

TEACHER'S GUIDE
with TESTS & MULTILEVEL ACTIVITY CD-ROM


















FOUNDATIONS

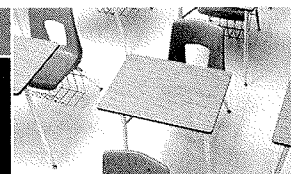
Second Edition



Steven J. Molinsky • Bill Bliss

Contents

		To the Teacher	v
		Scope & Sequence / Standards Correlation	x
	1	Personal Information & Family	1
	2	The Classroom	21
	3	Everyday Activities & Weather	38
	4	Numbers, Time, Calendar, Money	55
	5	Home	80
	6	Community	93
	7	Describing	109
	8	Food	127
	9	Clothing, Colors, & Shopping	149
	10	The Bank & the Post Office	167
	11	Health	181
	12	School	201
	13	Work	216
	14	Transportation	239
	15	Recreation & Entertainment	255
		Vocabulary Photo Cards: Activity Handbook	271
		Photo Cards List	273
		Activity Masters List	275
		Unit Achievement Tests: Introduction	277
		Tests	279
		Listening Scripts	309
		Answer Sheet	313
		Answer Key	315
		Multilevel Activity CD-ROM User's Guide	318



LESSONS & UNIT ACTIVITIES	OBJECTIVES	TEXT	TEACHER'S GUIDE
Vocabulary Preview	Classroom objects	18–19	22
LESSON 1 Is this your pen?	Classroom objects	20–21	23–24
LESSON 2 Where's the bookshelf?	Classroom objects	22–23	25–27
LESSON 3 What's on your desk?	Classroom objects	24–25	28–30
LESSON 4 Classroom Actions	Classroom actions • Giving & following instructions	26–27	31–32
LESSON 5 NUMBERS: How many . . . ?	Numbers 11–19	28	33–34
Language Experience Journal	Writing about your classroom	28	34
Different Cultures / Different Ways	Classrooms around the world	29	35
Put It Together	Information Gap / Teamwork activity	29–30	35
Vocabulary Foundations / Language Skill Foundations	Review & skills checklist	30	35–36
Talk About It!	Review, conversations, activities, & games	31	36–37

UNIT RESOURCES

Audio Program:

Audio CD 1: Tracks 21–33
Audio Cassette 1A

Workbooks:

Activity Workbook
Literacy Workbook

Lesson Planner CD-ROM:

Activity Masters 7–11
Activity Bank Unit 2 Worksheets

Vocabulary Photo Cards: 1–31

Transparency: Color Overhead for Unit 2, page 31

PREVIEW

5
MINUTES

Activate students' prior knowledge of classroom vocabulary by doing either or both of the following:

1. Have students look around the classroom and brainstorm the classroom words they already know and write them on the board.
2. Have students look at the photographs on student book pages 18 and 19 while they cover the words at the bottom of the page. Have students identify the words they already know.

PRESENT

10–15
MINUTES

Using the photographs on student book pages 18 and 19 or the actual items in your classroom, point to each item or say its number, say the word, and have the class repeat it chorally and individually. (You can also play the audio program.) Check students' understanding and pronunciation of the vocabulary.

PRACTICE

10
MINUTES

As a class, in pairs, or in small groups, have students practice the vocabulary in either or both of the following ways:

- Say or write a word, and have students point to the item in their books or in the classroom, or tell the number.
- Point to a photograph in the book or in the classroom, or give the number, and have students say the word.

SPELLING PRACTICE

5–10
MINUTES

Say a word, and have students spell it aloud or write it. Or point to an item in the classroom or in the student book, and have students write the word. You can also spell a portion of a word on the board, and have students come to the board to complete it.

EXPANSION

1. Tell and Show ★

PHOTO CARDS 1–21 (TWO SETS)

- a. Divide the class into pairs. Distribute all the Photo Cards randomly so every pair receives at least four or five cards.
- b. Have Student A in each pair select a Photo Card and tell Student B the classroom object. Have Student B point to the item on student book page 18 or 19.
- c. As the pairs finish using their Photo Cards, have them trade their sets with another pair and then continue the activity. Have students reverse roles each time they get a new set of cards.

2. Match Game ★

PHOTO CARDS 1–21 (TWO SETS)

- a. Choose duplicate copies of any Photo Cards 1–21 and distribute them randomly, one to each student.
- b. Have students look at their card and identify the classroom object. Then have students circulate around the room, saying the name of the object on their card until they find their match. Make sure students don't show their cards to their classmates since this is a listening and speaking exercise.
- c. When students have found their match, have them compare their cards and come show you. Then give each student another Photo Card to keep the game going. Continue until students have found all the matches.

