

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #33
VOCABULARY: Classroom

VOCABULARY:

board	pencil
chalk/ <i>marker</i>	notebook
eraser	computer
teacher	<i>table</i>
student	
chair	
desk	
book	
paper	
pen	

TEACHING AIDES: Basic Picture Dictionary – pages 2 & 3

Note: Vocabulary words in italics do not have picture representation in the Picture Dictionary. When developing comprehension of words in italics, use hand motions, drawings, or object representation – example: *table* – point to one of the classroom tables, as you say, “This is a table.”

Introducing Vocabulary:

Step 1: Introduce each vocabulary word, one at a time, by printing the word on the board and verbally modeling it for the students.

Step 2: Have the students, using ***individual response***, pronounce the word and write it in their student journal.

Developing Comprehension:

Step 3: Using the appropriate picture reference in the Picture Dictionary, use each word (one at a time) in a simple sentence, making the sentence relative to the picture – example: pencil – The pencil is yellow. Book – The book is red. **Note:** When developing simple sentences at this point in the students’ learning process, be careful not to use verb conjugations – use the simple forms of the verb “to be.”

Step 4: Verbally model each sentence for the students, again visually making reference to the appropriate picture or using the appropriate hand motion, drawing or object.

Step 5: Have the students, using ***individual response***, pronounce the sentence and write it in their student journal.

LESSON #33 - cont.

Student Inter-action:

Step 6: Starting with a clean board, print each vocabulary word on the board, plus two or three words of your choice that don't appear in the vocabulary list.

Step 7: Making visual reference to the appropriate picture or using the appropriate hand motion, drawing or object, have the students take turns coming to the board and circling the vocabulary word that corresponds with the picture, motion, drawing or object you have used.

Step 8: As the student circles the vocabulary word, have them pronounce the word.

Two-way dialogue:

Step 9: Choosing words at random from the vocabulary list, one word at a time, verbally pose a question about the word. Take turns with the students (one student at a time, *individually*) and solicit a verbal answer. As you verbally pose the questions, print it on the board. Example:

Question: (holding up a notebook) What is this?

Answer: It is a notebook.

Note: Have the student answer in a complete sentence. As each student verbally answers, print their answer on the board as they say it. Underneath or beside their response, print the sentence in correct grammatical form and verbalize it to the students. Have the student who gave the response verbalize the corrected sentence.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #34
VOCABULARY: Classroom

VOCABULARY:

write	raise...hand
point (to)	talk
go out	sit
come in	stand
read	<i>school</i>
listen	<i>class</i>
work at the computer	<i>lights</i>
look at the screen	<i>door</i>
close the window	<i>key</i>
open a notebook	<i>restroom</i>

TEACHING AIDS: Basic Picture Dictionary – pages 2 & 3

Note: Vocabulary words in italics do not have picture representation in the Picture Dictionary. When developing comprehension of words in italics, use hand motions, drawings, or object representation – example: *class* – with a sweeping arm/hand motion point to the students in the class as you say, “You are the class.”

Introducing Vocabulary:

Step 1: Introduce each vocabulary word, one at a time, by printing the word on the board and verbally modeling it for the students.

Step 2: Have the students, using ***individual response***, pronounce the word and write it in their student journal.

Developing Comprehension:

Step 3: Using the appropriate picture reference in the Picture Dictionary, use each word (one at a time) in a simple sentence, making the sentence relative to the picture – example: board – The board is green. (Pointing to the board in the classroom) This board is white. **Note:** When developing simple sentences at this point in the students’ learning process, be careful not to use verb conjugations – use the simple forms of the verb “to be.”

Step 4: Verbally model each sentence for the students, again visually making reference to the appropriate picture or using the appropriate hand motion, drawing or object.

Step 5: Have the students, using ***individual response***, pronounce the sentence and write it in their student journal.

LESSON #34 - cont.

Student Inter-action:

Step 6: Starting with a clean board, print each vocabulary word on the board, plus two or three words of your choice that don't appear in the vocabulary list.

Step 7: Making visual reference to the appropriate picture or using the appropriate hand motion, drawing or object, have the students take turns coming to the board and circling the vocabulary word that corresponds with the picture, motion, drawing or object you have used.

Step 8: As the student circles the vocabulary word, have them pronounce the word.

Two-way dialogue:

Step 9: Choosing words at random from the vocabulary list, one word at a time, verbally pose a question about the word. Take turns with the students (one student at a time, *individually*) and solicit a verbal answer. As you verbally pose the questions, print it on the board. Example:

Question: (using a sweeping arm/hand motion to point to the class) What are you?

Answer: We are the class.

Note: Have the student answer in a complete sentence. As each student verbally answers, print their answer on the board as they say it. Underneath or beside their response, print the sentence in correct grammatical form and verbalize it to the students. Have the student who gave the response verbalize the corrected sentence.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #35
VOCABULARY: Colors, Shapes, Patterns

VOCABULARY:

circle	gray
triangle	orange
square	purple
black	beige
white	pink
red	light (blue)
blue	dark (blue)
yellow	<i>shade</i>
green	turquoise
brown	

TEACHING AIDS: Basic Picture Dictionary – page 9 (colors & shapes); Picture Dictionary page 12

Note: Vocabulary words in italics do not have picture representation in the Picture Dictionary. When developing comprehension of words in italics, use hand motions, drawings, or object representation – example: *shade* – show students colors of red and pink as you say, “Pink is a shade of red.”

Introducing Vocabulary:

Step 1: Introduce each vocabulary word, one at a time, by printing the word on the board and verbally modeling it for the students.

Step 2: Have the students, using ***individual response***, pronounce the word and write it in their student journal.

Developing Comprehension:

Step 3: Using the appropriate picture reference in the Picture Dictionary, use each word (one at a time) in a simple sentence, making the sentence relative to the picture – example: pink – The square is pink. **Note:** When developing simple sentences at this point in the students’ learning process, be careful not to use verb conjugations – use the simple forms of the verb “to be.”

Step 4: Verbally model each sentence for the students, again visually making reference to the appropriate picture or using the appropriate hand motion, drawing or object.

LESSON #35 - cont.

Step 5: Have the students, using ***individual response***, pronounce the sentence and write it in their student journal.

Student Inter-action:

Step 6: Starting with a clean board, print each vocabulary word on the board, plus two or three words of your choice that don't appear in the vocabulary list.

Step 7: Making visual reference to the appropriate picture or using the appropriate hand motion, drawing or object, have the students take turns coming to the board and circling the vocabulary word that corresponds with the picture, motion, drawing or object you have used.

Step 8: As the student circles the vocabulary word, have them pronounce the word.

Two-way dialogue:

Step 9: Choosing words at random from the vocabulary list, one word at a time, verbally pose a question about the word. Take turns with the students (one student at a time, ***individually***) and solicit a verbal answer. As you verbally pose the questions, print it on the board. Example:

Question: (pointing to something the color of red in the room) What color is this?
Answer: It is red.

Note: Have the student answer in a complete sentence. As each student verbally answers, print their answer on the board as they say it. Underneath or beside their response, print the sentence in correct grammatical form and verbalize it to the students. Have the student who gave the response verbalize the corrected sentence.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #36
VOCABULARY: Colors, Shapes, Patterns

VOCABULARY:

shape(s)	patterns
circle	solid (green)
square	striped
triangle	polka-dotted
rectangle	plaid
oval	print
cube	checked
cone	floral
cylinder	paisley
pyramid	
sphere	

TEACHING AIDES: Picture Dictionary pages 118 (shapes #5 through 14 **only**), 70 (patterns #6 through 13 **only**)

Note: Vocabulary words in italics do not have picture representation in the Picture Dictionary. When developing comprehension of words in italics, use hand motions, drawings, or object representation – example: *pattern* – point to a student’s shirt/blouse/dress, as you say, “This is a floral pattern.”

Introducing Vocabulary:

Step 1: Introduce each vocabulary word, one at a time, by printing the word on the board and verbally modeling it for the students.

Step 2: Have the students, using ***individual response***, pronounce the word and write it in their student journal.

Developing Comprehension:

Step 3: Using the appropriate picture reference in the Picture Dictionary, use each word (one at a time) in a simple sentence, making the sentence relative to the picture – example: *stripe* – The stripe is green. **Note:** When developing simple sentences at this point in the students’ learning process, be careful not to use verb conjugations – use the simple forms of the verb “to be.”

