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## 1.1 Following Directions

1. Say this word: \_\_\_\_\_
2. Repeat it.
3. Ask me to spell it.
4. Listen carefully. \_ \_ \_ \_ \_
5. Answer my question: How do you spell it?
6. Now write the word.
7. Read it to me.

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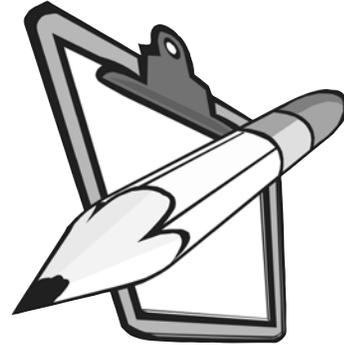
## 1.2 Asking Permission

1. Raise your hand.
2. Ask to leave the room.                      May I leave the room?
3. Go to the door.
4. Go out of the room.
5. Come back to the door.
6. Ask to come in.                                May I come in?
7. Come back to your seat.

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## 1.3 Drawing a Picture

1. Draw a lake.
2. Draw two trees next to the lake.
3. Draw a rock between the trees.
4. Draw a boat on the lake.
5. Draw the sun over the lake.
6. Draw two birds near the trees.
7. Draw grass around the lake.



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## 1.4 Coloring the Picture

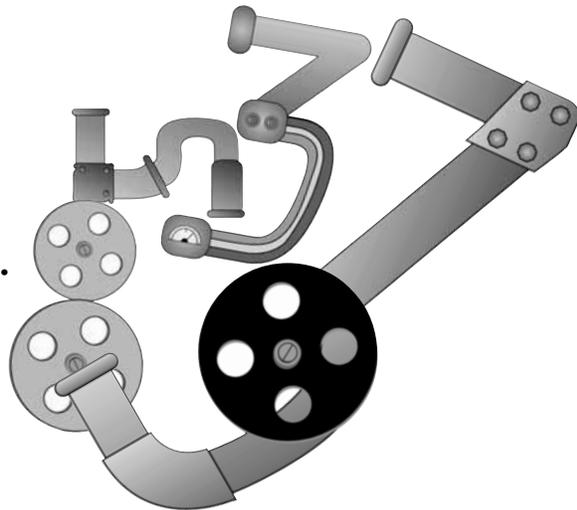
1. Color the lake blue.
2. Color the trees green and brown.
3. Draw a frog on the rock.
4. Color the frog green.
5. Do not color the boat.
6. Color the sun yellow.
7. Do not color the birds.
8. Color the grass green.



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## 1.5 Playing with Numbers

1. Add 5, 7, and 3.
2. Remember the sum.
3. Subtract 5 from the sum.
4. Multiply by 7.
5. Divide by 2.
6. Add 5 to the total.
7. Write down the number.



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## 1.6 Using a Calculator

1. Turn the calculator on.
2. Press 9, the addition sign, 8, and the equals sign.
3. Press the subtraction sign, 9, and the equals sign.
4. Press eight, the multiplication sign, and the equals sign.
5. Say the answer.
6. Press the clear button.
7. Turn the calculator off.



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### 1.7 Using a Board

1. Go to the board.
2. Pick up a (marker/piece of chalk).
3. Write your name on the board.
4. Put the (marker/piece of chalk) back.
5. Pick up an eraser.
6. Erase your name.
7. Put the eraser back.
8. Go back to your seat.



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### 1.8 Giving Classroom Instructions

1. Open/close the door.
2. Lock/unlock the door.
3. Turn on/turn off the lights.
4. Turn up/turn down the thermostat.
5. Open/close a window.
6. Pull up/pull down a shade.
7. Write on/erase the board.
8. Take out/put away your textbook.



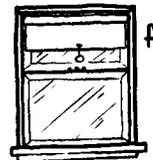
g.



c.