LESSON OBJECTIVE

Focus

Classroom objects

VOCABULARY

book
calculator
eraser
notebook
pen
pencil
ruler

GETTING READY

5–10
MINUTES

Use your own visuals, the photographs on student book page 20, or the objects themselves to practice the following classroom items: *book*, *calculator*, *eraser*, *notebook*, *pen*, *pencil*, and *ruler*. Say each word, and have the class repeat it chorally and individually. Check students' understanding and pronunciation of the vocabulary.

THE MODEL CONVERSATIONS

10
MINUTES

There are two model conversations. Introduce and practice the first model before going on to the second. For each model:

- SETTING THE SCENE:** Have students look at the model photograph. Set the scene:

Model 1: "Two students are talking in class."

Model 2: "Two students are talking in class."

- LISTENING:** With books closed, have students listen to the model conversation—presented by you, by a pair of students, or on the audio program. Check students' understanding of the situation and the vocabulary.
- CLASS PRACTICE:** With books still closed, model each line, and have the whole class practice in unison.
- READING:** With books open, have students follow along as two students present the model.
- PAIR PRACTICE:** In pairs, have students practice the model conversation.

THE CONVERSATION EXERCISES

10–20
MINUTES

- THE SKELETAL DIALOG:** Write the "skeletal dialog" on the board. Fill in the replacement from Exercise 1 to show students how the guided conversation method works. Call on a few pairs of students to practice Exercise 1, using the skeletal framework on the board.

Model 1:

A. Is this your pencil?
B. Yes, it is. Thank you.

Model 2:

A. Is this your pencil?
B. No, it isn't.

- VOCABULARY PRESENTATION:** Present the vocabulary words in the exercises. Point to the photograph of each item, say the word, and have the class repeat it chorally and individually. Check students' understanding and pronunciation of the vocabulary.
- EXERCISE PRACTICE:** (optional) Have pairs of students simultaneously practice all the exercises.
- EXERCISE PRESENTATIONS:** Call on pairs of students to present their conversations to the class.

MATCHING

5–10
MINUTES

Have students complete the activity and then compare answers with a partner.

Answers

- | | |
|-----------|---------------|
| 1. pen | 5. eraser |
| 2. ruler | 6. calculator |
| 3. book | 7. notebook |
| 4. pencil | |

EXPANSION

1. Concentration ★

PHOTO CARDS 1–7 (TWO SETS)

- Shuffle the cards and place them face-down in two rows of 7 each.
- Divide the class into two teams. The object of the game is for students to find the matching cards and identify the vocabulary item. Both teams should be able to see the cards, since *concentrating* on their location is an important part of playing the game.
- A student from Team 1 turns over two cards, and if they match, the student must identify the item. If the student correctly identifies the item, that team keeps the cards, and the student takes another turn. If they don't match or if the student isn't able to correctly identify the item, the student turns them face-down, and a member of Team 2 takes a turn.
- The game continues until all the cards have been matched. The team with the most correct *matches* wins the game.

Variation:

PHOTO CARDS 1–7

ACTIVITY MASTER 7

Have the class play with one set of Photo Cards and one set of Word Cards.

2. Drawing Game ★★

ACTIVITY MASTER 7

You will need either an hourglass or a watch with a second hand for timing the following activity.

- Make two copies of Activity Master 7. Cut them into cards and place the two sets of cards in two piles on a table or desk in the front of the classroom. Also, have a pad of paper and pencil next to each pile.
- Divide the class into two teams. Have each team sit together in a different part of the room.

- When you say: "Go!", a person from each team picks a card from the pile and draws the object. The rest of the team then guesses what the object is.
- When a team correctly guesses the object, another team member picks a card and draws the object on that card.
- Continue until each team has guessed all of the objects in their pile.

The team that guesses the objects in the shortest time wins the game.

3. Lost and Found ★★

- Collect a similar item from all students—for example: a pen. Place the pens in a pile in the middle of the room.
- Ask a student: "Is this your pen?" If the student says: "Yes it is", give it back to him or her. If he or she says: "No, it isn't", ask another student.
- Once all the items have been returned, collect a different item. Ask a student to take your place and have that student ask: "Is this your _____?"

4. Memory Game ★★

- Collect one item from each student. Tell students that the object of the game is to remember who the items belong to.
- Ask the class about each item. For example: "Is this Mario's eraser?" Students answer: "Yes, it is" or "No, it isn't."
- When the answer is yes, the item goes back to that student.

