

Teacher's Guide for Exploring English

Reading and Writing English as a Second Language

Unit 1: Workbooks A, B, C

The material in this book is
the product of the Lord's blessing
and many individuals working
together at Christian Light.



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Note to the Teacher

- Christian Light’s *Exploring English—Reading and Writing English as a Second Language* program consists of each unit divided into three books. Just as Christian Light’s LightUnits each have three sections, these also have three. There is too much material to fit into one book, so the sections have been divided into three books—Workbooks A, B, and C. See the *Introduction* section of this teacher’s guide for more information.
- Starting with Lesson 4, extra optional ideas are added, but the teacher needs to decide how many to use.
- Students will encounter contractions and possessive words in some conversation dialogues. These have not formerly been taught, so briefly explain how to say the words and what they mean. They should be able to use them in conversation without needing to write them or to decide when to use them.



To be adequately prepared to teach this course, read the Introduction to the Teacher’s Guide.

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Exploring English

Unit 1: Workbooks A, B, C

Introduction to the Teacher's Guide

Lesson Summary and Teacher Preparation

At the beginning of the teacher's material for each lesson, find a simple summary of the objectives and content of the lesson, as well as some teacher preparation helps.

The **Lesson Focus** describes the basic skills the students are being taught in that lesson.

The **Board Preparation** section identifies things to write on the board ahead of class time to save time.

The **Class Preparation** section lists objects or teaching aids needed for the lesson activities. It is important to look over these lists at least a day before teaching the lesson, as some of the things may need to be prepared, brought from home, or provided by the students.

Effectively Teaching the Lessons

ESL students vary in their abilities and speed of learning; therefore, the amount of work done in a class period may vary also. For the best outcome, consider breaking classes into student groups more similar in their progress and taking more time with the less advanced ones, even if a lesson needs to be done over a two-day period. (This course is for students from fourth grade to adult. Some third graders may be able to do it, but younger students should instead do Christian Light's *Learning to Read* course.) Some students will do fine with one lesson per day, but others will not.

Oral drill, including flash cards and dialogue, are essential to effective mastery of the course. Drill work is just as important, if not more so, as it is to finish a lesson's bookwork. Too often, if there isn't enough time, the drill work gets cut first. That is not a recipe for success.

So, when necessary, consider doing a lesson over two days or lengthening the class periods. Doing whatever it takes for effective learning is the key to success!

Icebreakers

Begin each day with an icebreaker—a fun game or activity that helps students warm up, loosen up, and practice some of their recently acquired skills. There is an icebreaker given for each lesson, except for the review and test, starting with Lesson 2. Many of these are flexible enough to be used at different times throughout the course. Find a list of all the icebreakers in Appendix F.

Vocabulary

This course aims to teach and review a specific set of vocabulary words. Each lesson has a list of new words. All these words will be reviewed regularly. In time, there will

be five units in this ESL course. By the end of five units, students will have learned and reviewed the meaning and use of over five hundred essential words.

There will be other words in everyday speech that may be taught too. Take the opportunity to teach them as you encounter them. Focus on common nouns and verbs that the students hear and use daily.

The following process should be used in reviewing flash card vocabulary words:

1. **Hold up each card.** Select a student to say the word for that card. Have the entire class say the word in unison. Or select one or two other students to say the word, but make sure that each student is involved.
2. **Review the stack again.** This time select students to make sentences or answer your questions, using the word for each picture. Once the word has been used correctly, move its card to the back of the stack.
3. **Continue** until all the words for that review lesson have been used.

Repeat steps one through three for each review lesson listed in the Teacher's Guide.

Flash Card Introduction

The words in the Flash Card Vocabulary List are introduced every day using the following sequence.

Flash Card Introduction Sequence

1. **Introduce** each word by showing the flash card and saying the word.
2. **Demonstrate** each word when possible to help them understand the meaning.
3. **Select** three cards and have the class call out each word in unison.
4. **Add** a new flash card to the stack when all three have been said correctly.
5. **Repeat** adding a new card each time students master three additional cards that have been practiced. Allow some room for error as the size of the stack increases. As the number of cards increases, make several stacks according to how well they have been learned (e.g., drill new cards daily, almost learned cards weekly, then bi-weekly until mastered, etc.). Once cards have been mastered well, they may be retired. Before retiring the cards, be sure to drill each student separately.

Christian Light's *Learning to Read Sight Word Flash Cards* can be helpful in teaching sight words, but not all the sight words in this course have cards. Therefore, the set is optional.

Introduction

How to Introduce More New Words

Many words are not represented by flash cards. Even if these words are not being taught and reviewed as reading words, it is helpful for students to have a visual representation of new words and phrases that they are saying. This can help the students remember them and will help clarify which sounds they are hearing in the words.

