

English for Living Incorporated

Level 1 Training



EFL

Version 1.3



Table of Contents

Table of Contents	2
Word To the Instructor	3
Assessment of Learning Outcomes and IACET CEUs:	5
Unit 1	6
Unit 1 - Part 1 (1 hour)	6
Unit 1-Part 2 (2 hours).....	9
Unit 1-Part 3 (2 hours).....	12
Unit 1-Part 4 (2 hours).....	15
Unit 2	16
Unit 2-Part 1 (2 hours).....	16
Unit 2-Part 2 (2 hours).....	18
Unit 2-Part 3 (1 hour).....	21
Unit 2-Part 4 (1 hour).....	24
Review: Unit 1 and Unit 2 (1 hour).....	25
Unit 3	26
Unit 3-Part 1 (1 hour).....	26
Unit 3-Part 2 (1 hour).....	29
Unit 3-Part 3 (1 hour).....	31
Unit 3-Part 4 (2 hours).....	33
Unit 3-Part 5 (1 hour).....	35
Unit 3-Part 6 (1 hour).....	37
Unit 3-Part 7 (1 hour).....	39
Unit 3-Part 8 (1 hour).....	41
Unit 3-Part 9 (1 hour).....	43
Review-Unit 3 (1 hour)	44
Unit 4	45
Unit 4-Part 1 (2 hours).....	45
Unit 4-Part 2 (1 hour).....	49
Unit 4-Part 3 (1 hour).....	51
Unit 5	53
Unit 5-Part 1 (1 hour).....	53
Unit 5-Part 2 (1 hour).....	55
Unit 6	57
Unit 6-Part 1 (3 hours).....	57
Unit 6-Part 2 (2 hours).....	60
Assessment Assistance Unit 6-Part 2	62
Unit 6-Part 3 (2 hours).....	63
Unit 6-Part 4 (1 hour).....	65
Unit 7	67
Unit 7-Part 1 (2 hours).....	67
Assessment Assistance Unit 7-Part 1	71
Unit 7-Part 2 (3 hours).....	72
Unit 7-Part 3 (2 hours).....	79
Unit 7-Part 4 (1 hour).....	85
Unit 7-Part 4: Reading Exercise.....	86
Review (Units 1-7) (3 hours).....	87
Field Trip (1 hour).....	87
NOTES	89

Word To the Instructor

Notebooks:

Ask each student to bring a notebook to the lessons so he or she can write down important points. As you introduce a key point, you should either ask the student to write it down, or if necessary, you should write it in his or her notebook. At the beginning of each lesson, the student should write the date on the next empty line in his or her notebook and there start his or her notes for the current day's lesson.

Reviews:

Begin each lesson with a ten-minute (approximately) review of the points covered in the previous lesson.

Homework:

Assigning homework is optional, but highly recommended. Each instructor must decide if he will assign homework and what assignments he will give. Suggested homework assignments are incorporated in the Unit Plans. If you decide to assign the homework mentioned in the Unit Plans, divide it evenly between the lessons in the Unit. Homework should be checked and corrected, if necessary, at the beginning of each lesson.

Preparation:

The instructor should prepare for each lesson ahead of time. This is especially important when you are working your way through the English For Living curriculums for the first time. Verify that you have with you all the necessary materials for the lesson you will be teaching. For example, you may need picture dictionaries, worksheets or "Guest Students" for the lesson.

"Guest Students":

These are imaginary students who can be represented by dolls, stuffed toys, or whatever you choose. Each one represents a male or female student. These are used for conversation practice, when there are not enough real students to act out the skits. This is especially useful when there are only one or two students. The instructor provides the voice for the "Guest Students" during the lessons. The "Guest Students" interact with the real students. For example, this is effective when practicing the use of personal pronouns or possessives. Of course, when you are teaching a class with a number of students, you will rarely need to use these "Guest Students".



Learning Outcomes:

It is very important that you, as the instructor, pay very close attention to the Learning Outcomes for each Unit. The Learning Outcomes section, which is included in each Unit, tells you what the student is expected to learn in that Unit. At the end of each lesson the instructor will administer the Assessment of Learning Outcomes that applies to that lesson. The student must satisfy at least one of the Assessment of Learning Outcomes criteria at the conclusion of each lesson. Therefore, by the time an entire Unit is completed the student must have satisfied all the criteria in the Assessment of Learning Outcomes section of the Unit Plan that is under consideration.



