



English Language Dynamics

Basic Beginner Lessons, Charts, & Extra Activities

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English Language Dynamics

Basic Beginner Getting Started

These lessons have been prepared as a tool for volunteers who want to invest in lives in a practical way:

Giving them what they want – English language.

That we may give them what they need – Jesus.

Excellence in preparation is required in order to be a quality teacher in the classroom.

In 16 years, Michael Gott teams have taught over 200 English Language Evangelism Events in 8 countries from Africa to Cuba. This 2007 revision of lesson plans includes new cue cards and computer-generated charts for a more professional presentation.

Our staff of over 100 volunteers, who have been on multiple ministries, will lead the way in preparing these new lessons.

Lesson Preparation

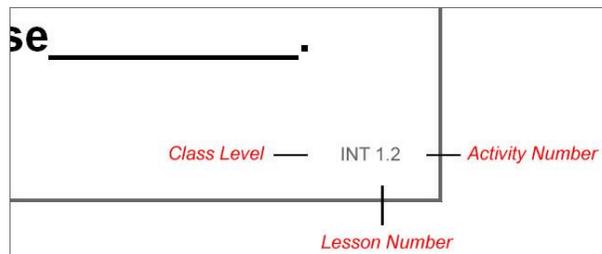
All team members who are assigned to Basic and Beginner classes will prepare **lessons 1 through 6 to be taught in order from days 1 through 6**. You may then choose 2 more lessons from lessons 7 –10. You should prepare 8 lessons for the 8 class days. Day 9 is graduation day, and we do not teach a lesson.

You should also prepare 3 or 4 extra activities from the Extras Activities section at the end of this lesson section. Note that some extra activities are appropriate for use with specific lessons and some are for general use. Choose the extra activities which interest you most.

Steps for preparation:

1. Print out lessons, charts, teacher resources, and extra activities in black and white from the CD.
2. Print **cue cards in color** from the CD.
3. Cut cue card sheets to separate and laminate. **Cue cards do not have to be enlarged.**

- Match cue cards to your lessons. At the bottom of each cue card is a code that matches the class level, lesson, and activity. For example, INT 1.2 is a cue card that will match Intermediate Lesson 1, Activity 2.



Cue Card and Wall Chart Code Sample

- Take wall charts to your church or to a photocopy center like Kinko's or Office Max to be enlarged. **Charts should be enlarged to 11X17 inches.**
- Match wall charts to your lessons. At the bottom of each chart is a code that matches the class level, lesson, and activity. For example, INT 1.2 is a wall chart that will match Intermediate Lesson 1, Activity 2.
- Read and think through the lesson and plan extra props to enhance presentation.
- Place the lesson, all charts, cue cards and props together in a 1 or 2 gallon ziplock bag for easy access at the ministry site.
- Pack the following supplies for personal use in class: blue painter's tape, scissors, 2 or 3 dry-erase markers, 10 large paperclips, 4 pocket folders (one for each session), and 1 small stapler.

Classroom Preparation

Class locations will be assigned after student registration is complete. Classes may be in hallways, in rooms, or in the church auditorium. Please inform the course director if you have any physical limitations (sight, hearing, mobility) before registration day.

- Take desks and tables out of the class area or stack at the back. It is crucial in building relationships between teachers and students to clear away any obstruction.
- Set-up your class with chairs in **one circle with no second row.**
- A classroom space needs:
 - A wall to hang charts and a dry-erase cling sheet.
 - A chair or table on which to put supplies, cue cards and student registration cards.
- To prepare for get-acquainted day with your students:
 - Reread lesson 1.
 - Hang lesson charts and then hide the content by folding up from the bottom. (Charts are uncovered after an activity is completed and students are given time to copy the chart.)

- c. Hang a dry-erase static cling sheet and tape around all sides with painter's tape to protect the wall while erasing.
- d. Bring pens to your classroom for each student. (provided on site by MGI)

Teaching Tips

The following principles are basic to effective teaching;

1. Speaking a second language follows the same pattern people use to learn their first language.
 - a. Listening and understanding (comprehending)
 - b. Speaking
 - c. Reading
 - d. Writing
2. Second language learning requires repetition and practice. Students must repeat new words and phrases from 40 to 60 times to internalize the words.
3. Proper grammar is not taught by rules – it is taught by correct modeling. Avoid correcting students and interrupting students during conversation practice making them feel embarrassed and discouraged. **The best way to correct mistakes** is to restate the word or sentence correctly and have students repeat it after the conversation practice is completed.
4. Students learn best in a **non-threatening atmosphere** of acceptance and encouragement. It is important to tell the students several times during a lesson that they are doing a good job.
5. Students should do most of the speaking in class. They are the ones who need practice and not the teachers!
6. To maximize student practice time:
 - a. Teachers should not talk more than 10% of the time.
 - b. Put the students in pairs for conversation practice whenever possible.
 - c. Have students repeat new phrases and sentence structures all together. (chorally)
 - d. Always model how to do an activity. Spoken instructions are not understood by Basics and Beginner students.

Drill Descriptions

Repetition is the key to language learning for all fluency levels.

It is necessary to understand the following terms in these lessons:

Repetition Drill

1. Teacher repeats the new word, phrase or sentence slowly, consistent intonation 5 to 7 times while pointing to one cue card or object.
2. Students repeat with teacher all together as directed by the teacher in unison until majority of class speaks understandably.
3. Pronunciation can be practiced in small groups of 2 – 3 students or individuals repeating after teacher.

Substitution Drill

After learning a sentence pattern, students substitute different words from the word power list to fill in the blank in the sentence pattern.

Example:

‘I am wearing a shirt.’ ‘I am wearing a jacket.’

Chain Drill

After teaching question and answer, students ‘chain’ the sentence patterns around the circle. A question mark (?) card is passed around the circle to indicate that the student should ask the question.

Example:

Teacher (holding ‘?’ cue card): ‘My name is Sharon. What is your name?’

Student A (holding ‘?’ cue card); ‘My name is Alex. What is your name?’

Student B (holding ‘?’ cue card): ‘My name is Tanya. What is your name?’

Each student asks the next student until each has practiced.

Frequent Mistakes of English Teachers

- Teaching too much too fast.
- Talking too much in class. The **students** need practice!
- Not allowing students to adequately repeat new material.
- Not adequately modeling each activity. (“Set-up” is critical.)
- Falling back on reading/writing activities instead of focusing on conversation.
- Not adequately using pair and group work to maximize individual student practice.
- **Explaining** rather than **doing**.



English Language Dynamics

Basic Beginner Lesson 1 : Let's Get Acquainted

Objectives

- Greet each student personally
- Teach introduction sentences

Basic Classroom Learning Activities

Activity	Resources
	Russian / English Dictionary (provided)
1. Attendance	Student Registration Sheets
2. Introduce Yourself	"Hello" sentence starters Cue cards "?" and "•" Drill instruction sheet
3. Review Alphabet	Letters Chart

Beginner Classroom Learning Activities

Activity	Resources
1. Attendance	Student Registration Sheets
2. Introduce Yourself	"Hello" sentence starters Drill instruction sheet
3. Introduce Game	Sheet "Find someone who ..."

Activity 1	Resources Needed
Attendance	Student Registration Sheets

Procedure

1. Greet students individually as they enter room or space provided for your class. Ask them to be seated. **Smile and be friendly.**
2. Gather student registration forms one student at a time. Look over the form and say each student's name back to them. Check their name badge number with the number on the form. Be sure that the name on their badge matches their form. If not write it down.

This procedure may take some time with a large class, but it is very important in building relationships. As you are working, they are listening to your voice and listening to understand. They are as nervous as you are. Don't rush!!

3. Mark attendance: 'P' for present and 'A' for absent. Collect all student registration forms and keep them in a safe place. The church uses this form in follow-up.

Activity 2	Resources Needed
Introduce Yourself	"Hello" Sentence Starters Cue cards "?" and "•" Drill instruction sheet

Procedure

Review *Drill Descriptions*, on page 4, before teaching this lesson. **Repetition is VERY important.** Repeat each sentence starter in the dialogue 5-7 times.

Do not show wall chart at this time.

1. Say, "Hello, my name is _____." while pointing to your name tag.
2. Have students repeat, "Hello, my name is..." together 5 to 7 times.
3. Have students repeat, "Hello, my name is (Olga)" separately using their own names.
4. Hold up cue card "?" (question mark) and say "What is your name?" Students repeat question.
5. Hold up cue card "•" (answer) and model "My name is _____. Hold up cue card "?" and ask, "What is your name?" Allow each student to respond.

Teach each statement in "Hello" chart separately using steps 1 thru 5 before introducing the next statement.

6. Chain drill each statement in dialogue to practice. Use sentence, "I live in _____. Where do you live?" using the same procedure of Q & A. Proceed to Q & A about profession. Use dictionary if

"Hello" Sentence Starters (BB 1.2)

A: Hello, my name is _____.

A: What is your name?
 B: My name is _____.

A: I live in _____.

A: Where do you live?
 B: I live in _____.

A: What is your profession?
 B: I am a _____. What about you?

A: I am a _____. It's nice to meet you.
 B: It's nice to meet you, too.

needed for profession. Then proceed to: It's nice to meet you. It's nice to meet you too.

7. Display wall chart for their use as a guide.
8. After class is somewhat proficient in sentences, let them practice the whole dialogue in "pair practice" with the student next to them.
9. Allow students time to copy chart.

Note: Beginner classes will not need as much repetition for Activity 2. They will need more time for Activity 3.

Activity 3 (Basics Only)	Resources Needed
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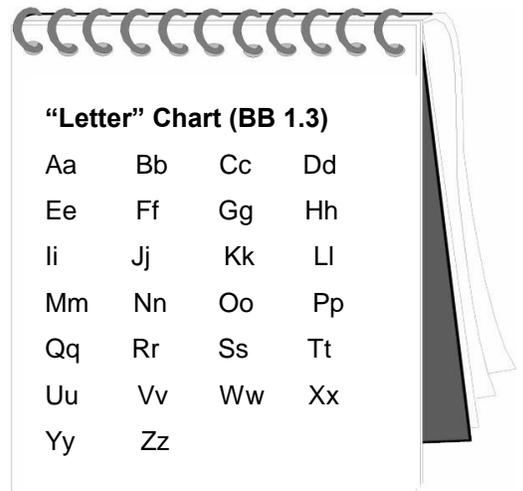
Review Alphabet

Letter Chart

Procedure

Teacher clearly pronounces names of letters allowing students to repeat several times.

NOTE: If you run out of time, start with this on day 2. Allow students a few minutes to copy wall charts.



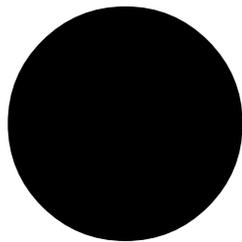
Activity 3 (Beginners Only)	Resources Needed
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Introduction Game

Sheet "Find someone who ..."

Procedure

1. The teacher demonstrates and participates in the activity. Hand each student a copy of "Find Someone Who..."
2. Using English ONLY, students get up and mingle to find another student who has or has not done these things. They write their name in the blank if the answer is yes. Allow about 5 minutes, and then ask for some responses on who has answered yes to the questions.
3. Dismiss class and allow time for students to walk together with you back to large group assembly.



Find Someone Who

...has a pet (fish, cat, dog).

...speaks three languages.

...has a grandchild.

...has visited another country.

...plays a musical instrument.

...likes chocolate.

...has green or blue eyes.

...has two or more sisters.

...has broken an arm or leg.

Find Someone Who

...has a pet (fish, cat, dog).

...speaks three languages.

...has a grandchild.

...has visited another country.

...plays a musical instrument.

...likes chocolate.

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...has visited another country.

...plays a musical instrument.

...likes chocolate.

...has green or blue eyes.

...has two or more sisters.

...has broken an arm or leg.

A. Hello, my name is _____.

A. What is your name?

B. My name is _____.

A. I live in _____.

A. Where do you live?

B. I live in _____.

A. What is your profession?

B. I am a _____. What about you?

A. I am a _____. It's nice to meet you.

B. It's nice to meet you, too.

Aa

Bb

Cc

Dd

Ee

Ff

Gg

Hh

Ii

Jj

Kk

Ll

Mm

Nn

Oo

Pp

Qq

Rr

Ss

Tt

Uu

Vv

Ww

Xx

Yy

Zz



English Language Dynamics

Basic Beginner Lesson 2 : Colors and Clothing

Objectives

- Teach color word power.
- Teach basic clothing word power.
- Practice describing different clothing.
- Practice past and future tenses of verb (Beginners only)

Classroom Learning Activities

Activity	Resources
1. Review	Use 5 minutes everyday to review the previous day's lesson.
2. Colors word power	Color cue cards Color word wall chart
3. Clothing word power	Clothing cue cards Clothing word wall chart "To Wear 1" wall chart
4. Past/Future of "to wear"	"To Wear 2" wall chart

Note: After each activity, allow a few minutes for students to copy charts.

Activity 1	Resources Needed
Review	None

Use 5 minutes everyday to review the previous day's lesson.

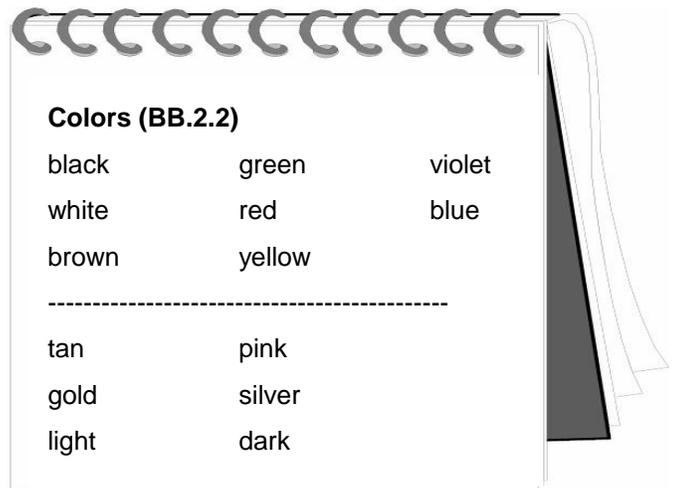
Activity 2	Resources Needed
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Colors word power

Color Cue Cards
Color Word Wall Chart

Procedure

1. Use color cue cards to teach color words. (Teacher can make these using color construction paper mounted on index cards)
2. Display and cover Color Word Chart.
3. Hold up each color cue card and repeat word until students can quickly name each color. Note: Eastern Europe generally uses violet instead of purple.
 - a. Basics only – split students into groups of three or four to practice colors.
 - b. Beginners only – add the following words: light/dark blue, pink, tan, gold, silver.



Note: Words above the line on the chart are for Basic students. Words below the line are for Beginner students.

Activity 3	Resources Needed
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Clothing Word Power

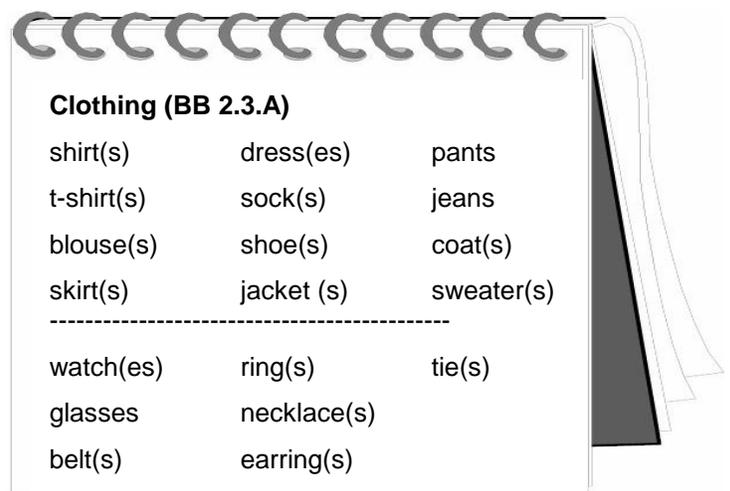
Clothing Cue Cards
Clothing Word Wall Chart
"To Wear 1" Wall Chart

Procedure

Using clothing cue cards, teach each article of clothing repeating until students can name the article without hearing the word from the teacher.