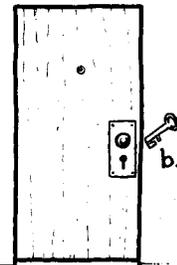
d.



e.



h.



a.

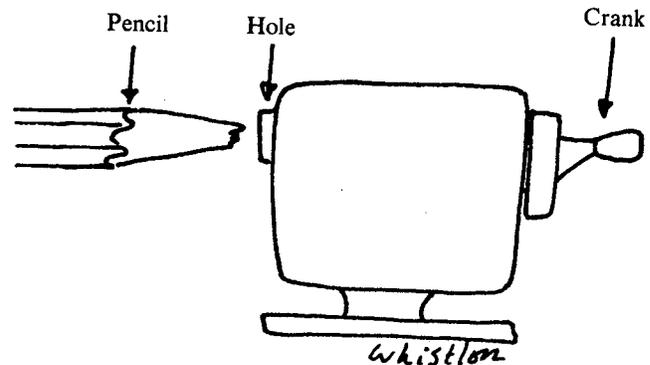


b.

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## 1.9 Sharpening a Pencil

1. Pick up and hold the pencil.
2. Put the end of the pencil into the hole in the pencil sharpener.
3. Hold the pencil firmly.
4. Turn the crank.
5. Keep turning the crank until the pencil is sharp.
6. Take the pencil out.
7. Look to see if it is sharp.



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## 1.10 Operating a Cassette Recorder

1. Plug in the recorder (or check the batteries).
2. Push the eject button to open the recorder.
3. Insert a cassette and close the cover.
4. Push the fast forward button to advance the tape and then push stop.
5. Push the play and record buttons to record.
6. Say something.
7. Push the stop button.
8. Push the rewind button to rewind the tape.
9. Push the play button to listen.

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### 1.11 Playing a Number Game

1. Take this piece of paper.
2. Get a pen or pencil.
3. Write three numbers on the paper.  
Use only one to ten.
4. Remember the number.
5. Fold the paper in half.
6. Give it to \_\_\_\_\_.
7. Listen for your number.

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### 1.12 Playing Bingo

1. Write 25 numbers in the squares.  
Use only the numbers on the Bingo card.
2. Raise your hand when you are ready.
3. Listen to the caller.
4. Look for the number in the letter column.
5. If you have the letter and number, mark the square.
6. Say “Bingo!” when you have a complete line.
7. Read your line.

B	I	N	G	O

## Bingo Numbers

10 11 12 13 14 15 16 17 18 19

20 30 40 50 60 70 80 90

33 44 55 66 77 88 99

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### 1.13 Using a Dictionary

1. Look at the first letter of the word.
2. Open the dictionary.
3. Find the section with the first letter of the word.
4. Look at the second letter of the word.
5. Find the words starting with those letters.
6. Look at the words at the top of the page.
7. Find the right page for your word.
8. Find your word and read the definition.

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### 1.14 Looking Up a Word

1. Look up the word \_\_\_\_\_.
2. Count the number of syllables.
3. Find the stressed syllable.
4. Pronounce it.
5. Tell what part of speech it is.
6. Tell how many meanings it has.
7. Read the first meaning.

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## 1.15 Meeting Someone

A: Tomorrow let's go to \_\_\_\_\_.

B: Good idea. What time?

A: How about \_\_\_\_\_ o'clock?

B: I'm busy at \_\_\_\_\_ o'clock.

A: How about \_\_\_\_\_ o'clock.

B: Sounds good.

A: See you there.

B: See you.

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## 1.16 Practicing Politeness

A: Excuse me.

B: Sure, What can I do for you?

A: I'm sorry to bother you.

B: No problem.

A: Would you mind holding this for a minute?

B: No, not at all.

A: Would you mind if I also gave you this?

B: No, I don't mind.

A: Thank you. I'll be back in a minute.

