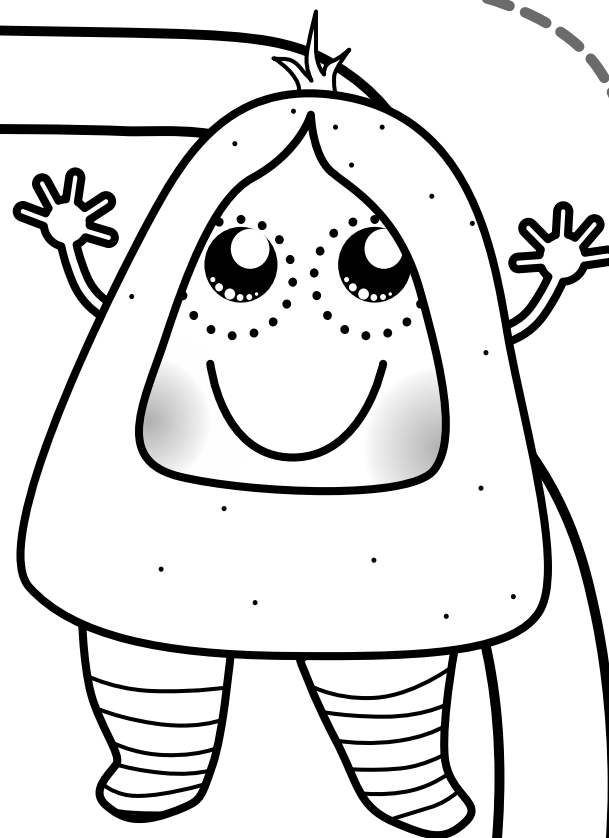


Color  
and  
cut.



My name is

\_\_\_\_\_



Unit 0

1


This unit will be very useful during the first days of classes, when students do not always have all of their materials. It can also be used as a review and a means of getting to know your new group and assessing their level of English.

<b>Learning Goals:</b> Students can say hello and good-bye. Students can say their name.	<b>Language Structures:</b> <i>Hello. What's your name? My name is (Ana).</i>	<b>Materials:</b> crayons, scissors
--	--	--

