

WELCOME

1 Meet your classmates

Look at the picture. What do you see?



Teaching objectives

- Provide practice with school vocabulary
- Provide practice with the alphabet

WELCOME: ELPS: L1.1, L1.2 **CASAS:** 0.1, 0.2
 For more details, go to cambridgeone.org

WARM-UP

- Before class. Write today's lesson focus on the board.
Welcome unit:
School vocabulary
The alphabet (Aa, Bb, Cc . . .)
- Before class. Prepare a name card for each S. Fold pieces of card stock lengthwise so that they can "stand" like a tent on a desk or table. Use your class roster to write Ss' first and last names in capital letters on both sides of the cards so that the names are easily visible to anyone in the classroom.

Teaching Tip

Collect the name cards at the end of class and use them again in later classes to help you and the Ss learn everyone's name.

- Begin class. Books closed. Say: *Welcome to English class!*
- Write your name on the board. Point to it. Say: *My name is ____.* Ask a S: *What's your name?* If the S doesn't answer, ask different Ss until someone can answer you.
- As Ss tell you their names, place the name cards you prepared earlier on Ss' desks or tables. Use any remaining cards to find out the names of Ss who haven't spoken yet.
- Go around the room and ask all the Ss to say their names. After each S speaks, say: *Nice to meet you, ____.*

Teaching Tip

Don't expect every S to understand you or be able to respond at this point. Friendly facial expressions and a little extra help from you will reassure the true beginners in your class and allow them to follow along with class activities.

PRESENTATION

- Books open. Set the scene. Hold up the Student's Book. Show Ss the picture on page 2. Ask: *What do you see?* Point to your eyes and then to the picture to illustrate the meaning of see. Elicit and write on the board any vocabulary that Ss know, such as: *classroom, cafeteria, computer lab, hallway, students, books, etc.*

- Point of interest in the picture: This is Peizhi's first day at school. She is not sure where her new room is, and she is nervous about entering the new classroom.
- If Ss don't know any English words for what they see in the picture, say to the class: *I see a school. In the school are classrooms. Some classrooms have a number. How many classrooms do you see?* Repeat the process with *woman, books, hallway, computer lab, students, (rolling) backpack,* and with other words for items in the picture.
- Point to each of the words on the board and say it aloud. After you say each word, indicate that Ss should repeat after you.
- Hold up the Student's Book. Point to the items in the picture that correspond to the words you and the Ss just said. For example, point to the students. Ask the class: *Are they students?* Nod your head and encourage Ss to say yes.
- Repeat the process with each of the words you wrote on the board.

Expansion activity (whole group)

- If you have some of the items from the picture in your classroom, walk around and ask the class about the items. For example, pick up a book and ask: *Is this a book?* Nod your head and encourage Ss to say yes. Some Ss may be able to name the items.
- Point to the sign that says "101" in the picture. Ask the class: *Do you see the numbers?* Say the word *numbers* and indicate that Ss should repeat the word after you.
- Write the numbers 1-10 across the board. Say each number and indicate that Ss should repeat after you.
- If this exercise is easy for your class, have Ss say the numbers without your help, or continue with the numbers 11-20.

Literacy Tip

If you have literacy Ss in the class, encourage them to participate actively in this first page of the Welcome unit which is primarily communicative in nature.

WELCOME UNIT

PRESENTATION

- Direct Ss' attention to the lesson focus on the board (School vocabulary). Read the second part of the lesson focus aloud (the alphabet) and indicate that Ss should repeat after you. Point to the letters *Aa, Bb, Cc . . .* and say them aloud.
- Write the alphabet on the board using large capital letters. Ask Ss: *What is this?* Elicit: *the alphabet.*
- Circle one letter on the board. Tell the class: *This is a letter.* Write the word *letter* on the board. Say the word and ask Ss to repeat after you.
- Circle another letter. Ask Ss: *What is this?* Elicit: *a letter.* Gesture toward all the letters and say to the class: *These are the letters of the English alphabet.*
- To introduce the idea of capital and lowercase letters, write the following on the board: *A = a, B = b, C = c.* Tell the class: *There are two ways to write letters.* Point to and read aloud the pairs of letters.
- Direct Ss' attention to the chart in Exercise **2A**. Point to the capital and lowercase letters on the board. Read the first pair aloud. Then point to *Aa* in the Student's Book chart and repeat the letters to help Ss see that each letter is written two ways.