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## Classroom Activities

### 1.1 Following Directions (Page 1)

MATERIALS: Several words on individual slips of paper

GRAMMAR AND VOCABULARY:

- Personal pronouns: *me* (direct object) *to me* (indirect object) *my*
- *It* as direct object referent

NOTES:

1. The verbs in this sequence are typical classroom instruction commands. So this could be a good procedure to use right at the beginning of the course.
2. The respondent does have some words to say and one line, "*Please spell it.*" You may have to put the line on the board or dictate it.
3. The activity involves oral spelling. You may need to work on it before doing the sequence.

### 1.2 Asking Permission (Page 1)

MATERIALS: None

GRAMMAR AND VOCABULARY:

1. Prepositional phrases: *to the door*, etc.
2. Phrasal verb: *come back*
3. Modal for permission: *may*

NOTES:

This activity may require your participation as the students ask for permission to leave. You can have another student act as your stand-in

### 1.3 Drawing a Picture (Page 2)

MATERIALS: Paper, pens or pencils

GRAMMAR AND VOCABULARY:

- Locative prepositional phrases: *next to*, etc.
- Count and non-count nouns: *two trees*, *grass*
- Definite and indefinite articles: *a lake*, *the sun*

NOTES:

1. With only one verb, this should be an easy activity.
2. Do it again later with a different scene. ex: the student's house.
3. Post all the pictures to see the variations and individuality.

## 1.4 Coloring the Picture (Page 2)

**MATERIALS** The picture from the previous activity. Crayons

**GRAMMAR AND VOCABULARY:**

1. shift from *a* to *the*
2. Negative imperative *do not*

**NOTES:**

1. Practice with the contraction *don't*.
2. Combine 1.3 and 1.4, and have the students create different scenes.

## 1.5 Playing with Numbers (Page 3)

**MATERIALS:** Paper, pencils

**GRAMMAR:**

Verb-preposition combinations: *subtract from*, *multiply by*

**NOTES**

1. Arithmetic words are practiced.
2. You give the directions and the entire class follows. Then compare answers.
3. Have the students create other arithmetic problems.

## 1.6 Using a Calculator (Page 3)

**MATERIALS:** Several calculators

**GRAMMAR AND VOCABULARY:**

1. Phrasal Verbs: *turn on*, *turn off*
2. Compound nouns: *addition sign*, etc
3. Infinitives: *to turn on/off*, *to clear*

**NOTES:**

1. Start some sentences with the infinitive: *To turn it on*, *press*, etc.
2. Teach *plus*, *minus*, *divided by* and have the students say simple problems.
3. The “clear” button on many, perhaps most, calculators is marked “on/c.”
4. Some calculators cannot be turned off but turn off automatically in time.



## 1.7 Using a Board (Page 4)

MATERIALS: Board, markers, and erasers (enough for several pairs)

GRAMMAR AND VOCABULARY:

Separable phrasals: *pick x up, put x back*

NOTES:

1. Try using the phrasals with the object in both positions: *pick up the marker. / pick the marker up.*
2. This is a good activity for using various tenses: *What are you doing? What are you going to do, What did you do?*

## 1.8 Giving Classroom Instructions (Page 4)

MATERIALS: Whatever is available

GRAMMAR AND VOCABULARY:

Phrasal verbs

NOTES

1. You may have to vary this activity according to what is available in the classroom.
2. The sequence is not critical. The actions can be done in any order.
3. A variation: *Go open and close the door and come back. Now go turn on and turn off the lights, etc.*

## 1.9 Sharpening a Pencil (Page 5)

MATERIALS: Pencils, a pencil sharpener

GRAMMAR AND VOCABULARY:

1. *Until* clause
2. Adjective with Copular BE : *the pencil is sharp*

NOTES:

1. A variation could be to use a hand-held or electric sharpener.
2. In addition to *firmly*, other adverbs could be used: *carefully, quickly, rapidly, slowly, completely.*
3. A final step could be to use the past tense: *Tell me what you did.*