1. Holding up clothing cue cards one at a time, say each word clearly and have students repeat together 5 to 7 times.

Note: after learning 5 articles, go back and do an "examination"; after 4 more, "examine" again.



2. Teach plurals by saying, "One (shirt), two (shirts)." Allow the students to fill in the correct words as if they were taking a final exam.

Teach that "a" = "one".

Example:

"I am wearing a shirt."

"I am wearing shoes" (2 shoes)

When you teach pants and jeans, point out that pants and jeans have two legs so they are not "a" pants, but "pants".

Note: International English is "trousers" instead of "pants".

3. Using your own clothing, teach "I am wearing (a) (color) (blouse) and _____."

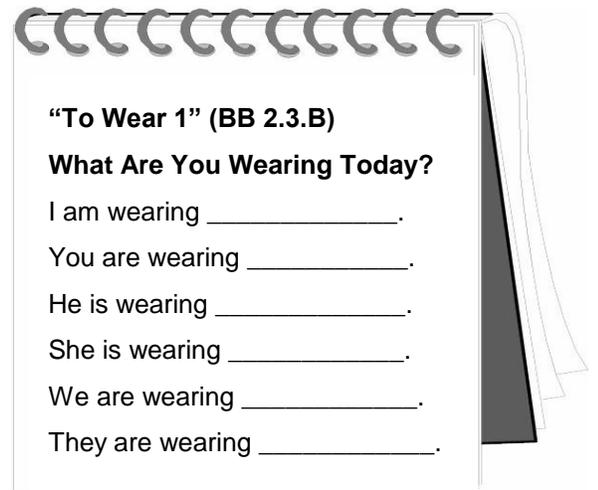
Then teach, "You are wearing (a) _____, _____, and _____."

Then, "He is wearing (a) _____." And "She is wearing (a) _____."

Add question, "What is (Anna) wearing today?"

Class answers, "She is wearing (a) _____, _____, and _____."

Then add "We are wearing _____." and "They are wearing _____."



"To Wear 1" (BB 2.3.B)

What Are You Wearing Today?

I am wearing _____.

You are wearing _____.

He is wearing _____.

She is wearing _____.

We are wearing _____.

They are wearing _____.

Practice these statements until the class describes each student's clothing. If you determine they need more practice, place them in groups of 2 or 3 to continue working.

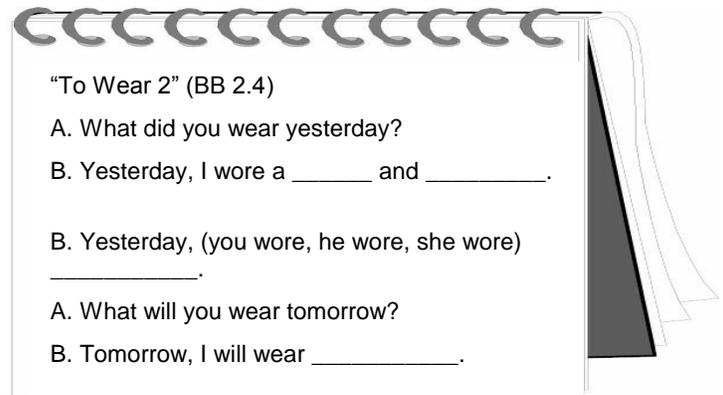
Note: Words above the line on the chart are for Basic students. Words below the line are for Beginner students.

Activity 4	Resources Needed
Past / Future of "To Wear"	"To Wear 2" Wall Chart

Note: Basic teachers must teach the words 'yesterday,' 'today,' 'tomorrow' before this activity.

Procedure

- Repeat the following 2 or 3 times.
 - "Today, I am wearing _____."
 - "Yesterday, I wore _____."
 - "Tomorrow, I will wear _____."
- Practice focusing on "yesterday".
 - "Olga, what did you wear yesterday?"
 - Help each student to say the following statement using correct grammar.
 - "Yesterday, I wore _____."
- If time permits, practice focusing on "tomorrow".
 - "What will you wear to class tomorrow?"
 - Help each student to say the following statement using correct grammar.
 - "I will wear _____ tomorrow."



Optional Activity

Point out different dress styles.

Examples:

"Vitaly is wearing sport clothes."

"Nataly is wearing business clothes."

Write on board and discuss:

Formal clothes

Dress clothes

Business clothes

Casual clothes

Sport clothes

Ask students "Where would you wear formal clothes? Casual clothes? Sport clothes?"

Optional Activity

Give each student a color cue card and a clothing cue card.

Start a chain drill with the sentence "I'm going shopping to buy a (color) (clothing)."

Second person repeats first person's statement and adds his/her own. "I'm going shopping to buy (color) (clothing) and (color) (clothing)." Continue drill gesturing for the next student to repeat items named by previous students until the last student names all previous items.

black

green

violet

white

red

blue

brown

yellow

tan

pink

gold

silver

light

dark

shirt(s)

dress(es)

pants

t-shirt(s)

sock(s)

jeans

blouse(s)

shoe(s)

coat(s)

skirt(s)

jacket (s)

sweater(s)

watch(es)

ring(s)

tie(s)

glasses

necklace(s)

belt(s)

earring(s)

What are you wearing today?

I am wearing _____.

You are wearing _____.

He is wearing _____.

She is wearing _____.

We are wearing _____.

They are wearing _____.

A. What did you wear yesterday?

B. Yesterday, I wore a _____ and _____.

B. Yesterday, (you wore, he wore, she wore) _____.

A. What will you wear tomorrow?

B. Tomorrow, I will wear _____.



English Language Dynamics

Basic Beginner Lesson **3 : Go Shopping**

Objectives

- Review clothing articles.
- Teach shopping sentence structure.
- Practice shopping.

Classroom Learning Activities

Activity	Resources
1. Review	Use 5 minutes everyday to review the previous day's lesson.
2. Review Clothing Words	Clothing Cue Cards from Lesson 2
3. Dialogue Practice	"Go Shopping" Wall Chart Color Strips from Lesson 2 Size Cue Cards
4. Go Shopping Role Play	"Go Shopping" Wall Chart Clothing Cue Cards from Lesson 2

Note: After each activity, allow a few minutes for students to copy charts.

Activity 1	Resources Needed
Review	None
Use 5 minutes everyday to review the previous day's lesson.	

Activity 2	Resources Needed
Review Clothing Words	Clothing cue cards from lesson 2

Procedure

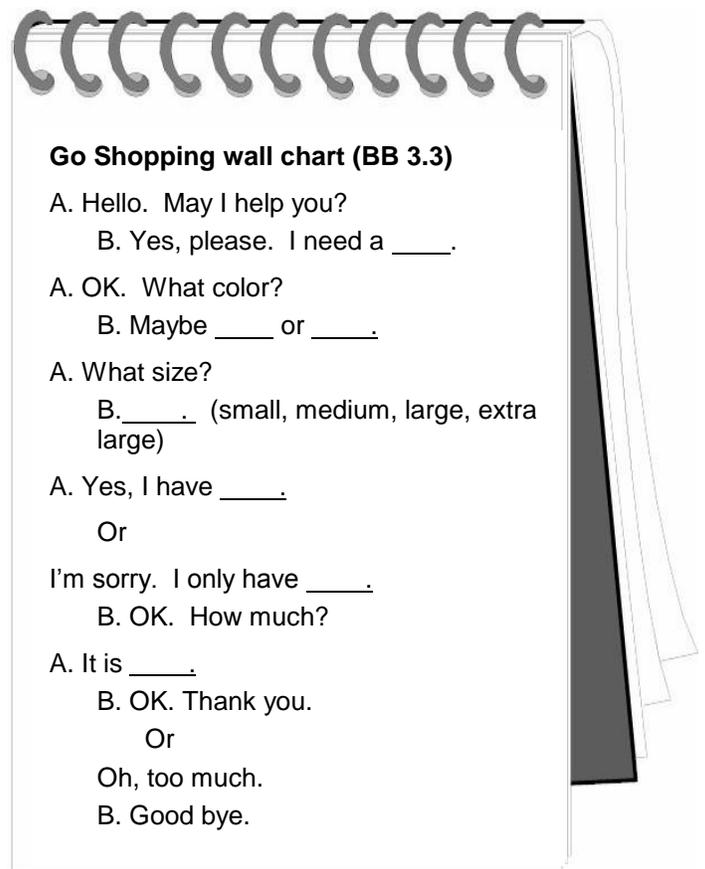
1. Showing one card at a time, let students call out names of clothing articles.
2. Ask, "What is (student's name) wearing today?" Students response, "(Student's name) is wearing (jeans) and a (sweater). Ask about 3 to 5 students clothing.

Activity 3	Resources Needed
Dialogue Practice	"Go Shopping" wall chart Color strips from lesson 2 Size cue cards

Procedure

1. Teach shop clerk greeting and question (A) having students repeat 5 to 7 times until they speak clearly and comfortably.
2. Teach answer (B) holding up different clothing cue cards so that students can practice the answer using different clothing articles to fill in the blank. (i.e., I need a (shirt).)
3. Teach following dialogue questions and answers (A and B sets) using same method as in steps 1 and 2 with color strips and size word cue cards to fill in the blanks. Be sure that each clerk/customer exchange is repeated until students repeat the structure correctly (7 to 10 times).
4. Divide students into pairs for dialogue practice with each playing clerk and customer roles.

Note: Basic teachers must teach these question and answer sets many times and allow pair practice before moving on to Activity 4.



Activity 4 (<i>Basic and Beginner</i>)	Resources Needed
Go Shopping Role Play	“Go Shopping” wall chart Clothing cue cards from lesson 2

Procedure

1. Set up shop by spreading clothing cue cards on a table with space for a “shopping clerk” to stand behind the table.
2. Call up a better student to be the customer while teacher is the clerk. Role play dialogue and then customer becomes the clerk and another student becomes the customer. Call students to the shop until everyone has played both rolls.

Note: If class has more than 12 students, borrow clothing cue cards from another teacher and set up 2 shops in your classroom. This will give all students adequate practice.

S

Small

M

Medium

L

Large

XL

Extra-Large

A. Hello. May I help you?

B. Yes, please. I need a _____.

A. OK. What color?

B. Maybe _____ or _____.

A. What size?

B._____. (small, medium, large, extra large)

A. Yes, I have _____.

Or

I'm sorry. I only have _____.

B. OK. How much?

A. It is _____.

B. OK. Thank you. **Or** Oh, too much.

B. Good bye.



English Language Dynamics

Basic Beginner Lesson 4 : **Body Parts / Doctor**

Objectives

- Teach body parts words.
- Students learn to describe physical ailment/injury.

Classroom Learning Activities

Activity	Resources
1. Review	Use 5 minutes everyday to review the previous day's lesson.
2. Body Parts vocabulary	Body Parts Word Wall Chart
3. Body Parts game	Body Parts Chart or volunteer Sticky notes
4. Describe physical problem	Physical Problem words Doctor/Patient Wall Chart
5. Role play Doctor/Patient	Doctor/Patient Wall Chart Doctor/Patient Chair Labels

Note: After each activity, allow a few minutes for students to copy charts.

Homework

Each student needs to bring 3 or 4 family photographs for tomorrow's lesson.

Activity 1	Resources Needed
Review	None

Use 5 minutes everyday to review the previous day's lesson.

Activity 2	Resources Needed
Body Parts Vocabulary	Body Parts Word Wall Chart

Preparation

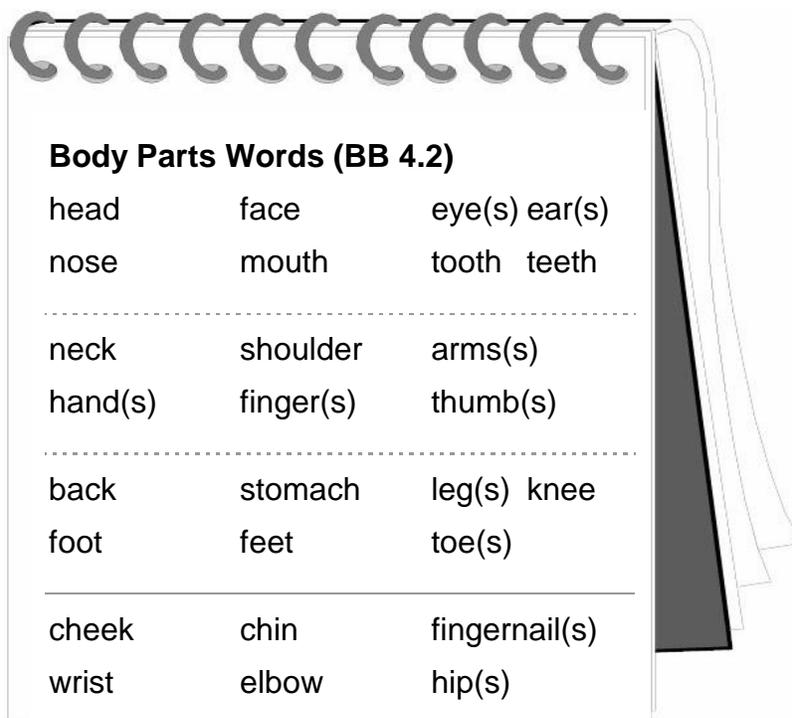
Hang the Body Parts Words Wall Chart on the wall so that you can display each section as the class progresses. Use painter's tape (usually the blue tape from the team bags) on the bottom corners so that you can hide chart sections you are not teaching.

Procedure

1. Teacher points to a body part and repeats each word 3 times.
2. Have students repeat each word 5 to 7 times as they point to or touch body parts.
3. Show the corresponding chart section and allow students to copy.

Note: After learning 4 or 5 body parts, go back and do a quiz. After 4 more, quiz again.

Note: Words above the double line on the chart are for Basic students. Words below the double line are for Beginner students.



Body Parts Words (BB 4.2)		
head	face	eye(s) ear(s)
nose	mouth	tooth teeth

neck	shoulder	arms(s)
hand(s)	finger(s)	thumb(s)

back	stomach	leg(s) knee
foot	feet	toe(s)

cheek	chin	fingernail(s)
wrist	elbow	hip(s)

Activity 3	Resources Needed
Body Parts game	Body parts chart or volunteer Sticky notes

Procedure

1. Write body part names on sticky notes.
2. Give each student up to 3 sticky notes to attach to a body wall chart (if made) or a student volunteer.

Activity 4	Resources Needed
Describe Physical Problem	Physical Problem words

Procedure

1. Teach Physical Problem words. Teacher repeats each word 3 times. Have students repeat the word 5 to 7 times.
2. Teach dialogue with sentence starters. Teacher models sentence “My (back) hurts.” Then pointing to many different parts, allows students to substitute correct body part for problem.

Note: Words and sentences above the line on the chart are for Basic students. Words below the line are for Beginner students.

Doctor/Patient wall chart (BB 4.4.A)

A. What is your problem?
 B. My (back) hurts.
 B. I broke/cut my (arm).
 B. I have a (cold). (temperature, the flu).

A. Go to the (hospital).
 (doctor, clinic, pharmacy, dentist, bed)

A. You need _____.
 (medicine, antibiotics, rest, analysis, a cast, stitches, a bandage, an operation, a filling)

Physical Problem words (BB 4.4.B)

Temperature	Cold
Flu	Well
Sick	

Sore throat	Headache
Stomachache	Toothache
Backache	

Physical Problem words (BB 4.4.C)

Doctor	Clinic	Pharmacy
Hospital	Dentist	Bed

Medicine	Antibiotics	Rest
Cast	Stitches/Bandage	
Operation	Filling	

Activity 5	Resources Needed
Play Doctor / Patient	Doctor / Patient Wall Chart Doctor / Patient Chair Labels

Procedure

1. Practice the dialogue in BB 3.4.A in pairs.
2. Label 1st chair “doctor” and 2nd chair “patient”.
3. Teacher models as “doctor” with best student as “patient”. Use the dialogue from the wall chart. Rotate “patient” to “doctor” and add another student.