## Language Structures:

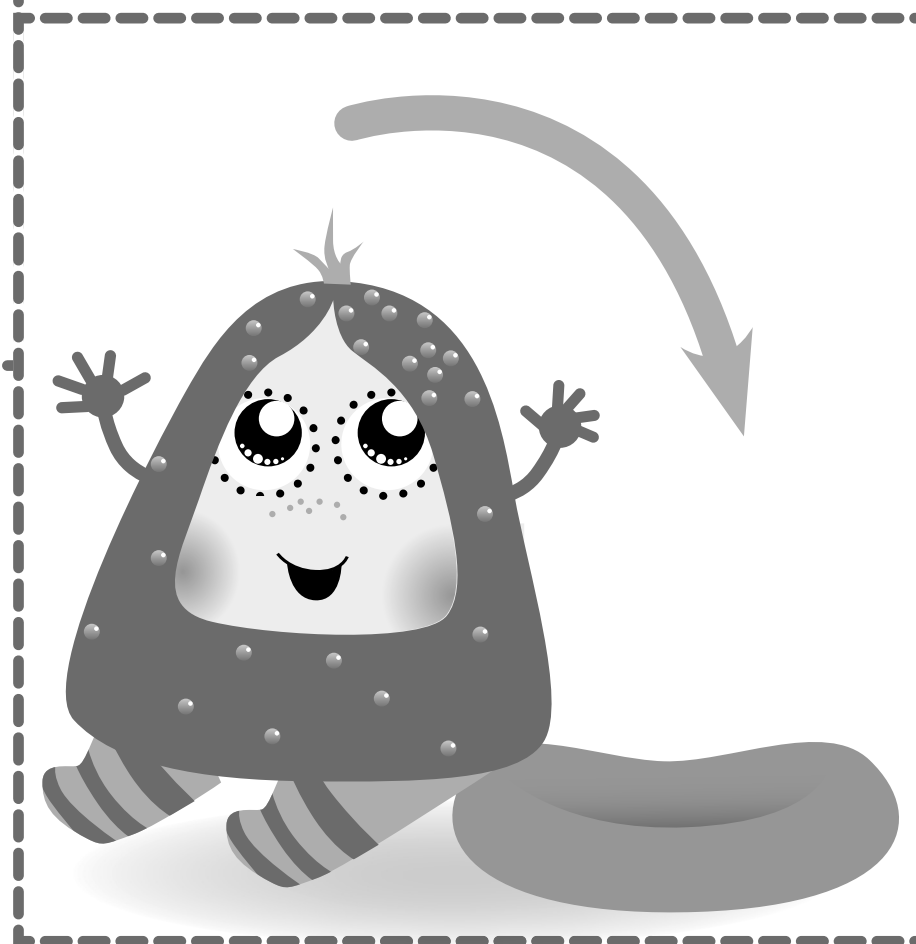
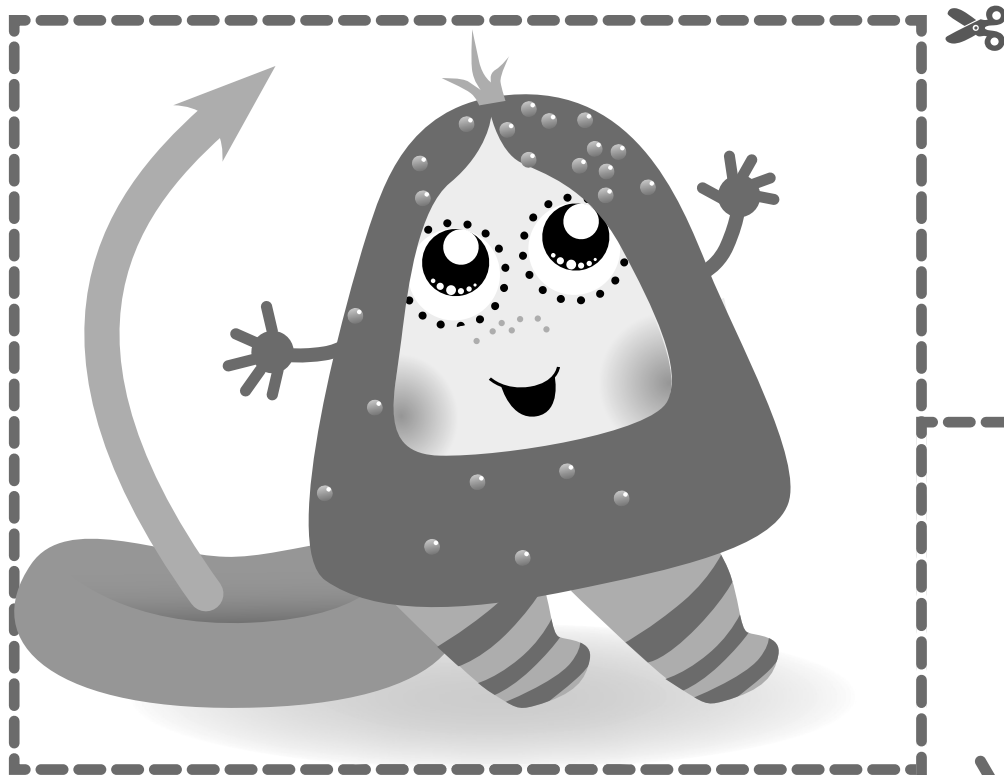
*Hello. What's your name? My name is (Ana).*

crayons, scissors

- Say *Hello* to students as you wave your hand.  
Encourage them to say *Hello* to you.
- T:** *Hello.* (Wave your hand.)
- S:** *Hello.*
- Introduce yourself to students. Ask each student his or her name.
- T:** *My name is (Miss Rosa). What's your name?*
- S:** *My name is (Ana).*
- 2. Song: What's Your Name?** 
- Play Track 0 (from the *Teacher's Resource CD*). Encourage students to sing and say their names to complete the song.
- 3. Color and cut.**
- Print out and photocopy page 1 of Unit 0 (1 per student). Ask each student his or her name. Write it on the line. Have students color in the picture. Help them cut it out. Have students, one by one, hold up their frames as they say *My name is...*

## This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

Color  
and  
cut.