Consonants

Most students over the age of ten probably already feel comfortable with most of the consonant sounds, and the idea of letter-sound correspondence. If they have learned to read in another language but are unfamiliar with the Latin alphabet, they will easily learn the new letters, although some of the new sounds may be strange to them. If they have never learned to read in any language, they will need more instruction and practice than is offered in this course.

Christian Light's *Learning to Read* program could be used with younger students who need more instruction. For older students unfamiliar with the alphabet and its sounds, you may use the *ESL Building Blocks* program, followed by the *ESL Unit 1* books, and the *Conversational ESL* course.

In the *Building Blocks* program, the basic sounds of the letters are taught in ten lessons. The consonant digraphs and long vowels are taught in the next four lessons. It ends with teaching the concept of blends by introducing a few of them.

After that, it is assumed that the consonant sounds will be best practiced by learning and reading words that contain them. The teacher may need to provide extra practice for a few students.

Vowels

English vowels are among the more difficult aspects of phonics for English language learners to master. For this reason, every lesson will include a vowel activity section. Each time there will be a focus on one concept, and review of other vowel concepts. This will build the students' confidence in recognizing and speaking vowel sounds in words.

Appendixes

The Appendix pages may be copied as needed. However, these pages are not to be copied and shared between schools.

Practice Methods

As the teacher becomes more familiar with the course and the characteristics of the class, she will be able to revise and adapt these methods to work better for her class. She may also develop methods of her own.

The Line-Up Method

Using the Line-Up Method, have students form two lines. Select one student at the end to begin practicing a phrase to the person across from him—you choose the phrase. The first set of students show how the example is done. Then everyone in Line 1 speaks to the person across from them in Line 2, and the people in Line 2 respond. All the sets speak at the same time. Then Line 1 moves one person to the left while Line 2 remains stationary. The person at the end of Line 1 who gets “pushed off” walks around to the other end of his line. Students continue practicing the same phrase with a different person across from them until each student in Line 1 again reaches his starting position.

The Peel Method

Have students form a circle. Select one student to begin by turning to the person to his left and practicing the phrase. The first student then moves on to the next student and then by turn to each student in the circle. The second student follows the first, practicing with each consecutive student. The third student follows the second and so on. Each student continues around the circle until he reaches his starting position. This is a good way to practice simple conversation exchanges repeatedly with the entire group at once.

The Group Demonstration Method

Divide the class into groups of three or more students and have each student in the group demonstrate or take the lead part in the conversation element being practiced. The rest of the class watches this group demonstrate the skill for them. Once the group is successful, a new group attempts it. Each student should get a chance to be part of a group. This method is good for practicing more complex conversations that include more than one person.

The Multiple Chain Method

Choose two or more students that are seated far apart from each other to start chains of conversation that move in a given pattern through the class. Each student first takes the responding role, and then turns to the next student in the pattern, and takes the lead role, while that next student takes the response role. All the chains of conversation keep moving through the class, with the teacher giving direction to any chain as needed. You may need to start with one chain, get it going smoothly, and then start the next one. The chains can continue moving indefinitely until you are confident that most of the students are communicating clearly with each other. After a few rounds, the pattern or direction of the chain could be changed so the students can practice with someone else.

Read, Write, Say

This section covers the new material for each lesson. Much of it will require teacher involvement as the students fill in the answers.

We Remember

The *We Remember* section consists of review activities in the student workbooks. Some of them may require teacher involvement and direction.

Correct the students' work as they go.

While students are doing the *We Remember* section, work with students that need extra help with reading, pronunciation, or other problem areas.

Spelling Words

Say the spelling words aloud. Students should already know what they mean since they were formerly vocabulary words, but if not, review the definitions. Students repeat the words and spell them out loud. Point out phonics rules and other tips that will help students remember the spellings.

Students prepare to write the words on notebook paper. Say each spelling word aloud. Use it in a sentence. Then say it aloud again as students write the word.

Note: Do not wait to correct the entire list later and give it back to the student after a lapse of time. Research shows that a delay between the incorrect spelling of the word and its correction results in a greater tendency to repeat the original wrong spelling. It is best to correct it immediately.

Optional Extra Practice

This section contains class activities and extra material that may be used to reinforce concepts as time allows.

Dialogue Workbook

Learning to dialogue is a valuable skill that helps students in speaking and understanding English. The dialogue practices in Unit 1 are conversations between two or more characters and are in the student Dialogue Workbook.

For a two-person conversation, symbols are used to show who should speak. For three or more persons talking, letters are used to identify who is speaking.

