually to complete the sentences and then check theirs with a partner's.
- **★** Go over the answers with the class.

### **ANSWER KEY:**

- 1. Their; 2. Our; 3. His; 4. My; 5. Her;
- 6. Their/their

### **5.** Write a sentence about each person.

- \* As an example, have students look at number 1. Ask what words have been added to complete the sentence. Elicit that *Bob* is now the possessive, *Bob's*, and that *is* is between *telephone number* and *555-9584*.
- ★ Do number 2 with the class. Ask them to create a sentence with the available information. Elicit that they should make

- David possessive, and add the word is between zip code and 91012.
- ★ Have students work individually to complete the other sentences. Point out that students will use a possessive and a form of be in each sentence.
- ★ Have students compare their sentences with a partner's.
- ★ Go over the sentences with the class.

### **ANSWER KEY:**

- a. Bob's telephone number is 555-9584.
- b. David's zip code is 91012.
- c. Rose's marital status is married.
- d. Anna's area code is 212.
- e. Mr. White's first name is David.

## **EXPANSION ACTIVITY:** Personal Information

★ Copy the chart below on the board, and ask students to copy the chart in their notebooks.

First Name	Last Name	Marital Status	Birthplace	Address

- ★ Tell students that they are going to talk to three other students to complete the chart.
- \* Ask students what questions they should ask. Elicit the following questions and write them on the board: What's your first name? What's your last name? What's your marital status? What's your birthplace? What's your address?
- ★ Before the students begin, model the activity with a volunteer. Ask the five questions and write the student's information in the first row of the chart on the board.
- \* Have students stand up and walk around the room to complete the chart, talking to three other students.
- ★ Call on students randomly to report on one of the people they talked to.

### **Workbook Family Application**

### **EQUIPPED FOR THE FUTURE ROLE**

Family

### **OBJECTIVE**

**Getting School Supplies** 

### **VOCABULARY**

binder grade child list eraser ruler

### A. Look at the box above.

- \* Have students look at the three pictures. Ask questions about each picture: Is the student male or female? What is his name?
- ★ Read the sentences in each picture and have the students repeat.
- \* Have students evaluate the box with information about the schools. Ask comprehension questions such as, What school is grade 3 in? Does North High School have Grade 6?
- \*Read the directions for Activity A and have students complete the exercise.
- ★ Go over the answers with the class.

#### **ANSWER KEY:**

- 1. West Elementary; 2. North High;
- 3. South Middle

### **Culture/Civics Notes:**

- ★ The public school system where you are teaching may differ from your students' home country. Most school districts in the United States follow one of two models:
  - 1. In one model, students in grades kindergarten through sixth grade go to an elementary school. Grades 7 and 8, or sometimes 7 through 9, are considered junior high. Grades 9–12 or 10–12 are high school or senior high school.
  - 2. In the model presented in Activity A, grades up through 5 are in an elementary

- school; grades 6–8 are in a middle school; and grades 9–12 are known as high school.
- ★ No matter what model the school district follows, students generally go to school through 12th grade. Children go to at least one year of school before first grade (kindergarten) and many children also go

### **B.** Learn new words.

- ★ Read each of the new words and have students repeat.
- ★ Explain the meaning of the new words. Show examples of *binder, ruler, eraser.* Point to the pictures to illustrate *child*.
- ★ Tell students to look at the lists of school supplies in the different grades. Explain to students that these are *lists*, and describe generally what a list is (a written series of names, numbers, things, etc., sometimes in order, sometimes random).
- ★ Have students circle the new words in the reading.

### **ANSWER KEY:**

South Middle School

<u>Grades</u> 6–8

58 Elm Street

Charlotte, North Carolina

Parents: Read the list of school supplies for your child.

#### Grade 6:

Notebooks (2) Binder (1)
Pens (4) Erasers (2)
Pencils (9) Paper

### Grade 7:

Notebooks (3) Binder (1)
Pens (4) Erasers (2)
Pencils (10) Paper
Ruler (1)

#### Grade 8:

Notebooks (4) Binders (2)
Pens (5) Erasers (3)
Pencils (11) Paper
Ruler (1)

#### **Culture/Civics Note:**

★ Your students may come from countries where school supplies are provided by the school. You can point out that students in the U.S. usually buy their own school supplies and that the supplies on these lists are fairly standard.

#### C. Write the numbers.

- \* Have students look at the list to find the item. Then write the number next to each item.
- ★ Go over the answers with the class.

### **ANSWER KEY:**

1. 3; 2. 2; 3. 4; 4. 10; 5. 2; 6. 1

### **D.** Answer the questions.

- \* Ask students to read the list again or look at the boxes in Activities A and B to answer the questions.
- ★ Go over the answers with the class.
- ★ Have students work in pairs and take turns asking and answering the questions.

### **ANSWER KEY:**

- 1. South Middle School; 2. 58 Elm Street;
- 3. Charlotte; 4. 9–12; 5. West Elementary School

### **E.** Read the sentences.

- \* Have students read the list again and complete each sentence with the correct number.
- \* Read the sentences aloud and go over the answers with the class. Have students repeat the sentences.