5. Is This Your . . . ? ★★★

Have students, working in pairs, put various items that belong to them on a common desk. Tell them to pick up items and ask and answer the question: "Is this your _____?" For example:

- Is this your pen?
- Yes, it is. Thank you. Is this your pencil?
- No, it isn't.

LESSON OBJECTIVE

Focus

Classroom objects

VOCABULARY

board
bookshelf
bulletin board
chalk
computer
desk
globe
map
overhead projector
TV

GETTING READY

5–10
MINUTES

Use your own visuals, the photographs on page 22 of the student book, or the objects themselves, to practice the following classroom items: *board*, *bookshelf*, *bulletin board*, *chalk*, *computer*, *desk*, *globe*, *map*, *overhead projector*, and *TV*. Say each word, and have the class repeat it chorally and individually. Check students' understanding and pronunciation of the vocabulary.

THE MODEL CONVERSATION

10
MINUTES

- SETTING THE SCENE:** Have students look at the model photograph. Set the scene: "Two students are talking in class."
- LISTENING:** With books closed, have students listen to the model conversation—presented by you, by a pair of students, or on the audio program. Check students' understanding of the situation and the vocabulary.
- CLASS PRACTICE:** With books still closed, model each line, and have the whole class practice in unison.
- READING:** With books open, have students follow along as two students present the model.
- PAIR PRACTICE:** In pairs, have students practice the model conversation.

THE CONVERSATION EXERCISES

10–20
MINUTES

- THE SKELETAL DIALOG:** Write the "skeletal dialog" on the board. Fill in the replacement from Exercise 1 to show students how the guided conversation method works. Call on a few pairs of students to practice Exercise 1, using the skeletal framework on the board.

A. Where's the desk?
B. Over there.

- VOCABULARY PRESENTATION:** Present the vocabulary words in the exercises. Point to the photograph of each item, say the word, and have the class repeat it chorally and individually. Check students' understanding and pronunciation of the vocabulary.
- EXERCISE PRACTICE:** (optional) Have pairs of students simultaneously practice all the exercises.
- EXERCISE PRESENTATIONS:** Call on pairs of students to present their conversations to the class.

LISTENING

5–10
MINUTES

Listen and write the number under the correct picture.

- A. Is this your pencil?
B. Yes. Thank you.
- A. Is this your book?
B. Yes. Thank you.
- A. Is this your pen?
B. Yes. Thank you.
- A. Where's the bookshelf?
B. Over there.
- A. Is this your notebook?
B. Yes. Thank you.

Answers

3 1 4 2 5

GRAMMAR

10
MINUTES

- Introduce *on* and *next to* by demonstrating with classroom objects.
 - Place an eraser on a book and say: "The eraser is *on* the book." Have students repeat chorally and individually.

- b. Place a book on the desk and say: "The book is *on* the desk." Have students repeat chorally and individually.
 - c. Place a pen next to the book and say: "The pen is *next to* the book." Have students repeat chorally and individually.
 - d. Place a pencil next to the pen and say: "The pencil is *next to* the pen." Have students repeat chorally and individually.
2. Practice the model sentences. Ask students: "Where's the computer?" Call on students to read the answer: "The computer is on the table." Do the same for the map.

CIRCLE THE CORRECT ANSWER

5
MINUTES

Have students choose the correct preposition based on the illustration and then compare answers with a partner.

Answers

1. on
2. next to
3. next to
4. on

EXPANSION

1. Concentration ★

PHOTO CARDS 1–18 (TWO SETS)

- a. Choose duplicate copies of any nine Photo Cards 1–18. Shuffle the cards and place them face-down in three rows of 6 each.
- b. Divide the class into two teams. The object of the game is for students to find the matching cards and identify the vocabulary item. Both teams should be able to see the cards, since *concentrating* on their location is an important part of playing the game.
- c. A student from Team 1 turns over two cards and if they match, the student must identify the item. If the student correctly identifies the item, that team keeps the cards, and the student takes another turn. If they don't match or if the student isn't able to correctly identify the item, the student turns them face-down, and a member of Team 2 takes a turn.
- d. The game continues until all the cards have been matched. The team with the most correct *matches* wins the game.

Variation:

PHOTO CARDS 1–18

Any matching Word Cards from Activity Masters 7 and 8

Have the class play with one set of Photo Cards and one set of Word Cards.

2. Clap in Rhythm ★

Object: Once a clapping rhythm is established, the students must continue naming different classroom objects.

- a. Have students sit in a circle.
- b. Establish a steady, even beat: one-two-three-four, one-two-three-four, etc., by having students clap their hands to their laps twice, and then clap their hands together twice. Repeat throughout the game, maintaining the same rhythm.
- c. The object is for each student in turn to name a different word *each time their hands are clapped together*. Nothing is said when students clap their hands on their laps.