Note: Encourage beginner students to ad-lib and expand the dialogue.

head

face

eye(s)

ear(s)

nose

mouth

tooth

teeth

neck

shoulder

arms(s)

hand(s)

finger(s)

thumb(s)

back

stomach

leg(s)

knee

foot

feet

toe(s)

cheek

chin

fingernail(s)

wrist

elbow

hip(s)

A. What is your problem?

B. My (back) hurts.

B. I broke/cut my (arm).

B. I have a (cold). (temperature, flu).

A. Go to the (hospital).

(doctor, clinic, pharmacy, dentist, bed)

A. You need _____.

(medicine, antibiotics, rest, analysis,
a cast, stitches, a bandage,
an operation, a filling)

Temperature

Cold

Flu

Well

Sick

Sore throat

Headache

Stomachache

Toothache

Backache

Doctor

Clinic

Bed

Hospital

Dentist

Pharmacy

Medicine

Rest

Filling

Antibiotics

Cast

Stitches

Operation

Bandage

Doctor

Patient



English Language Dynamics

Basic Beginner Lesson

5 : Ordering Food at Restaurants

Objectives

- Teach mealtime utensils
- Teach food words
- Practice ordering at a Restaurant

Classroom Learning Activities

Activity	Resources
1. Review	Use 5 minutes everyday to review the previous day's lesson.
2. Teach Mealtime Utensils	Mealtime Utensils Word Chart Utensil cue cards
3. Teach Food Words	Food cue cards Carl's Café's Food Wall Chart
4. Ordering At A Restaurant	Menu Handout Waiter/Waitress Name Tags Food cue cards

Note: After each activity, allow a few minutes for students to copy charts.

Activity 1	Resources Needed
Review	None

Use 5 minutes everyday to review the previous day's lesson.

Activity 2	Resources Needed
Teach Mealtime Utensils	Mealtime Utensils Word Chart Utensil Cue Cards

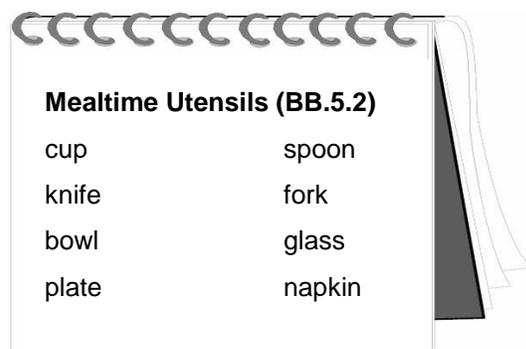
Procedure

Use utensil cue cards to teach the names of utensils.

1. Hold up each cue card and repeat word until the students can quickly name each utensil.
2. Put all of the utensil cue cards on display. Remove one card, ask, "What do you need?" Then say, "I need a ____."

Note: Beginners need Activity 2.

Note: Basics teachers may want to save this as an extra activity on another day. Activities 3 and 4 take 45 to 50 minutes to teach well to Basics students.



Activity 3	Resources Needed
Teach Food Word	Food Cue Cards Carl's Café Food Wall Chart

Preparation

Enlarge one of the Carl's Café menus to 11 x 17 to be your Carl's Café Food Wall Chart.

Procedure

1. Hold up each food cue card one at a time, say each word clearly and have students repeat together 5 or 7 times.

Note: After learning 5 words, go back and do a quiz. After 4 more, quiz again.

2. Introduce Carl's Café Food Wall Chart.



Activity 4	Resources Needed
Ordering at a Restaurant	Menu Handout Waiter/Waitress Name Tags Food Cue Cards 4 Placemats

Procedure

Note pads and pencils are good props for the waiter/waitresses.

Prepare four copies of Carl's Café Menu and four sets of cue cards (available in the BB Cue Cards File). If possible, set up the room with a table and four chairs put the cue cards on another table.

Students not role playing can be seated and observing.

Procedure

Assign students to role play the following:

- Host / Hostess
- Waiter / Waitress
- 3 – 4 Customers
- 1 Food Preparer (optional)

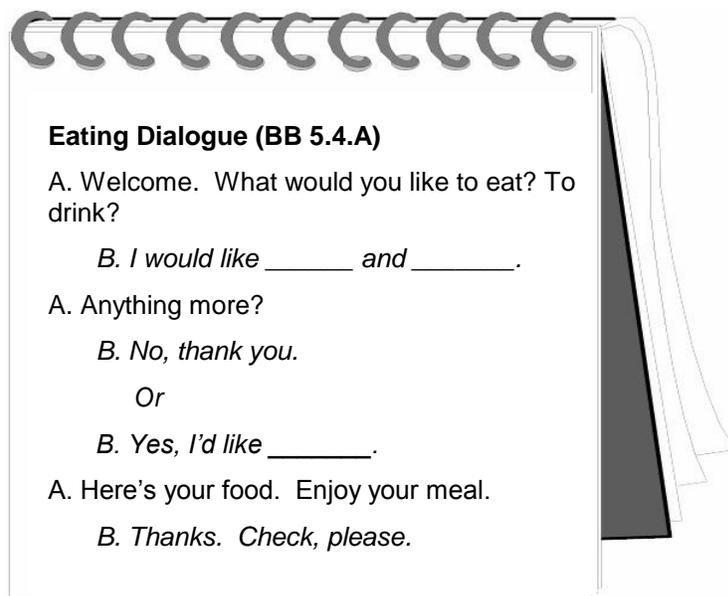
Remember, the goal is for students to learn common restaurant phrases.

Teacher models dialogue with two students as waiter/waitress. Once students understand and are able to repeat the simple dialogue, let them role-play a restaurant scene.

Note: Teach dialogue BB 5.4.B for Basics and dialogue BB 5.4.A for Beginners.

The Role Play begins:

1. Customers are greeted at the door by the Host / Hostess who will seat them, provide them menus, and introduce their waiter / waitress.
2. The Waiter / Waitress greets the customers and sets a placement for each of them. They will also take the drink order and returns with a matching cue card for the order and sets it on the appropriate placemats.



- The Waiter / Waitress asks the customers for their food order, writes down the food order, and repeats it to verify the order. They take the food order to the Food Preparer who will give the Waiter / Waitress the appropriate cue cards to take back to the customers.

Note: Optionally, if your student levels, room, or class size does not allow the Food Preparer's role to go smoothly, the Waiter / Waitress can retrieve the cue card themselves and return to the table.

- Waiter / Waitress prepares the check and takes it the customers.

Encourage ad-lib and having fun using the common phrases from the wall chart. Help the students create an experience as close as possible to being at the restaurant.

For more advanced beginners, this can be expanded. Teach complaints similar to:

My (pizza) is (cold). I want it (hot), please.

This (hamburger) doesn't have any (lettuce) on it. I want (lettuce) please.

Be sensitive to time so that all students have an opportunity to role play.

Note: Words above the line on the chart are for Basic students. Words below the line are for Beginner students.

Eating Dialogue (BB 5.4.B)

A. Welcome to Bob's Cafe. Here is your menu. What would you like to eat?
 B. I would like _____, _____, and _____.

A. What would you like to drink?
 B. Please bring me _____.

A. Here's your food. Anything else?
 B. No, thank you.

Or

B. Yes, I'd like _____.

A. Enjoy your meal.
 B. Check, please.

A. Please come back soon.

Placemat (BB 5.4.C)

The diagram illustrates a rectangular placemat layout. On the left is a vertical rectangle labeled 'NAPKIN'. To its right is a vertical 'FORK'. In the center is a large circle labeled 'PLATE' with a smaller circle inside it labeled 'BOWL'. To the right of the plate is a vertical 'KNIFE' and a 'SPOON'. Above the plate is a small circle labeled 'GLASS'. To the right of the knife and spoon is a small circle labeled 'CUP'.