Assessment of Learning Outcomes and IACET CEUs:

At the conclusion of each lesson the Instructor must determine if the student can meet the requirements of the Assessment of Learning Outcomes that apply to the material introduced during that lesson. The Instructor should tell the student when the final evaluation for each lesson is beginning. You will award either a **Pass** or **Fail** for each Assessment of Learning Outcomes. Unless otherwise noted in the Unit Plan, you are not to prompt or otherwise help the student during the assessment.

- If the Student **Passes** the Assessment of Learning Outcomes, then that lesson can be credited towards the accumulation of IACET CEUs.
- If the Student **Fails** the Assessment of Learning Outcomes, then that lesson cannot be credited towards the accumulation of IACET CEUs.

The Instructor must make it clear to the student whether he or she has Passed or Failed the evaluation at the end of each lesson.

Number of Students in Class:

The Unit Plans provide instructions related to teaching one-on-one lessons, which means that at each lesson, you, as the instructor, would have only one student. If you are teaching more than one student, some adjustments will need to be made to the instructions found in the Unit Plans. However, any adjustments made must not interfere with the achievement of the Learning Outcomes stated for each Unit. Note that each student must be individually awarded a Pass or Fail, based on the Assessment of Learning Outcomes and therefore credit towards the accumulation of his or her personal IACET CEUs.



Unit 1

Unit 1 - Part 1 (1 hour)

Because a Level 1 student has no experience with the English language, it is very important that the Instructor generously praise the Student's efforts. Your goal at this point is to make the Student feel confident that he or she **can** learn to speak English. This is even more important for beginners than ensuring complete grammatical accuracy. If the Student feels discouraged or incompetent at this stage it is quite possible the Student will decide not to finish the course. Be sure to smile warmly at the Student. Simplify the lesson as much as necessary in order for the Student to feel he is a successful learner. All that is required in the first lesson is for the Student to be able to say the basic expressions introduced. In Unit 1-Part 2, more emphasis will be placed on helping the Student really comprehend and apply some of the expressions introduced in Unit 1-Part 1.

Learning Outcomes:

- The Student should be able to say the basic expressions introduced in Unit 1-Part 1.

Warm-Up:

- Smile at the Student
- Say "Hello" to the Student and introduce yourself in simple terms

Introduction of Materials:

- Have the following items recorded in the Student's notebook:

Hello.Good-bye.

A: What is your name?

B: My name is (Student's first name).

A: Thank you.

B: You're welcome.

Pardon me?

Class Work:

- Have the Student listen, and then repeat after you, as you say, “Hello.” Remember to keep smiling to help the Student feel comfortable using foreign words for the first time.
- Next, act out a very short skit. Both the Instructor and the Student should stand up. Stand about 3 meters apart from one another and walk toward each other. As you approach the student, say, “Hello” to him or her and prompt the Student to say “Hello” in return. Continue walking, away from each other, look back and say, “Good-bye.” Prompt the Student respond by saying, “Good-bye.”
- Repeat the above exercise and then encourage the Student to take the lead in the skit.
- At this point, the following dialogue can be developed:
 - A: What is your name?
 - B: My name is (Student’s first name).
- Write down your name. Then, write the Student’s name. Point to your name and, as you are pointing, say your name. Then point at and say the Student’s name.
- Continue this simple exercise and help the Student to participate too. You and the Student can point to and say the written names at the same time. When the Student is able to do this, prompt the Student to continue on his own. Commend the Student.
- Model the question, “What is your name?” Help the Student to correctly ask the question. Once the Student is able to correctly and clearly ask the question, you can provide the answer using: “My name is (your first name).” Repeat this question and answer exchange several times until the Student is comfortable asking the question. Then, switch roles so that you, the instructor, ask the question and the Student provides the answer using his or her name.
- At this point the “Thank you.”/“You are welcome.” exchange can be introduced. Have the Student listen to, and then repeat after you as you say, “Thank you.” Continue the listen-and-repeat exercise until the Student can clearly say, “Thank you.” Now, perform a polite action towards the Student. For example:
 - Make some notes in the Student’s notebook
 - Give the Student something (a new pencil, a candy, etc)
 - Stand up and open a door for the Student