These dialogues are intended to model common conversation patterns. Memorizing the dialogues will help students in their conversation skills.

The dialogues are usually accompanied by pictures for visual aid. Point to each speaker as you read the dialogue, and explain or demonstrate what is happening in the pictures.

1. **Read the caption** or quotation for each speaker in the dialogue model.
2. **Point to each speaker** as you read the caption. Demonstrate/explain what is meant.

3. **Start again** at the beginning of the dialogue.

4. **Select a student** to repeat one side of the dialogue after you.

5. **Repeat** the entire dialogue multiple times in this manner, until students can look at the frame and respond correctly without you saying the response for them.

6. **Select pairs/groups of students** to perform the dialogue together, using their real names.

If there are no pictures, you may want to draw simple stick figures on the board representing the people talking and point at the stick figure "speaker" in the dialogue.

Unit Quizzes

The first part of the lesson is called *Review for the Quiz*. It reviews various things from that specific workbook—vocabulary, phonics sounds, spelling words, and grammar concepts. The teacher decides what to review, according to the students' needs.

The second part is called *Conversation Exercises*. The groups listed under this section refer to headings from *Review for the Quiz*. The concepts listed under these groups will be quizzed. In this part, students come up to the teacher's desk in pairs or small groups. With each pair, work through one of the activities listed. Work through a different group of activities with all the students, having each student appear up front several times until they have attempted all the activities.

The quizzes are in the back of the students' workbooks and should be removed before the books are given out.

Unit Reviews

Lesson 16 in the completed unit is a Unit Review. These are similar to quizzes, except that they cover material from the entire unit. Total mastery of the material is not the goal at this level. Make it your goal for students to be familiar and comfortable with the things they have learned.

Unit Tests

Follow these guidelines when administering the unit tests:

- Do not allow students to finish a test on the following day.
- Once the conversation exercises are completed, have everyone hand in all their books and papers. Anything they have that is related to the course must be put out of sight.
- Make sure the instructions are clear to each student.

Students who fail the test should be given extra help in the areas of difficulty. They should not be held back and sent through the previous unit again. *These tests are more of a progress report, not something that one fails or passes.* Only consider redoing a unit if most of the class badly fails a unit test.

Introduction

Unit Test Grades

To obtain a final unit score, average the three quiz grades, then add that average to the test grade and divide it by two. This average will be the final score for the Unit.

Example:

Quiz A – 96%

Quiz B – 98%

Quiz C – 95%

Average – 96%

Test Score – 93%

Average/Unit Score – 95%

Sample Class Schedule #1

This is based on a 1.5-hour class period for students who are taken out of regular classes for that time. If you have more time to work with students, adjust the schedule as needed.

Review, review, review. Spend a thorough amount of time reviewing previously learned material. The focus is not getting more done or even a whole lesson done in a day, it is getting quality learning done.

- **Review Ideas:** memory games, building sentences with flash cards and words they have learned, speaking exercises, having students try answering in complete sentences, etc.
- **New Material:** Plan to spend time completing about half the lesson in the student material. A lesson broken into two-class segments leaves room for two review periods per lesson. This should help the students grasp the material well.
- Any extra time can be spent reviewing difficult concepts.

Sample Class Schedule #2

Here is another suggestion for dividing a lesson into two days' worth of work. The different sections do not always need to be done in the same order.

Day 1:

- Introduce new sight words
- Introduce new vocabulary words
- Spelling Words
- Dialogue Workbook
- We Remember (at least a section of it)

Day 2:


- Review sight words
- Review spelling words
- Read, Write, Say
- Finish We Remember
- Spelling test

The Teacher Guide lists the required oral activities and flash card drill. These should be done at the time each section is worked on in the student books.

Symbols in the Workbooks

○ **Teacher check:** Exercises marked with this symbol need a teacher's involvement. The teacher needs to evaluate or assist students with this exercise. The students may continue working past this symbol even though the exercise has not been checked.

☆ **Star:** This symbol indicates optional exercises. Students should check with the teacher for instructions.

 This symbol corresponds with the page number of the student workbook.

Ⓐ The circles with capital letters match the same letters in the student workbook.

Unit 1: Workbook A

Lesson 1

What Is Your Name?

(Pages 1-6)

Lesson Focus

- Use and respond to simple greetings and introductions.
- Write one's full name.
- Introduce *I am* and *you are*.
- Introduce phone numbers and house or street numbers.
- Introduce *town* and *city*.
- Read the sight words.
- Read and write the vocabulary words.
- Learn about lowercase and capital letters.
- Introduce the letters A-G and their sounds.
- Read and write numbers 0-9.
- Introduce the question word *what*.
- Introduce the preposition *from*.
- Read and write the spelling words.