Teaching Tip

When you write on the board, be aware that some Ss may recognize only capital letters. You might use only capital letters at first, or else write two versions of a word, one in capitals and one in lowercase.

PRACTICE

- Digital Literacy. Ss can access all class audio by scanning the QR codes. If this is their first time using QR codes, direct Ss to the short video about how to use a QR code in the Teacher Resources on Cambridge One. The video is also available in the Student Resources.
- ▶ **Page 3, Exercise 2A** Read the instructions for Exercise **2A** aloud. Then play or read the audio (see audio script, page T-164). Ss listen and point to the letters. Repeat the audio as needed.
- ▶ **Page 3, Exercise 2A** Read aloud the second part of the instructions for Exercise **2A**. Play or read the audio again. Ss listen and repeat the letters of the alphabet.

Learner persistence (individual work)

- ▶ **Page 3, Exercise 2A** Ss can listen to the audio for Exercise **2A** at home for reinforcement and review. They can also listen to the audio for self-directed learning when class attendance is not possible.

Literacy Tip

Literacy Ss should be able to perform the "Listen and point" exercise in Exercises **2A** and **4A**. In the other exercises, while the rest of the class is writing, assign pages 2–5 in the *Literacy Workbook*.

COMPREHENSION CHECK

- Direct Ss' attention to Exercise **2B** and read the instructions aloud.
- ▶ **Page 3, Exercise 2B** Model the exercise. Hold up the Student's Book and point to number 1. Play or read aloud the first part of the audio (see audio script, page T-164). Point to the blank in number 1 and ask Ss: *What letter?* Elicit: *A.* Make sure Ss understand the task.
- ▶ **Page 3, Exercise 2B** Play or read the complete audio. Ss listen and write the first letter of each name. Repeat the audio as needed.
- Check answers with the class. Write the numbers 1–8 on the board. Call on individual Ss to write the names from Exercise **2B** on the board. Point to each answer and ask Ss: *Is this correct?* Make corrections on the board.

Learner persistence (individual work)

- ▶ **Page 3, Exercise 2B** Ss can listen to the audio for Exercise **2B** at home for reinforcement and review. They can also listen to the audio for self-directed learning when class attendance is not possible.

APPLICATION

- Direct Ss' attention to the first part of Exercise **2C** and read the instructions aloud. Have Ss write their first names.
- Read aloud the instructions for the second part of Exercise **2C**. Point to the picture and read aloud the example sentence. Make sure Ss understand the task.
- Ss complete the exercise in groups of four. Walk around and help as needed.

EVALUATION

- Turn Ss' attention to the first line of the lesson focus on the board. Elicit some of the school vocabulary from page 2. Write the words on the board and call on individual Ss to say the words and point to them in the big picture on page 2.
- Focus Ss' attention on the second part of the lesson focus (the alphabet). Ask Ss to say the alphabet aloud as you point to the letters on the board.
- Erase the letters from the board. Invite a S to come to the board. Hand the S a marker. Say: *Write the letter "C."* Continue with different Ss writing the remaining letters A–Z.
- Check off the lesson focus as Ss demonstrate an understanding of what they have learned in the lesson.

2 The alphabet

A Listen and point. Look at the alphabet.

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii
Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr
Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz	

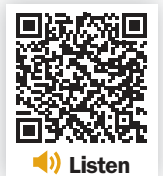


Listen

Listen again and repeat.

B Listen and write.