- In response to your polite action, the Student is to say, “Thank you.” Then you are to reply, “You’re welcome.”
- Create more scenarios in which the Student can thank you for an action you perform and help the Student to thank you at the right time, with appropriate pronunciation and emotion.
- Next, switch roles. Now the Student will perform an action and you must thank the Student, after which he or she must respond with, “You’re welcome.”
- The final part of Unit 1-Part 1 will help the Student respond in situations when he or she is being talked to in English but is unable catch all of the words the speaker is saying. Ask the Student what his or her name is very quickly with muffled speech. The point here is that the Student should not know what you are saying. The Student will appear confused. Before waiting too long, have the Student listen to, and then repeat after you as you say, “Pardon me?” Continue the listen-and-repeat exercise until the Student can clearly say, “Pardon me?” without your help. Again, ask the Student what his or her name is very quickly and with muffled speech. If necessary, prompt the Student to say, “Pardon me?” Then repeat your question to the Student in slower and clearer speech. The Student should then be able to provide an answer to your question. Repeat this exercise again if the Student needs more practice, but change the questions or statements that you direct at the Student (with quick and muffled speech) during each exercise.

Assessment of Learning Outcomes:

- The Student cannot receive any help during this evaluation.
- Say “Hello.” The Student must respond with, “Hello.”
- Turn and walk away from the Student and say, “Good-bye.” The Student must respond with, “Good-bye.”

Homework:

- There is no Homework suggested for Unit 1-Part 1.

Unit 1-Part 2 (2 hours)

Learning Outcomes:

- The Student should be able to:
 - Perform the B role, unaided, in the Hello and Good-bye skit that is presented in the Class Work section of this Unit Plan.
 - Recognize at least ten letters of the English alphabet.
 - Differentiate between upper-case (capital) letters and lower-case (small) letters.

Warm-Up:

- Smile at the Student
- Go over the basic expressions that were introduced in Unit 1-Part 1

Introduction of Materials:

- Have the Student write the following items in his or her notebook:
 - Hello,
 - Good-bye,
 - Alphabet

Class Work:

- Say “Hello” to the Student.
- Ask the Student to repeat after you.
- When he or she can repeat “Hello” proficiently, say, “Hello, (Student’s Name)” and get him or her to say, “Hello, Mr./Mrs./Ms. (Instructor’s Name).”
- Follow the steps used to introduce “Hello” to introduce “Good-bye.”
- Act out a skit using “Hello” and “Good-bye.” as stated below:

A: Hello, [Mr., Mrs., Ms. _____] My name is [Student’s Name].

B: Hello, [Student’s Name]. My name is [Instructor’s Name].

A: Good-bye [Mr., Mrs., Ms. _____].

B: Good-bye [Student’s Name].

- When each person says “Good-bye” to each other he or she should wave one hand.

- Show a copy of the alphabet. (there is one in this Unit Plan) and have the Student repeat after you as you pronounce each letter.
- Next, introduce the difference between lower-case (small) and upper-case (capital) letters.

Assessment of Learning Outcomes:

- The **Hello** and **Good-bye** skit must be performed. The Student must perform the B role in the skit without skipping any of the printed words. Pauses are acceptable. What is most important is that the Student does not skip any words.
- Write the capital letters of the English alphabet at random. You can write them on a piece of paper or a whiteboard, etc. The Student is to state which letter of the alphabet you have just written. The student is to do this without referring to a written alphabet. The requirement for this evaluation is that the Student be able to recognize at least ten different letters you have written. Again pauses are acceptable.
- Write out at random 10 capital letters and then the corresponding small letters. The capital and small letters need to be scattered at random. Point to a capital letter. The Student is to say “capital.” Then point to a small letter. The Student is to say “small.” Repeat this process until all of the 10 letters written down have been referred to. The Student must get at least 50% (or half) right to **Pass**. Again, the Student must perform this task without any oral or written help.

Homework:

- Write each letter of the alphabet 10 times, in both upper-case and lower-case.



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

Unit 1-Part 3 (2 hours)

Learning Outcomes:

- The Student should be able to count orally, in a cardinal fashion, from one to twelve.
- The Student should be able to count orally, in an ordinal fashion, from first to tenth.

Warm-Up:

- Bring in an English calendar and have the Student examine it.
- Try to elicit any type of English response from the Student related to the calendar.
- Commend the Student.

