

## Speaking Red

# Are You Busy?

## Teacher's Guide

---

Follow the steps and procedures below.

### Before You Begin

Put the presentation into full screen mode and advance one slide to the title screen. The intro music, which is meant to function as a kind of bell, lets the students know the lesson is about to begin. If possible, explore the presentation in advance. The slides correspond to the pages of the lesson, and should be used accordingly.

### Target Language & Review

1. Review contractions with pronouns, question words, and present tense "be" verbs.
2. Review the use of Present Continuous tense in reply to questions like "What's she doing?".
3. Learn to use the present tense "be" verb to answer Yes/No questions like "Are you busy?"

| Lesson Steps   | Time        | Procedure  |
|--|-------------|--|
| <b>Vocabulary Presentation</b><br>• Every day activities | 5-7 minutes | Proceed through the vocabulary pictures one by one. (Use the list on page 2 as a reference) Have the students listen as you speak. Prompt them to repeat the phrases as you speak them. Afterwards, distribute the lesson handout. |
| <b>Page 1</b><br>• Vocabulary                            | 5-7 min     | Have the students look at the pictures. They should write the appropriate words or phrases below each picture.   |
| <b>Page 2</b><br>• Dialogue Study                        | 5-7 min     | Have the students listen to the dialogue audio. (In the presentation) Then proceed through the charts and notes in the presentation.   |
| • Review   |             | For this exercise, the students answer your questions about each of the pictures. They should answer using the correct contractions and tense.   |
| <b>Page 3 -</b><br>• Group Practice                      | 5-7min      | First, have a couple of students read the dialogue examples aloud. Then, continue through the exercise having the students speak the dialogues with the information provided.  |
| <b>! Pair Work</b>                                       | 10-12 min   | Divide the students into pairs, distribute the provided pair work activity, explain to the students how to proceed. Listen and give help where it's needed.  |
| <b>Page 4</b><br>• Self Study                            | 5-7 min     | After the students finish, let them cool down by completing page 4 of the lesson handout. Use the grammar handouts or crossword puzzles for groups that need extra practice.   |