- A nita
- D aniel
- P eizhi
- Y uri
- F ranco
- L ee
- H akim
- K arla

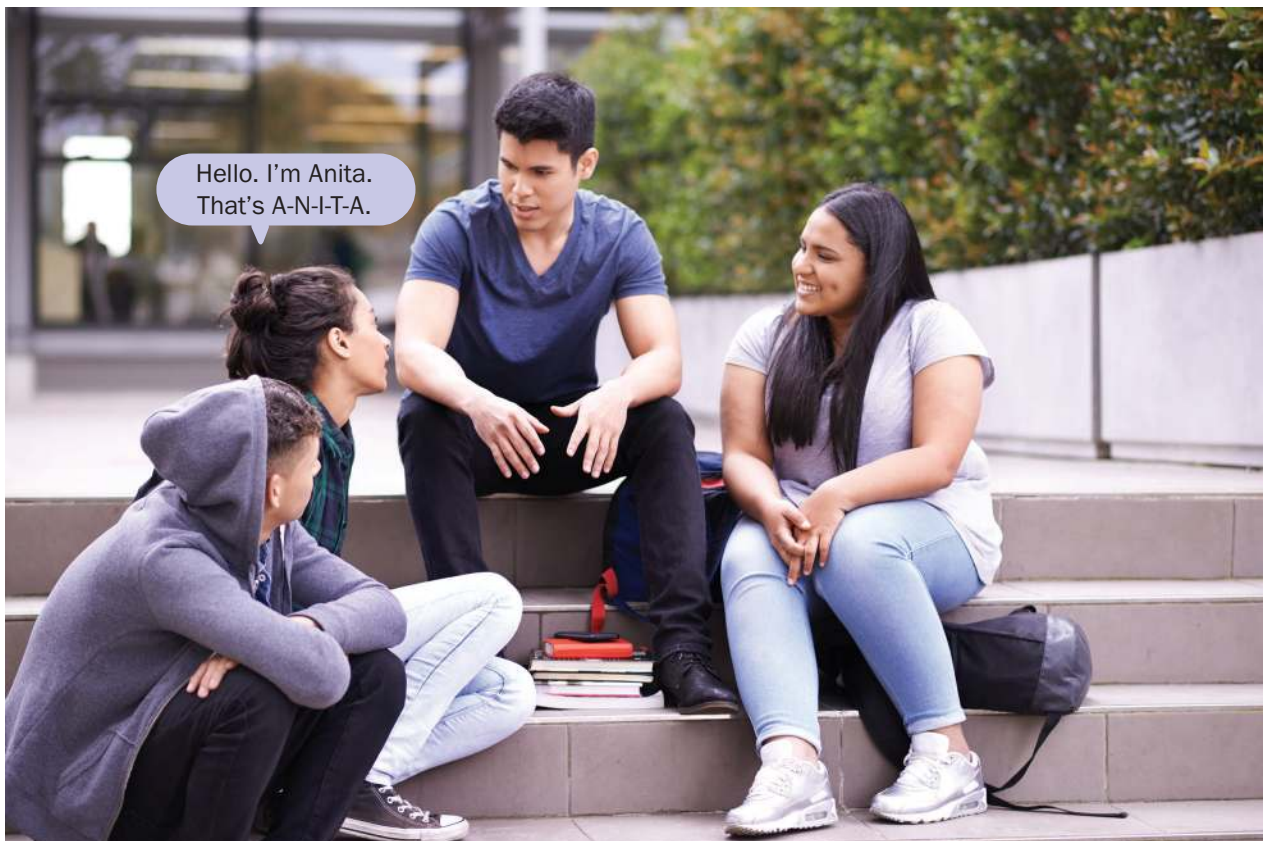


Listen

C Write your name.

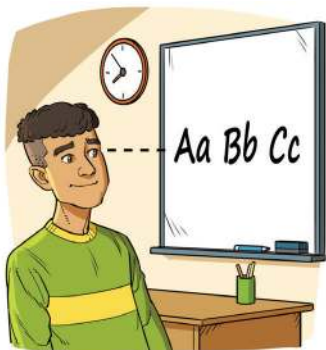
Answers will vary.

Talk with three classmates. Say your name. Spell your name.



3 Classroom directions

A Listen and point. Look at the pictures.



1. Look.



2. Listen.



3. Point.



4. Repeat.



5. Talk.



6. Write.



7. Read.



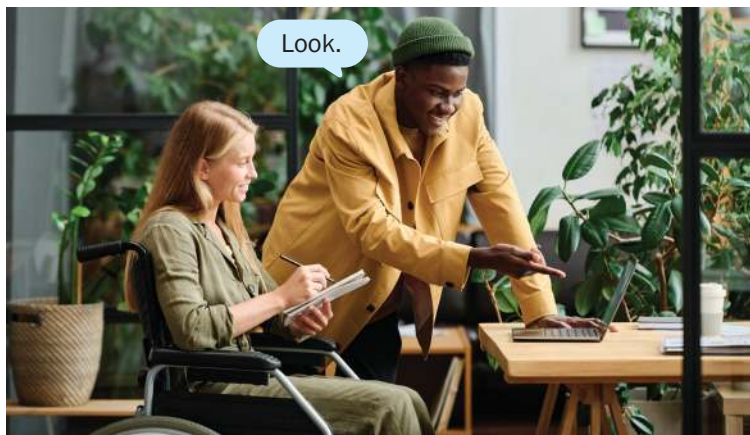
8. Circle.