Step 4: Verbally model each sentence for the students, again visually making reference to the appropriate picture or using the appropriate hand motion, drawing or object.

LESSON #36 - cont.

Step 5: Have the students, using ***individual response***, pronounce the sentence and write it in their student journal.

Student Inter-action:

Step 6: Starting with a clean board, print each vocabulary word on the board, plus two or three words of your choice that don't appear in the vocabulary list.

Step 7: Making visual reference to the appropriate picture or using the appropriate hand motion, drawing or object, have the students take turns coming to the board and circling the vocabulary word that corresponds with the picture, motion, drawing or object you have used.

Step 8: As the student circles the vocabulary word, have them pronounce the word.

Two-way dialogue:

Step 9: Choosing words at random from the vocabulary list, one word at a time, verbally pose a question about the word. Take turns with the students (one student at a time, ***individually***) and solicit a verbal answer. As you verbally pose the questions, print it on the board. Example:

Question: (pointing to the square shape) What shape is this?

Answer: It is a square.

Note: Have the student answer in a complete sentence. As each student verbally answers, print their answer on the board as they say it. Underneath or beside their response, print the sentence in correct grammatical form and verbalize it to the students. Have the student who gave the response verbalize the corrected sentence.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #37
VOCABULARY: Body Parts

VOCABULARY:

<i>body</i>	back
face	thigh
shoulder	elbow
chest	knee
hand	calf
waist	ankle
hip	foot
finger	heel
thumb	toe
wrist	brain
head	lung
arm	heart
breast	stomach
leg	

TEACHING AIDES: Basic Dictionary pages 58 &59;

Note: Vocabulary words in italics do not have picture representation in the Picture Dictionary. When developing comprehension of words in italics, use hand motions, drawings, or object representation – example: *body* – with a hand sweeping motion up and down your body, as you say, “This is my body.”

Introducing Vocabulary:

Step 1: Introduce each vocabulary word, one at a time, by printing the word on the board and verbally modeling it for the students.

Step 2: Have the students, using ***individual response***, pronounce the word and write it in their student journal.

Developing Comprehension:

Step 3: Using the appropriate picture reference in the Picture Dictionary, use each word (one at a time) in a simple sentence, making the sentence relative to the picture – example: head – This is her

LESSON #37 - cont.

head. **Note:** When developing simple sentences at this point in the students' learning process, be careful not to use verb conjugations – use the simple forms of the verb “to be.”

Step 4: Verbally model each sentence for the students, again visually making reference to the appropriate picture or using the appropriate hand motion, drawing or object.

Step 5: Have the students, using ***individual response***, pronounce the sentence and write it in their student journal.

Student Inter-action:

Step 6: Starting with a clean board, print each vocabulary word on the board, plus two or three words of your choice that don't appear in the vocabulary list.

Step 7: Making visual reference to the appropriate picture or using the appropriate hand motion, drawing or object, have the students take turns coming to the board and circling the vocabulary word that corresponds with the picture, motion, drawing or object you have used.

Step 8: As the student circles the vocabulary word, have them pronounce the word.

Two-way dialogue:

Step 9: Choosing words at random from the vocabulary list, one word at a time, verbally pose a question about the word. Take turns with the students (one student at a time, ***individually***) and solicit a verbal answer. As you verbally pose the questions, print it on the board. Example:

Question: (pointing to your head) What is this?

Answer: That is your head.

Note: Have the student answer in a complete sentence. As each student verbally answers, print their answer on the board as they say it. Underneath or beside their response, print the sentence in correct grammatical form and verbalize it to the students. Have the student who gave the response verbalize the corrected sentence.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #38
VOCABULARY: Body Parts

VOCABULARY:

face	jaw	ear	eyelid	see
hair	gums	cheek	eyelashes	hear
forehead	tooth/teeth	lip(s)	buttocks	smell
nose	tongue	chin	palm	taste
mouth	eye	eyebrow	toenail(s)	touch/ <i>feel</i>

TEACHING AIDES: Picture dictionary pages 74 & 75 - #19 through #15, #12, #59, #64, A-E

Note: Vocabulary words in italics do not have picture representation in the Picture Dictionary. When developing comprehension of words in italics, use hand motions, drawings, or object representation – example: *feel* – touch your face, as you say, “I feel my face.”

Introducing Vocabulary:

Step 1: Introduce each vocabulary word, one at a time, by printing the word on the board and verbally modeling it for the students.

Step 2: Have the students, using ***individual response***, pronounce the word and write it in their student journal.

Developing Comprehension:

Step 3: Using the appropriate picture reference in the Picture Dictionary, use each word (one at a time) in a simple sentence, making the sentence relative to the picture – example: face – This is her face. **Note:** When developing simple sentences at this point in the students’ learning process, be careful not to use verb conjugations – use the simple forms of the verb “to be.”

Step 4: Verbally model each sentence for the students, again visually making reference to the appropriate picture or using the appropriate hand motion, drawing or object.

Step 5: Have the students, using ***individual response***, pronounce the sentence and write it in their student journal.

Student Inter-action:

Step 6: Starting with a clean board, print each vocabulary word on the board, plus two or three words of your choice that don’t appear in the vocabulary list.

Step 7: Making visual reference to the appropriate picture or using the appropriate hand motion, drawing or object, have the students take turns coming to the board and circling the vocabulary word that corresponds with the picture, motion, drawing or object you have used.

LESSON #38 - cont.

Step 8: As the student circles the vocabulary word, have them pronounce the word.

Two-way dialogue:

Step 9: Choosing words at random from the vocabulary list, one word at a time, verbally pose a question about the word. Take turns with the students (one student at a time, *individually*) and solicit a verbal answer. As you verbally pose the questions, print it on the board. Example:

Question: (pointing to your face) What is this?

Answer: That is your face.

Note: Have the student answer in a complete sentence. As each student verbally answers, print their answer on the board as they say it. Underneath or beside their response, print the sentence in correct grammatical form and verbalize it to the students. Have the student who gave the response verbalize the corrected sentence.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #39
VOCABULARY: People & Family Members

VOCABULARY:

baby	sister	nephew
girl	brother	<i>children/kids</i>
boy	uncle	<i>grandmother</i>
woman	aunt	<i>grandfather</i>
man	cousins	
child	husband	
teenager	wife	
adult	parents	
grandparents	son	
father	daughter	
mother	niece	

TEACHING AIDES: Basic Picture dictionary pages 11 (people) & 16 (family)

Note: Vocabulary words in italics do not have picture representation in the Picture Dictionary. When developing comprehension of words in italics, use hand motions, drawings, or object representation – example: *kids* – point to the boy and girl (#14 & 15 BPD pg.16), as you say, “These are kids. These are children.”

Introducing Vocabulary:

Step 1: Introduce each vocabulary word, one at a time, by printing the word on the board and verbally modeling it for the students.

Step 2: Have the students, using ***individual response***, pronounce the word and write it in their student journal.

Developing Comprehension:

Step 3: Using the appropriate picture reference in the Picture Dictionary, use each word (one at a time) in a simple sentence, making the sentence relative to the picture – example: baby – The baby is cute. **Note:** When developing simple sentences at this point in the students’ learning process, be careful not to use verb conjugations – use the simple forms of the verb “to be.”

Step 4: Verbally model each sentence for the students, again visually making reference to the appropriate picture or using the appropriate hand motion, drawing or object.

LESSON #39 - cont.

Step 5: Have the students, using ***individual response***, pronounce the sentence and write it in their student journal.

Student Inter-action:

Step 6: Starting with a clean board, print each vocabulary word on the board, plus two or three words of your choice that don't appear in the vocabulary list.

Step 7: Making visual reference to the appropriate picture or using the appropriate hand motion, drawing or object, have the students take turns coming to the board and circling the vocabulary word that corresponds with the picture, motion, drawing or object you have used.

Step 8: As the student circles the vocabulary word, have them pronounce the word.

Two-way dialogue:

Step 9: Choosing words at random from the vocabulary list, one word at a time, verbally pose a question about the word. Take turns with the students (one student at a time, ***individually***) and solicit a verbal answer. As you verbally pose the questions, print it on the board. Example:

Question: (pointing to the picture of the mother) Who is this?
Answer: That is the mother.