<b>Learning Goals:</b> Students can follow instructions.	<b>Language Structures:</b> <i>Stand up! Sit down!</i>	<b>Materials:</b> markers, scissors
---	---	--

<b>Learning Goals:</b> Students can follow instructions.	<b>Language Structures:</b> <i>Stand up! Sit down!</i>	<b>Materials:</b> markers, scissors
---	---	--

<b>Learning Goals:</b> Students can follow instructions.	<b>Language Structures:</b> <i>Stand up! Sit down!</i>	<b>Materials:</b> markers, scissors
---	---	--

<b>Learning Goals:</b> Students can follow instructions.	<b>Language Structures:</b> <i>Stand up! Sit down!</i>	<b>Materials:</b> markers, scissors
---	---	--

<b>Learning Goals:</b> Students can follow instructions.	<b>Language Structures:</b> <i>Stand up! Sit down!</i>	<b>Materials:</b> markers, scissors
---	---	--

<b>Learning Goals:</b> Students can follow instructions.	<b>Language Structures:</b> <i>Stand up! Sit down!</i>	<b>Materials:</b> markers, scissors
---	---	--

**1. Hello!**  
Say *Hello* to students, one by one. Encourage them to say *Hello* to you.

**1. Hello!**  
Say *Hello* to students, one by one. Encourage them to say *Hello* to you.

**T:** *Hello, (Juan).*

**S:** *Hello, (Miss Rosa).*

Introduce yourself. Ask each student his or her name.

**T:** *My name is (Miss Rosa). What's your name?*

**S:** *My name is (Ana).*

**2. Game: Let's Follow Instructions**  
Say *Stand up!* and perform the action. Encourage students to do the same. Continue in the same manner with *Sit down!* Repeat the procedure several times.

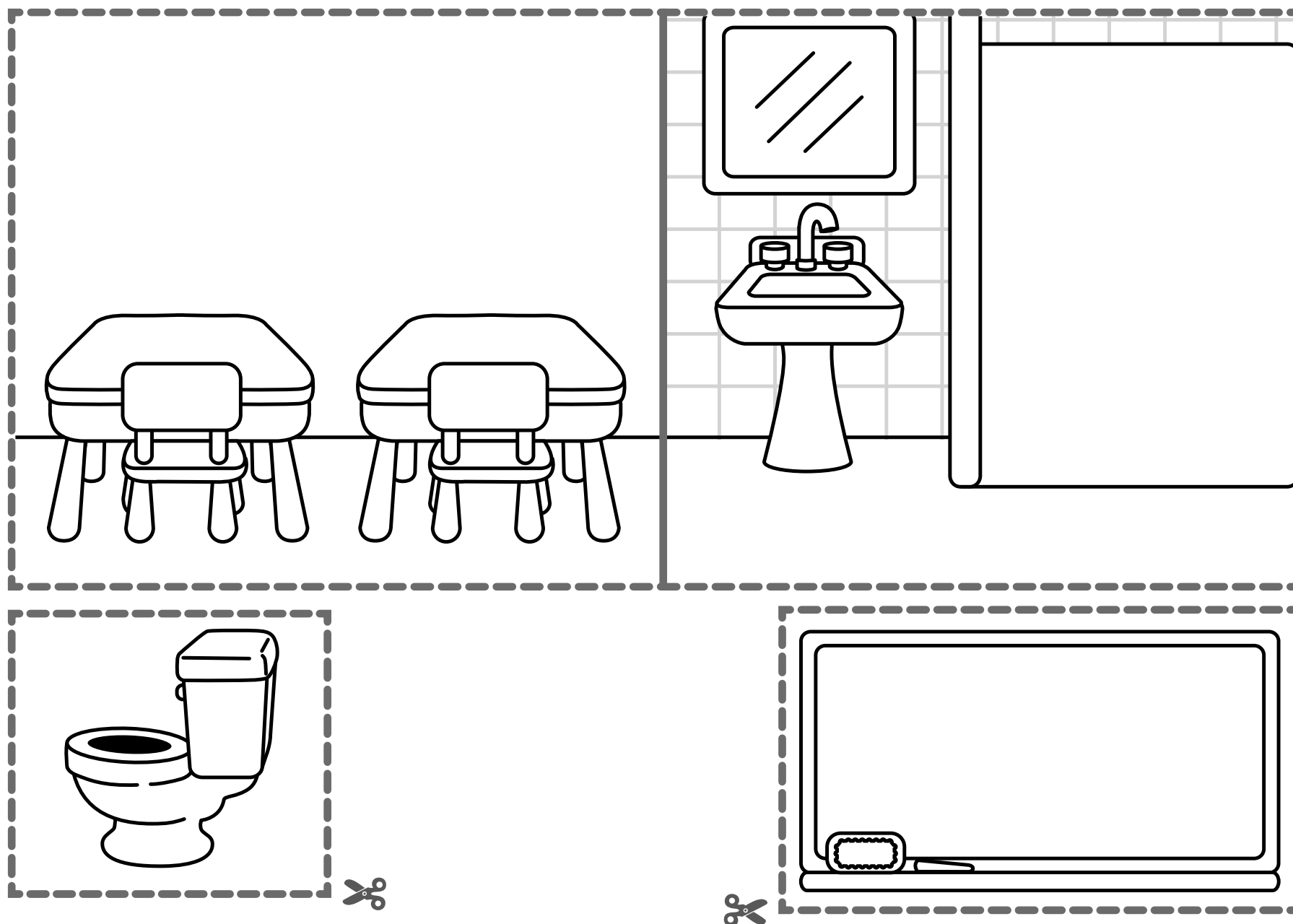
**2. Game: Let's Follow Instructions**  
Say *Stand up!* and perform the action. Encourage students to do the same. Continue in the same manner with *Sit down!* Repeat the procedure several times.