cup

spoon

knife

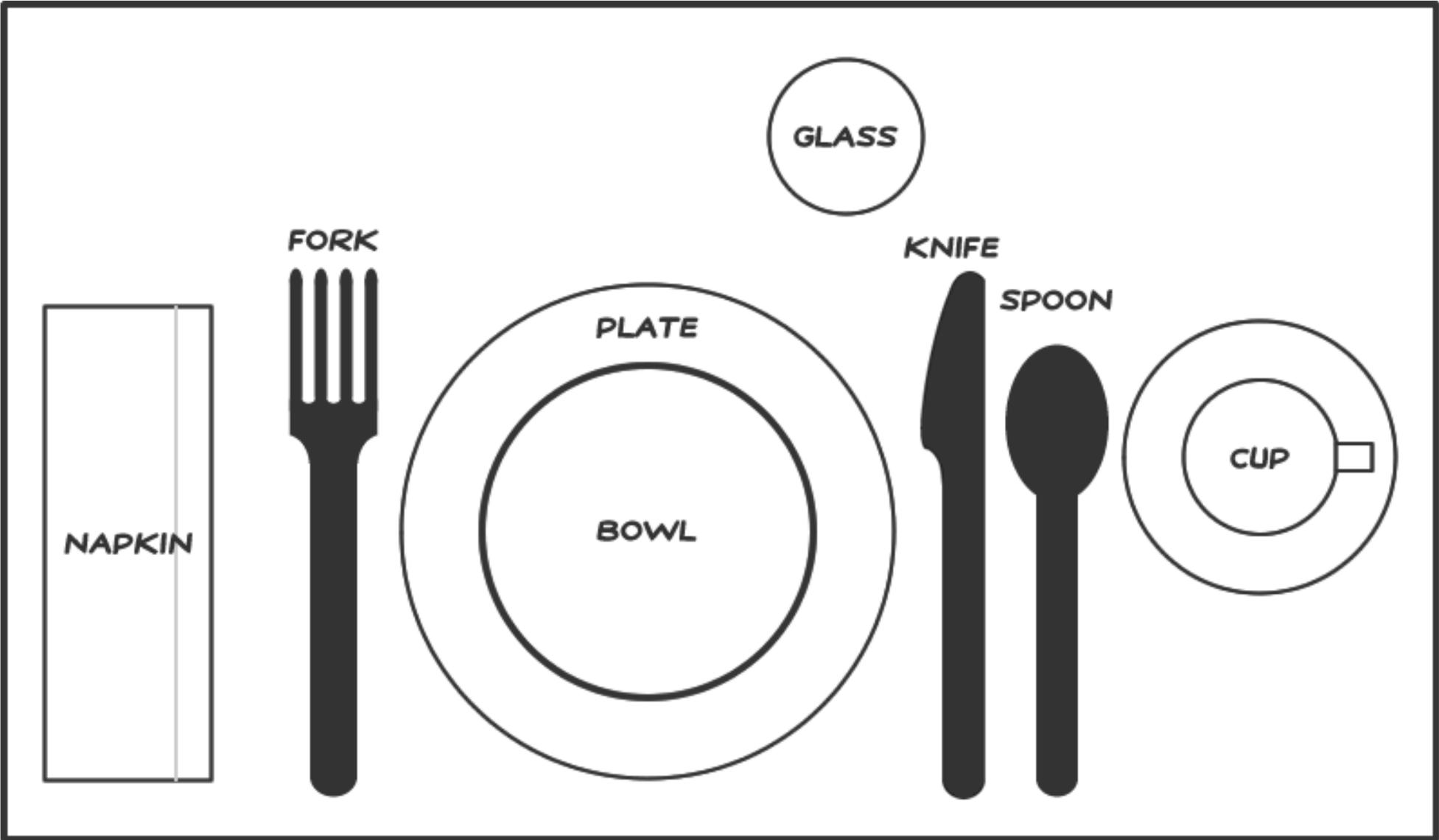
fork

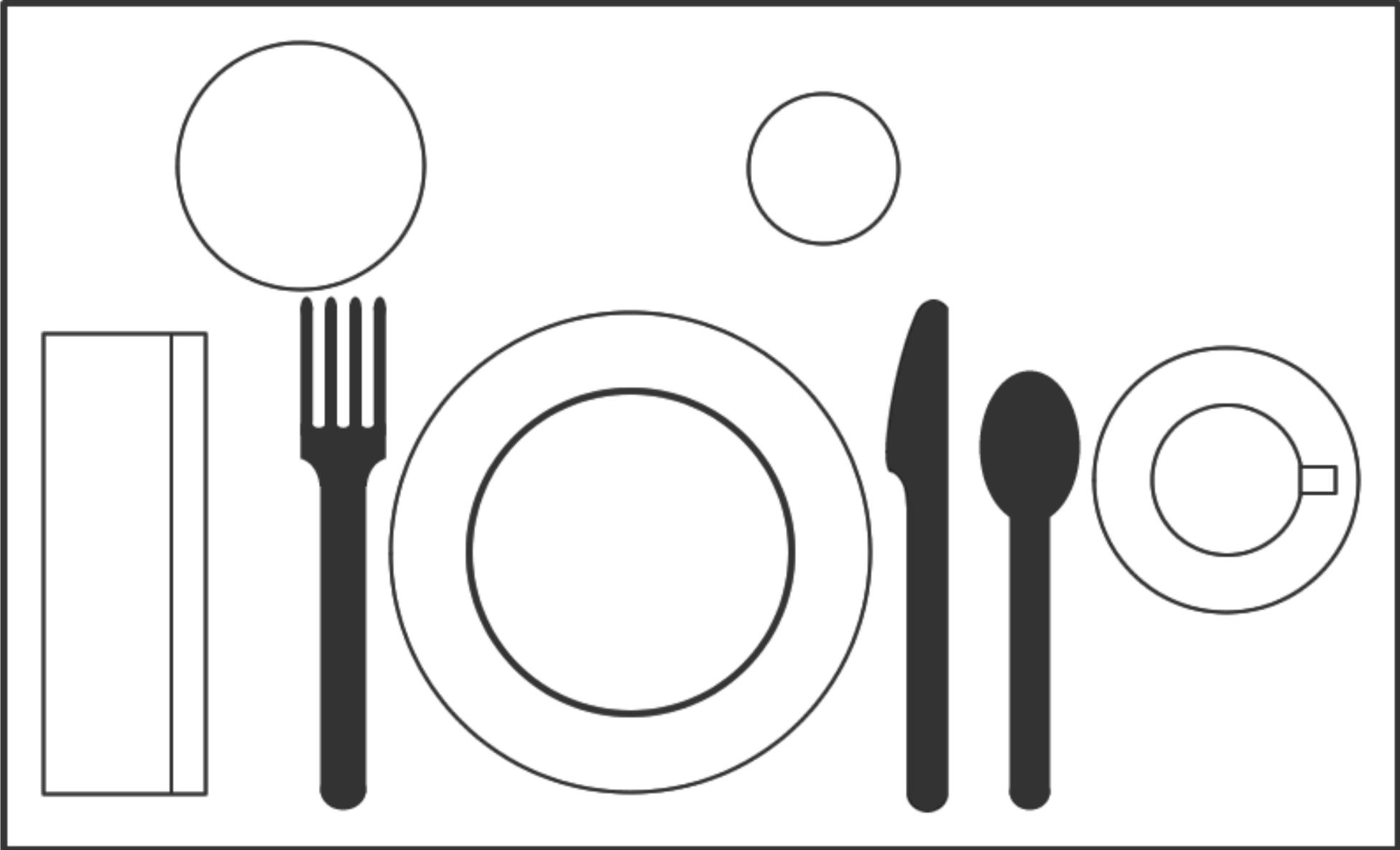
bowl

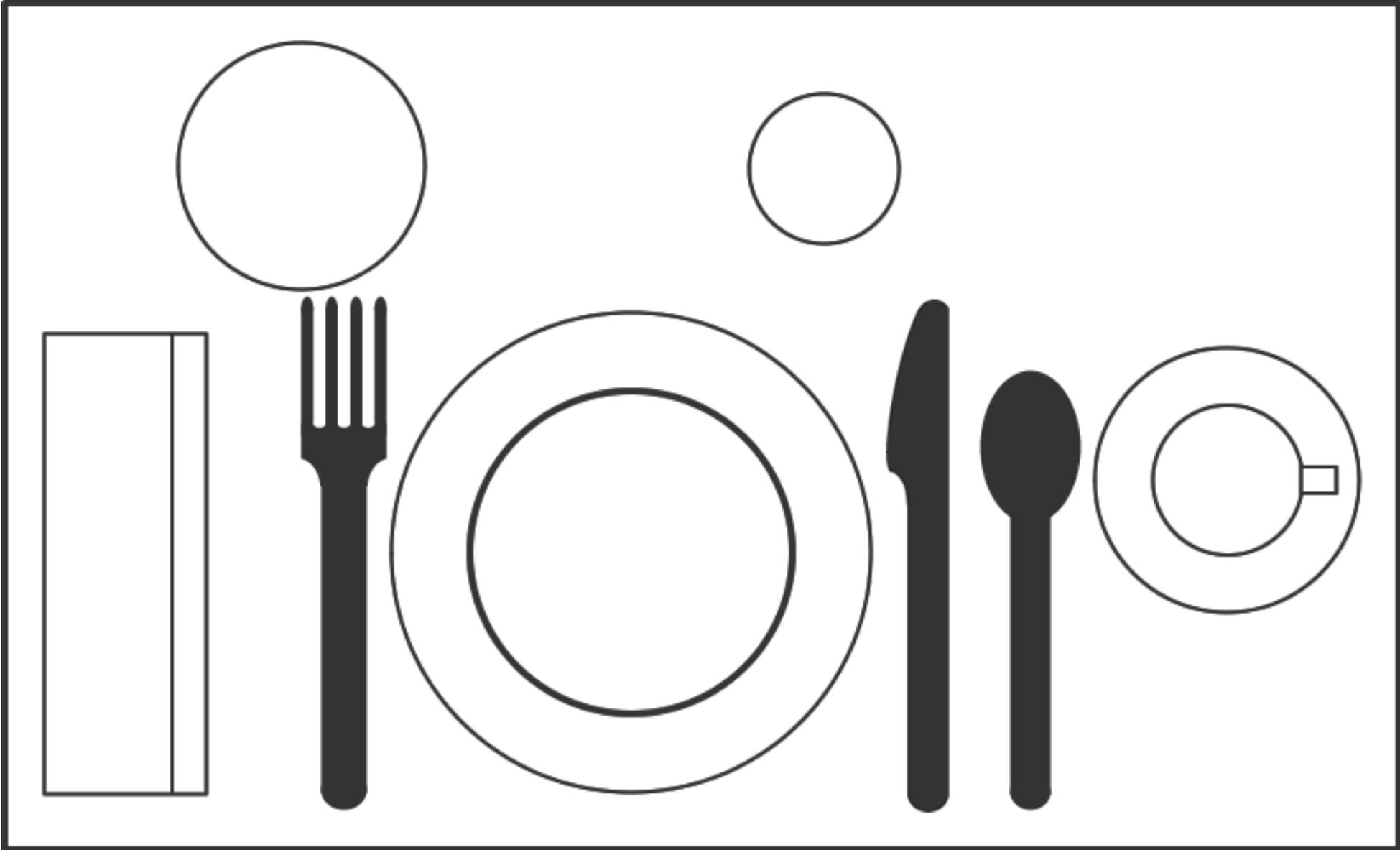
glass

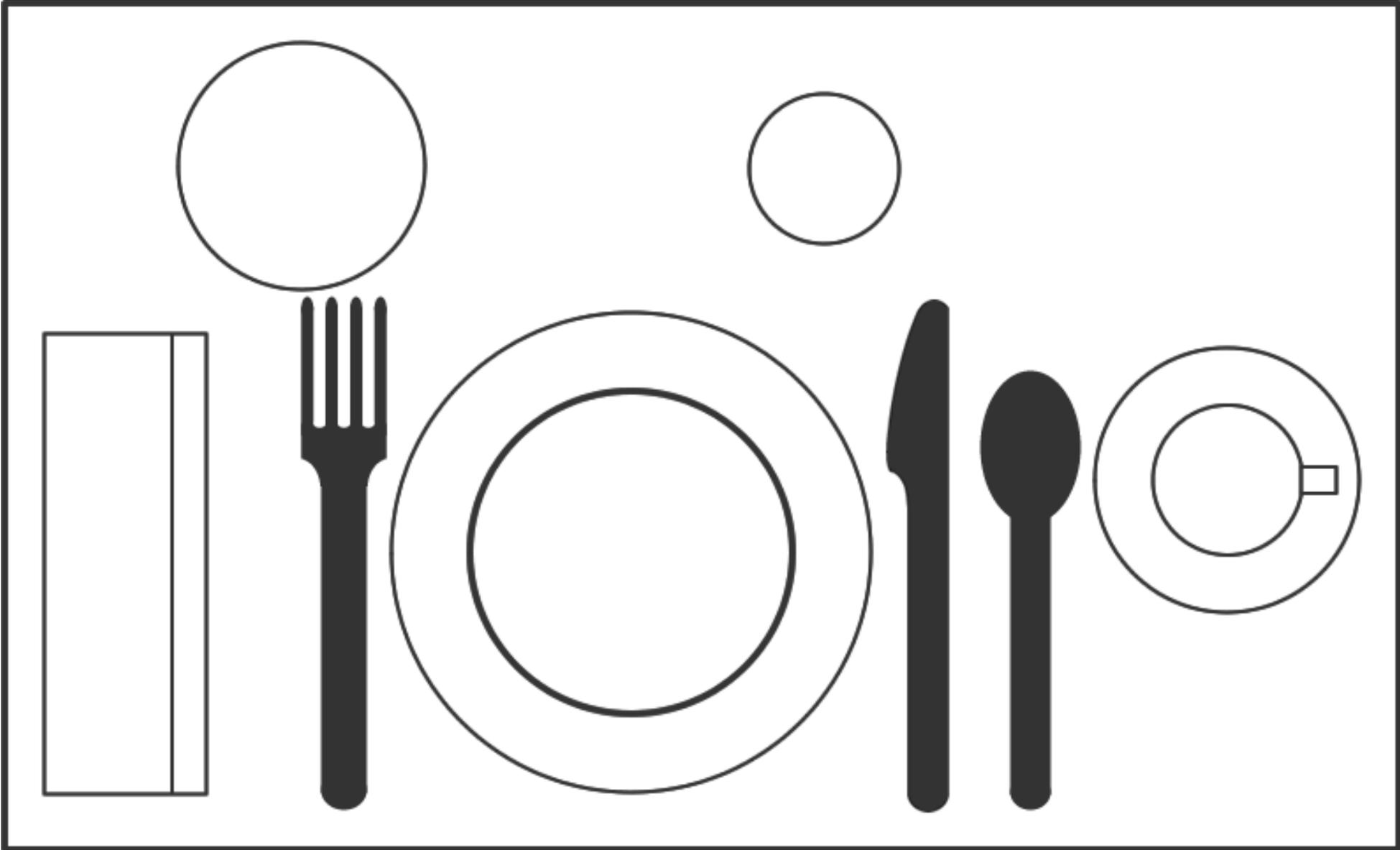
plate

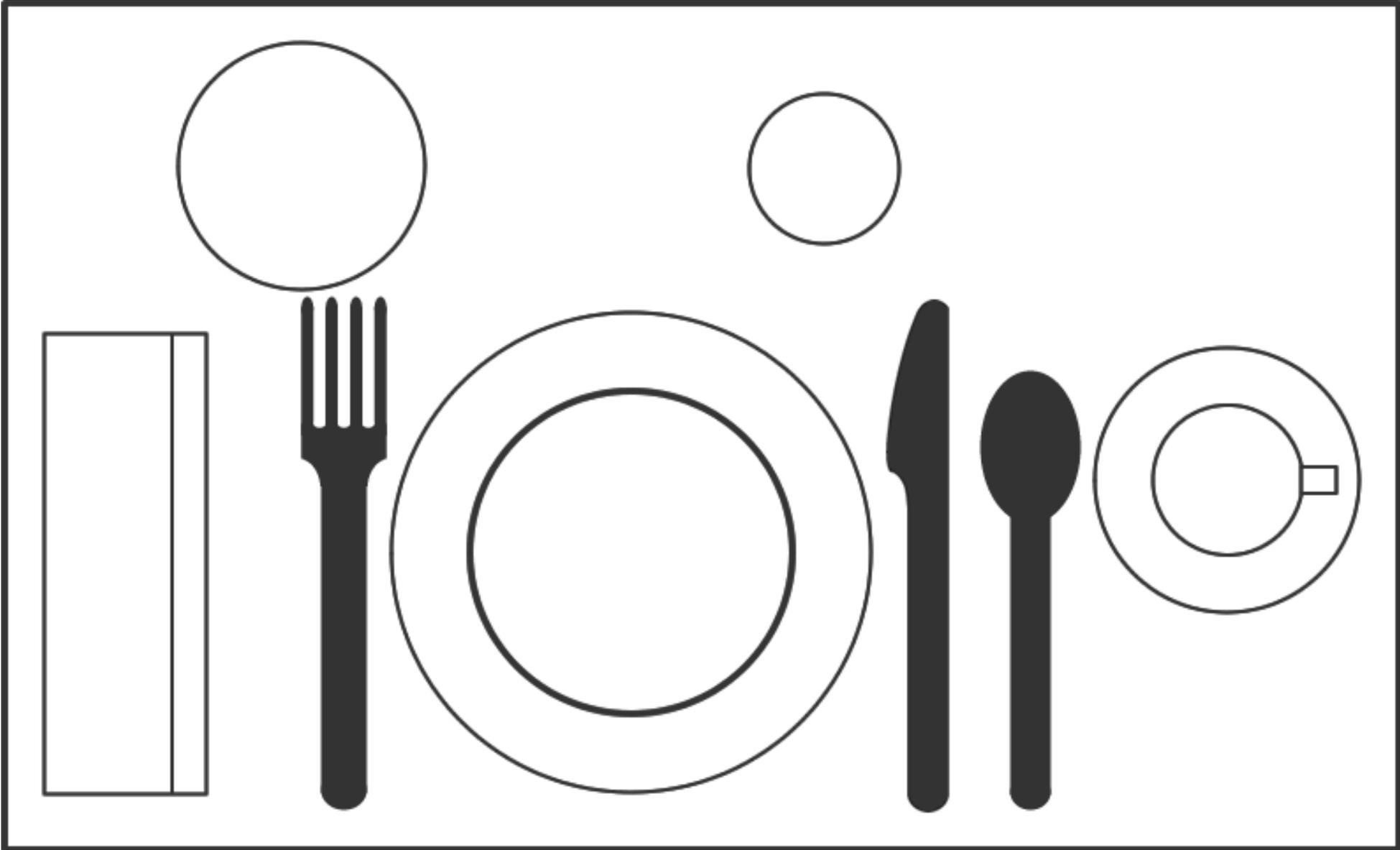
napkin











A. Welcome. What would you like to eat? To drink?

B. I would like _____ and _____.

A. Anything more?

B. No, thank you.

Or

B. Yes, I'd like _____.

A. Here's your food. Enjoy your meal.

B. Thanks. Check, please.

**A. Welcome to Carl's Cafe. Here is your menu.
What would you like to eat?**

B. I would like _____, _____, and _____.

A. What would you like to drink?

B. Please bring me _____.

A. Here's your food. Anything else?

B. No, thank you.

Or

B. Yes, I'd like _____.

A. Enjoy your meal.

B. Check, please.

A. Please come back soon.

Waiter

Waiter

Waitress

Waitress

Customer

Customer

Customer

Customer



English Language Dynamics

Basic Beginner Lesson 6 : Let's Go

Objectives

- Teach days of week, time concepts related to parts of day.
- Learn word power for activities and responsibilities.
- Practice inviting a friend to do something and arranging time.

Classroom Learning Activities

Activity	Resources
1. Review	Use 5 minutes everyday to review the previous day's lesson.
2. Teach Days of the Week and Time Concepts With Basic Hourly Times	"Days Of Week" Wall Chart Time Concept Calendar Chart
3. Teach Word Power For "Places To Go"	"Places To Go" Wall Chart "Places To Go" Cue Cards
4. Teach Daily Responsibilities (<i>Beginners</i>)	"Daily Responsibilities" Wall Chart "Daily Responsibilities" Cue Cards
5. Practice Inviting a Friend To Go... (<i>Beginners</i>)	"Inviting A Friend" Wall Chart Calendar Wall Chart Paper for Students

Note: After each activity, allow a few minutes for students to copy charts.

Activity 1	Resources Needed
Review	None
Use 5 minutes everyday to review the previous day's lesson.	

Activity 2 (<i>Basic and Beginner</i>)	Resources Needed
Teach Days of the Week and Time Concepts With Basic Hourly Times	“Days of Week” Wall Chart Time Concept Wall Chart Calendar Chart

Procedure

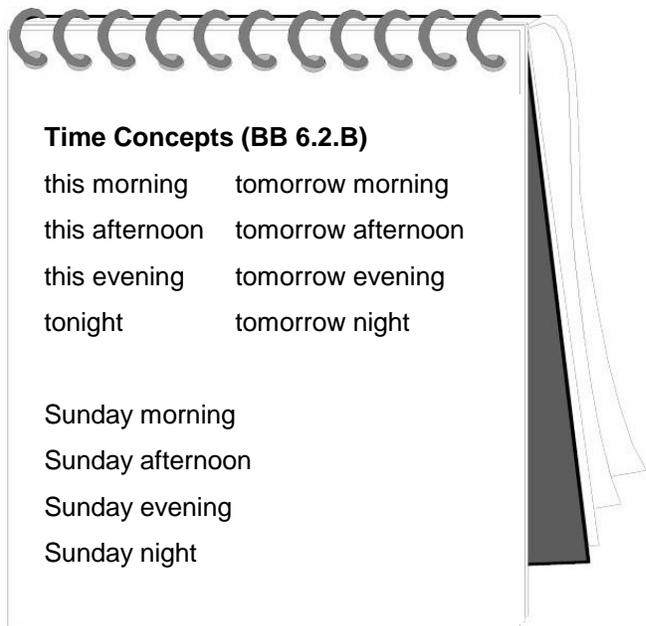
1. Days of the week:

Basic – teach days of the week.

Beginners – review the days of the week, listen to their pronunciation and correct if necessary.

Note: Beginners may see this as a review lesson of previously learned vocabulary. Listen for pronunciation and the readiness for the next activity.

2. Teach the phrases from the time concepts chart and calendar chart.



Activity 3	Resources Needed
------------	------------------

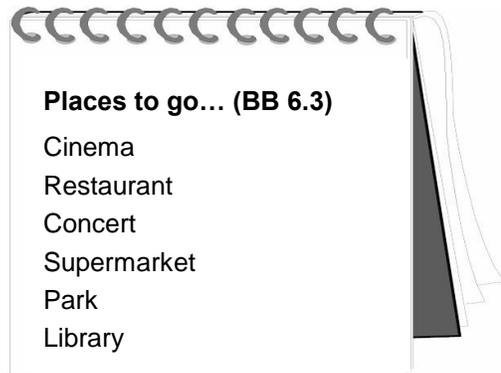
Teach Word Power For "Places To Go"

"Places To Go" Wall Chart
 "Places To Go" Cue Cards

Procedure

1. Using cue cards and repetition, teach word power for "places to go".
2. Then teach the phrase "Let's go to the ..." for each word on the chart.

Note: Basics teachers – if your students enjoy the first part of this lesson and there is time, you may add Activity 4 and 5 the next day.



Activity 4 (Beginners)	Resources Needed
------------------------	------------------

Teach Daily Responsibilities

"Daily Responsibilities" Wall Chart
 "Daily Responsibilities" Cue Cards

Procedure

1. Using cue cards and repetition, teach daily responsibilities.

Basics – teach the responsibilities above the dotted line.

Beginners – add the responsibilities below the dotted line.

2. Then teach the phrase "I must ..." for each word on the chart.



Activity 5 (Beginners)	Resources Needed
------------------------	------------------

Practice Inviting a Friend To Go...

“Inviting A Friend” Wall Chart
Calendar Wall Chart
Paper for Students

Procedure

Teach Dialogue by using wall chart.

Let's go to the (concert).

Maybe on Monday afternoon.

Add the information below the dotted line for beginners.

I'm sorry. I'm busy on Monday. I must (different activity).

Okay. No problem. Maybe we can go on Tuesday.

That's good. See you on Tuesday.

1. Display Calendar Wall Chart and have students draw a similar chart on a piece of paper.
2. Students should fill in activities for various schedule slots.