Note: Have the student answer in a complete sentence. As each student verbally answers, print their answer on the board as they say it. Underneath or beside their response, print the sentence in correct grammatical form and verbalize it to the students. Have the student who gave the response verbalize the corrected sentence.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #40
VOCABULARY: People & Family Members

VOCABULARY:

toddler	short	physically challenged	stepfather
senior citizen	pregnant	sight impaired/blind	stepmother
young	heavy set	hearing impaired/deaf	half brother/sister
middle-aged	average weight	married	stepsister/brother
elderly	thin/slim	divorced	<i>co-worker</i>
tall	attractive	single (mother/father)	<i>neighbor</i>
average height	cute	remarried	<i>age/years old</i>

TEACHING AIDS: Picture Dictionary page 22 - #3, #12 - #27; page 25; page 23 – *co-worker(s)*; page 37 - #22 *neighbor*

Note: Vocabulary words in italics do not have picture representation in the Picture Dictionary. When developing comprehension of words in italics, use hand motions, drawings, or object representation – example: *age* – point to yourself, as you say, “I am ____ years old. That is my age.”

Introducing Vocabulary:

Step 1: Introduce each vocabulary word, one at a time, by printing the word on the board and verbally modeling it for the students.

Step 2: Have the students, using ***individual response***, pronounce the word and write it in their student journal.

Developing Comprehension:

Step 3: Using the appropriate picture reference in the Picture Dictionary, use each word (one at a time) in a simple sentence, making the sentence relative to the picture – example: teenager – The teenager is 15 years old. **Note:** When developing simple sentences at this point in the students’ learning process, be careful not to use verb conjugations – use the simple forms of the verb “to be.”

Note: Describe the age ranges of the groups of people taught in this lesson – example: teenagers are between the ages of 13 and 18.

Step 4: Verbally model each sentence for the students, again visually making reference to the appropriate picture or using the appropriate hand motion, drawing or object.

Step 5: Have the students, using ***individual response***, pronounce the sentence and write it in their student journal.

LESSON #40 - cont.

Student Inter-action:

Step 6: Starting with a clean board, print each vocabulary word on the board, plus two or three words of your choice that don't appear in the vocabulary list.

Step 7: Making visual reference to the appropriate picture or using the appropriate hand motion, drawing or object, have the students take turns coming to the board and circling the vocabulary word that corresponds with the picture, motion, drawing or object you have used.

Step 8: As the student circles the vocabulary word, have them pronounce the word.

Two-way dialogue:

Step 9: Choosing words at random from the vocabulary list, one word at a time, verbally pose a question about the word. Take turns with the students (one student at a time, *individually*) and solicit a verbal answer. As you verbally pose the questions, print it on the board. Example:

Question: (pointing to a picture of a teenage girl) Who is this?

Answer: She is a teenager.

Note: Have the student answer in a complete sentence. As each student verbally answers, print their answer on the board as they say it. Underneath or beside their response, print the sentence in correct grammatical form and verbalize it to the students. Have the student who gave the response verbalize the corrected sentence.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #41
VOCABULARY: Clothing

VOCABULARY:

dress	sunglasses	backpack
blouse	jeans	boots
skirt	sandals	raincoat
shirt	baseball cap	umbrella
tie	T-shirt	scarf
belt	sneaker/athletic shoes	coat
pants	shorts	mittens
shoe(s)	warm-up suit	gloves
suit	jacket	earmuffs
cap	(down) vest	<i>stocking cap</i>
uniform	sweater	<i>sweats</i>
swimtrunks/bathing suit	hat	cover-up
swimsuit/bathing suit	sweatshirt	

TEACHING AIDES: Basic Picture Dictionary pages 48-51 (clothing)

Note: Vocabulary words in italics do not have picture representation in the Picture Dictionary. When developing comprehension of words in italics, use hand motions, drawings, or object representation – example: *sweats* – point to the man’s shirt and pants (#5 page 50), as you say, “These are sweats.” Using the hat the same man is wearing (#4) explain to the students that this type of hat is also called a *stocking cap*.

Introducing Vocabulary:

Step 1: Introduce each vocabulary word, one at a time, by printing the word on the board and verbally modeling it for the students.

Step 2: Have the students, using ***individual response***, pronounce the word and write it in their student journal.

Developing Comprehension:

Step 3: Using the appropriate picture reference in the Basic Picture Dictionary, use each word (one at a time) in a simple sentence, making the sentence relative to the picture – example: *sweats* – His sweats are purple. **Note:** When developing simple sentences at this point in the students’ learning process, be careful not to use verb conjugations – use the simple forms of the verb “to be.”

LESSON #41 - cont.

Step 4: Verbally model each sentence for the students, again visually making reference to the appropriate picture or using the appropriate hand motion, drawing or object.

Step 5: Have the students, using ***individual response***, pronounce the sentence and write it in their student journal.

Student Inter-action:

Step 6: Starting with a clean board, print each vocabulary word on the board, plus two or three words of your choice that don't appear in the vocabulary list.

Step 7: Making visual reference to the appropriate picture or using the appropriate hand motion, drawing or object, have the students take turns coming to the board and circling the vocabulary word that corresponds with the picture, motion, drawing or object you have used.

Step 8: As the student circles the vocabulary word, have them pronounce the word.

Two-way dialogue:

Step 9: Choosing words at random from the vocabulary list, one word at a time, verbally pose a question about the word. Take turns with the students (one student at a time, ***individually***) and solicit a verbal answer. As you verbally pose the questions, print it on the board. Example:

Question: (pointing to the man in sweats) What are these?

Answer: They are sweats.

Note: Have the student answer in a complete sentence. As each student verbally answers, print their answer on the board as they say it. Underneath or beside their response, print the sentence in correct grammatical form and verbalize it to the students. Have the student who gave the response verbalize the corrected sentence.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #42
VOCABULARY: Clothing

VOCABULARY:

undershirt	bracelet	pullover sweater
boxer shorts	earrings	jumpsuit
underpants	necklace	jumper
panties	purse/bag	maternity dress
pantyhose	watch	knit shirt
stockings	change	overalls
bra	glasses	tunic
socks	wallet	leggings
nightgown	ID card/ <i>driver's license</i>	split skirt
pajamas	jewelry	sports shirt
bathrobe	accessories	cardigan sweater
slippers	three-piece suit	tuxedo
underware	sports coat	evening gown
sleepware	turtleneck (<i>sweater</i>)	<i>formal wear</i>
ring	slacks/pants	

TEACHING AIDES: Basic Picture Dictionary page 51; (clothing), 55 (jewelry and accessories); Picture Dictionary pages 64-65 (NOTE: many of the items on pages 64-65 have already been used; therefore, only those that have not been used are listed); Picture Dictionary page 68 - shoes

Introducing Vocabulary:

Step 1: Introduce each vocabulary word, one at a time, by printing the word on the board and verbally modeling it for the students.

Step 2: Have the students, using ***individual response***, pronounce the word and write it in their student journal.

Developing Comprehension:

Step 3: Using the appropriate picture reference in the Basic Picture Dictionary and Picture Dictionary, use each word (one at a time) in a simple sentence, making the sentence relative to the picture – example: purse – The purse is yellow. **Note:** When developing simple sentences at this point in the students' learning process, be careful not to use verb conjugations – use the simple forms of the verb “to be.”

Step 4: Verbally model each sentence for the students, again visually making reference to the appropriate picture or using the appropriate hand motion, drawing or object.

LESSON #42 - cont.

Step 5: Have the students, using ***individual response***, pronounce the sentence and write it in their student journal.

Student Inter-action:

Step 6: Starting with a clean board, print each vocabulary word on the board, plus two or three words of your choice that don't appear in the vocabulary list.

Step 7: Making visual reference to the appropriate picture or using the appropriate hand motion, drawing or object, have the students take turns coming to the board and circling the vocabulary word that corresponds with the picture, motion, drawing or object you have used.

Step 8: As the student circles the vocabulary word, have them pronounce the word.

Two-way dialogue:

Step 9: Choosing words at random from the vocabulary list, one word at a time, verbally pose a question about the word. Take turns with the students (one student at a time, ***individually***) and solicit a verbal answer. As you verbally pose the questions, print it on the board. Example:

Question: (pointing to a picture of a purse) What is this?

Answer: It is a purse.

Note: Have the student answer in a complete sentence. As each student verbally answers, print their answer on the board as they say it. Underneath or beside their response, print the sentence in correct grammatical form and verbalize it to the students. Have the student who gave the response verbalize the corrected sentence.