Introduction of Materials:

- Write the following items in the Student's notebook:
 - Cardinal Numbers: 1,2,3,4,5,6,7,8,9,10,11,12,
 - Ordinal Numbers: 1st, 2nd, 3rd, 4th, 5th

Class Work:

- Introduce cardinal numbers to the Student by counting the pages of the calendar and have the Student repeat after you as you count. Then, hand the calendar to the Student and have him or her count out the number of pages of the calendar.
- Open the calendar to one of the months (if the calendar is for the current year open it to the current month.)
- Introduce ordinal numbers to the Student by reading the calendar days of the month.
- Have the Student repeat after you until he or she understands the concept of cardinal and ordinal numbers.
 - Use the information on the calendar and charts that follow the Homework section of Unit 1-Part 3, to help the Student comprehend the concepts.

Assessment of Learning Outcomes:

- In both of the evaluations below the Student cannot receive any oral or written help. As well, the Student must give accurate answers. Self-correction is acceptable.
- Have the Student count the pages (cardinal) of the calendar from 1-12.

- Have the Student count the first 10 days of one of the months in the calendar (ordinal).

Homework:

- Fill in the missing information in the incomplete chart and calendar found after Unit 1-Part 2 Plan. The information that is filled in must correspond with the information found in the complete chart and calendar.

January 2003						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 1st first	2 2nd second	3 3rd third	4 4th fourth
5 5 th fifth	6 6th sixth	7 7th seventh	8 8th eighth	9 9th ninth	10 10th tenth	11 11th eleventh
12 12 th twelfth	13 13th thirteenth	14 14th fourteenth	15 15th fifteenth	16 16th sixteenth	17 17th seventeenth	18 18th eighteenth
19 19 th nineteenth	20 20th twentieth	21 21st twenty-first	22 22nd twenty-second	23 23rd twenty-third	24 24th twenty-fourth	25 25th twenty-fifth
26 26th twenty-sixth	27 27th twenty-seventh	28 28th twenty-eighth	29 29th twenty-ninth	30 30th thirtieth	31 31st thirty-first	

1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten
11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen

16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty
21	twenty-one
22	twenty-two
23	twenty-three
24	twenty-four
25	twenty-five
26	twenty-six
27	twenty-seven
28	twenty-eight
29	twenty-nine
30	thirty

40	forty
50	fifty
60	sixty
70	seventy
80	eighty
90	ninety
100	one hundred

1 000	one thousand
10 000	ten thousand
100 000	one hundred thousand
1 000 000	one million



January 2003						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 1st	2 second	3rd third	4 4th
5th fifth	6	7 seventh	8 8th	9th ninth	10 10th	11 11th
twelfth	13 13th	14	fifteenth	16 16th	17th seventeenth	eighteenth
nineteenth	20 twentieth	21st twenty-first	22 twenty-second	23 23rd	24th	twenty-fifth
26th twenty-sixth	27 twenty-seventh	28	twenty-ninth	30 thirtieth	31 thirty-first	

1	
2	
3	three
4	
5	
4	
7	
8	
9	
10	
11	
12	
13	
14	fourteen
15	

16	
17	
18	eighteen
19	
20	twenty
21	
22	
23	
24	
25	
26	
27	twenty-seven
28	
29	
30	thirty

40	
50	
60	
70	
80	
90	
100	one hundred

1 000	one thousand
10 000	
100 000	
1 000 000	one million

Unit 1-Part 4 (2 hours)

Learning Outcomes:

- The Student should be able to:
 - Recognize the relative order of the days of the week.
 - Recognize the relative order of the months of the year.

Warm-Up:

- Introduce the days of the week and months by drawing attention to where they are written in the calendar.

Introduction of Materials:

- Write the following items in the Student's notebook:
 - Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
 - January, February, March, April, May, June, July, August, September, October, November, December

Class Work:

- Say the names of the days of the week and get the Student to repeat after you.
- Spell the names of the days and have the Student write them into their notebook.
- Repeat this process with the months.
- For fun, you can time the students with a stopwatch as they recite the days and months and also when they write them out.

Assessment of Learning Outcomes:

- Have the Student recite the days of the week, in perfect order, without any aid. Self-correction is acceptable but 100% accuracy must be achieved.
- Have the Student recite the months of the year, in perfect order, without any aid. Self-correction is acceptable but 100% accuracy must be achieved.
- If the Student's learning aptitude in this area is low, then break this Unit Part down into several lessons. For instance you might choose to cover a few of the days or months at a time, until the Student is able to handle the entire list.