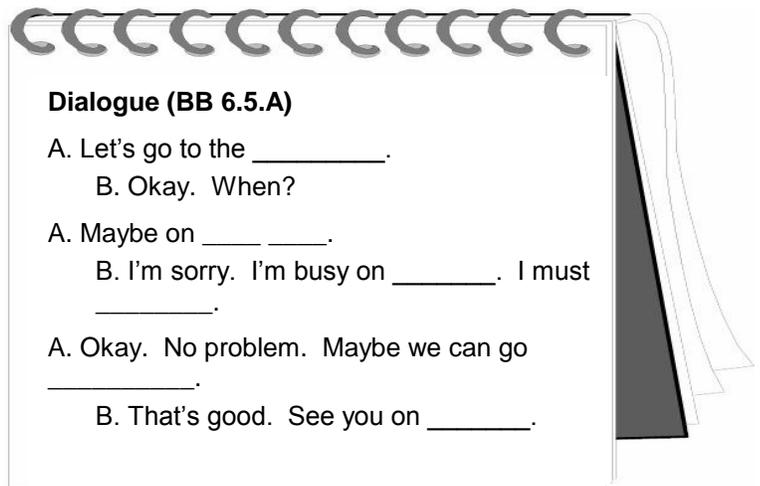
Example:

Monday / Wednesday / Friday 8:00 – 2:00 = Work

Tuesday 9:30 = Doctor Appointment

Friday 4:00 = Park

3. Have students practice dialogue in pairs.
4. After students pair practice, rotate the class, and allow students to practice again.



Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

this morning

this afternoon

this evening

tonight

tomorrow morning

tomorrow afternoon

tomorrow evening

tomorrow night

Sunday morning

Sunday afternoon

Sunday evening

Sunday night

Cinema

Concert

Park

Restaurant

Supermarket

Library

Go to the doctor

Go to work

Go to school

Go shopping

Go on a picnic

Visit my grandmother

Clean the house

Paint a room

Cook dinner

Babysit

Work in the garden

A. Let's go to the _____.

B. Okay. When?

A. Maybe on _____.

B. I'm sorry. I'm busy on
_____. I must _____.

A. Okay. No problem. Maybe we
can go _____.

B. That's good. See you on ____.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning 8:00 AM							
Afternoon 1:00 PM							
Evening 6:00 PM							
Night 10:00 PM							



English Language Dynamics

Basic Beginner Lesson 7 : Weather Forecast

Objectives

- Learn English word power for the weather forecast
- Practice giving a weather forecast

Classroom Learning Activities

Activity	Resources
1. Review	Use 5 minutes everyday to review the previous day's lesson.
2. Weather Word Power	Weather Cue Cards Weather Word Power Wall Chart Celsius and Fahrenheit Thermometers Wall Chart
3. Weather Sentence Practice	Forecast Wall Chart
4. TV Weather Forecast	Forecast Wall Chart

Note: After each activity, allow a few minutes for students to copy charts.

Activity 1	Resources Needed
------------	------------------

Review

None

Use 5 minutes everyday to review the previous day's lesson.

Activity 2	Resources Needed
------------	------------------

Weather Word Power

Weather Cue Cards
 Weather Word Power Wall Chart
 Celsius and Fahrenheit Thermometers Wall Chart

Procedure

1. Using Weather Cue Cards, teach weather terms. Repeat until students can name the article without hearing the word from the teacher.
2. Hold up cue cards one at a time, say each word clearly, and have students repeat together 5 to 7 times.

Note: After students learn 5 words, go back and do a quiz. After 4 more, quiz again.

Note: When teaching temperatures and descriptive words (e.g., hot, warm), use the Celsius and Fahrenheit Thermometers Wall Chart to help students relate to these words.

Note: Words above the line on the chart are for Basic students. Words below the line are for Beginner students.

Weather Word Power (BB 7.2)

sun/sunny day	hot
cloud/cloudy day	warm
wind/windy day	cool
rain/rainy day	cold
snow/snowy day	temperature
storm/stormy day	degrees
	minus/plus

forecast	lightning
thunder	hail
thunderstorm	high / low chance
	sleet
	humid

Celsius and Fahrenheit Thermometers Wall Chart (BB 7.2)

FAHRENHEIT		CELSIUS
86°	HOT	30°
70°		21°
68°	WARM	20°
57°		14°
55°	COOL	13°
45°		7°
43°	COLD	6°
32°		0°
14°	VERY COLD	-10°
10°		-11°
0°		-17°
-22°		-30°

Activity 3	Resources Needed
------------	------------------

Weather Sentence Practice

Forecast Wall Chart

Procedure

1. Go over each statement in weather having students repeat after you for pronunciation practice. Then substitute different weather words in blanks by cueing with different cards. Repeat until the meanings are understood and students are confident repeating.
2. Allow 5-10 minutes in pair practice. Each student should give the forecast to his/her partner.

Suggestion: One can give a summer forecast and the other a winter forecast. Chart 12.2 is for Basic students. Chart 12.3 is for Beginner students.

Weather Forecast Wall Chart (BB 7.3.A)

This is _____ with today's weather.
(student's name)

Today is _____ and _____.

sunny, rainy,	hot, warm,
windy, cloudy	cool, cold
snowy, stormy	

The temperature is _____ °C.

Tomorrow will be _____ and _____.

The temperature will be _____ °C.

Goodbye and have a nice day.

Weather Forecast (BB 7.3.B)

This is _____ with the weather forecast for _____.

Today's date

Today is _____ and _____.

Today's high temperature will be _____ °C.

The low will be _____ °C.

This afternoon will be _____ °C and tonight will be _____ °C.

Tomorrow will be _____ and _____.

Tomorrow's high will be _____ °C and the low will be _____ °C.

There is a chance of _____.

This is the weather for _____ and the _____ region.

City

Goodbye, and have a nice day.

Activity 4	Resources Needed
TV Weather Forecast	Forecast Wall Chart

Procedure

1. Model for students by giving the forecast pretending to be on TV. Use a dry-erase marker as a microphone.
2. Beginning with a student that is a good speaker, ask students to give weather reports on KUKR television until it is time to go or until review time.

sun/sunny day
cloud/cloudy day
wind/windy day
rain/rainy day
snow/snowy day
storm/stormy day

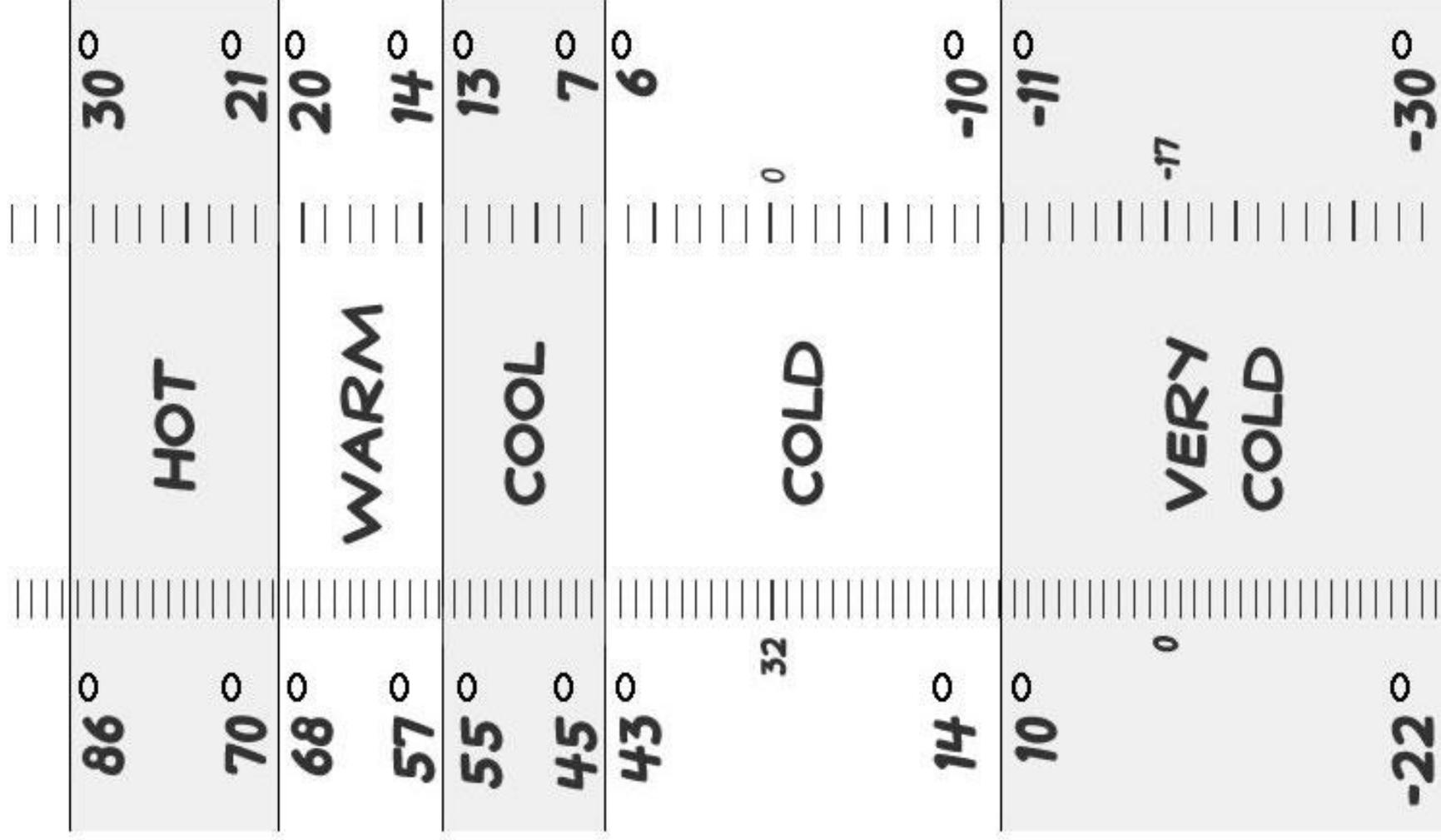
hot
warm
cool
cold
temperature
degrees
minus/plus

forecast
sleet
hail
thunderstorm

lightning
thunder
humid
high / low chance

FAHRENHEIT

CELSIUS



This is (student's name) with today's weather.

Today is _____ and _____.

(sunny, rainy, hot, warm, windy, cloudy, cool, cold, snowy, stormy)

The temperature is _____°C.

Tomorrow will be _____ and _____.

The temperature will be _____°C.

Goodbye and have a nice day.

This is (name) with the weather forecast for (today's date).

Today is _____ and _____.

Today's high temperature will be ____°C.

The low will be _____°C.

This afternoon will be ____°C and tonight will be ____°C.

Tomorrow will be _____ and _____.

Tomorrow's high will be _____°C and the low will be ____°C.

There is a chance of _____.

This is the weather for (city) and the _____region.

Goodbye, and have a nice day.



English Language Dynamics

Basic Beginner Lesson 8 : Emotions

Objectives

- Learn word power for expressing basic human emotions.
- Learn “to be” verb forms and pronouns.

Classroom Learning Activities

Activity	Resources
1. Review	Use 5 minutes everyday to review the previous day's lesson.
2. Emotions word power; Pronouns	Emotion Word Cue Cards Pronoun Chart Sentence Starter Wall Chart
3. Emotions Matching Game	Emotion Cue Cards Emotion
4. Conversation practice (Beginners only)	Question Strips (enough for each student, duplicates are fine)
5. Time words (Beginners only)	Time Frequency Wall Chart

Note: After each activity, allow a few minutes for students to copy charts.

Activity 1	Resources Needed
Review	None

Use 5 minutes everyday to review the previous day's lesson.

Activity 2 (Basic & Beginner)	Resources Needed
Emotions Word Power, Pronoun	Emotion Words Cue Cards Emotion Words Wall Chart Pronoun Chart Sentence Starter Wall Chart

Procedure

- Using cue cards or facial expressions demonstrated by teacher, teach emotions word power.

Say each word 3 times, and then have students say the word with you. Then point to the words and have students pronounce the words. Repeat by pointing to words randomly to practice pronunciation.

For Basic students, use chart 8.2.A only. For beginner students, use both 8.2.A and 8.2.B charts. (After going through emotions have students pantomime and say the emotion words.)

- Teach:

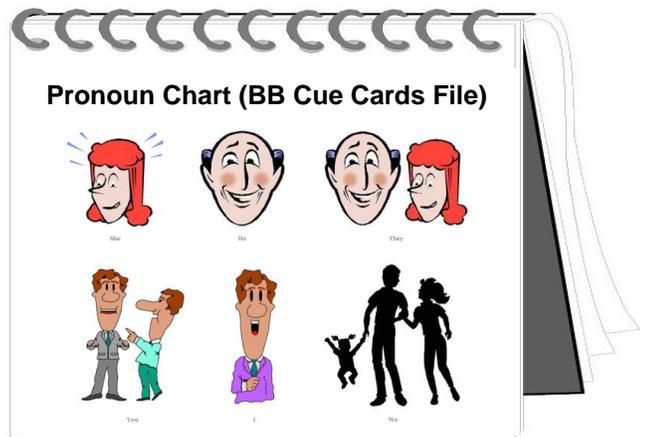
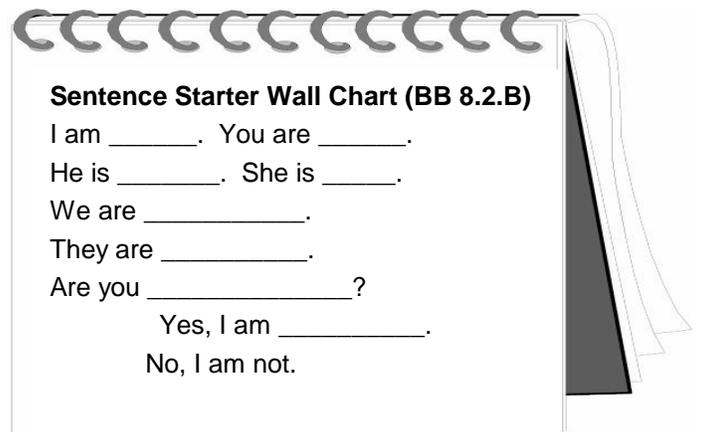
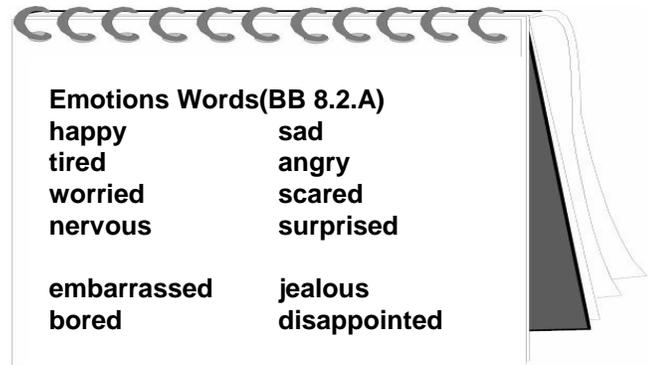
I am happy/ You are happy

He is happy/ She is happy

We are happy/ They are happy

Use pronoun chart (found at the end of the BB Cue Cards file). Teach “I am...” and “You are...” as a pair. Teach “He is...” and “She is...” as a pair. Teach “We are...” and “They are...” as a pair. Change the emotion in the blank by holding up a new emotion cue card when the repetition becomes slow or boring.

Note: Beginner class students need this review even if they already know the structure. It is a common mistake to misuse ‘he’ and ‘she’. Follow this procedure until all emotions have been taught.



3. Teach question structure:
 - Are you happy? (hand new cue card to change emotion word)
 - Yes, I am happy.
 - No, I am not.
4. Allow students time to copy the vocabulary and structure wall chart.
5. Hand each student an emotion word card and have students pantomime the emotion. Students will guess the emotion using a full sentence. "He is angry." Large classes may do this activity in groups of three's or four's.

Activity 3	Resources Needed
Emotions Matching Game	Emotion Clip Art Cue Cards Emotions Word Cue Cards

Procedure

1. While students copy the charts from the previous activities, lay the Emotion Clip Art Cue Cards and Emotion Words Cue Cards in random order on the floor or on a table, if one is available.
2. Have students gather around the cue cards and match the words to the clip art.

Note: Be sure that every student participates.

Activity 4 (Beginners only)	Resources Needed
Conversation Practice	Question Strips (enough for each student, duplicates are fine)

Procedure

Continuation from Activity 1.

1. Create the following question strips for each student. It is okay to have duplicates.
 - Why are you _____?
 - What makes you feel happy?
 - What makes you feel nervous?
 - Why are you surprised?
 - What scares you?
 - Why do you worry?
 - When were you embarrassed?