Board Preparation

- Write your name.
- Write the letters Aa-Gg.
- Write the numbers 0-9.
- Write the sight words if not using flash cards.

Class Preparation

- Name tags for the entire class
- Imaginary phone numbers for each student
- Pictures of your home, family, etc. (optional)
- Alphabet Wall Chart or write the alphabet on the board.
- Unit 1, Dialogue Workbook for each student
- Unit 1, Workbook A for each student
- Look for underlined procedure titles (e.g., The Peel Method) throughout the lesson, and familiarize yourself with them, using the Teacher's Guide introduction.
- Sight Word flash cards: 6, 16, 26, 41, 67 (optional)
- Vocabulary flash cards: 1-25

Introductions

Teacher Tips: Have the students say their whole name when introducing themselves, but to greet others and respond by using only the first name. Not, "Nice to meet you, Jane Good."

Introduce yourself and other adults using titles of respect, such as *Mr.* and *Mrs.* Require students to address you and other adults with titles of respect. In such cases, they respond with "Nice to meet you, Mr./Mrs./Ms. (last name)."

- Put on your name tag. Greet the students and introduce yourself. Demonstrate the meaning of *name* by pointing at your name tag.
- Have the students take turns introducing themselves using their full name.
- Pass out the name tags. Help them write their names in the workbook and on their name tags.



- A** Have the students write their own names.

Teacher Tip: Use “Good morning” every morning to greet the students, “Good afternoon” after lunch, and “Good-bye” at dismissal time. Demonstrate the meaning of *evening*. Show the flash cards for *morning*, *afternoon*, *goodbye*, and *evening* to clarify meaning. Use these greetings deliberately, making sure the students use the greetings at the correct times as well. You may want to teach *good night* too, but there is no flash card. Cards to pull: 11, 16, 146, 147.

B Listen and Say

- Using information from the Dialogue Workbook section on page vii of the Teacher’s Guide, introduce the Unit 1 Dialogue Workbook. This will be used with all the lesson dialogues.
- Students listen as you say these greetings, and then say them with you.
 - Students write their own personal answers on the lines.

Sight Words

Introduce the term *sight words*. These are commonly used words that cannot be sounded out and need to be memorized. By learning sight words, students will be able to read stories sooner than if they needed to first sound out each word.

Teacher Tip: Consider using Christian Light’s picture Sight Word Flash Cards to introduce some of them. Not all the sight words have cards. When students struggle to remember words, it can make the process easier by using pictures.

C

- Introduce the new sight words in the box: *am*, *from*, *how*, *I*, *is*, *my*, *to*, *what*, *you*, *your*.
- Say the words together. Draw a line to match the same words. One is done.

Vocabulary

D Vocabulary Flash Cards

- Practice finding page and lesson numbers.
 - Introduce and practice the new vocabulary flash card words.
- Say the new vocabulary words.

Lesson
What Is Your Name?

1

A Write your name. _____
 My name is _____

Introduction

B Listen and say.

- 1.1A Nice to meet you!
 - 1.1A How are you?
 - 1.1A How old are you?
- My age is _____. I am _____ years old.

Sight Words


C Say the sight words in the box. Draw a line to match the words. One is done.


am from how I is my to what you your


<p>3. am — how</p> <p>from — is</p> <p>how — I</p> <p>I — am</p> <p>is — from</p>	<p>you — what</p> <p>your — your</p> <p>what — my</p> <p>to — to</p> <p>my — you</p>
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Vocabulary


D Say the new vocabulary words.

- 
say


write


morning


night/day


goodbye

Lesson 1



dad



mom



house



school



street



phone



numbers



apple



letters



boy



cat



city



dog



egg



fish



girl



name



friends



teacher



greet

Write the vocabulary words.

5.



write



dad



street



phone

street
write
dad
phone

- Dad, mom, cat, dog, and school are things or people that usually have names. Hold up the flash cards for these words.
 - Get each student to say his name, his parents' names, and the name of his cat, dog, and school, if they have those. Everyone must use complete sentences.
5. Write vocabulary words from the box on the lines.

Unit 1: Workbook A-1

3

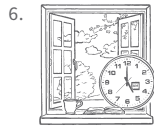
6-9. Write vocabulary words from the boxes on the lines.

E Listen and Say

10. Use page 9 in the Dialogue Workbook section for directions before doing this part. Introduce the characters there. Use pictures to practice the dialogue.

- 1.1B Meet my mom.
- 1.1C Nice to meet you too!

Lesson 1



morning



greet



say



day

say
greet
day
morning



mom



goodbye



school



numbers

mom
numbers
goodbye
school



teacher



city



night



name

city
name
teacher
night



friends



letters



dog



house

house
dog
friends
letters

E Listen and say.