Homework:

- Have the Clients write out the days of the week ten times.
- Have the Clients write out the months ten times.

Unit 2

Unit 2-Part 1 (2 hours)

Learning Outcomes:

- The Student should be able to recognize at least 10 occupations.
- The Student should be able to make accurate statements using the following structures:
 - I am a _____.
 - He/She is a _____.

Warm-Up:

- **Use a simple picture dictionary to display pictures or drawings that depict different occupations.**

Introduction of Materials:

- Write the following item in the Student's notebook:
 - Occupations

Class Work:

- Introduce your choice of occupations found depicted in a picture dictionary or on flashcards.
- Have the Student repeat after you as you pronounce the names of the occupations being considered.
- Have the Student write the name of each particular occupation being considered in his or her notebook and then beside the name of the occupation in English, include the occupation's title in the student's first language. See below:

Occupation In English	Occupation In [Student's First Language]

- After several basic occupations have been introduced, show the Student how to make simple sentences combining the present tense of **to be** and subject pronouns as in the examples below:
 - I am a _____.
 - He/She is a _____.
 - They/We/You are _____.
- Have the Student record the patterns above in his or her notebook.

Assessment of Learning Outcomes:

- Use the picture dictionary again and point to occupations depicted in the picture dictionary that were introduced earlier in Unit 2-Part 1. Have the Student say the name of the occupation being depicted. Make sure that when this evaluation is being conducted no hints or answers can be seen by the Student (this may require covering certain portions of the pages in the picture dictionary). The Student must identify at least 10 occupations.
- In the picture dictionary, point to occupations that were introduced earlier in Unit 2-Part 1. The Student must use each of the patterns listed below with reference to the occupations found in the picture dictionary. Again the Student is to receive no help.

She is a _____.

He is a _____.

- The Student is to use the patterns below to make 2 accurate statements about him or herself and you, the Instructor. The Student is to receive no aid.

You are a/an _____.

I am a/an _____.

Homework:

- Make a matching worksheet with two columns. One of the columns has the titles of the occupations considered in Unit 2-Part 1 in English and the other column has the titles of the occupations, considered in Unit 2-Part 1, in the Student's first language. The Student must match the corresponding titles by joining them with a line.
- Have the Student bring a picture of his or her family for use in Unit 2-Part 2.

Unit 2-Part 2 (2 hours)

Learning Outcomes:

- The Student should be able to:
 - Use the following pattern to accurately describe his or her relationships with people in his or her family picture.
 - He/She is my _____ (title) _____.
 - Use the following pattern to accurately seek information about another person's relationship with the individuals in the other person's family picture.
 - Who is he/she?

Warm-Up:

- Ask the Student to show you the picture of his or her family. (If you bring your own family picture, it will help build rapport between you and the Student, and you can put the Student at ease by modeling for the Student as you describe your family picture throughout Unit 2-Part 2).
- Have him or her explain as much as he or she can to you about any topic related to his or her picture.

Introduction of Materials:

- Have the Student paste a copy of the list of family members found below into his or her notebook:
 - great-grandfather
 - great-grandmother
 - grandfather
 - grandmother
 - father
 - mother
 - mother-in-law
 - father-in-law
 - daughter
 - son
 - brother
 - sister
 - aunt
 - uncle
 - niece
 - nephew
 - daughter-in-law
 - son-in-law
 - cousin

Class Work:

- Have the Student repeat after you as you pronounce the family titles mentioned in the list above. Start by using the most important titles and slowly expand the number of titles introduced according to the Student's ability. Family titles will be dealt with again in Unit 6.

- Have the Student write down in his or her notebook beside the English title, the corresponding title in his or her first language.
- Have the Student write down the following patterns in his or her notebook and have him or her practice making sentences using these patterns to explain who the people are in his or her family picture:
 - Who is he/she?
 - He/She is my _____.
- The family tree found below can be used to illustrate the family relationships listed under the Introduction of Materials.
- Have a conversation with the Student and share information with each other about each other's family picture using the vocabulary and grammatical patterns introduced in Unit 2-Part 2. Initially perfect use of the grammar is not as important as the mere recognition of family titles in their appropriate context. For the Assessment of Learning Outcomes however, the student must use the patterns accurately. Further practice in the use of complete sentences to describe relationships will be dealt with again in Unit 6.