9. Match.

Listen again and repeat.

B Talk with a partner. Say a word.
 Your partner points to the picture.



Teaching objectives

- Provide practice with classroom directions
- Provide practice with the numbers 1–20

WARM-UP AND REVIEW

- Before class. Write today's lesson focus on the board.
Welcome unit:
Classroom directions
Numbers
- Begin class. Books open. Review vocabulary words from the last lesson. Gesture around you. Ask: *What is this room?* (A classroom.) Point to other classroom objects and ask: *What's this?* (book, backpack, student, etc.)

PRESENTATION

- Direct Ss' attention to the lesson focus on the board. Read the lesson focus aloud.
- Direct Ss' attention to the pictures in Exercise 3A. Tell Ss: *These are classroom directions.* Point to the corresponding picture as you read each word aloud. Indicate that Ss should repeat each word after you.
- As you go through the classroom directions, use gestures and items in your classroom to further illustrate meaning.

PRACTICE

- Read aloud the first part of the instructions for Exercise 3A. As you say *Listen and point*, cup your hand behind your ear and then point to the pictures in the book.
- ▶ **Page 4, Exercise 3A** Model the exercise. Play or read aloud the first word on the audio (see audio script, page T-164). Hold up the Student's Book and point to the first picture. Make sure Ss understand the task.
- ▶ **Page 4, Exercise 3A** Play or read the complete audio. Ss listen and point to the pictures in the Student's Book. Repeat the audio as needed.
- Read aloud the second part of the instructions for Exercise 3A.
- ▶ **Page 4, Exercise 3A** Model the exercise. Play or read aloud the first word on the audio. Then repeat the word. Make sure Ss understand the task.
- ▶ **Page 4, Exercise 3A** Play or read the complete audio. Ss listen and repeat the words.

Learner persistence (individual work)

- ▶ **Page 4, Exercise 3A** Ss can listen to the audio for Exercise 3A at home for reinforcement and review. They can also listen to the audio for self-directed learning when class attendance is not possible.

- Direct Ss' attention to Exercise 3B and read the instructions aloud.
- Model the exercise. Point to the pictures in Exercise 3A. Say to a S: *Please say a word.* Indicate the complete exercise to show that the S can choose any word.
- After the first S says a word from the Student's Book page, say to his or her partner: *Point to the picture.* If the S doesn't understand you, point to the appropriate picture yourself to demonstrate.
- Model the formation of pairs with two Ss who are sitting near each other. Say to one S, for example: *Marlene, Yoko is your partner.* Say to the other S: *Yoko, Marlene is your partner.* Use the Ss' names to help everyone in the class find a partner.
- Ss practice saying the words from the Student's Book page and pointing to the corresponding pictures in pairs. Walk around and help with pronunciation as needed.
- When Ss are finished, have them switch roles so that both Ss have a chance to say the words.

Expansion activity (whole group)

- Before class. Write the words from Exercise 3A on cards large enough to be seen easily.
- Arrange the cards in random order along the chalk tray or tape them to the board or wall.
- Review the vocabulary by eliciting the words from Ss. For example, start writing on the board. Point to the word cards and ask the class: *What word?* Elicit or say: *Write.* Point to or hold up the appropriate word card.
- Continue with the remaining words. For example, circle one of the words in the sentence you wrote on the board. Ask: *What word?* Elicit: *Circle.* Use gestures to elicit the words *look, listen, write, and read*; say the same word twice using two different voices to elicit *Repeat.* Write a simple matching exercise on the board and draw a line between two items to elicit *Match.*
- Finally, gather the cards and show the class one of them. Say the word and call on a S to perform the action. For the words *Write, Match, and Circle*, invite the S to the board to perform the action.