- 10. • 1.1B Meet my mom.
• 1.1C Nice to meet you too!

3

Lesson 1

Read, Write, Say

F Listen and say.
















11.



Aa Bb Cc Dd Ee Ff Gg

Listen. Write the letter of the beginning sound.

12.

	<u> </u> a <u> </u>		<u> </u> e <u> </u>		<u> </u> g <u> </u>
	<u> </u> f <u> </u>		<u> </u> c <u> </u>		<u> </u> a <u> </u>
	<u> </u> d <u> </u>		<u> </u> b <u> </u>		<u> </u> c <u> </u>
	<u> </u> g <u> </u>		<u> </u> f <u> </u>		<u> </u> e <u> </u>
	<u> </u> c <u> </u>		<u> </u> d <u> </u>		<u> </u> b <u> </u>

Read, Write, Say

F

- Introduce the new letters Aa-Gg on the board. Note both letter forms: capital and lowercase.
- Point to each letter and say its name together as a class. Introduce them as key letters and focus on learning the alphabet. Write each letter on the board again, showing how to write it.

Listen and Say

- Say the picture names together. (Pictures are *apple, boy, cat, dog, egg, fish, girl*.) Each student takes a turn reading the letters Aa-Gg in their book by saying the names and sounds (e.g., Rr = r and /rrr/). Write the beginning letter sound on the line. Say the flash card picture name and show the word on the back.
- Say the picture name and write the beginning letter sound on the line. (Keep these key-letter cards in a separate stack for easy access later.)



13. As students read the letters, they should say if the letters are capital or lowercase (e.g., *capital A*, *lowercase a*).

G Introduce Numbers

- When counting numbers, point to each one and read it. Demonstrate the amount it stands for by counting dots or objects if necessary.
- Introduce the numbers 0-9.

14. Practice saying the numbers 0-9.

15. Students listen and write the numbers as you say them: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 4, 3, 6, 9, 5, 7, 1, 0, 2, 8, 5.

H Listen and Say

- Practice the phone number and address exercises on page 3 in the Dialogue Workbook, before doing the 16-19 exercises here.
16. Assist students in writing their own information correctly.
- 1.1D What is your phone number?
- Students write their own phone number.
 - Students write their teacher's phone number. (*If you do not care to share your real phone number, feel free to give a fake one.*)
17. Have the students answer these directions orally according to the local terms.
- 1.1E What is your house number?
- Say the name of your school.
 - Say the number and street name for your school.
 - Say your house number and street name.
 - Walk through the class, monitoring and helping the students.
18. Write your house number and street name.
19. Write the name of your town or city.

Read the letters.

○13.	1.	D	c	b	e	g	F	b	g	a
	2.	A	E	F	B	A	C	A	f	g
	3.	e	G	c	a	C	e	a	C	b
	4.	C	f	E	A	e	D	B	E	F
	5.	B	d	B	d	G	g	c	G	C

G Listen to the numbers.

○14. 0 1 2 3 4 5 6 7 8 9

Listen to your teacher. Write the numbers across.

○15. 0 1 2 3 4 5 6
7 8 9 4 3 6 9
5 7 1 0 2 8 5

H Listen and say. Write and say your answers. Answers will vary.

- 16. • 1.1D What is your phone number?
- My phone number is _____.
 - My teacher's phone number is _____.
- 17. • 1.1E What is your house number?
- Say the name of your school.
 - Say the number and street name for your school.
 - Say your house number and street name.

Write your house number and street name. Answers will vary.

18. _____

Write the name of your town or city. Answers will vary.

19. _____

Lesson 1

On the lines, write what the teacher tells you.

- 20. a. (student's name) _____ d. (teacher's phone no.) optional
 b. (student's age) _____ e. (number of desks) _____
 c. (neighbor / friend's phone no.) _____

Spelling Words

① Write the vowels. Say the words.

cab fed beg bag bad

- 21. b_e_g c_a_b b_a_d b_a_g f_e_d

Write spelling words on the lines.

22. Dad took a cab to the city.
 The boy fed his dog.
 Did the girl beg for the apple?
 Mom put the bad apple in a bag.
- 23. Write the spelling words as your teacher says them. Take them home to study.

6



20. Help the students know what to write on the lines.
 a. Write your name.
 b. Write your age.
 c. Ask your neighbor/friend for his phone number and write it.
 d. Write your teacher's phone number. (Say any number, but tell them if it's not real.)
 e. Write the number of desks in the room.