Note: The beat never stops! If a student misses a beat, he or she can either wait for the next beat or pass to the next student.

3. Dictation Game ★★

- a. In large print on a piece of paper, write a list of seven to nine vocabulary words from student book pages 20–23. For example:

desk
map
pencil
globe
computer
book
eraser

- b. Divide the class into pairs—Student A and Student B. Have all the Student A's come outside the classroom with you. Show them the list of words, and have them spend a few minutes looking at it and trying to remember the words.
- c. Have the Student A's return to the classroom and give them three minutes to dictate what they remembered from the list to their Student B partners. The pair that has written the most words wins the game.
- d. For correction, have each pair call out one word on their list. Write that word on the board so students can check their spelling.

- e. Repeat the game with a new list for Student B's to dictate to their Student A partners.

4. Where Is It? ★★

- a. Write on the board:

A. Where's the _____?
B. Over there.
 { It's next to the _____.
 { It's on the _____.

- b. Have students, working in pairs, ask and answer questions about objects in the classroom. For example:

- A. Where's the map?
B. Over there. It's next to the bulletin board.
- A. Where's the computer?
B. Over there. It's on the table.

5. Guessing Game ★★★

- a. Tell students to choose an object in the classroom, and have them write two or three sentences about the location of the object. For example:

It's on the bookshelf.
It's next to the map.

- b. Have students read their sentences aloud as the class listens and tries to guess the object.

6. Where Are My Things? ★★★

- a. Write on the board:

A. Where's the _____?
B. Over there.
 { It's next to the _____.
 { It's on the _____.

- b. Have students place a few of their things somewhere in the classroom. Then have pairs ask and answer questions about the location of the objects.

LESSON OBJECTIVE

Focus

Classroom objects

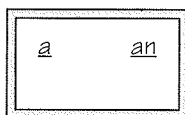
VOCABULARY

book–books
eraser–erasers
pencil–pencils
pen–pens
ruler–rulers

GETTING READY

10
MINUTES

1. Introduce *a* and *an*.
 - a. Put the following items on your desk: a pencil, a pen, a book, and a ruler. Point to each item and say: “a pencil,” “a pen,” and so on. Have students repeat chorally and individually.
 - b. Put an eraser on your desk. Point and say: “an eraser.” If there’s an overhead projector in your classroom, say: “an overhead projector.” Have students repeat chorally and individually.
 - c. Write two columns on the board:



- d. Have students tell you words to write under each column. Explain that words starting with *a*, *e*, *i*, *o*, or *u* should be listed under the *a* column.
2. Introduce *there's*.
 - a. Place single items on your desk—a pencil, a pen, a book, a ruler, and an eraser.
 - b. Point to each individual item and model sentences such as: “There’s a pen on my desk. There’s a pencil on my desk.” Have students repeat each sentence chorally and individually.
 - c. Place single items on students’ desks and ask students to make sentences about the items. For example: “There’s a pen on my desk.”

THE CONVERSATION EXERCISES

10–20
MINUTES

1. **THE MODEL SENTENCES:** With books closed, have students listen to the model sentences—presented by you, by a pair of students, or on the audio program.
2. **THE SKELETAL DIALOG:** Write the “skeletal dialog” on the board. Fill in the replacement from Exercise 1 to show students how the guided conversation method works. Call on a few pairs of students to practice Exercise 1, using the skeletal framework on the board.

A. What's on your desk?
B. There's a pen on my desk.

3. **VOCABULARY PRESENTATION:** Present the vocabulary words in the exercises. Point to the illustration of each item, say the word, and have the class repeat it chorally and individually. Check students’ understanding and pronunciation of the vocabulary.
4. **EXERCISE PRACTICE:** (optional) Have pairs of students simultaneously practice all the exercises.
5. **EXERCISE PRESENTATIONS:** Call on pairs of students to present their conversations to the class.

GETTING READY

10
MINUTES

1. Introduce noun plurals.
 - a. Collect the following items from students: some pens, pencils, erasers, and rulers. Hold up a pen and say: “a pen.” Then hold up another pen and say: “two pens.”
 - b. Continue with other items you have collected—pencil/pencils, book/books, notebook/notebooks, eraser/erasers.
 - c. Say a singular or plural form, and have students hold up one hand if they hear a singular and two hands if they hear a plural.
 - d. Say a singular form (for example: *book*), and have students tell you the plural (*books*).
 - e. Say a plural form (for example: *pens*), and have students tell you the singular (*pen*).