**3. Color and cut.** Print out and photocopy page 3 of Unit 0 (1 per student). Distribute photocopies and materials. Say *Sit down!* and point to the corresponding picture. Have students do the same. Repeat the procedure with *Stand up!* Have students color in the pictures. Help them cut them out. Say *Stand up!* and ask students to hold up the corresponding picture and do the action. Repeat with *Sit down!*

**3. Color and cut.** Print out and photocopy page 3 of Unit 0 (1 per student). Distribute photocopies and materials. Say *Sit down!* and point to the corresponding picture. Have students do the same. Repeat the procedure with *Stand up!* Have students color in the pictures. Help them cut them out. Say *Stand up!* and ask students to hold up the corresponding picture and do the action. Repeat with *Sit down!*

Comments

Cut  
and  
glue.



<b>Learning Goals:</b> Students can identify places at school.	<b>Language Structures:</b> <i>This is the classroom. May I go to the bathroom?</i>	<b>Materials:</b> crayons, scissors, glue
---	--	--

<b>Learning Goals:</b> Students can identify places at school.	<b>Language Structures:</b> <i>This is the classroom. May I go to the bathroom?</i>	<b>Materials:</b> crayons, scissors, glue
---	--	--

<b>Learning Goals:</b> Students can identify places at school.	<b>Language Structures:</b> <i>This is the classroom. May I go to the bathroom?</i>	<b>Materials:</b> crayons, scissors, glue
---	--	--

<b>Learning Goals:</b> Students can identify places at school.	<b>Language Structures:</b> <i>This is the classroom. May I go to the bathroom?</i>	<b>Materials:</b> crayons, scissors, glue
---	--	--

<b>Learning Goals:</b> Students can identify places at school.	<b>Language Structures:</b> <i>This is the classroom. May I go to the bathroom?</i>	<b>Materials:</b> crayons, scissors, glue
---	--	--

<b>Learning Goals:</b> Students can identify places at school.	<b>Language Structures:</b> <i>This is the classroom. May I go to the bathroom?</i>	<b>Materials:</b> crayons, scissors, glue
---	--	--

### 1. Presentation: *Classroom and Bathroom*

**1. Presentation: Classroom and Bathroom**  
Have students form a line. Take them to the bathrooms and say *This is the bathroom*. Teach students the expression *May I go to the bathroom?* and have them repeat.

**T:** *May I go to the bathroom? Repeat.*

**Ss:** *May I go to the bathroom?*

Explain to them that they will have to say it if they want to go to the bathroom. Next, go back to the classroom and say *This is the classroom*. Have students repeat.

**T:** *This is the classroom. Repeat.*

**Ss:** *This is the classroom.*

Tell students that they should go back to the classroom after going to the bathroom.

## 2. Cut and glue.

Print out and photocopy page 5 of Unit 0 (1 per student). Cut out the pictures. Distribute the pictures of the classroom and the bathroom and have students identify both places. Distribute crayons. Have students color in the pictures. Explain to students that an object is missing in each picture. Distribute glue and the pictures of the toilette and the board. Have students identify the place they belong to.