Spelling Words

- ① Read and spell the words in the box with your students. Since this is the first focus on vowels, introduce the fact that all words have at least one vowel. Then introduce the two vowels they have learned so far. For now, focus only on short vowel sounds /ă/ and /ĕ/. (See pages v and vi of the Introduction and the Vowels section.)
21. Write the correct vowel to make each spelling word (*beg, cab, bad, bag, fed*).
22. Write spelling words to finish the sentences.

23. Say each word, read the sentence, and say the word again. Students write the spelling words on other paper as you say them. They take the words home to study.

cab	You can use a taxic <u>ab</u> to go places.	cab
beg	Does your dog <u>beg</u> for a bone?	beg
bad	That <u>bad</u> dog bit my leg!	bad
bag	Put the trash into the big black <u>bag</u> .	bag
fed	Dan <u>fed</u> the cows some hay.	fed

- First, introduce the dialogue model: *My name is (first and last names). Your name is (first and last names).*
- Then expand: *My dad is (first and last names). My mom is (first and last names). My school is ____ School. My dog is Wag. My cat is Pounce.*
- Single out several students whose parents' names you know and include: *Your name is (first and last name). Your mom is (first and last name). Your dad is (first and last name), etc.*

Picture Exercises

- Use the conversation on page 1 of the Dialogue Workbook. Each symbol stands for a student—this dialogue involves two students.
- Practice dialogue: *Nice to meet you! How are you?* and *How old are you?* Have two students come forward and greet each other and ask for each other's ages, using the dialogue form in the Introduction.

Introduce the two people in Picture 1.1A, using the dialogue *Nice to meet you!* Practice the greeting.

A Listen and Say

1.1A Nice to meet you!

- Person A: Hello, my name is first/last name. What is your name?
- Person B: Nice to meet you, first name. My name is first/last name.
- Person A: It's nice to meet you too, first name!
- Have students repeat these phrases to the student next to them, individually, or in unison.

1.1A How are you?

- How are you?
- I am fine. How are you?
- I'm fine, thanks.

- Use the The Line-Up Method on page vi to reinforce greetings as needed. Students practice introducing themselves to each other.
- Practice the 1.1A dialogue. Draw stick figures on the board to represent the people.
- Introduce and practice the greeting, *How are you?*
- Have students repeat these phrases to the student next to them, individually, or in unison.

1.1A How old are you?

- How old are you, first name?
- I am age years old. How old are you, first name?
- I am age.
- Have a good day!
- Thank you, you too!

Lesson
1
What Is Your Name?

Dialogues

1.1A

A Listen and say.

Nice to meet you!


- Hello, my name is first/last name. What is your name?
- Nice to meet you, first name. My name is first/last name.
- It's nice to meet you too, first name!

How are you?

- How are you?
- I am fine. How are you?
- I'm fine, thanks.

How old are you?

- How old are you, first name?
- I am age years old. How old are you, first name?
- I am age.
- Have a good day!
- Thank you, you too!



1

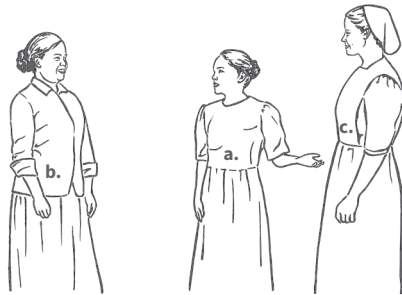
Lesson 1

1.1B (3 people)

B Listen and say.

Meet my mom.

- a. Mom, I'd like you to meet Mrs. last name.
- b. Mrs. last name, meet my mom, first name last name.
- c. Nice to meet you, Mrs. last name.
- b. Nice to meet you too, Mrs. last name.
- c. I hope you have a good day.
- c. Thanks, same to you.
- b. Goodbye.



1.1C (4 people)

C Listen and say.

Nice to meet you too!

- a. Mom, I'd like you to meet Mrs. last name.
- b. Mrs. last name, meet my mom, first name last name.
- c. Hi, Mrs. last name. Nice to meet you. Meet my daughter, first name.
- d. Nice to meet you, Mrs. last name. Nice to meet you too, first name.
- d. Yes, it's nice to meet you too!



2

Teacher Tip: The class may become somewhat noisy, but that is to be expected. The teacher needs to make sure everyone understands what they need to do, but if they are talking in English, you are accomplishing a lot. When practicing with the class as a group, watch for “mice.” Shy or unsure students often find ways to fade into the background. They need practice too.

- Introduce and practice the greeting, *Meet my mom*. The class should repeat these phrases in unison and then each one practices them with two other students. Each one participating is assigned a letter and says that dialogue. Students may use their own name or choose another for the blanks.

B Listen and Say

1.1B Meet my mom.