### **ANSWER KEY:**

1. 3; 2. 2; 3. 4; 4. 9; 5. 3

### **Take It Outside**

- ★ Read the questions and have students repeat.
- \* Ask students to interview someone they know. If you do this in class, they can ask questions of a classmate. If they do this as an out-of-class assignment, have them ask anyone who has a child in school.
- ★ When they have completed the interview, have a few students share their answers with the class.

### **EXPANSION ACTIVITY: What About You?**

- ★ Tell students that you are going to ask the class some questions. For each question, a yes answer means individual students should stand up; a no answer means students should sit down. If already standing, students who answer yes should remain standing.
- ★ Of course, to facilitate the beginning of the game, the answer to the first question must be yes for all students. Ask a question such as, Are you a student? Make sure all the students stand up.
- \* Ask questions that use the vocabulary from this lesson and from the unit. Create your own or use the ones below. Make sure students understand the meaning of do you have, even though they have not yet learned the structure explicitly.

Do you have children?

Is your child in elementary school?

Is your child in middle school/junior high school?

*Is your child in high school?* 

Are you in elementary school?

Do you have a binder?

Do you have an eraser?

Do you have a ruler?

Do you have a pen?

### **Workbook Community Application**

### **EQUIPPED FOR THE FUTURE ROLE**

Community

### **OBJECTIVE**

**Sending Letters** 

### **VOCABULARY**

envelope return address letter send

receive stamp

#### A. Learn new words.

- ★ Ask students to read the directions. Read the new words aloud and have students repeat.
- ★ Read the letter aloud. Pause after each sentence and have students repeat.
- ★To check comprehension, ask, Who writes the letter? What country is Keiko from? What school does Keiko go to? What is Keiko's occupation?
- \* Have students look at the envelope and ask, Is this a letter?
- ★ To check comprehension, ask, What is Keiko's address? What is Rosa Lynch's address? What is Keiko's zip code? Does Rosa Lynch live in New York?
- ★ Have students underline the new words.

### **Culture/Civics Note:**

★ Point out that we often use *Dear* in our greetings in letters, even when we are not writing to family or close friends. We often use *Sincerely* as a way to end the letter before we sign our names.

### **B.** Answer the questions.

- ★ Read the questions aloud and have students repeat.
- ★ Ask students to look at the letter and envelope to answer the questions.
- ★ After students have answered the questions, have them check their answers with a partner.
- ★ Go over the answers with the class.

### **ANSWER KEY:**

- 1. Keiko Ishikawa; 2. Mrs. (Rosa) Lynch;
- 3. Ishikawa; 4. Rosa; 5. 44 Market Street, Charlotte, NC 28205

## **C.** Check yes or no about the letter and the envelope.

- \* Read the directions and go over the example. Point out that there is a check mark in the box next to yes because Keiko does write the letter.
- ★ Have the students check *yes* or *no* for the other sentences.
- ★ Go over the answers with the class.

#### **ANSWER KEY:**

1. yes; 2. no; 3. yes; 4. yes; 5. no; 6. yes

### **D.** Write your name and address on the envelope.

- ★ Point to the envelope. Tell students they are going to send a letter to Rosa Lynch and need to finish addressing the envelope. Explain that their address is called the *return address*, and that it goes in the upper left-hand corner of the envelope.
- ★ Have students write their names and addresses on the appropriate lines.
- ★ Walk around the room to provide help as needed.
- ★ Instruct students to write the words from the box on the lines, identifying the different parts of an envelope.
- ★ Go over the answers.

### **ANSWER KEY:**

letter, return address, stamp, envelope



### **Take It Outside**

- ★Tell students that they are going to practice writing information on an envelope.
- ★ Have the students write their own names and addresses on the return address lines of the envelope.
- ★ Write these questions on the board: What is your name? What is your address? What is your city? What is your state? What is your zip code?
- ★ Read the questions and have students repeat them.
- ★ Ask them to ask a family member, friend, coworker, or classmate the questions outside of class and use the answers to complete the envelope.

### **EXPANSION ACTIVITY: Write Your Teacher**

- ★ Bring envelopes to class and give one envelope to each student.
- ★ Tell students that they are going to write a letter to you.
- ★ Have them write your home or school address on the envelope. Dictate the address to them. Then write it on the board.
- ★ Ask students to write their own addresses in the return address area of the envelope.
- ★ Have the students write you a letter. They should introduce themselves and present some personal information, such as where they are from, what they like to do, and what their occupation is. They can use Keiko's letter as a model.
- ★ Collect the letters or have students mail them to you.

### **Key to Test**

- 1. a; 2. c; 3. a; 4. b; 5. a; 6. c; 7. a; 8. c; 9. c; 10. b; 11. b; 12. a; 13. c; 14. b; 15. c;
- 16. b; 17. b; 18. b

19. and 20.

Answers will vary according to individual student's information.

Application Form						
Name:	Paul	Richard		Bridges		
	First	Middle		Last		
Address:	8517	Alvardo St.	Los	Angeles	CA	91012
	Street		City	Ū	State	Zip Code

- 21. 你叫什么名字?
- 22. 你从哪里来?
- 23. 地图在墙上。
- 24. 拿出一张纸。
- 25. 汤姆的书在书桌上。
- 26. Amy Craft is not a nurse. She is a doctor.
- 27. Nice to meet you.
- 28. This is my friend Tom.
- 29. Ling needs 5 erasers.
- 30. My address is 400 Binjiang Street.