Community building (whole group)

- To review Ss' names, write on the board: *My name is _____.* Point to each word as you read it aloud. Then point to and say each word again and have Ss repeat after you.
- Say to the class: *My name is _____.* Have Ss say their names using the model sentence.

PRESENTATION

- Point to the second part of the lesson focus on the board. Say the word *numbers*.
- Direct Ss' attention to the chart in Exercise **4A**. Tell the class: *These are numbers*.

PRACTICE

- Read aloud the first part of the instructions for Exercise **4A**.
- ▶ **Page 5, Exercise 4A** Play or read the audio (see audio script, page T-164). Ss listen and point to the numbers in their books. Repeat the audio as needed.
- Read aloud the second part of the instructions for Exercise **4A**.
- ▶ **Page 5, Exercise 4A** Play or read the audio again. Ss listen and repeat the numbers.

Learner persistence (individual work)

- ▶ **Page 5, Exercise 4A** Ss can listen to the audio for Exercise **4A** at home for reinforcement and review. They can also listen to the audio for self-directed learning when class attendance is not possible.

Teaching Tip

Some Ss may have trouble pronouncing the “teen” numbers. You can help by modeling the numbers with two distinct syllables with equal stress and a clearly pronounced /t/ sound. For example: in *seventeen*, stress the first and third syllables.

COMPREHENSION CHECK

- Direct Ss' attention to Exercise **4B** and read the first part of the instructions aloud.
- ▶ **Page 5, Exercise 4B** Model the exercise. Play or read aloud the first number on the audio (see audio script, page T-164). Hold up the Student's Book and point to where 6 has been written for number 1. Make sure Ss understand the task.
- ▶ **Page 5, Exercise 4B** Play or read the complete audio. Ss listen and write the numbers they hear. Repeat the audio as needed.
- Read aloud the second part of the instructions for Exercise **4B**. Ss check their answers in pairs.

- Check answers with the class. Write the numbers 1–8 on the board. Call on individual Ss to write their answers on the board. Point to each answer and ask Ss: *Is this correct?* Make any necessary corrections on the board.

Learner persistence (individual work)

- ▶ **Page 5, Exercise 4B** Ss can listen to the audio for Exercise **4B** at home for reinforcement and review. They can also listen to the audio for self-directed learning when class attendance is not possible.

Expansion activity (whole group)

- You can expand on your presentation of numbers by including numbers over 20, a list of which can be found on page 161 of the Student's Book.

Expansion activity (whole group)

- Make sequentially numbered word cards and give one to each S, trying to keep the numbers more or less in order.
- Ask Ss to “count off,” starting with *one*. If you have more than 20 Ss in the class, be prepared to assist Ss who receive the higher numbers. Alternatively, you can divide the class into two or more groups.
- Option 1** Make the activity easier by writing the numeral on one side of the card and the corresponding word on the other side.
- Option 2** Make the activity more challenging by distributing the numbers randomly around the room.
- Collect the numbers and keep them for Ss to use as flash cards.

EVALUATION

- Direct Ss' attention to both parts of the lesson focus on the board.
- Write some of the classroom directions from Exercise **3A** on the board. Call on individual Ss to say the words and perform the actions.
- Write the numbers 1–20 on the board one at a time and call on Ss to say the numbers.
- Erase the numbers from the board. Invite a S to come to the board. Say, for example: *Write the number “4.”* Continue with different Ss writing the remaining numbers 1–20.
- Check off each part of the lesson focus as Ss demonstrate an understanding of what they have learned in the lesson.

4 Numbers

A Listen and point. Look at the numbers.

1 one	2 two	3 three	4 four	5 five
6 six	7 seven	8 eight	9 nine	10 ten
11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen
16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty



Listen

Listen again and repeat.

B Listen and write the number.

1. _____ 6 _____ 2. _____ 18 _____ 3. _____ 5 _____ 4. _____ 3 _____
 5. _____ 12 _____ 6. _____ 11 _____ 7. _____ 15 _____ 8. _____ 9 _____



Listen

Talk with a partner. Check your answers.



UNIT 1 PERSONAL INFORMATION

Lesson A Listening

1 Before you listen

A Look at the picture. What do you see?