Step 10: If class time allows, present the “shoe” vocabulary on Picture Dictionary page 68 to the students. Have the students identify which type of shoes they are wearing.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #43
VOCABULARY: Describing People

VOCABULARY:

height	beard	<i>color of hair/hair color</i>
tall	mustache	blond hair
average height	long hair	red hair
short	short hair	brown hair
weight	bald	black hair
heavy/fat	straight hair	gray hair
average weight/ <i>build</i>	wavy hair	<i>color of eyes</i>
thin/skinny	curly hair	<i>blue eyes</i>
size	<i>type of hair</i>	<i>black eyes</i>
big/large	thick hair	<i>brown eyes</i>
<i>medium</i>	fine hair	<i>hazel eyes</i>
small/little/ <i>petite</i>	<i>fair skinned</i>	<i>suntanned</i>
hair	<i>dark skinned</i>	<i>broad shouldered</i>

TEACHING AIDES: Basic Picture Dictionary pages 12 & 13

Note: Vocabulary words in italics do not have picture representation in the Picture Dictionary. When developing comprehension of words in italics, use hand motions, drawings, or object representation – example: *length of hair* – point to your hair, as you say, “The length of my hair is (short/long).”

Introducing Vocabulary:

Step 1: Introduce each vocabulary word, one at a time, by printing the word on the board and verbally modeling it for the students.

Step 2: Have the students, using ***individual response***, pronounce the word and write it in their student journal.

Developing Comprehension:

Step 3: Using the appropriate picture reference in the Picture Dictionary, use each word (one at a time) in a simple sentence, making the sentence relative to the picture – example: gray hair – He has gray hair. **Note:** When developing simple sentences at this point in the students’ learning process, be careful not to use verb conjugations – use the simple forms of the verb “to be.”

LESSON #43 - cont.

Step 4: Verbally model each sentence for the students, again visually making reference to the appropriate picture or using the appropriate hand motion, drawing or object.

Step 5: Have the students, using ***individual response***, pronounce the sentence and write it in their student journal.

Student Inter-action:

Step 6: Starting with a clean board, print each vocabulary word on the board, plus two or three words of your choice that don't appear in the vocabulary list.

Step 7: Making visual reference to the appropriate picture or using the appropriate hand motion, drawing or object, have the students take turns coming to the board and circling the vocabulary word that corresponds with the picture, motion, drawing or object you have used.

Step 8: As the student circles the vocabulary word, have them pronounce the word.

Two-way dialogue:

Step 9: Choosing words at random from the vocabulary list, one word at a time, verbally pose a question about the word. Take turns with the students (one student at a time, ***individually***) and solicit a verbal answer. As you verbally pose the questions, print it on the board. Example:

Question: (pointing to a student's hair) What color is his/her hair?

Answer: It is brown.

Note: Have the student answer in a complete sentence. As each student verbally answers, print their answer on the board as they say it. Underneath or beside their response, print the sentence in correct grammatical form and verbalize it to the students. Have the student who gave the response verbalize the corrected sentence.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #44
VOCABULARY: Describing People

VOCABULARY:

size/sizes	crewneck	wide (tie)
extra small	V-neck	narrow (tie)
small	turtleneck	low (heels)
medium	sleeveless	high (heels)
large	short-sleeved	
extra large	long-sleeved	
type of material/ <i>cloth</i>	new	
wool	old	
silk	long (skirt)	
cotton	short (skirt)	
linen	formal (dress)	
leather	casual (dress)	
nylon	plain	
problems (with clothes)	fancy	
too small	light	
too big	heavy	
stain/ <i>dirty</i>	loose (pants)	
rip/tear	baggy (pants)	
broken (zipper)	tight (pants)	
missing (button)		

TEACHING AIDES: Picture Dictionary pages 70 & 71 (NOTE: #6-13 on page 70 were used in a prior Lesson)

Introducing Vocabulary:

Step 1: Introduce each vocabulary word, one at a time, by printing the word on the board and verbally modeling it for the students.

Step 2: Have the students, using ***individual response***, pronounce the word and write it in their student journal.

LESSON #44 - cont.

Developing Comprehension:

Step 3: Using the appropriate picture reference in the Picture Dictionary, use each word (one at a time) in a simple sentence, making the sentence relative to the picture – example: pencil – The pencil is yellow. Book – The book is red. **Note:** When developing simple sentences at this point in the students’ learning process, be careful not to use verb conjugations – use the simple forms of the verb “to be.”

Step 4: Verbally model each sentence for the students, again visually making reference to the appropriate picture or using the appropriate hand motion, drawing or object.

Step 5: Have the students, using ***individual response***, pronounce the sentence and write it in their student journal.

Student Inter-action:

Step 6: Starting with a clean board, print each vocabulary word on the board, plus two or three words of your choice that don’t appear in the vocabulary list.

Step 7: Making visual reference to the appropriate picture or using the appropriate hand motion, drawing or object, have the students take turns coming to the board and circling the vocabulary word that corresponds with the picture, motion, drawing or object you have used.

Step 8: As the student circles the vocabulary word, have them pronounce the word.

Two-way dialogue:

Step 9: Choosing words at random from the vocabulary list, one word at a time, verbally pose a question about the word. Take turns with the students (one student at a time, ***individually***) and solicit a verbal answer. As you verbally pose the questions, print it on the board. Example:

Question: (pointing to the fabric of your shirt/blouse) What is this?
Answer: It is cotton.

Note: Have the student answer in a complete sentence. As each student verbally answers, print their answer on the board as they say it. Underneath or beside their response, print the sentence in correct grammatical form and verbalize it to the students. Have the student who gave the response verbalize the corrected sentence.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #45
VOCABULARY: Describing People

Lesson Purpose: The purpose of this Lesson is to informally “test” the students’ competency in describing people.

Teaching Aides: Vocabulary lists from Lessons 35-44; Basic Picture Dictionary pages 17 & 43.

Note: As you conduct the following exercises with the students, the following behaviors should be observed and corrected if necessary:

- ✓ Is each student pronouncing the words in correct English?
- ✓ Is each student answering in complete sentence structure?
- ✓ Is each student using a variety of vocabulary or limited vocabulary?

Please record each student’s competency on the “Describing People Informal Competency Test” and turn it into the NNLC office with your class sign-in sheet.

Exercise 1:

Step 1: Using the picture on page 17 of the Basic Picture Dictionary, ask each student a question about the picture from the suggested question list.

Step 2: Have the students take turns coming to the board and writing their answer to your question on the board and verbally state their answer.

Step 3: Correct any grammatical error in the student’s written answer on the board beside the student’s original answer. Have the student verbally state the corrected version of his/her answer.

Suggested questions:

What color is (piece of clothing, hair, object)?

What pattern is (piece of clothing, object)?

What is her/his age?

What is he/she wearing?

Where is his/her (body part)?

Who is he/she?

What is he/she?

Exercise 2: Using the same Steps and suggested questions as in Exercise #1, have the students take turns describing each other.

Exercise 3: Repeat the Steps and suggested questions in Exercise #1 using the picture on page 43 of the Basic Picture Dictionary. **Note:** Include a question about the boy in the wheelchair.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #46
VOCABULARY: Food Items

VOCABULARY:

vegetable(s)	cucumber	oranges
broccoli	potato(es)	pears
cabbage	onion	grapefruit
lettuce	carrot	lemons
spinach	mushroom(s)	limes
corn	pea(s)	plums
garlic	fruit(s)	peaches
string bean(s)	bananas	strawberry (ies)
tomato	grape(s)	cherry(ies)
(bell) pepper	apples	watermelons
		nuts

NOTE: Teach the students that with some words to make them plural you change the “y” to “i” and add “es.” Teach the students that with words ending in “o” you add “es” to make them plural.

TEACHING AIDES: Basic Picture Dictionary page 34-vegetables, page 35-fruits

Introducing Vocabulary:

Step 1: Introduce each vocabulary word, one at a time, by printing the word on the board and verbally modeling it for the students.

Step 2: Have the students, using ***individual response***, pronounce the word and write it in their student journal.

Developing Comprehension:

Step 3: Using the appropriate picture reference in the Picture Dictionary, use each word (one at a time) in a simple sentence, making the sentence relative to the picture – example: lettuce – The lettuce is green. **Note:** When developing simple sentences at this point in the students’ learning process, be careful not to use verb conjugations – use the simple forms of the verb “to be.”

Step 4: Verbally model each sentence for the students, again visually making reference to the appropriate picture or using the appropriate hand motion, drawing or object.