- a. Mom, I'd like you to meet Mrs. last name. Mrs. last name, meet my mom, first name last name.
- b. Nice to meet you, Mrs. last name.
- c. Nice to meet you too, Mrs. last name.
- b. I hope you have a good day.
- c. Thanks, same to you.
- b. Goodbye.

- Have three students come to the front of the class to model “Meet my mom” in an introduction, using the form given in the dialogue.

C Listen and Say

1.1C Nice to meet you too!

- a. Mom, I'd like you to meet Mrs. last name. Mrs. last name, meet my mom, first name last name.
- b. Hi, Mrs. last name. Nice to meet you. Meet my daughter, first name.
- c. Nice to meet you, Mrs. last name. Nice to meet you too, first name.
- d. Yes, it's nice to meet you too!

- Direct pairs of students in introducing their parents and/or friends to you, and you to them. One student introduces and the other acts as the friend or the “mom” or “dad.”
- Have pairs of students practice introducing each other to other pairs of students, using the same method.

D Introduce Phone Numbers

- Hold up the flash card #20 for *phone*. Act out a phone conversation.
- Assign imaginary phone numbers to each student.
- Teach them how to ask for and give their phone number.

Introduce Picture 1.1D in the Dialogue Workbook and practice *What is your phone number?*

- Have pairs of students practice requesting and giving their imaginary telephone numbers. They write each other's phone numbers on the board as it is said to them.

1.1D What is your phone number?

E Introduce Addresses

- Teach the meaning of *What is the name of your street?*
- Use the flash card for *street* and the dialogue *What is your house number?* to introduce conversations about house numbers and street numbers.

1.1E What is your house number?

Note: If students do not know their addresses and you do not have them in your records, have them bring their addresses to class tomorrow and then review this exercise.

- Write the name and address of your school on the board and have students say it in unison.
- Say, I am from (*city/town*). It may be helpful to first say, My city/town is (*name of city/town*). If there are students from other countries, this could be expanded to, My country is (*name of country*). I am from (*name of country*).
- Ask individual students, *What is the name of your city? What city are you from? What is the name of your country? What country are you from?* etc. Have them respond with, *The name of my city is ____ . I am from ____ .*
- This response will help them understand the word *from*.
- Use *You say ____* , to prompt uncertain students.

Make sure students use complete sentences. Do not allow one-word answers.

When teaching addresses, adjust the terms to match what is correct in your area of the country. Accordingly, use the correct terms for town/city or a rural area (house number and street name or house number and road name, etc.).

1.1D

D Listen and say.

What is your phone number?

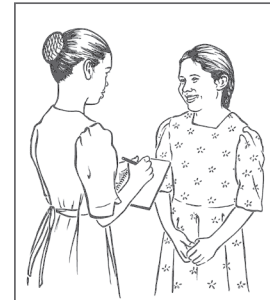
- Good morning! My name is first/last name . I am from city/state .
- My name is first/last name . I am from city/state .
- I am so glad I got to know you, first name .
- I'm glad I got to know you too, first name .
- May I have your phone number so I can call you?
- Yes, you may. It is number . I want your number too.
- My number is number .
- If something exciting happens, please let me know.
- I will do that. I hope to hear from you soon! Goodbye.
- Goodbye.

1.1E (Scenario is someone calling on the phone.)

E Listen and say.

What is your house number?

- Hello, Mr., Mrs., Miss last name . This is first/last name . How are you?
- Good afternoon, first name . I am fine, thanks! How about you?
- I am doing well. May I have your address?
- Yes, you may. The first line of my address is house number, street name .
- What's your city, state, and zip code?
- It's city , state , zip code .
- Let me repeat that to make sure it's right. house number, street name , city , state , zip code .
- That's right. I'll be watching for some mail from you!



Lesson Focus

- Read the sight words.
- Read and write the vocabulary words.
- Introduce the letters H-M and their sounds.
- Differentiate between vowels and consonants.
- Learn about alphabetical order.
- Learn when to use capital letters.
- Read and write numbers 10-19.
- Introduce *It is*, *here*, and *this*, and the question words *what* and *where*.
- Learn common classroom objects and identify them in relation to other objects.
- Read and write the spelling words.

Board Preparation

- Write the numbers 0-19.
- Write the letters Hh-Mm.
- Write common names of people and places to demonstrate the use of capital letters.
- Write the sight words if not using flash cards.

Class Preparation

- Alphabet Wall Chart *or* letters on the board
- Flash cards from previous lesson
- Sight Word flash cards: 5, 12, 17, 19, 33, 81 (optional)
- Vocabulary flash cards: 26-44

Icebreaker

- Divide the students into small groups (three to five students per group). Set the timer for two minutes.
- Have them look around the classroom and name what they can see. Give each group a turn to say two items they saw. One person may be the spokesperson for the group. (If time allows, each person could name one thing.) Have them try to name things that haven't been said yet.