B Listen and point: ■ country ■ first name ■ ID card
 ■ last name ■ phone number



Ernesto

CALENDAR			
JAN	FEB	MAR	APR
MAY	JUN	JUL	AUG
SEP	OCT	NOV	DEC

UNIT 1

Teaching objectives

- Introduce Ss to the topic
- Find out what Ss know about the topic
- Preview the unit by talking about the picture
- Provide practice of key vocabulary
- Provide practice that develops listening skills

WARM-UP AND REVIEW

- Before class. Write today's lesson focus on the board.
Lesson A:
Personal information
- Begin class. Books closed. Review vocabulary for classroom directions from the Welcome unit. Write the following words on the board: *Look, Listen, Point, Repeat, Talk, Write, Read, Circle, Match.*
- Point to each word as you say it aloud. After each word, say to Ss: *Please repeat.*
- Use gestures, classroom items, and the board to review the meanings of the words. For example, gesture with your hand from your eyes to something or someone you are looking at. Say: *Look.* Ask Ss to repeat after you, using the same gestures.
- Continue in this manner with all the words for classroom directions.
- Point to the words *Personal information* on the board. Say each word aloud. After each word, say to Ss: *Please repeat.* Point to yourself when you say *personal*.
- Say to Ss: *Personal information is about you – for example, your name and your telephone number.*

Literacy Tip

If you have literacy Ss in your class, it might be helpful to spend time at the beginning of any activity with art or photos talking about the pictures before focusing Ss' attention on the printed words in the exercise. Have Ss work in pairs. Tell them to ask each other: *What do you see?* Encourage Ss to describe the pictures to each other. Consider pairing literacy Ss with Ss who can help them read the text in the exercise. This will help preview the exercise for literacy Ss and make them more confident as the exercise continues.

PRESENTATION

- Books open. Set the scene. Hold up the Student's Book. Show Ss the picture on page 6. Ask: *What do you see?* Elicit and write on the board any vocabulary that Ss know, such as: *classroom, student, backpack, book, ID card, cell phone.* Point to similar items in the classroom as you go over each vocabulary word.
- Point of interest in the picture: Ernesto is studying his new ID card. He is making sure the information is correct. The young woman next to him is checking out the new student.

LESSON A: ELPS: L1.1, L1.2 **CASAS:** 0.1, 0.2, 6.0, 7.4
 For more details, go to cambridgeone.org

PRACTICE

- Direct Ss' attention to the key vocabulary in Exercise **1B**. Read aloud each word or phrase while pointing to the corresponding part of the picture. Ask Ss to repeat and point.
- ▶ **Page 6, Lesson A, Exercise 1B** Play or read the audio (see audio script, page T-164). Tell Ss: *Listen and point to the picture.* As Ss hear the key vocabulary, check to see that they are pointing to the correct part of the picture. Repeat the audio as needed.

COMPREHENSION CHECK

- Ask Ss *Yes / No* questions about the picture. Cup your hand behind your ear and tell the class: *Listen. Say "yes" or "no."* Nod or shake your head to illustrate the meanings of *yes* and *no*.
 Point to the picture. Ask: *Is this a classroom?* (Yes.)
 Point to the word *Mexico* on the *I ♥ Mexico* T-shirt. Ask: *Is this a country?* (Yes.)
 Point to the ID card. Ask: *Is this an ID card?* (Yes.)
 Point to the name *Ernesto* on the ID card. Ask: *Is this a last name?* (No.)
 Point to the name *Delgado* on the ID card. Ask: *Is this a last name?* (Yes.)
 Point to the phone number. Ask: *Is this a phone number?* (Yes.)

Teaching Tip

Do not expect Ss to answer with more than *yes* and *no*. The purpose of these questions is to show whether or not Ss understand what you are asking them.

Expansion activity (whole group)

- Hold up the Student's Book and point to the *I ♥ Mexico* T-shirt in the picture on page 6. Write on the board: *I love Mexico.* Say the sentence again and have Ss repeat it.
- Circle the word *Mexico*.
- If you have a map in the classroom, point to Mexico and say the name aloud. Point to where you are from on the map and say the name of the country. Ask volunteers to stand up and say the names of their countries. Point to the countries on the map as they say them.

Literacy Tip

For an alternative activity, refer literacy Ss to pages 6–7 in the *Literacy Workbook* at any time during the lesson.