2. Introduce *there are*.

- Group multiple items on your desk—a few pens, pencils, books, erasers, and rulers.
- Point to the items and model sentences such as: “There are pens on my desk. There are pencils on my desk.” Have students repeat each sentence chorally and individually.
- Place multiple items on students’ desks and ask students to make sentences about the items. For example: “There are pens on my desk.”

THE CONVERSATION EXERCISES

10–20
MINUTES

- 1. THE MODEL SENTENCES:** With books closed, have students listen to the model sentences—presented by you, by a pair of students, or on the audio program.
- 2. THE SKELETAL DIALOG:** Write the “skeletal dialog” on the board. Fill in the replacement from Exercise 1 to show students how the guided conversation method works. Call on a few pairs of students to practice Exercise 1, using the skeletal framework on the board.

A. What’s on your desk?
B. There are pens on my desk.

- 3. VOCABULARY PRESENTATION:** Present the vocabulary words in the exercises. Point to the illustration of each item, say the word, and have the class repeat it chorally and individually. Check students’ understanding and pronunciation of the vocabulary.
- 4. EXERCISE PRACTICE:** (optional) Have pairs of students simultaneously practice all the exercises.
- 5. EXERCISE PRESENTATIONS:** Call on pairs of students to present their conversations to the class.

GRAMMAR

5
MINUTES

Have students complete the sentences, and then compare answers with a partner.

Answers

- | | |
|--------|---------------|
| 1. a | 6. There’s |
| 2. are | 7. There are |
| 3. a | 8. There’s |
| 4. an | 9. There are |
| 5. are | 10. There are |

MEMORY GAME

10
MINUTES

Have students stand in a circle for this activity. Student 1 says a sentence with a classroom item—for example: “In my classroom there’s a teacher.” Student 2 repeats what Student 1 said and adds another classroom item—for example: “In my classroom there’s a teacher and a globe.” Continue around the room in this fashion, with each student repeating what the previous student said and adding another classroom item. (Note: If the class is large, you can divide students into groups.)

COMMUNITY CONNECTIONS

10–15
MINUTES

Have students do the activity individually, in pairs, or in small groups, and then report back to the class. If you wish, you can make a master list on the board of all the different things that students found in their classroom visits.

EXPANSION

1. Make a List! ★

- In pairs or small groups, have students make a list of all the objects they see in their classroom. For example:

desks	a globe
a map	a computer
pencils	notebooks
pens	a board

- Compare students’ lists and make a master list on the board.

2. Up and Down! ★★

- Have all the students sit down. Tell each student to say a sentence about what there is in the classroom. After a student has given a sentence, that student stands up.
- When all the students are standing up, the activity continues. But this time, after a student says a sentence, that student sits down. The activity stops when all the students are seated again.

3. Remembering ★★

- Write the following on the board:

There’s a _____.
There’s an _____.
There are _____.

(continued)

- b. Arrange some individual items and groupings of items on your desk—for example: a pen, a few pencils, an eraser, some notebooks.
- c. Tell students to look very carefully at the items for a few minutes because they have to remember everything they see.
- d. Cover the items and have students either write about or tell what's on your desk, using the skeletal framework on the board.

4. True or False? (Variation 1) ★★

Call on students to take turns reading the sentences in the exercise on student book page 25. Students must say if the sentence is *true* or *false* about their own classroom.

5. True or False? (Variation 2) ★★★

Have each student write six sentences starting with *There's* or *There are* about objects in the classroom. Tell them that three sentences must be true and three must be false. Call on students to read their sentences to the class. The class decides if the sentence is true or false.

LESSON OBJECTIVE

Focus

Classroom actions
Giving & following instructions

VOCABULARY

Stand up.
Go to the board.
Write your name.
Erase your name.
Sit down.
Take out your book.
Open your book.
Raise your hand.
Close your book.
Put away your book.

3. Take out your book.
4. Raise your hand.
5. Open your book.
6. Erase your name.

Answers

3	6	1
4	2	5

LANGUAGE IN MOTION

10
MINUTES

Have pairs of students take turns giving and following instructions.

Variation: This activity can be done in small groups or as a class, with students taking turns giving and following instructions.

EXPANSION

VOCABULARY PRESENTATION

5–10
MINUTES

1. Use your own visuals, the photographs on student book page 26, or use pantomime and gestures to introduce the classroom actions. Model the pronunciation of each sentence. Have students repeat each one chorally and individually. (You can also play the audio program.)
2. In pairs or in small groups, have students point to each photograph and practice saying the sentence.
3. In pairs or small groups, have students look at each photograph, cover the sentence, and see if they can remember the sentence without looking at it.