When were you disappointed?

When are you bored?

2. Pair the students with a partner. Indicate to them that you want them to hold a conversation based on the strips they have. Walk around the room and help the students as they practice.
3. Change the strips the partners are using or have one partner rotate until the original partners are back together.
4. Present the following sentence structure to the students:
 "I am happy because it's a good day."
5. Working with each student, substitute other words into the sentence for the underlined words above.

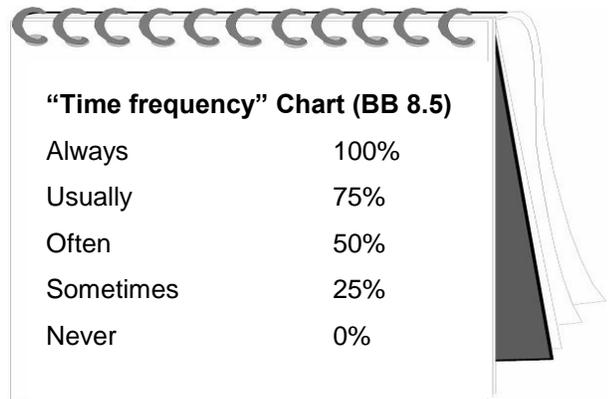
Activity 5 (Beginners Only)	Resources Needed
Time words (Beginners only)	Time Frequency Wall Chart

Procedure

If students have progressed well on emotions, teach time frequency words to express personal feelings.

1. Show Time Frequency Wall Chart.
2. Pronounce each word and have students repeat.
3. Using time frequency words, ask questions using emotion words.

Sample: Are you ever happy? I am (usually) happy. I am (often) bored.



happy

sad

tired

angry

worried

scared

nervous

surprised

embarrassed

jealous

bored

disappointed

I am _____. **You are _____.**

He is _____. **She is _____.**

We are _____.

They are _____.

Are you _____?

Yes, I am _____.

No, I am not.

Always	100%
Usually	75%
Often	50%
Sometimes	25%
Never	0%

What makes you feel angry?

What makes you feel happy?

What makes you feel nervous?

Why are you surprised?

What scares you?

Why do you worry?

When were you embarrassed?

When were you disappointed?

When are you bored?



English Language Dynamics

Basic Beginner Lesson 9 : Places Around Town

Objectives

- Learn names of places around town.
- Learn to ask for and give simple directions.

Classroom Learning Activities

Activity	Resources
1. Review	Use 5 minutes everyday to review the previous day's lesson.
2. Teach Places Around Town vocabulary	"Places Around Town" Wall Chart "Places Around Town" Cue Cards
3. Teach Directions Around Town vocabulary	"Directions Around Town" Wall Chart Street Map
4. Teach Places Around Town dialogue	"Places Around Town" Dialogue Wall Chart "Places Around Town" Cue Cards Street Map
5. Find the Place	"Places Around Town" Cue Cards Painter's Tape Street Name Cards

Note: After each activity, allow a few minutes for students to copy charts.

Note: Basic classes may do Activities 2 and 3 on one day and activity 4 on the next.

Activity 1	Resources Needed
Review	None
Use 5 minutes everyday to review the previous day's lesson.	

Activity 2	Resources Needed
------------	------------------

Teach Places Around Town vocabulary

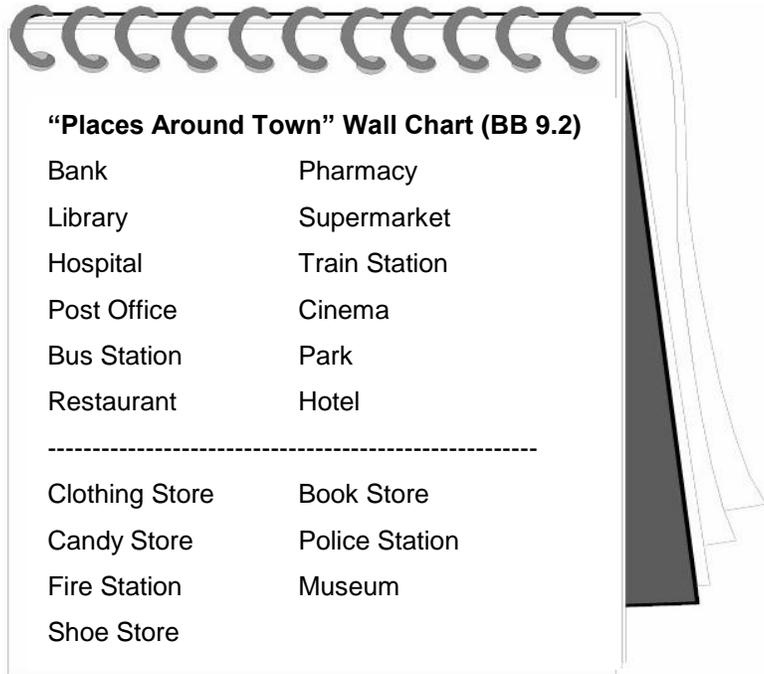
“Places Around Town” Wall Chart
 Places Around Town” Cue Cards

Procedure

- Using cue cards and repetition, teach word power for ‘places to go.’

Note: After students learn 5 words, go back and do a quiz. After 4 more, quiz again.

Note: Words above the line on the chart are for Basic students. Beginners will learn all the words on the chart.



Activity 3	Resources Needed
------------	------------------

Teach Directions Around Town Vocabulary

“Directions Around Town” Wall Chart
 Street Map

Procedure

Teach “Directions Around Town” vocabulary using the students and the map.

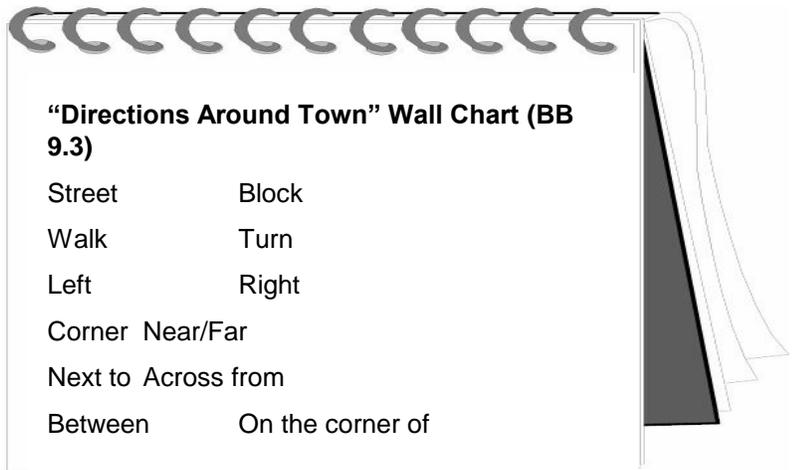
Example:

Olga is **next to** Igor.

Igor is **across from** Sasha.

The bank is **on the corner of** North Street.

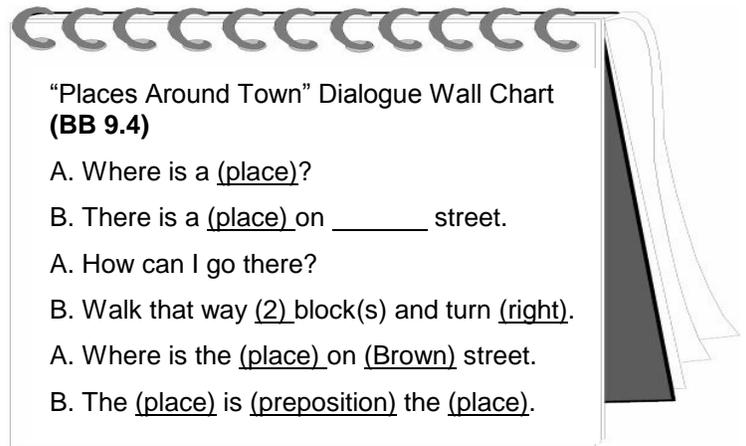
The pharmacy is **between** the hospital and the candy store.



Activity 4	Resources Needed
Teach Places Around Town dialogue	“Places Around Town” Dialogue Wall Chart “Places Around Town” Cue Cards Street Map

Procedure

1. Teacher models the question and answer pattern. Have the students repeat together each question and answer 5 to 7 times.
2. Split class in half. The first half asks the question; the second half answers. Students continue asking and answering until comfortable with the sentence structure. Then they switch sides.
3. Pair students. Have them practice the dialogue using the street map prepared by the teacher.



Activity 5	Resources Needed
Find the Place	“Places Around Town” Cue Cards Painter’s Tape Street Name Cards

Procedure

1. Collect photos of places around your town and enlarge to 5X7. Or, prepare cue cards provided in the Teacher’s Resource file for this level. Also prepare Street Names on index card or paper strips to use to label streets.
2. Using the Painter’s Tape, tape off streets on the classroom floor (8’X6’ space required).
3. Let students decide where the bank, hospital, etc. should be placed.
4. Place one student at the bank and teacher at a location 2 blocks away.
 Teacher asks, “Where is (name of student)?”
 Students answer, “(Name of student) is at the (place).”
 Teacher asks, “How can I go there?”
 Students use the dialogue in BB 9.4 to direct you to the student.
5. Substitute different students at different locations to provide practice.

Bank

Library

Hospital

Post Office

Bus Station

Restaurant

Church

Pharmacy

Supermarket

Train Station

Cinema

Park

Hotel

Butcher

Museum

Book Store

Police Station

Street

Block

Walk

Turn

Left

Right

Corner

Near/Far

Next to

Across from

Between

On the corner of

A. Where is a (place)?

B. There is a (place) on (North) street.

A. How can I go there?

B. Walk that way (2) block(s) and turn (right).

A. Where is the (place) on (Brown) street.

B. The (place) is (preposition) the (place).



English Language Dynamics

Basic Beginner Lesson 10 : Physical Descriptions

Note: *This lesson is best used with Beginner classes.*

Objectives

- Learn vocabulary for giving a person's physical description.
- Practice giving a physical description of oneself and another person.

Classroom Learning Activities

Activity	Resources
1. Review	Use 5 minutes everyday to review the previous day's lesson.
2. Physical Description Word Power	Physical Descriptions Word Power Wall Chart; Physical Description Cue Cards
3. Physical Description In Statements	Statement Pattern Wall Chart
4. I'm looking for ...	Sentence starter chart and word power

Note: After each activity, allow a few minutes for students to copy charts.

Activity 1	Resources Needed
Review	None

Use 5 minutes everyday to review the previous day's lesson.

Activity 2	Resources Needed
------------	------------------

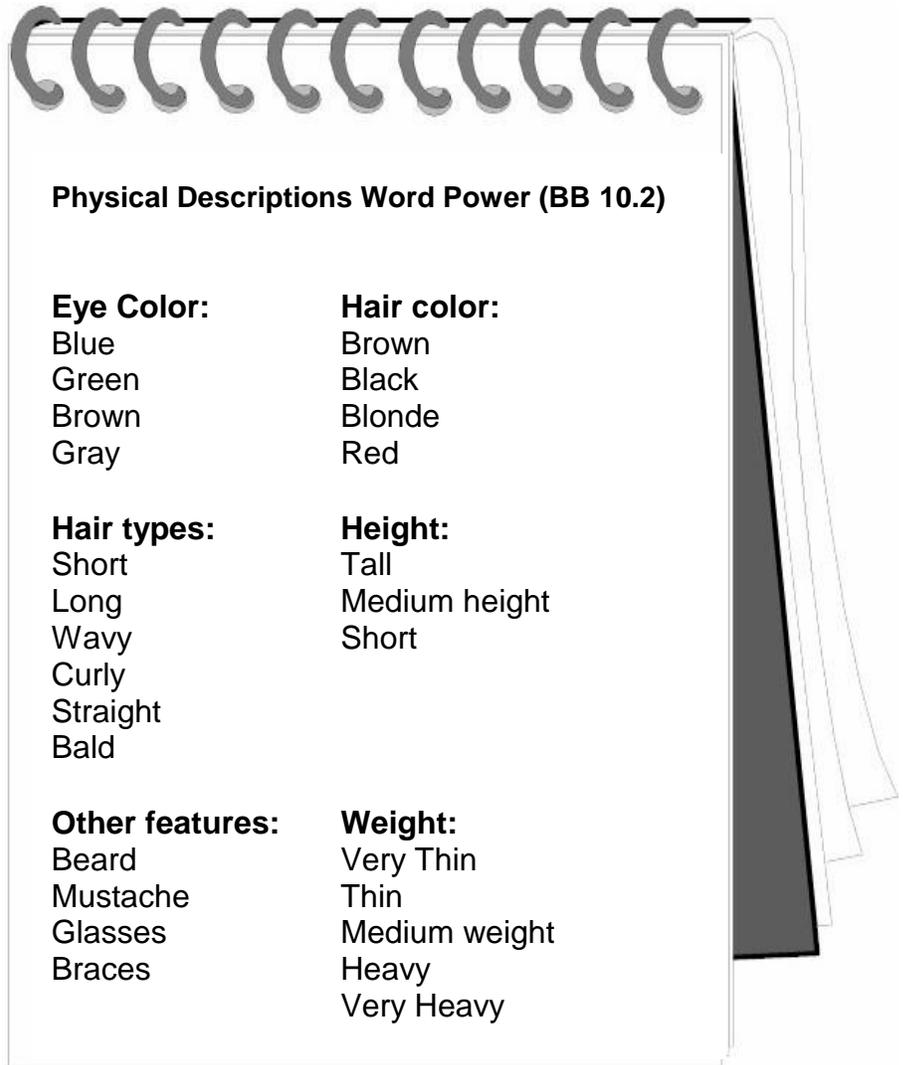
Physical Description Word Power

Physical Descriptions Word Power Wall Chart;

Physical Description Cue Cards

Procedure

1. Practice pronunciation for physical description words.
2. Display a Physical Description cue card and use the substitution drill to teach vocabulary.



Activity 3	Resources Needed
Physical Description In Statements	Statement Pattern Wall Chart

Procedure

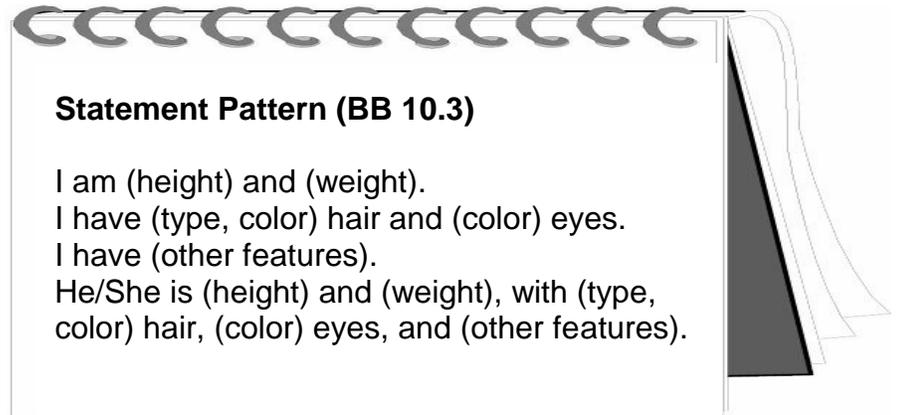
1. Display physical descriptions topic statements wall chart.

2. Using repetition and or substitution drills have students practice giving physical descriptions using statement patterns. First describe themselves and then describing the person sitting next to them.

If you find that this is too personal for them to do have the students use the displayed pictures in their statements.

3. Allow students time to copy all of the vocabulary and sentence starters and topic statements.

Note: *Height* and *weight* should be the words learned in Activity 2 (BB 10.2) not student's actual measurements.



Activity 4	Resources Needed
I'm looking for ...	Sentence starter chart and word power

Procedure

1. Teacher begins the game by saying: "I'm looking for a student. He/she has _____hair and _____eyes. He/she is tall and medium weight." If students do not quickly guess, add, "He is wearing a _____ _____."
2. When the students guess who the teacher described, that student describes another mystery student. This continues until everyone has practiced. If there are more than 12 students in the class and you are short on time, you may divide the class in half and start one group - allowing the second group to watch. Then, the teacher should divide time between the two groups. When the groups have finished, scramble the groups and practice again.