Step 5: Have the students, using ***individual response***, pronounce the sentence and write it in their student journal.

LESSON #46 - cont.

Student Inter-action:

Step 6: Starting with a clean board, print each vocabulary word on the board, plus two or three words of your choice that don't appear in the vocabulary list.

Step 7: Making visual reference to the appropriate picture or using the appropriate hand motion, drawing or object, have the students take turns coming to the board and circling the vocabulary word that corresponds with the picture, motion, drawing or object you have used.

Step 8: As the student circles the vocabulary word, have them pronounce the word.

Two-way dialogue:

Step 9: Choosing words at random from the vocabulary list, one word at a time, verbally pose a question about the word. Take turns with the students (one student at a time, *individually*) and solicit a verbal answer. As you verbally pose the questions, print it on the board. Example:

Question: (pointing to the picture of lettuce) What is this?

Answer: It is lettuce.

Note: Have the student answer in a complete sentence. As each student verbally answers, print their answer on the board as they say it. Underneath or beside their response, print the sentence in correct grammatical form and verbalize it to the students. Have the student who gave the response verbalize the corrected sentence.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #47
VOCABULARY: Food Items

VOCABULARY:

meat	bacon	gizzards	shrimp
beef	sausage	raw (chicken)	scallops
roast beef	lamb	cooked (chicken)	mussels
steak	lamb shanks	fish	oysters
stewing beef/ <i>stew meat</i>	leg of lamb	trout	clams
ground beef	poultry	catfish	fresh (fish)
beef ribs	chicken	whole salmon	frozen (fish)
veal cutlets	turkey	salmon steak	
liver	duck	halibut	
tripe	breasts	filet of sole	
pork	wings	shellfish	
ham	thighs	crab	
pork chops	drumsticks	lobster	

NOTE: Teach the students that “shrimp” is both singular and plural; a “filet” is a cut of meat and can be beef or fish; “ground meat/beef” is also called “hamburger”

TEACHING AIDES: Picture Dictionary page 52-meat and poultry; page 53-seafood **only**.

Introducing Vocabulary:

Step 1: Introduce each vocabulary word, one at a time, by printing the word on the board and verbally modeling it for the students.

Step 2: Have the students, using ***individual response***, pronounce the word and write it in their student journal.

Developing Comprehension:

Step 3: Using the appropriate picture reference in the Picture Dictionary, use each word (one at a time) in a simple sentence, making the sentence relative to the picture – example: hamburger – Hamburger is beef. **Note:** When developing simple sentences at this point in the students’ learning process, be careful not to use verb conjugations – use the simple forms of the verb “to be.”

Step 4: Verbally model each sentence for the students, again visually making reference to the appropriate picture or using the appropriate hand motion, drawing or object.

Step 5: Have the students, using ***individual response***, pronounce the sentence and write it in their student journal.

LESSON #47 - cont.

Student Inter-action:

Step 6: Starting with a clean board, print each vocabulary word on the board, plus two or three words of your choice that don't appear in the vocabulary list.

Step 7: Making visual reference to the appropriate picture or using the appropriate hand motion, drawing or object, have the students take turns coming to the board and circling the vocabulary word that corresponds with the picture, motion, drawing or object you have used.

Step 8: As the student circles the vocabulary word, have them pronounce the word.

Two-way dialogue:

Step 9: Choosing words at random from the vocabulary list, one word at a time, verbally pose a question about the word. Take turns with the students (one student at a time, *individually*) and solicit a verbal answer. As you verbally pose the questions, print it on the board. Example:

Question: (pointing at the picture of ham) What is this?

Answer: It is a ham.

Note: Have the student answer in a complete sentence. As each student verbally answers, print their answer on the board as they say it. Underneath or beside their response, print the sentence in correct grammatical form and verbalize it to the students. Have the student who gave the response verbalize the corrected sentence.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #48
VOCABULARY: Food Items

VOCABULARY:

deli	pasta salad	butter	oil
white bread	soup (<i>can of</i>)	sour cream	apple juice
wheat bread	tuna (<i>canned</i>)	cheese	instant coffee
rye bread	beans	margarine	soda
smoked turkey	spaghetti	potato chips	bottled water
salami	rice	candy bar	plastic wrap
pastrami	(French) bread	gum	aluminum foil
roast beef	rolls	frozen vegetables	
corned beef	cookies	ice cream	
American cheese	cake	flour	
Swiss cheese	yogurt	spices	
jack cheese	eggs	cake mix	
potato salad	milk	sugar	

NOTE: Teach students that “American, Swiss, & French” are capitalized because they are names of countries and a nationality (France/French)

TEACHING AIDES: Picture Dictionary page 53-deli **only**; page 54 & 55 items #24-55 **only**

Introducing Vocabulary:

Step 1: Introduce each vocabulary word, one at a time, by printing the word on the board and verbally modeling it for the students.

Step 2: Have the students, using ***individual response***, pronounce the word and write it in their student journal.

Developing Comprehension:

Step 3: Using the appropriate picture reference in the Picture Dictionary, use each word (one at a time) in a simple sentence, making the sentence relative to the picture – example: rice – The rice is white. **Note:** When developing simple sentences at this point in the students’ learning process, be careful not to use verb conjugations – use the simple forms of the verb “to be.”

Step 4: Verbally model each sentence for the students, again visually making reference to the appropriate picture or using the appropriate hand motion, drawing or object.

Step 5: Have the students, using ***individual response***, pronounce the sentence and write it in their student journal.

LESSON #48 - cont.

Student Inter-action:

Step 6: Starting with a clean board, print each vocabulary word on the board, plus two or three words of your choice that don't appear in the vocabulary list.

Step 7: Making visual reference to the appropriate picture or using the appropriate hand motion, drawing or object, have the students take turns coming to the board and circling the vocabulary word that corresponds with the picture, motion, drawing or object you have used.

Step 8: As the student circles the vocabulary word, have them pronounce the word.

Two-way dialogue:

Step 9: Choosing words at random from the vocabulary list, one word at a time, verbally pose a question about the word. Take turns with the students (one student at a time, ***individually***) and solicit a verbal answer. As you verbally pose the questions, print it on the board. Example:

Question: (pointing at the picture of rice) What is this?

Answer: It is rice.

Note: Have the student answer in a complete sentence. As each student verbally answers, print their answer on the board as they say it. Underneath or beside their response, print the sentence in correct grammatical form and verbalize it to the students. Have the student who gave the response verbalize the corrected sentence.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #49
VOCABULARY: Food Item Containers and Packaging

VOCABULARY:

bottle	a bottle of soda	pepper
jar	a jar of jam	mustard
can	a can of soup	ketchup/catsup
carton	a carton of eggs	mayonnaise
container	a container of cottage cheese	<i>snack</i>
box	a box of cereal	<i>expiration date</i>
bag	a package of cookies	<i>refrigerate after opening</i>
package(d)	a six-pack of soda	<i>flavor</i>
six-pack	a loaf of bread	<i>chocolate</i>
loaf	a roll of paper towels	<i>strawberry</i>
roll	a tube of toothpaste	<i>vanilla</i>
tube	salt	

TEACHING AIDES: Picture Dictionary page 56; Basic Picture Dictionary page 39-items #22-26

Note: Vocabulary words in italics do not have picture representation in the Picture Dictionary. When developing comprehension of words in italics, use hand motions, drawings, or object representation – example: *expiration date* – explain that some foods, like mayonnaise, are only good until the expiration date, even when they are kept in the refrigerator – the date can be found on the label or the lid.

Introducing Vocabulary:

Step 1: Introduce each vocabulary word, one at a time, by printing the word on the board and verbally modeling it for the students.

Step 2: Have the students, using ***individual response***, pronounce the word and write it in their student journal.

Developing Comprehension:

Step 3: Using the appropriate picture reference in the Picture Dictionary, use each word (one at a time) in a simple sentence, making the sentence relative to the picture – example: cereal – The cereal is in a box. **Note:** When developing simple sentences at this point in the students' learning process, be careful not to use verb conjugations – use the simple forms of the verb “to be.”

Step 4: Verbally model each sentence for the students, again visually making reference to the appropriate picture or using the appropriate hand motion, drawing or object.

LESSON #49 - cont.

Step 5: Have the students, using ***individual response***, pronounce the sentence and write it in their student journal.