MATCHING

5
MINUTES

Have students complete the activity, and then compare answers with a partner.

Answers

- | | |
|---------------|---------------|
| 1. down. | 5. the door. |
| 2. up. | 6. your name. |
| 3. your name. | 7. your pen. |
| 4. your book. | 8. your hand. |

LISTENING

5
MINUTES

Listen and write the number under the correct picture.

1. Go to the board.
2. Write your name.

1. Concentration ★

PHOTO CARDS 22–31 (TWO SETS)

- a. Choose duplicate copies of any nine Photo Cards 22–31. Shuffle the cards and place them face-down in three rows of 6 each.
- b. Divide the class into two teams. The object of the game is for students to find the matching cards and identify the vocabulary item. Both teams should be able to see the cards, since *concentrating* on their location is an important part of playing the game.
- c. A student from Team 1 turns over two cards, and if they match, the student must identify the item. If the student correctly identifies the item, that team keeps the cards, and the student takes another turn. If they don't match or if the student isn't able to correctly identify the item, the student turns them face-down, and a member of Team 2 takes a turn.
- d. The game continues until all the cards have been matched. The team with the most correct *matches* wins the game.

Variation:

PHOTO CARDS 22–31
ACTIVITY MASTER 9

Have the class play with one set of Photo Cards and one set of Word Cards.

(continued)

2. Follow the Command ★

Give instructions from the lesson, and call on students to carry them out.

3. "The Teacher Says" ★★

- Tell the whole class to stand up. Give an instruction, and have the whole class follow it.
- Explain to students that from now on they should only follow the instruction if you say: "The teacher says . . ." If you don't say: "The teacher says . . ." and a student follows the instruction, that student sits down and is *out* of the game.
- Give instructions—some with "The teacher says . . ." and some without. The game continues until nobody is left standing.

Variation: Have individual students lead the activity stating their own name. For example: "Carlos says, 'Put away your books.'"

4. Miming Game ★★

Have students take turns choosing a classroom action and pantomiming it. The class must then guess what the action is.

Variation: This can be done as a game with two competing teams.

5. Finish the Sentence! ★★

Divide the class into two teams. Begin sentences, and have students from each team take turns finishing them with appropriate words from the lesson. For example:

Stand . . . *up*.
Go to . . . *the board*.
Write . . . *your name/the date*.
Erase . . . *the answer/your name*.
Take out . . . *your book/your pen/your pencil*.
Open . . . *your book*.
Raise . . . *your hand*.
Close . . . *your book/the door*.
Put away . . . *your book/your pen/your pencil*.

The team with the most correctly completed sentences wins.

6. Other Instructions ★★★

- Tell students that as a teacher you tell them to do many things, not just the instructions listed on page 26. Ask what these other instructions are.
- Write their list on the board. Possibilities include:



- Ask students what other instructions might be useful for them in your classroom. Possibilities include:

Please speak English.
Please speak more slowly.
Please repeat that.

- Point out that *please* is used to make an instruction more polite.

LESSON OBJECTIVE

Focus

Numbers 11–19

VOCABULARY

Numbers 11–19

GETTING READY

5–10
MINUTES

Introduce numbers 11–19, using your own visuals or the numbers on student book page 28. Point to a number and call on individual students to say it. (You can also play the audio program.)

THE MODEL CONVERSATION

5–10
MINUTES

1. **SETTING THE SCENE:** Have students look at the model photograph. Set the scene: "Two students are talking on break."
2. **LISTENING:** With books closed, have students listen to the model conversation—presented by you, by a pair of students, or on the audio program. Check students' understanding of the situation and the vocabulary.
3. **CLASS PRACTICE:** With books still closed, model each line, and have the whole class practice in unison.
4. **READING:** With books open, have students follow along as two students present the model.
5. **PAIR PRACTICE:** In pairs, have students practice the model conversation.

THE CONVERSATION EXERCISES

10
MINUTES

1. **THE SKELETAL DIALOG:** Write the "skeletal dialog" on the board. Fill in the replacement, using a number between 12–19 to show students how the guided conversation method works. Call on a few pairs of students to practice the dialog, using the skeletal framework on the board.

A. How many *students* are there in your English class?
B. Twelve.

2. **EXERCISE PRACTICE:** (optional) Have pairs of students simultaneously practice conversations using numbers 11–19.
3. **EXERCISE PRESENTATIONS:** Call on pairs of students to present their conversations to the class.

NUMBERS

5–10
MINUTES

Have students complete the activity and then compare answers with a partner.