Eye Color:

Blue
Green
Brown
Gray

Hair color:

Brown
Black
Blonde
Red

Hair types:

Short
Long
Wavy
Curly
Straight
Bald

Height:

Tall
Medium height
Short

Other features:

Beard
Mustache
Glasses
Braces

Weight:

Very Thin
Thin
Medium weight
Heavy
Very Heavy

I am (height) and (weight).

I have (type, color) hair and (color) eyes.

I have (other features).

He/She is (height) and (weight), with (type, color) hair, (color) eyes, and (other features).



English Language Dynamics

Basic Beginner Lesson 11 : Occupation

Note: *This lesson is appropriate for older classes.*

Objectives

- Learn English words for several occupations
- Practice describing something each worker does and basic tool used
- Conversation practice in groups

Classroom Learning Activities

Activity	Resources
5. Review	Use 5 minutes everyday to review the previous day's lesson.
6. Occupation Word Power	Occupation Cue Cards Occupation Word Power Wall Chart
7. Sentence Practice	Sentence Practice Wall Chart
8. Conversation Practice	Job Wall Chart

Note: After each activity, allow a few minutes for students to copy charts.

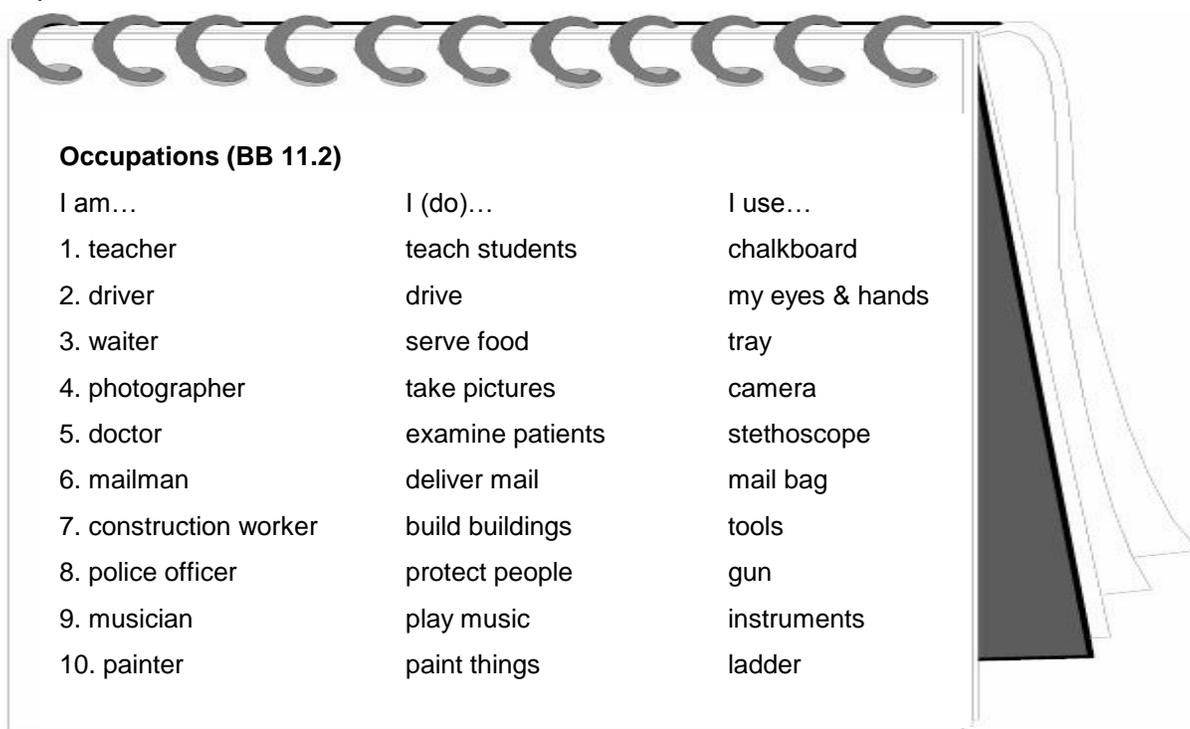
Activity 1	Resources Needed
Review	None

Use 5 minutes everyday to review the previous day's lesson.

Activity 2	Resources Needed
Occupation Word Power	Occupation cue cards Occupation word power wall chart

Procedure

1. Explain there are various English words with the same meaning such as Occupation, Profession, Job, and Work.
2. From the occupations chart, select which ones you will teach. The chart includes phrases describing something each worker does and basic tool used. Cue cards correspond to chart.



Occupations (BB 11.2)		
I am...	I (do)...	I use...
1. teacher	teach students	chalkboard
2. driver	drive	my eyes & hands
3. waiter	serve food	tray
4. photographer	take pictures	camera
5. doctor	examine patients	stethoscope
6. mailman	deliver mail	mail bag
7. construction worker	build buildings	tools
8. police officer	protect people	gun
9. musician	play music	instruments
10. painter	paint things	ladder

Activity 3	Resources Needed
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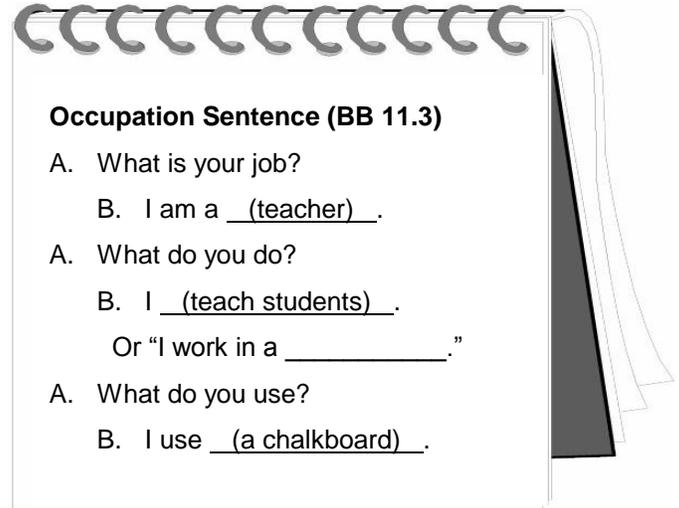
Sentence Practice

Sentence practice wall chart

Procedure

1. Students practice sentences using wall chart word power.
2. After practicing these sentences, encourage students to use words for their occupation.

Note: If you have secondary or university students who do not work, adjust this activity so they can tell about their parents' job.



Activity 4	Resources Needed
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Job Wall Chart

Conversation Practice

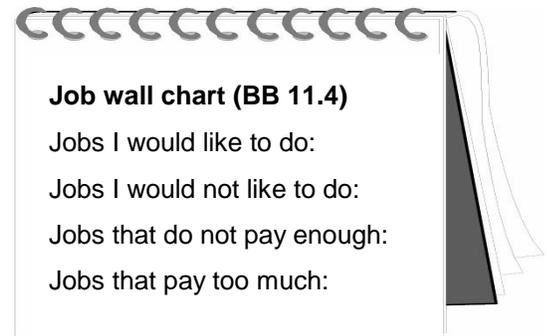
Procedure

1. Place students in groups of 3 or 4 to discuss in English the topics in the Job wall chart.
2. Ask that each group share their lists with class. If time permits, compile the lists to determine the top "3" in each category.

Optional Activity:

List which jobs are outside or inside jobs?

List which jobs work mostly with people or things?



I am...	I (do)...	I use...
teacher	teach students	chalkboard
driver	drive	my eyes & hands
waiter	serve food	tray
photographer	take pictures	camera
doctor	examine patients	stethoscope
mailman	deliver mail	mail bag
construction worker	build buildings	tools
police officer	protect people	gun
musician	play music	instruments
painter	paint things	ladder

Jobs I would like to do:

Jobs I would not like to do:

Jobs that do not pay enough:

Jobs that pay too much:



English Language Dynamics

Basic Beginner Lesson **Family**

Note: *This lesson is appropriate for older classes.*

Objectives

- Learn and practice using family words
- Practice introducing family members

Classroom Learning Activities

Activity	Resources
1. Review	Use 5 minutes everyday to review the previous day's lesson.
2. Family Word Power	Family Cue Cards Family Wall Chart Sample Family Tree Wall Chart
3. Students Introduce Families	Photos or Drawings of Family Family Question Wall Chart Pronoun Chart
4. Family Discussion	Family Discussion Wall Chart

Note: After each activity, allow a few minutes for students to copy charts.

Activity 1	Resources Needed
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Review

None

Use 5 minutes everyday to review the previous day's lesson.

Activity 2	Resources Needed
Family Word Power	Family Word Power Chart Family Word Power Strips Sample Family Tree Wall Chart

Important Reminders

- Words above the line on the chart are for Basic students. Words below the line are for Beginner students.
- Use the Sample Family Tree Wall Chart as a guide to help you create your own family tree on a cling sheet in front of the classroom. Explain your family relationship words as you draw the diagram. This activity should take less than 3 minutes.
- When introducing your own family, use only one photo. Keep it simple and short.
- If students do not bring photos, show them how to draw a quick “stick” family to represent their family members.
- Watch your time! If class is small, everyone should have time to tell about their family. If class has 8 or more students, put them in groups of three or four and let them tell about their families.

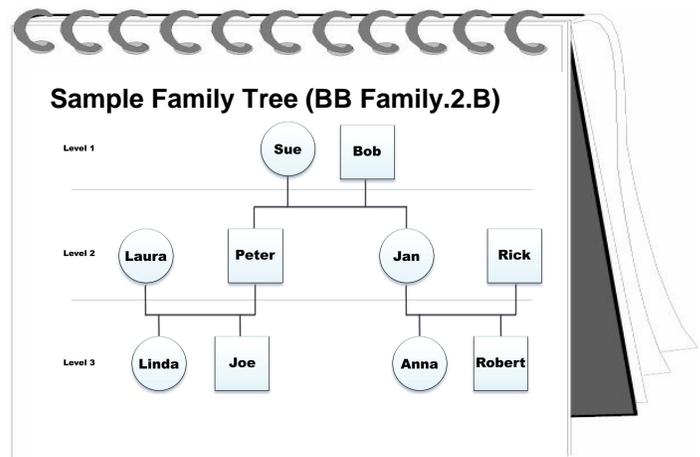
Family Word Power (BB Family.2.A)

mother	father
sister	brother
daughter	son
wife	husband
grandmother	grandfather
granddaughter	grandson
mother-in-law	father-in-law
sister-in-law	brother-in-law
daughter-in-law	son-in-law

aunt	uncle
niece	nephew
step	cousin
half	

Procedure

1. Using the Family Word Power Strips choose one person to be the wife of the family. Give her the “wife” cue card. Have her choose a husband. Give him the “husband” cue card.
2. Continue giving out placards until you have created a large “class family”.
3. Have students take turns introducing the members of the class family.
4. Repeat with a different set of students.



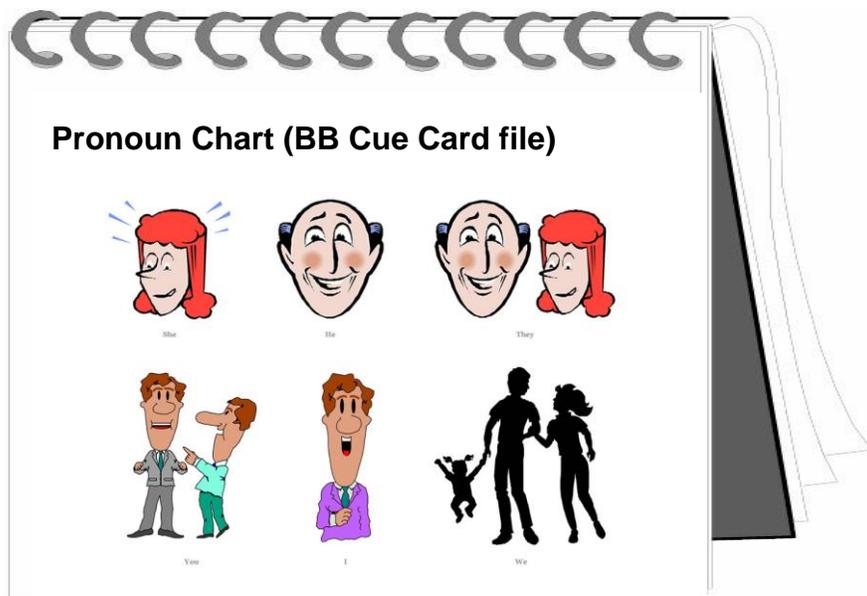
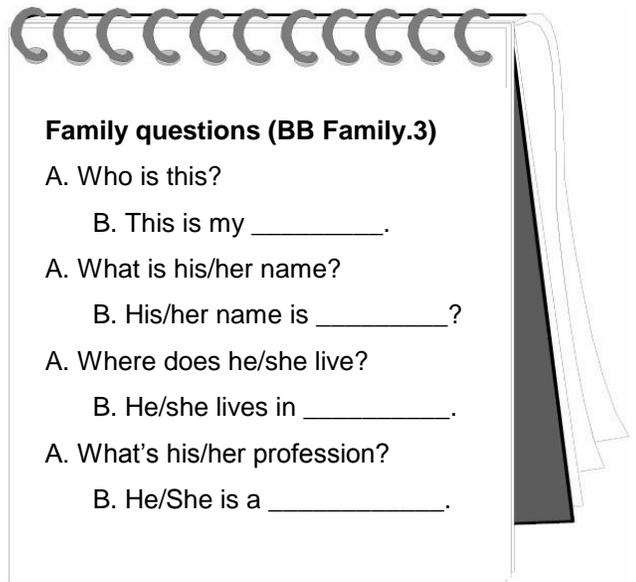
Note: It takes 4 women and 4 men to build a three generation family. You may arrange for a teacher or staff member to come to class for this activity if needed.

Activity 3	Resources Needed
Students Introduce Family	Photos or Drawings of Family Family Statements Wall Chart Pronoun Chart

Procedure

1. Model for students by introducing your family showing 2 or 3 photos.
2. Using the pronoun chart or pointing to yourself then to students teach my name, your name, his name, her name, etc.
3. Group students into pairs or in groups of 3 or 4. Have them use the family question wall chart and 3 or 4 photos to introduce their families. Make sure you move around the room to listen and view their photos. Ask questions for them to explain their photos to you.

Note: The Pronoun Chart is the last page of the Cue Cards file – so that it can be printed in color.



Activity 4 (Beginner)	Resources Needed
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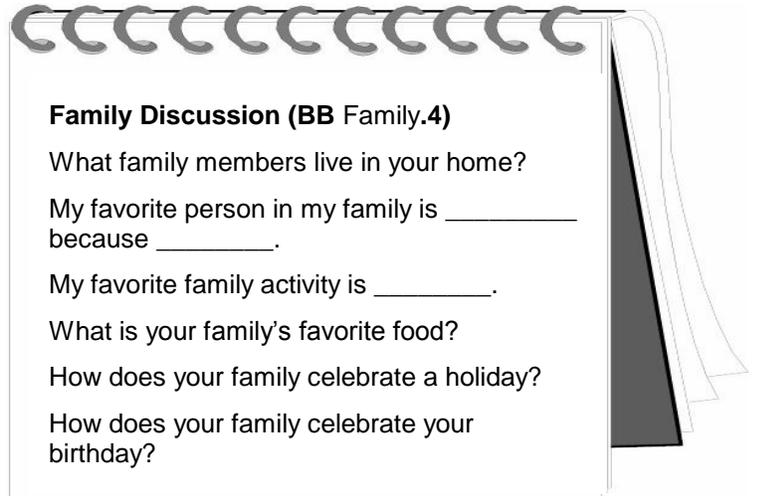
Family Discussion

Family Discussion Wall Chart

Procedure

Here are additional questions for discussion if time permits.

- What family members do you live with?
- My favorite person in my family is _____ because _____.
- My favorite family activity is _____.
- What is your family's favorite food?
- How does your family celebrate a holiday?
- How does your family celebrate your birthday?