Student Inter-action:

Step 6: Starting with a clean board, print each vocabulary word on the board, plus two or three words of your choice that don't appear in the vocabulary list.

Step 7: Making visual reference to the appropriate picture or using the appropriate hand motion, drawing or object, have the students take turns coming to the board and circling the vocabulary word that corresponds with the picture, motion, drawing or object you have used.

Step 8: As the student circles the vocabulary word, have them pronounce the word.

Two-way dialogue:

Step 9: Choosing words at random from the vocabulary list, one word at a time, verbally pose a question about the word. Take turns with the students (one student at a time, ***individually***) and solicit a verbal answer. As you verbally pose the questions, print it on the board. Example:

Question: (pointing to the picture of soup) What is this?

Answer: It is a can of soup.

Note: Have the student answer in a complete sentence. As each student verbally answers, print their answer on the board as they say it. Underneath or beside their response, print the sentence in correct grammatical form and verbalize it to the students. Have the student who gave the response verbalize the corrected sentence.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #50
VOCABULARY: Food Items

Lesson Purpose: The purpose of this Lesson is to informally “test” the students’ competency in identifying food items.

Teaching Aides: Vocabulary lists from Lessons 46-49; Basic Picture Dictionary pages 34-39, 44 & 45; Picture Dictionary pages 50-56 & 61.

Note: As you conduct the following exercises with the students, the following behaviors should be observed and corrected if necessary:

- ✓ Is each student pronouncing the words in correct English?
- ✓ Is each student answering in complete sentence structure?
- ✓ Is each student using a variety of vocabulary or limited vocabulary?

Please record each student’s competency on the “Food Items Informal Competency Test” and turn it into the NNLC office with your class sign-in sheet.

Exercise 1:

Step 1: Using the pictures on pages 39-44 in the Basic Picture Dictionary, ask each student a question about a picture from the suggested question list.

Step 2: Have the students take turns coming to the board and writing their answer to your question on the board and verbally state their answer.

Step 3: Correct any grammatical error in the student’s written answer on the board beside the student’s original answer. Have the student verbally state the corrected version of his/her answer.

Suggested questions:

What color is (a particular food item)?

What this? (Point at picture while asking question.)

What does (a particular food item) come in? (can, bottle, carton, etc?)

Exercise 2:

Step 1: Write a list of particular food items on the board (Have a sufficient number of items on the list so each student will identify at least two items). Have the students take turns pronouncing a food item and telling you what type of food item it is - a vegetable, fruit, meat, fish, dessert, snack, pasta, etc.

Note: To assist the students in this exercise, you might also list the types of items on the board.

Exercise 3: Repeat the Steps and suggested questions in Exercise #1 using the pictures on pages 44 & 45 of the Basic Picture Dictionary and page 61 of the Picture Dictionary. **Note:** In this exercise, you are asking questions about what the contents/ingredients of a meal are – example: Pointing to the picture of the pancakes, you would ask the student what pancakes are made of.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #51
VOCABULARY: Eating Out

VOCABULARY:

restaurant	<i>Are you ready to order?</i>
cook	<i>May I take your order?</i>
dishwasher	<i>I would like to have...</i>
water	<i>May I have...</i>
busboy	<i>May I take that (for you)? (taking dish from table)</i>
waiter	<i>Would you like anything else?</i>
waitress	<i>May we have our check?</i>
menu	<i>May I take your order?</i>
high chair/ <i>booster chair</i>	<i>How would you like your eggs?</i>
smoking section	<i>scrambled – over medium – over easy</i>
No (non) smoking section	<i>How would you like that (piece of meat) cooked?</i>
cashier	<i>rare, medium rare, medium, medium well, well</i>
<i>fast food restaurant</i>	<i>May we have our check?</i>
<i>Your total at the window is...</i>	<i>leave a tip</i>

TEACHING AIDES: Basic Picture Dictionary page 43

Note: Vocabulary words in italics do not have picture representation in the Picture Dictionary. When developing comprehension of words in italics, use hand motions, drawings, or object representation – example: *booster chair* – point to the picture of the high chair and using your hands show the motions of a smaller size and the motion of sitting something on a chair, as you say, “A booster chair sits on the seat or chair.”

Introducing Vocabulary:

Step 1: Introduce each vocabulary word, one at a time, by printing the word on the board and verbally modeling it for the students.

Step 2: Have the students, using ***individual response***, pronounce the word and write it in their student journal.

Developing Comprehension:

Step 3: Using the appropriate picture reference in the Picture Dictionary, use each word (one at a time) in a simple sentence, making the sentence relative to the picture – example: busboy – The busboy is a young man. **Note:** When developing simple sentences at this point in the students’ learning process, be careful not to use verb conjugations – use the simple forms of the verb “to be.”

LESSON #51 - cont.

Step 4: Verbally model each sentence for the students, again visually making reference to the appropriate picture or using the appropriate hand motion, drawing or object.

Step 5: Have the students, using *individual response*, pronounce the sentence and write it in their student journal.

Student Inter-action:

Step 6: Starting with a clean board, print each vocabulary word on the board, plus two or three words of your choice that don't appear in the vocabulary list.

Step 7: Making visual reference to the appropriate picture or using the appropriate hand motion, drawing or object, have the students take turns coming to the board and circling the vocabulary word that corresponds with the picture, motion, drawing or object you have used.

Step 8: As the student circles the vocabulary word, have them pronounce the word.

Two-way dialogue:

Step 9: Choosing words at random from the vocabulary list, one word at a time, verbally pose a question about the word. Take turns with the students (one student at a time, *individually*) and solicit a verbal answer. As you verbally pose the questions, print it on the board. Example:

Question: (pointing to the picture of the busboy) Who is this?

Answer: He is the busboy.

Note: Have the student answer in a complete sentence. As each student verbally answers, print their answer on the board as they say it. Underneath or beside their response, print the sentence in correct grammatical form and verbalize it to the students. Have the student who gave the response verbalize the corrected sentence.

Step 10: Have the students practice the restaurant phrases that are in *italics* – this may be done by role playing the different characters – busboy, customer, waitress, etc.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #52
VOCABULARY: Eating Out

VOCABULARY:

breakfast	dinner	<i>a piece of cake/pie</i>
scrambled eggs	salad	<i>soup of the day</i>
sausage	spaghetti	<i>a cup/bowl of soup</i>
fried eggs	pizza	<i>a Pepsi, Coke, soda</i>
toast	baked potato	<i>What would you like to drink?</i>
muffin/English muffin	pork chop	<i>May I start with your drinks?</i>
waffles	mashed potatoes	<i>napkin</i>
pancakes	fried chicken	<i>knife, fork, spoon (a set up)</i>
syrup	dessert	
donuts	ice cream	
lunch	apple pie	
sandwich	beverages	
hamburger	coffee	
french fries	decaf(<i>inated</i>) coffee	
hot dog	tea	

TEACHING AIDES: Basic Picture Dictionary pages 44 & 45; Picture Dictionary pages 61-#22-24

Note: Vocabulary words in italics do not have picture representation in the Picture Dictionary. When developing comprehension of words in italics, use hand motions, drawings, or object representation – example: *soup of the day* – point to the picture #10 on page 61 of Picture Dictionary and explain the cook/*chef* may make a different soup each day.

Introducing Vocabulary:

Step 1: Introduce each vocabulary word, one at a time, by printing the word on the board and verbally modeling it for the students.

Step 2: Have the students, using ***individual response***, pronounce the word and write it in their student journal.

Developing Comprehension:

Step 3: Using the appropriate picture reference in the Picture Dictionary, use each word (one at a time) in a simple sentence, making the sentence relative to the picture – example: toast – It is wheat

LESSON #52 - cont.

toast. **Note:** When developing simple sentences at this point in the students' learning process, be careful not to use verb conjugations – use the simple forms of the verb “to be.”

Step 4: Verbally model each sentence for the students, again visually making reference to the appropriate picture or using the appropriate hand motion, drawing or object.

Step 5: Have the students, using ***individual response***, pronounce the sentence and write it in their student journal.

Student Inter-action:

Step 6: Starting with a clean board, print each vocabulary word on the board, plus two or three words of your choice that don't appear in the vocabulary list.

Step 7: Making visual reference to the appropriate picture or using the appropriate hand motion, drawing or object, have the students take turns coming to the board and circling the vocabulary word that corresponds with the picture, motion, drawing or object you have used.

Step 8: As the student circles the vocabulary word, have them pronounce the word.