Answers

15	11	14	19
18	16	12	13

YOUR CLASSROOM INVENTORY

10
MINUTES

1. Explain that *inventory* answers the question "how many."
2. Write the following "skeletal dialog" on the board:

A. How many _____ are there in our classroom?
B. _____.

Fill in the replacement with *boards* and call on a few pairs of students to practice the dialog, using the skeletal framework.

A. How many boards are there in our classroom?
B. Two.

3. Write the answer on the board. Have students copy the answer in their student books.

2 boards

4. Call on a pair of students to model the next conversation (*bulletin boards*). Write their answer on the board, and have students copy it in their student books.
5. Have pairs of students simultaneously do the rest of the exercises.
6. Call on pairs of students to present their conversations and answers to the class. If there is disagreement about the answers, ask a student to stand up and count aloud the number of that item in the room to *prove* the answer.

EXPANSION

1. Circle Counting (Variation 1) ★

Have students sit in a circle. (For larger classes, have students sit in two circles.) Student 1 starts counting: "One." Student 2 continues: "Two." Students continue counting around the circle, stopping at 19.

Circle Counting (Variation 2) ★★

Have students go around the circle, counting backwards from 19.

Circle Counting (Variation 3) ★★

Have students count around the circle, using odd numbers only.

Circle Counting (Variation 4) ★★

Have students count around the circle, using even numbers only.

2. Number Cards ★

Divide the class into pairs and give each student nine blank cards. Tell students to write an Arabic number on one side and the word on the other side. Have the pairs drill each other, using these cards. One partner shows the other an Arabic number, for example, and the partner says or writes the word. Then reverse roles.

3. Stand in Order: Numbers ★

ACTIVITY MASTER 10

Make a copy of Activity Master 10 and cut it into cards. Give each student a card, and have students stand up and arrange themselves in order, according to the number they have.

4. Number Match: Numbers and Words ★

ACTIVITY MASTERS 10, 11

Make a copy of Activity Masters 10 and 11 and cut them into cards. Distribute the cards to students, and have them walk around the room, trying to find other classmates who have the same number.

5. Number Dictation ★★

Divide the class into pairs. Have Student A choose a number from student book page 28 and dictate it to Student B, who writes it down. Have Student A check Student B's answer. Then reverse roles.

LANGUAGE EXPERIENCE JOURNAL

Have students write about their classroom. Depending on your students' writing abilities, either have them write in their journal or dictate their story for you to write. Then students should read what they have written to a classmate. If time permits, you may also want to write a response in each student's journal, sharing your own opinions and experiences as well as reacting to what the student has written.

Different Cultures / Different Ways

10
MINUTES

Have students first work in pairs or small groups, reacting to the photographs and responding to the questions. Then have students share with the class what they have talked about.

PUT IT TOGETHER

15–20
MINUTES

In this activity, students talk with each other to find out what items are in the two different classrooms.

1. Divide the class into pairs: Student A and Student B.
2. Tell all the Student A's to look at Part A of the activity on page 29. Tell all the Student B's to look at Part B on page 30.
3. Have everybody look at the first item on the list: *bulletin board*.
 - a. In Student B's list, next to *bulletin board*, it says, Yes. Therefore, when Student A asks: "Is there a bulletin board in your classroom?", Student B answers: "Yes, there is."
 - b. Ask all the Student B's: "Is there a bulletin board in your classroom?" Have all the Student B's respond in unison: "Yes, there is."
 - c. Have all the Student A's look at their list. In their list next to *bulletin board*, it says, No. Therefore, when Student B asks: "Is there a bulletin board in your classroom?", Student A answers: "No, there isn't."
 - d. Ask all the Student A's: "Is there a bulletin board in your classroom?" Have all the Student A's respond in unison: "No, there isn't."
4. The Student A and Student B pairs are now ready to continue the activity with the rest of the items on their lists.
5. When the pairs have completed the activity, have them check each other's answers.

VOCABULARY FOUNDATIONS

5–10
MINUTES

Have students review the list of words they have learned in this unit. Encourage students to get a small notebook where they can write down vocabulary that is new for them. If students have personal copies of dictionaries or picture dictionaries, have them look up these words in the dictionary and highlight them with a marker. Encourage them to

look at their notebooks or dictionaries frequently to review what they have learned.

For additional practice, have students do one or more of the following activities.

1. Taking Notes ★

In their vocabulary notebooks or on a piece of paper, have students write all the words in one column. In a second column, have them write notes, draw pictures, or write the word in a sentence that will help them remember the meaning of the words.

2. Spelling Game ★★

Divide the class into pairs. One partner reads a word and the other partner spells it.