Woman/Female

Man/Male

mother

father

sister

brother

daughter

son

wife

husband

grandmother

grandfather

granddaughter

grandson

mother-in-law

father-in-law

sister-in-law

brother-in-law

daughter-in-law

son-in-law

aunt

uncle

niece

nephew

step

cousin

half

mother

father

sister

brother

daughter

son

wife

husband

grandmother

grandfather

granddaughter

grandson

mother-in-law

father-in-law

sister-in-law

brother-in-law

daughter-in-law

son-in-law

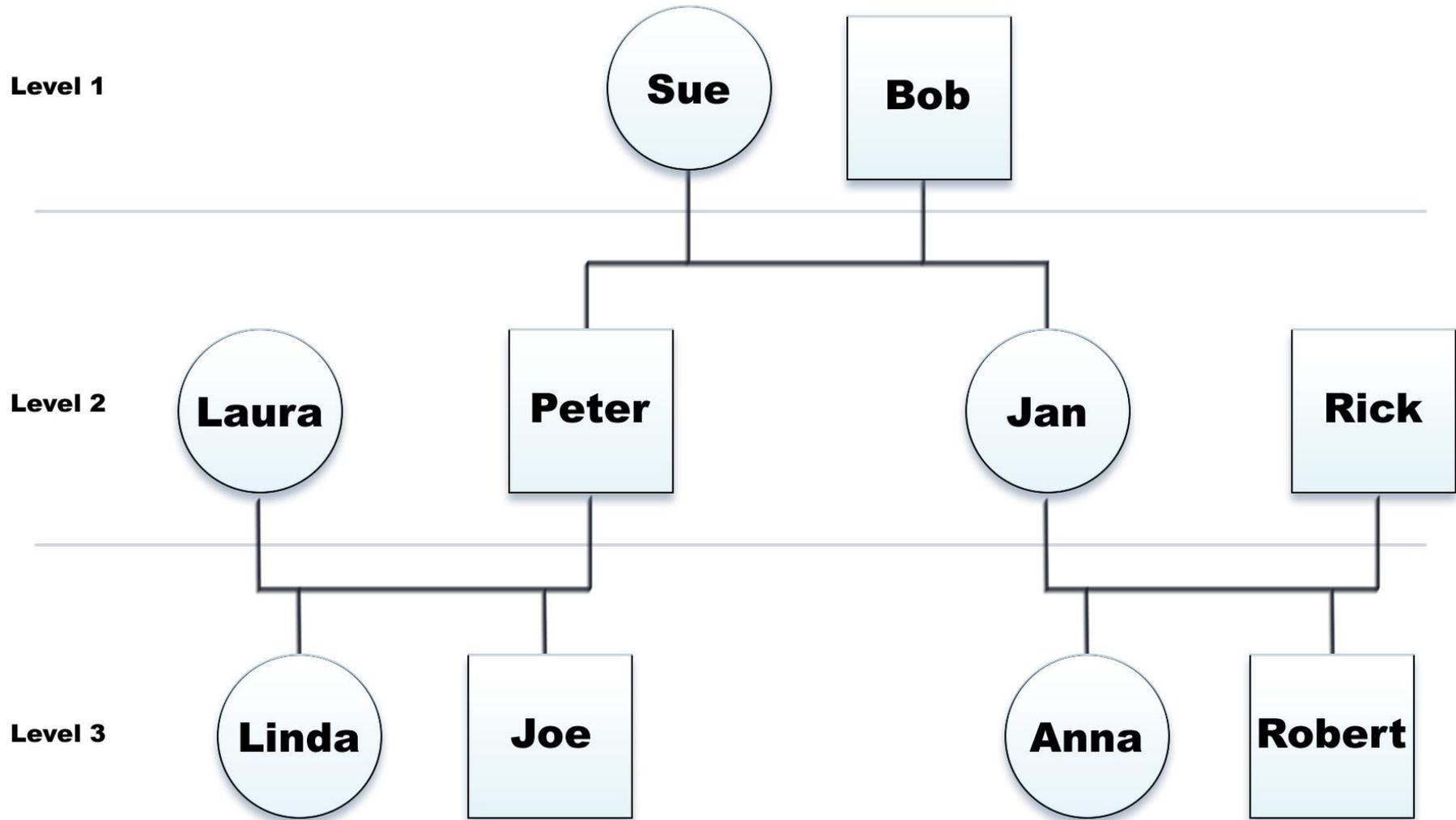
aunt

uncle

niece

nephew

cousin



A. Who is this?

B. This is my _____.

A. What is his/her name?

B. His/her name is _____?

A. Where does he/she live?

B. He/she lives in _____.

A. What's his/her profession?

B. He/She is a _____.

What family members live in your home?

My favorite person in my family is _____ because _____.

My favorite family activity is _____.

What is your family's favorite food?

How does your family celebrate a holiday?

How does your family celebrate your birthday?



English Language Dynamics

Basic Beginner Lesson Classroom Objects (Basics Only)

Note: This lesson may be used in Beginner classes that need practice with prepositions.

Objectives

- Teach classroom objects words.
- Teach the use of prepositions.
- Use classroom objects to learn and practice commands.

Classroom Learning Activities

Activity	Resources
1. Review	Use 5 minutes everyday to review the previous day's lesson.
2. Classroom objects	Real objects or Cue Cards
3. Commands	Commands Wall Chart
4. Prepositions	Preposition wall chart (Beginner words will be folded up and not displayed to Basic students)

Note: After each activity, allow a few minutes for students to copy charts.

Activity 1	Resources Needed
Review	None

Use 5 minutes everyday to review the previous day's lesson.

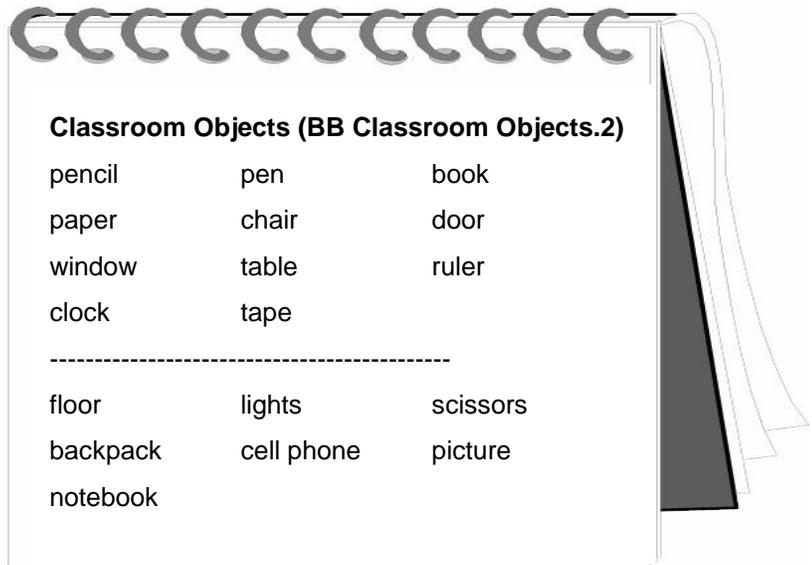
Activity 2 (Basics Only)	Resources Needed
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Classroom Objects

Real objects or cue cards

Procedure

1. Teach classroom objects by repetition using real objects or cue cards.
Basic words are the first eleven words in the BB 8.2 chart.
Beginner words are listed below the lines in the BB 8.2 chart.
Note: These are just suggestions for the words. Use any objects that are available in the room.
2. Remember, repetition is the key! Have students repeat the objects in pair practice.



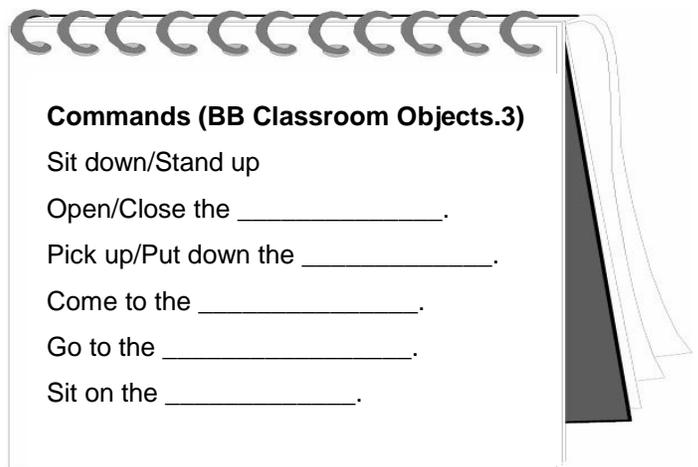
Activity 3 (Basics Only)	Resources Needed
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Commands

Commands Wall Chart

Procedure

1. Teach one command at a time following these steps:
 - Say the command and demonstrate it.
 - Say the command and get the students to do it.
 - Say the command to one student and indicate that you want him to do it. Then begin a chain drill with that student by having him say the command to the student next to him, who obeys the command.
 - Continue this chain drill around the class, giving each student a chance to both give and obey the command.
 - Teacher may want to let student give you commands. Make this a fun and interactive time



Examples

Open/Close the (folder/book/door/window)

Pick up/Put down the (cup/paper/pencil/box/etc.)

Come to the (door/chair/table/window/"me") {to help the students understand, please stand near the object you asking them to come to}

Go to the (door/chair/table/window/etc.)

Sit on the (box/chair/table/cup/pencil/ruler/book/etc.) {You can have a little fun and get a few smiles by having them sit on items they would not normally sit on.}

Optional: If students still need practice with commands, let a few students take turns being “teacher”.

Activity 4 (<i>Basics Only</i>)	Resources Needed
Prepositions	Preposition wall chart (Beginner words will be folded up and not displayed to Basic students)

Procedure

1. Gather smaller items such as pen, pencil, book, etc.
2. Teach prepositions one at a time, with sentence starters from wall chart using repetition and substitution.

Examples of completed sentences.

On - The (pen) is **on** the (book).

Beginners additional sentences under the dotted lines.

Where is the (pen).

It's under the book.

Is the pen on the book?

No, it's under the book.

3. Students practice these sentences in groups of 3 or 4. Assign one student to be the teacher in each group.

pencil

pen

book

paper

chair

door

window

table

ruler

clock

tape

floor

lights

scissor

s

backpack

cell phone

picture

notebook

Sit down/Stand up

Open/Close the _____.

Pick up/Put down the _____.

Come to the _____.

Go to the _____.

Sit on the _____.

The _____ is on the _____.

The _____ is under the _____.

The _____ is in the _____.

A. Where is the _____?

B. It's _____ the _____.

A. Is the _____ the book?

B. No, it's _____ the book.



English Language Dynamics

Basic Beginner Extra Activities

These are back-up activities. It is wise to have 2 or 3 three prepared and ready to use at any time. Use them when you finish a lesson early, or when (for whatever reason) a particular lesson is not going well with students and they need something new to spark their enthusiasm.

Grab Bag (Basics and Beginners)

Put 10 to 20 small items or pictures of items in a bag. Students take turns reaching into the bag and pulling out an item. They try to name the item and tell what the item is used for. (Remember that they know what it is in their language, but they are now learning what it is in English.) In Basic classes the items should be something they have learned.

For Review: using items the students have learned in previous lessons and adding 2 or 3 new items to the list works best (such as clothing articles.)

Suggested items: paper clip, rubber band, tape, tweezers, cotton balls, band aid, pen, pencil, nail clippers, a watch, a clock, mint, gum, lipstick, mirror, cup, spoon, fork, knife, napkin, hair clip, hair brush, sock, scissors, marker, etc.)

To help students remember the names of these items:

1. Make an index card with names of the items in the bag.
2. Put all items in random order on a table or on the floor.
3. Divide class into 2 teams
4. Give equal number of cards to each team.
5. Let teams compete to see which can label items correctly faster.
6. Reward winning team with a candy.

Note: Can be played as a tag team game. It takes about 20 items to make this activity fun.

Colorful Pictures (Beginners)

There are scores of ways to use colorful, interesting pictures in the conversational English classroom. Here are a few ideas:

Ask a question. Display a picture. Tell each student to think of a question to ask about something in the picture. You can even specify which question word each student may use: What? Who? When? Where? How? Students then take turns asking their question and calling on another student to answer it.

True or False?: Display a picture. Make a statement about something in the picture – either true or false. Have students tell whether your statement is true

or false. They must restate your same sentence if they believe that it is true. They must “fix” the teacher’s statement if they believe it to be false. After the teacher makes several statements – both true and false – the students can generate the questions and ask if the statement is true or false. In making statements it is necessary to focus on something specific. For example:

Location - “The umbrella is under the chair. True or false?”

Answer: “False. It is in the chair.”

Action Words - “The girl is running.”

Answer: “False. The girl is eating an apple.”

What do you see? Let each student name something in the picture using this sentence structure: “In this picture, I see _____.”

Be sure to write the sentence structure on the board to help the students remember, and be sure that they use the structure each time they speak.

(This is the correct level for Basic students.)

Word Creation (Basics and Beginners)

Display a long word on the board or cling sheet. This can be a word from yesterday’s or today’s lesson. (Examples: restaurant, yesterday, forecast, friendship.) Show how they can find many small words in the big word. Students may then work individually or in pairs to see who can find the most words in the long word. Set a time limit.

Note: In basic classes, this should be used in the second week.

Twenty Words (Beginners)

Divide students into small groups. Give them the following assignment:

Your cousin is going to America, and he does not know one word of English. He is leaving tomorrow, and you have time to teach him only 20 words. What 20 words will you teach him?

To get them started teacher may mention 2 or 3 words like “help” and “work”.

After 10 minutes, each group presents it’s list of 20 words. Make a master list of the 20 that the class thinks most important.

Three Minute Egg (Basics and Beginners)

(These eggs can be found on the team supplies table.)

Print out the letters included at the end of this section.

Divide students into pairs or 3’s. Give each group an egg containing letters on squares.

Students will make as many words as possible from the letters in the egg. (A workspace such as a table or an empty chair will be necessary.)

Allow 5 to 7 minutes for this activity. Reward the group with the most words.

Note: Basics cannot successfully do this activity until the second week of classes.

Can You Remember? (Recall Activity) (Beginners)

Show the class a picture with many items. Ask them to study it for 1 minute. When time is up, ask them to recall by asking, "What did you see?" Write the words on the board or cling sheet as they remember and name the items.

Note: These items can be a magazine picture with many pieces of furniture or an animal picture with 10 to 15 different common animals.

My Favorite (Beginners)

The teacher should begin each round by modeling his/her favorite, and then gesture to the students in random order to name their favorite things. It is important to keep this activity moving quickly.

1. My favorite book is _____.
2. My favorite day is _____.
3. My favorite month is _____.
4. My favorite color is _____.
5. My favorite city is _____.
6. My favorite ice cream is _____.
7. My favorite meat is _____.
8. My favorite restaurant is _____.
9. My favorite name is _____.
10. My favorite singer is _____.
11. My favorite actor is _____.
12. My favorite actress is _____.
13. My favorite teacher is _____.
14. My favorite sport is _____.

Finish the Sentence (Beginners)

Choose one sentence starter from the list below. Call on students in random order to complete the sentence. (This activity is too difficult for basic classes.)

1. In summer I like to _____.
2. In winter I like to _____.
3. Secretly, I wish _____.
4. I'm sad when _____.
5. I'm happy when _____.
6. Women should always _____.
7. Men should always _____.
8. I need English because _____.

Note: Be sure that students repeat the entire sentence when answering.

Short skirts and long shirts

Six short slow shepherds

She sells sea shells down by the sea shore

Elizabeth's birthday is on the third Thursday of this month.

Riddle – just for fun! (Beginners)

2Y's U R

2 Y's U B

I C U R

2 Y's 4 me!

A	A	A	A	A	A
A	A	A	A	A	A
B	B	B	B	B	B
C	C	C	C	C	C
D	D	D	D	D	D
E	E	E	E	E	E
E	E	E	E	E	E
F	F	F	F	F	F
G	G	G	G	G	G
H	H	H	H	H	H
I	I	I	I	I	I
I	I	I	I	I	I
J	J	J	J	J	J
K	K	K	K	K	K
L	L	L	L	L	L
M	M	M	M	M	M
N	N	N	N	N	N
O	O	O	O	O	O
O	O	O	O	O	O
P	P	P	P	P	P
Q	Q	Q	Q	Q	Q
R	R	R	R	R	R
S	S	S	S	S	S
T	T	T	T	T	T
U	U	U	U	U	U
U	U	U	U	U	U
V	V	V	V	V	V
W	W	W	W	W	W
X	X	X	X	X	X
Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z