Two-way dialogue:

Step 9: Choosing words at random from the vocabulary list, one word at a time, verbally pose a question about the word. Take turns with the students (one student at a time, ***individually***) and solicit a verbal answer. As you verbally pose the questions, print it on the board. Example:

Question: (pointing to the picture of scrambled eggs and sausage) What is this?

Answer: It is scrambled eggs and sausage.

Note: Have the student answer in a complete sentence. As each student verbally answers, print their answer on the board as they say it. Underneath or beside their response, print the sentence in correct grammatical form and verbalize it to the students. Have the student who gave the response verbalize the corrected sentence.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #53
VOCABULARY: Eating Out

Lesson Purpose: The purpose of this Lesson is to informally “test” the students’ competency in ordering food when eating out.

Teaching Aides: Vocabulary lists from Lessons 51 & 52; Basic Picture Dictionary pages 44 & 45; Picture Dictionary pages 60 & 61.

Note: As you conduct the following exercises with the students, the following behaviors should be observed and corrected if necessary:

- ✓ Is each student pronouncing the words in correct English?
- ✓ Is each student answering in complete sentence structure?
- ✓ Is each student using a variety of vocabulary or limited vocabulary?

Please record each student’s competency on the “Eating Out Informal Competency Test” and turn it into the NNLC office with your class sign-in sheet.

Exercise 1:

Step 1: Using the designated pictures in the Basic Picture Dictionary and Picture Dictionary, ask each student to order a breakfast item.

Step 2: Have the students take turns coming to the board and writing their answer to your question on the board and verbally state their answer.

Step 3: Correct any grammatical error in the student’s written answer on the board beside the student’s original answer. Have the student verbally state the corrected version of his/her answer.

Exercise 2:

Repeat the Steps in Exercise #1 asking each student to order a lunch item including something to drink.

Exercise 3:

Repeat the Steps in Exercise #1 asking each student to order a dinner item including something for dessert.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #54
VOCABULARY: Home & Household Items

VOCABULARY:

places to live	house	apartment (building/house)
city/urban area	chimney	balcony
suburbs	roof	floor (1 st , 2 nd)
a small town	front door	fire escape
the country/a rural area	window	(fire) exit
apartment building	garage	entrance
house	driveway	steps
townhouse/ <i>condo</i>	lawn	basement
mobile home	garbage can	hall
college dormitory	deck	lobby
shelter	patio	elevator
nursing home	backyard	mailboxes
ranch	garden	stairway/stairs
farm		intercom

NOTE: Teach students the difference between “ranch” and “farm.” A ranch is where you grow large animals – cows, horses, sheep, (livestock). A farm is where you grow crops or small animals or poultry – vegetables, fruit, chickens, pigs. Teach the students ordinals – 1st floor, 2nd floor, etc.

TEACHING AIDES: Picture Dictionary page 34-places to live; Basic Picture Dictionary page 22-houses and surroundings; page 23-apartment house

Introducing Vocabulary:

Step 1: Introduce each vocabulary word, one at a time, by printing the word on the board and verbally modeling it for the students.

Step 2: Have the students, using *individual response*, pronounce the word and write it in their student journal.

Developing Comprehension:

Step 3: Using the appropriate picture reference in the Picture Dictionary, use each word (one at a time) in a simple sentence, making the sentence relative to the picture – example: city – The city is big. **Note:** When developing simple sentences at this point in the students’ learning process, be careful not to use verb conjugations – use the simple forms of the verb “to be.”

LESSON #54 - cont.

Step 4: Verbally model each sentence for the students, again visually making reference to the appropriate picture or using the appropriate hand motion, drawing or object.

Step 5: Have the students, using ***individual response***, pronounce the sentence and write it in their student journal.

Student Inter-action:

Step 6: Starting with a clean board, print each vocabulary word on the board, plus two or three words of your choice that don't appear in the vocabulary list.

Step 7: Making visual reference to the appropriate picture or using the appropriate hand motion, drawing or object, have the students take turns coming to the board and circling the vocabulary word that corresponds with the picture, motion, drawing or object you have used.

Step 8: As the student circles the vocabulary word, have them pronounce the word.

Two-way dialogue:

Step 9: Choosing words at random from the vocabulary list, one word at a time, verbally pose a question about the word. Take turns with the students (one student at a time, ***individually***) and solicit a verbal answer. As you verbally pose the questions, print it on the board. Example:

Question: (pointing to the picture of the city) What is this?

Answer: It is a city.

Note: Have the student answer in a complete sentence. As each student verbally answers, print their answer on the board as they say it. Underneath or beside their response, print the sentence in correct grammatical form and verbalize it to the students. Have the student who gave the response verbalize the corrected sentence.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #55
VOCABULARY: Home & Household Items

VOCABULARY:

living room	rug	stove/range
ceiling	couch/sofa	oven
wall	bookcase	broiler
floor	stereo (system)	can opener
drapes	television/TV	kitchen sink
armchair/easy chair	kitchen	trash can
lamp	microwave (oven)	cabinet
telephone	(tea) kettle	toaster
end table	burner	counter
coffee table	skillet/(frying) pan	freezer
		refrigerator

TEACHING AIDES: Basic Picture Dictionary page 24-living room; page 25-kitchen

Introducing Vocabulary:

Step 1: Introduce each vocabulary word, one at a time, by printing the word on the board and verbally modeling it for the students.

Step 2: Have the students, using ***individual response***, pronounce the word and write it in their student journal.

Developing Comprehension:

Step 3: Using the appropriate picture reference in the Picture Dictionary, use each word (one at a time) in a simple sentence, making the sentence relative to the picture – example: living room – The living room is big. **Note:** When developing simple sentences at this point in the students' learning process, be careful not to use verb conjugations – use the simple forms of the verb “to be.”

Step 4: Verbally model each sentence for the students, again visually making reference to the appropriate picture or using the appropriate hand motion, drawing or object.

Step 5: Have the students, using ***individual response***, pronounce the sentence and write it in their student journal.

LESSON #55 - cont.

Student Inter-action:

Step 6: Starting with a clean board, print each vocabulary word on the board, plus two or three words of your choice that don't appear in the vocabulary list.

Step 7: Making visual reference to the appropriate picture or using the appropriate hand motion, drawing or object, have the students take turns coming to the board and circling the vocabulary word that corresponds with the picture, motion, drawing or object you have used.

Step 8: As the student circles the vocabulary word, have them pronounce the word.

Two-way dialogue:

Step 9: Choosing words at random from the vocabulary list, one word at a time, verbally pose a question about the word. Take turns with the students (one student at a time, ***individually***) and solicit a verbal answer. As you verbally pose the questions, print it on the board. Example:

Question: (pointing to the picture of the TV set) What is this?

Answer: It is a TV set (or television set).

Note: Have the student answer in a complete sentence. As each student verbally answers, print their answer on the board as they say it. Underneath or beside their response, print the sentence in correct grammatical form and verbalize it to the students. Have the student who gave the response verbalize the corrected sentence.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #56
VOCABULARY: Home & Household Items

VOCABULARY:

bedroom	bedspread	bathhtub
closet	blanket	wastebasket
dresser/bureau	sheets	sink
drawer	alarm clock	mirror
air conditioner	night table	medicine chest/medicine cabinet
curtains	bathroom	hamper (<i>for dirty clothes</i>)
carpet	shower	towel
bed	shower curtain	toilet
pillow	faucet	toilet paper
pillowcase	drain	

TEACHING AIDES: Basic Picture Dictionary page 26-bedroom; page 27-bathroom

Introducing Vocabulary:

Step 1: Introduce each vocabulary word, one at a time, by printing the word on the board and verbally modeling it for the students.

Step 2: Have the students, using ***individual response***, pronounce the word and write it in their student journal.

Developing Comprehension:

Step 3: Using the appropriate picture reference in the Picture Dictionary, use each word (one at a time) in a simple sentence, making the sentence relative to the picture – example: bed – The bed is new. **Note:** When developing simple sentences at this point in the students' learning process, be careful not to use verb conjugations – use the simple forms of the verb “to be.”

Step 4: Verbally model each sentence for the students, again visually making reference to the appropriate picture or using the appropriate hand motion, drawing or object.

Step 5: Have the students, using ***individual response***, pronounce the sentence and write it in their student journal.

Student Inter-action:

Step 6: Starting with a clean board, print each vocabulary word on the board, plus two or three words of your choice that don't appear in the vocabulary list.