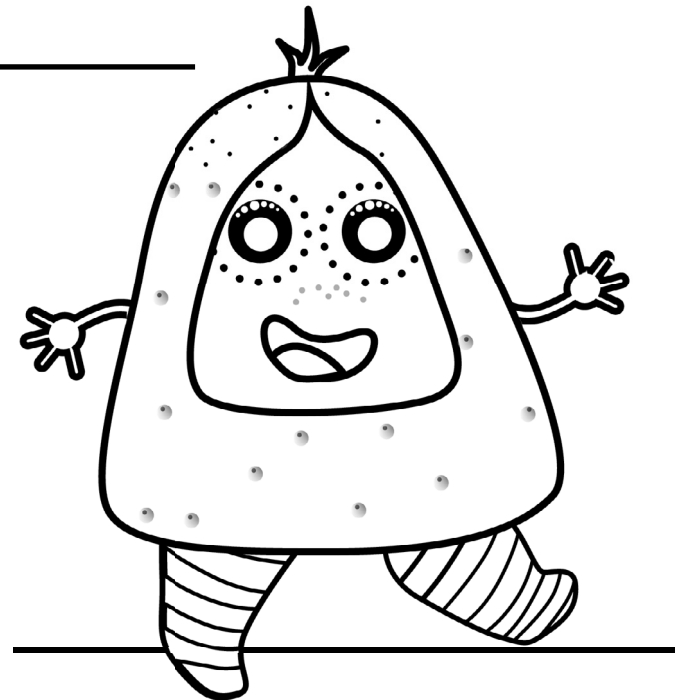
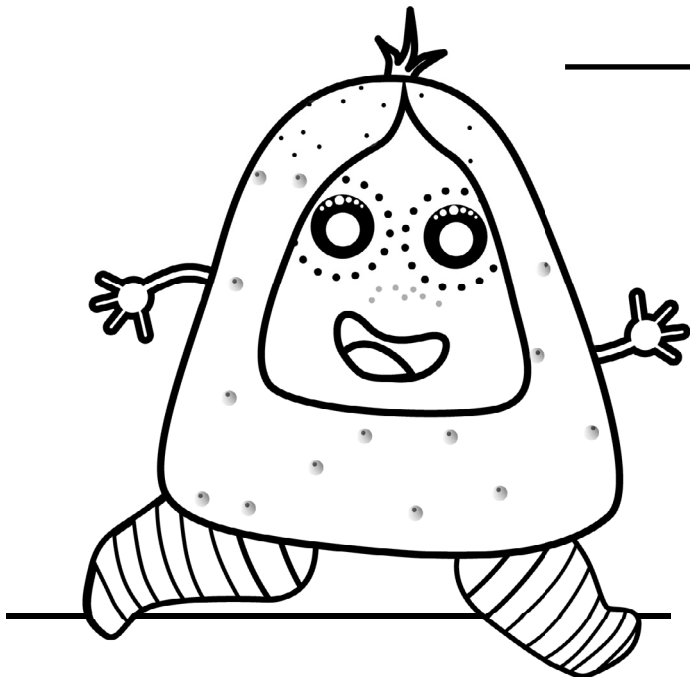
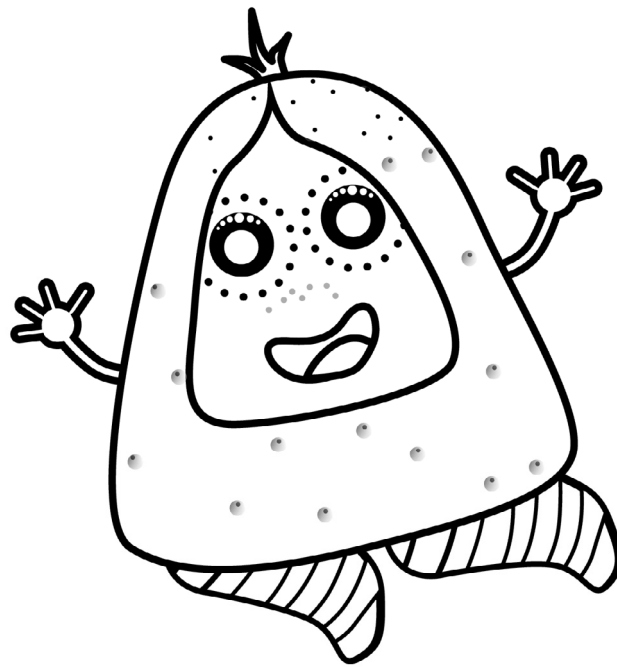
**T:** (Hold up the picture of the board.) *Look, this is a board. The board goes in the classroom or in the bathroom?*

**Ss:** *In the classroom.*

Finally, ask students to glue them onto the corresponding picture.