## 1.10 Operating a Cassette Recorder (Page 5)

MATERIALS: Cassette recorders, tapes

GRAMMAR AND VOCABULARY:

Infinitives: *to open, to advance, to record, to rewind, to listen*

NOTES:

1. In step # 6, the students could record this or another operation.
2. A variation could be to simply listen to the tape. You could pre-record a message: *First, you pushed the eject button, etc. Now you are listening. Finally I will ask you to rewind.*

## 1.11 Playing a Number Game (Page 6)

MATERIALS: Several slips of paper, a box to collect the numbers

GRAMMAR AND VOCABULARY:

Imperatives for arithmetic functions, numbers

NOTES:

1. You can play this like a lottery. Each person puts a slip in a collection box, and then you or another student pulls out a “winning number.” The activity can be repeated several times.
2. Use only “teens” or “Twenty, thirty, forty,” etc., instead of “one to ten.”

## 1.12 Playing Bingo (Page 6,7)

MATERIALS: Several copies of the Bingo card on page 7

GRAMMAR AND VOCABULARY:

Subordinate clauses with *when* and *if*

NOTES:

1. If necessary explain the game.
2. Have pairs say the procedure to each other. Then when both have filled out a card, you call out letter-number combinations.
3. You can play the game several times. You can have the students create a new card each time (this requires several copies of the card for each student).

**1.13 Using a Dictionary** *(Page 8)*

MATERIALS: A dictionary for each pair, a word or words to look up

GRAMMAR AND VOCABULARY:

1. Ordinal numbers: *first, second*
2. Prepositional phrase following a noun phrase: *the first letter of the word*

NOTES:

1. You can have everybody look up the same word, or you can give each pair a different word. If each pair has a different word, they can read the definitions to each other when they have completed the procedure.
2. After doing the procedure, you can have a “race” to find the word. You announce or write a word on the board, and then they race to be the first ones to find it.
3. When you have finished, the students can write a paragraph describing what they have done.

**1.14 Looking Up a Word** *(Page 8)*

MATERIALS: A dictionary for each pair, a word or words to look up

GRAMMAR AND VOCABULARY:

Embedded WH clause. Compare: *Tell what part of speech it is with What part of speech is it?* and *Tell how many meanings it has with How many meanings does it have?*

NOTES:

1. You may need to precede this with some work on syllabification and stress, as well as pronunciation symbols and abbreviations for parts of speech.
2. You can have everybody look for the same word, but it may be more interesting to give each pair a different word. When they have completed the word search, they can report to each other on what they found.

## 1.15 Meeting Someone (Page 9)

MATERIALS: None

GRAMMAR AND VOCABULARY:

1. Idiomatic *how about...?*
2. Colloquial phrases replacing sentences: *Good idea, What time? Sounds good, See you there.*

NOTES:

1. The students can provide their own variations on places and times.
2. Have pairs “act out” their rituals for other pairs.

## 1.16 Practicing Politeness (Page 9)

MATERIALS: Something to “hold,” ( simply a book or pencil or something silly that you bring in)

GRAMMAR AND VOCABULARY:

1. Compare *Would you mind + ing* and *Would you mind if + past tense*.
2. Notice the “no” in response to the “would you mind” questions.

NOTES:

1. This ritual can be followed later with the next ritual, and the two of them combined into a longer skit.
2. Give each pair a paper bag. Then when the ritual is finished explain the meaning of “left holding the bag.”

## 1.17 Apologizing (Page 10)

MATERIALS: Something to borrow

GRAMMAR AND VOCABULARY:

1. Polite expressions of apology and forgiveness
2. Interchangeable *can* and *could*
3. Other idioms: *no problem, I guess so*

NOTES:

1. This ritual is a natural follow-up to 1.16.
2. You could work on the difference between *borrow* and *lend*, changing the last line to *Could you lend me?*