3. Categories ★★★

In their personal vocabulary notebooks or on a separate piece of paper, have students write lists of the following:

small classroom objects
large classroom objects
classroom actions

4. Alphabetical Order ★★

Have pairs of students work together to put in alphabetical order the list of classroom actions in the second column of Vocabulary Foundations. Call on a pair to read their list, and have the class decide whether or not the order is correct.

LANGUAGE SKILL FOUNDATIONS

10–15
MINUTES

Explain to students that this is a list of skills they have learned in the unit. Students should become familiar with the vocabulary of describing their skills, but they don't need to master all the terms. For each speaking skill on the list, read the skill aloud to students, and have them demonstrate it. For example:

Teacher: I can ask about someone's possessions.
Students: Is this your pen?

(If students don't understand the vocabulary of a particular speaking skill, give them a concrete example rather than a description or explanation, and then have students practice your example and others.)

Have students put a check next to each skill if they feel they have learned it. Use this information to determine which lessons you may want to review or reinforce for the entire class or for particular

students. The Getting Ready and Expansion activities for this unit and the CD-ROM's Activity Bank of supplemental worksheets are excellent resources for additional practice. It may also be helpful to have stronger students or, if available, a classroom aide or volunteer, work with students who need more practice.

Talk About It! ▶▶▶ (Page 31) **20-30 MINUTES**

(Page 31 is also available as a transparency.)

Use this scene to review the vocabulary and conversations in the unit. Have students first work in pairs or small groups to talk about the illustration and answer the questions posed at the bottom of the page. Then discuss as a class.

For additional motivating practice, students will enjoy doing one or more of the following activities.

These activities review Unit 2 vocabulary:

1. The Longest List ★

- Divide the class into pairs or small groups. Have the pairs or groups make a list of all the objects they see in the scene. Tell students to cover the list of words on student book page 30 with a piece of paper so they don't refer to that list. (Set a five-minute time limit for this activity.)
- Tell students to stop when the five minutes are up. Ask students to count the number of items on their lists. Who has the longest list?
- Check students' answers by calling on students to name items on their lists. Write the words on the board, and have students check their spelling.

2. Remember the Words! ★★

- Tell students to spend two minutes looking carefully at the classroom scene on student book page 31.
- Have students close their books and write down all the classroom objects they remember from the illustration.
- Have students compare notes with a partner, and then look at the illustration again to see how well they remembered the classroom objects.

These activities review Unit 2 conversations and grammar:

3. English in Action ★★

Call out various classroom actions from this unit and have students point to the character in the scene who is performing that action.

For example:

Teacher: Stand up.

Students: [*Point to the female student standing up.*]

Teacher: Open your book.

Students: [*Point to the male student opening his book.*]

Teacher: Put away your book.

Students: [*Point to the male student putting away his book.*]

Teacher: Erase your name on the board.

Students: [*Point to the female student erasing the board.*]

Variation: Have students work in pairs. One student calls out a classroom action and the other points to the person in the scene who is doing that action. Then reverse roles.

4. Where Is It? (Version 1) ★★

Have students look at the transparency or the illustration on student book page 31 and answer questions about the location of objects in the classroom scene. For example:

A. Where's the globe?

B. It's on the bookshelf.

A. Where's the map?

B. It's next to the bulletin board.

Variation: Do the activity in pairs or in small groups, with students asking as well as answering the questions. You can also do this as a game with competing teams.

5. Where Is It? (Version 2) ★★★

Divide the class into teams. Have each team prepare ten questions about the location of items in the illustration. Each team takes a turn asking the other team a question. The team with the most correct answers wins the game.

6. Do You Remember? ★★★

Tell students to spend two minutes looking carefully at the illustration on student book page 31. Have students close their books. Ask students questions about the scene. For example:

- How many students are there?
- How many desks are there?
- How many notebooks are there?
- How many overhead projectors are there?

- Is there a clock?
- Is there a bookshelf?
- Is there a screen?
- Is there a calculator?
- Is there a pen?

The following activity requires a preview of the present continuous tense, which is introduced in the next unit.

7. What Are They Doing? ★★★

- a. Write the following on the board:

He's _____ing.
She's _____ing.

- b. Tell a male student to raise his hand. Then tell the class: "He's raising his hand." Have students repeat. Tell another male student to stand up. Then tell the class: "He's standing up." Have students repeat. Then do the same with a female student ("She's raising her hand. She's standing up.").
- c. In pairs, have students talk about what the characters in the scene are doing. One student points to a person and the other describes what he or she is doing. Then reverse roles.

Variation: One student describes what someone in the scene is doing and the other student points to that person.