Comments

Look  
and  
color.



<b>Learning Goals:</b> Students can identify actions.	<b>Language Structures:</b> <i>Walk. Run. Jump. Stand up. Sit down. Stop.</i>	<b>Materials:</b> markers
--	--	------------------------------

<b>Learning Goals:</b> Students can identify actions.	<b>Language Structures:</b> <i>Walk. Run. Jump. Stand up. Sit down. Stop.</i>	<b>Materials:</b> markers
--	--	------------------------------

<b>Learning Goals:</b> Students can identify actions.	<b>Language Structures:</b> <i>Walk. Run. Jump. Stand up. Sit down. Stop.</i>	<b>Materials:</b> markers
--	--	------------------------------

<b>Learning Goals:</b> Students can identify actions.	<b>Language Structures:</b> <i>Walk. Run. Jump. Stand up. Sit down. Stop.</i>	<b>Materials:</b> markers
--	--	------------------------------

<b>Learning Goals:</b> Students can identify actions.	<b>Language Structures:</b> <i>Walk. Run. Jump. Stand up. Sit down. Stop.</i>	<b>Materials:</b> markers
--	--	------------------------------

<b>Learning Goals:</b> Students can identify actions.	<b>Language Structures:</b> <i>Walk. Run. Jump. Stand up. Sit down. Stop.</i>	<b>Materials:</b> markers
--	--	------------------------------

- 1. Game: Let's Follow Instructions**  
Say *Stand up!* and perform the action. Encourage students to do the same. Continue in the same manner with *Sit down!* Repeat the procedure several times.
- 2. Walk, run and jump.**  
Ask students to stand up. Say *Walk!* and encourage students to walk around the classroom. Continue in the same manner with *run* and *jump*. Next, explain that you are going to repeat the activity, but when you say *Stop!* they should not move.
- 3. Look and color.**  
Print out and photocopy page 7 of Unit 0 (1 per student). Distribute photocopies and markers. Name the actions, one by one. Ask students to point to the corresponding action. Finally, have students color in the pictures

- 1. Game: Let's Follow Instructions**  
Say *Stand up!* and perform the action. Encourage students to do the same. Continue in the same manner with *Sit down!* Repeat the procedure several times.
- 2. Walk, run and jump.**  
Ask students to stand up. Say *Walk!* and encourage students to walk around the classroom. Continue in the same manner with *run* and *jump*. Next, explain that you are going to repeat the activity, but when you say *Stop!* they should not move.
- 3. Look and color.**  
Print out and photocopy page 7 of Unit 0 (1 per student). Distribute photocopies and markers. Name the actions, one by one. Ask students to point to the corresponding action. Finally, have students color in the pictures

**2. Walk, run and jump.**

Ask students to stand up. Say *Walk!* and encourage students to walk around the classroom. Continue in the same manner with *run* and *jump*. Next, explain that you are going to repeat the activity, but when you say *Stop!* they should not move.

**3. Look and color.**

Print out and photocopy page 7 of Unit 0 (1 per student). Distribute photocopies and markers. Name the actions, one by one. Ask students to point to the corresponding action. Finally, have students color in the pictures

**2. Walk, run and jump.**

Ask students to stand up. Say *Walk!* and encourage students to walk around the classroom. Continue in the same manner with *run* and *jump*. Next, explain that you are going to repeat the activity, but when you say *Stop!* they should not move.

**3. Look and color.**

Print out and photocopy page 7 of Unit 0 (1 per student). Distribute photocopies and markers. Name the actions, one by one. Ask students to point to the corresponding action. Finally, have students color in the pictures

**3. Look and color.**  
Print out and photocopy page 7 of Unit 0 (1 per student).  
Distribute photocopies and markers. Name the actions, one by one. Ask students to point to the corresponding action. Finally, have students color in the pictures

**3. Look and color.**  
Print out and photocopy page 7 of Unit 0 (1 per student).  
Distribute photocopies and markers. Name the actions, one by one. Ask students to point to the corresponding action. Finally, have students color in the pictures

[illegible]