A Greetings

- Greet the students and coach them in greeting others properly.
- Students write their names.

Sight Words

B

- Introduce Picture 1.2D of a classroom on page 6 of the Dialogue Workbook.
 - Discuss the picture and the right and wrong places of where things are.
 - Introduce the new sight words in the box: *and, here, it, on, the, thing, this, where, word, a, an.*
 - Note sight words that were used in the dialogue sentences.
1. Say the sight words. Circle the words in the word search.

Vocabulary

C Vocabulary Flash Cards

Many different games can be played with the flash cards, especially with a small group. For example, the stack of flash cards can be placed face down on the table, and each student takes a turn picking one up and saying what they have. If the answer is correct, they add it to their collection. If not, the next student gets a try. Continue until all the cards are gone. The student with the most cards wins. Or make your own rules.

- Review the flash cards from Lesson 1.
 - Practice finding *page* and *lesson numbers*.
 - Introduce and practice the new vocabulary flash card words.
 - It is important for students to *say* what they, or someone else, has and then to *give* an answer, because it more quickly reveals the gaps in their learning.
2. Say the new vocabulary flash card words.

Lesson **2** What Is This?

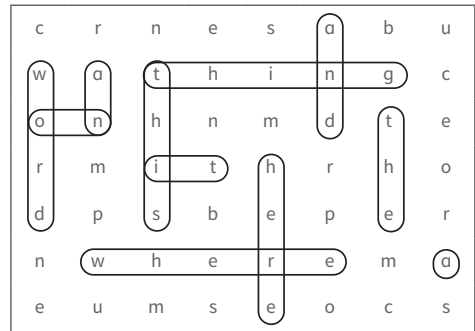
A Write your name. _____
My name is _____

Sight Words

B Say the sight words in the box. Circle the words in the word search.

and here it on the thing this where word a an

1.



Vocabulary

C Say the new vocabulary words.



3, 4. Write vocabulary words from the boxes on the lines.

Lesson 2



pen



pencil



restroom



student



table



leaf



trash



water



man



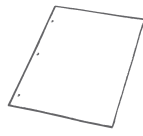
ill



jacket



king



paper



lady

Write the vocabulary words.

3.



whiteboard



book



chair



desk

desk
book
whiteboard
chair

4.



pen



restroom



pencil



student

pencil
restroom
student
pen

5, 6. Write vocabulary words from the boxes on the lines.

Read, Write, Say

Review



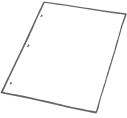

- Review the letter names, sounds, and picture words for the key letters, A-G.
- Refer to the names (use common ones) of people and places on the board to demonstrate the use of capital letters. Read the words to the class, pointing out the capital letters.

D Listen and Say




- Introduce the new letters Hh-Mm on the board. Note both the capital and lowercase letters.
 - Point to each letter and say its name together as a class. Introduce them as key letters and connect them to the A-G letters as all being part of the alphabet. Write each new letter on the board again, showing how to write it.
7. Each student takes a turn reading the letters Hh-Mm in their book by saying the names and sounds.

5.    

leaf
 clock
 table
 trash







6.    

water
 man
 jacket
 king
 paper
 lady
 ill

Read, Write, Say




D Listen and say.




7.      




Hh Ii Jj Kk Ll Mm




Lesson 2

Listen. Write the letter of the beginning sound.

8.  h  j  I

 i  k  m

 m  h  k

 i  j  I

Listen and write the vowels.

a e i

9. e i a e i a
i e a a i e
e a i i a e

Read the letters.

10. 1. F K f l i c M l G E
 2. G L g c C g I d H l
 3. H M h b a b K K C C
 4. I a j m e h L f M D
 5. J d k E D J A J B e
 6. A F g B H j i m k I

8. Say the picture names together. (Pictures are *house, ill, jacket, king, leaf, man.*) Each student takes a turn reading the letters in their book by saying the names and sounds. Write the beginning letter sound on the line. (Add these cards to the key-letter stack.)

Teacher Tip: Move among the students as they do their written work. Check and correct their work as they do it, if possible. Notice those who struggle; they may need extra practice worksheets.

9. Read the vowel sounds in the box together as a class. (Only short vowels were taught so far.) As you pronounce the words, the students write the vowel sound they hear. Words to say: *eggs, ill, hand, bell, fish, cat, lid, pen, trash, dad, king, led, fed, can, hid, sit, man, tell.*

10. Read the alphabet aloud, saying *capital* or *lowercase* each time.