LESSON #56 - cont.

Step 7: Making visual reference to the appropriate picture or using the appropriate hand motion, drawing or object, have the students take turns coming to the board and circling the vocabulary word that corresponds with the picture, motion, drawing or object you have used.

Step 8: As the student circles the vocabulary word, have them pronounce the word.

Two-way dialogue:

Step 9: Choosing words at random from the vocabulary list, one word at a time, verbally pose a question about the word. Take turns with the students (one student at a time, ***individually***) and solicit a verbal answer. As you verbally pose the questions, print it on the board. Example:

Question: (pointing at the picture of the bed) What is this?

Answer: It is a bed.

Note: Have the student answer in a complete sentence. As each student verbally answers, print their answer on the board as they say it. Underneath or beside their response, print the sentence in correct grammatical form and verbalize it to the students. Have the student who gave the response verbalize the corrected sentence.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #57
VOCABULARY: Home & Household Items

VOCABULARY:

set of dishes	pick up/straighten up	wash the windows	(scrub) brush
fork/ <i>forks</i>	clean the bathroom	mop the floor	sponge
knife/ <i>knives</i>	vacuum the rug/carpet	do the laundry	paper towels
spoon/ <i>spoons</i>	dust the furniture	plant a tree	bucket
plate	wash the dishes	mow the lawn	outlet
bowl	dry the dishes	mop	pliers
glass	water the plants	broom	wrench
coffee cup	rake the leaves	dustpan	screwdriver
mug	take out the garbage	vacuum cleaner	hammer
<i>saucer</i>	empty the wastebasket	cloth/rag	saw
housework/ <i>chores</i>	change the sheets	cleanser	drill
make the bed	sweep the floor	rubber gloves	tape measure

TEACHING AIDES: Picture Dictionary page 41-dining area- #2, 21-28 **only**; Basic Picture Dictionary pages 28 & 29 – housework, page 30- cleaning implements, page 31 - #1-7 **only**.

Introducing Vocabulary:

Step 1: Introduce each vocabulary word, one at a time, by printing the word on the board and verbally modeling it for the students.

Step 2: Have the students, using ***individual response***, pronounce the word and write it in their student journal.

Developing Comprehension:

Step 3: Using the appropriate picture reference in the Picture Dictionary, use each word (one at a time) in a simple sentence, making the sentence relative to the picture – example: tablecloth – The tablecloth is plaid. **Note:** When developing simple sentences at this point in the students' learning process, be careful not to use verb conjugations – use the simple forms of the verb “to be.”

Step 4: Verbally model each sentence for the students, again visually making reference to the appropriate picture or using the appropriate hand motion, drawing or object.

Step 5: Have the students, using ***individual response***, pronounce the sentence and write it in their student journal.

LESSON #57 - cont.

Student Inter-action:

Step 6: Starting with a clean board, print each vocabulary word on the board, plus two or three words of your choice that don't appear in the vocabulary list.

Step 7: Making visual reference to the appropriate picture or using the appropriate hand motion, drawing or object, have the students take turns coming to the board and circling the vocabulary word that corresponds with the picture, motion, drawing or object you have used.

Step 8: As the student circles the vocabulary word, have them pronounce the word.

Two-way dialogue:

Step 9: Choosing words at random from the vocabulary list, one word at a time, verbally pose a question about the word. Take turns with the students (one student at a time, *individually*) and solicit a verbal answer. As you verbally pose the questions, print it on the board. Example:

Question: (pointing to the picture of the tablecloth) What is this?

Answer: It is a plaid tablecloth.

Note: Have the student answer in a complete sentence. As each student verbally answers, print their answer on the board as they say it. Underneath or beside their response, print the sentence in correct grammatical form and verbalize it to the students. Have the student who gave the response verbalize the corrected sentence.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #58
VOCABULARY: Home & Household Items

Lesson Purpose: The purpose of this Lesson is to informally “test” the students’ competency in identifying household items.

Teaching Aides: Vocabulary lists from Lessons 54-57; Basic Picture Dictionary pages 28 & 29, 32 & 33; Picture Dictionary pages 40-44.

Note: As you conduct the following exercises with the students, the following behaviors should be observed and corrected if necessary:

- ✓ Is each student pronouncing the words in correct English?
- ✓ Is each student answering in complete sentence structure?
- ✓ Is each student using a variety of vocabulary or limited vocabulary?

Please record each student’s competency on the “Home & Household Informal Competency Test” and turn it into the NNLC office with your class sign-in sheet.

Exercise 1:

Step 1: Using the pictures on pages 40-44 in the Picture Dictionary, ask each student the two questions about a picture from the suggested question list.

Step 2: Have the students take turns coming to the board and writing their answer to your question on the board and verbally state their answer.

Step 3: Correct any grammatical error in the student’s written answer on the board beside the student’s original answer. Have the student verbally state the corrected version of his/her answer.

Suggested questions:

What is this? (Point at picture while asking question.)

What color/pattern is it?

Exercise 2:

Step 1: Write two lists on the board – one of places to live - - city, country, farm, ranch; and, one of types of places to live in - - house, apartment. Ask each student, individually, where they lived when they were a child, a teenager, and now as an adult.

Step 2: Have the students take turns coming to the board and writing their answer to your questions on the board and verbally state their answer.

Step 3: Correct any grammatical error in the student’s written answer on the board beside the student’s original answer. Have the student verbally state the corrected version of his/her answer.

Exercise 3:

Step 1: Using the pictures on pages 28, 29, 32, & 33 in the Basic Picture Dictionary, ask each student the two questions about what household cleaning item is being used to do the chore.

LESSON #58 - cont.

Step 2: Have the students take turns coming to the board and writing their answer to your question on the board and verbally state their answer.

Step 3: Correct any grammatical error in the student's written answer on the board beside the student's original answer. Have the student verbally state the corrected version of his/her answer.

INSTRUCTOR'S GUIDE
PRONUNCIATION - Level 1 - - LESSON #59
VOCABULARY: Office and Office Occupations

VOCABULARY:

desk	supply cabinet	office manager
typewriter	photocopier	clip board
secretary	paper cutter	appointment book
micro cassette transcriber	postal scale	stapler
stacking tray	rotary card file (rolodex)	organizer
desk calendar	legal pad	correction fluid
desk pad	letterhead paper	Post-it notes
calculator	envelope	notepad
electric pencil sharpener	computer workstation	glue
file cabinet	swivel chair (task chair)	tape
file folder	fax machine	rubber stamp and ink pad
file clerk	paper shredder	paperclip and rubber band

TEACHING AIDES: Picture Dictionary pages 142 and 143.

Introducing Vocabulary:

Step 1: Introduce each vocabulary word, one at a time, by printing the word on the board and verbally modeling it for the students.

Step 2: Have the students, using ***individual response***, pronounce the word and write it in their student journal.

Developing Comprehension:

Step 3: Using the appropriate picture reference in the Picture Dictionary, use each word (one at a time) in a simple sentence, making the sentence relative to the picture – example: tablecloth – The tablecloth is plaid. **Note:** When developing simple sentences at this point in the students' learning process, be careful not to use verb conjugations – use the simple forms of the verb “to be.”

Step 4: Verbally model each sentence for the students, again visually making reference to the appropriate picture or using the appropriate hand motion, drawing or object.

Step 5: Have the students, using ***individual response***, pronounce the sentence and write it in their student journal.

LESSON #59 - cont.

Student Inter-action:

Step 6: Starting with a clean board, print each vocabulary word on the board, plus two or three words of your choice that don't appear in the vocabulary list.

Step 7: Making visual reference to the appropriate picture or using the appropriate hand motion, drawing or object, have the students take turns coming to the board and circling the vocabulary word that corresponds with the picture, motion, drawing or object you have used.

Step 8: As the student circles the vocabulary word, have them pronounce the word.

Two-way dialogue:

Step 9: Choosing words at random from the vocabulary list, one word at a time, verbally pose a question about the word. Take turns with the students (one student at a time, ***individually***) and solicit a verbal answer. As you verbally pose the questions, print it on the board. Example:

Question: (pointing to the picture of the calculator) What is this?

Answer: It is a calculator.

Note: Have the student answer in a complete sentence. As each student verbally answers, print their answer on the board as they say it. Underneath or beside their response, print the sentence in correct grammatical form and verbalize it to the students. Have the student who gave the response verbalize the corrected sentence.