Assessment of Learning Outcomes:

- Have the Student refer to his or her family picture and make accurate statements, using the pattern below, to explain his or her relationship with the individuals in that picture. The Student is to do so unaided.

He/She is my _____ (title) _____.

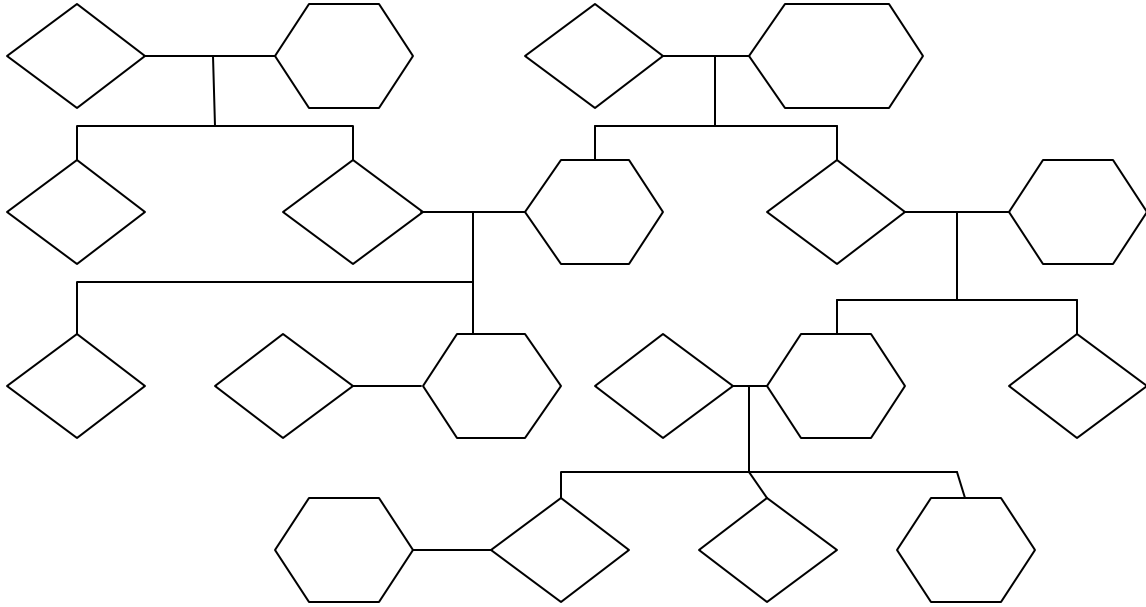
- Have the Student refer to your family picture and ask you questions, using the following structure, about your relationships with the individuals present in that picture. The Student is to do so unaided.

Who is he/she?

Homework:

- Have the Student draw his or her own family tree.
 - The family tree must clearly show where the Student fits into his or her family and the titles of the individuals included in the diagram in relation to the Student.

Family Tree



Unit 2-Part 3 (1 hour)

Learning Outcomes:

- The Student should be able to:
 - Reply to questions about his Full, First, Middle and Last Name.
 - Request the same information from others about their names.

Warm-Up:

- Have the Student write his or her full name.
- Write your full name and show it to the Student.

Introduction of Materials:

- Have the Student write his or her full name.
- Write down the following items in the Student's notebook:
 - Name
 - Full Name
 - First Name
 - Last Name
 - Middle Name

Class Work:

- Have the Student repeat after you as you pronounce all of the terms that were recorded in the Student's notebook during the Introduction of Materials.
- Develop some dialogue by using the grammatical patterns below:
 - What is your name?
 - My name is _____.
 - What is your first name?
 - My first name is _____.
 - Do you have a middle name?
 - Yes, I do. /No, I do not.
 - (If "Yes") What is it?
 - My middle name is _____.
 - What is your last name?
 - My last name is _____.

- What is your full name?
- My full name is _____ . (include middle name if applicable)
- Have the Student record all of these patterns in his or her notebook.
- Practice this routine over and over.
- If the Student picks these patterns up quickly, “his” and “her” can be substituted for “your” to talk about other individuals.
- Ask the Student: How do you spell your first/middle/last/full name?
 - In the response, the Student should be helped to accurately spell his or her name out loud. Allow the Student to see his or her name in written form while he or she spells out loud. Later on, have the Student spell his or her name without being able to refer to it in written form.
- Practice the dialogue found above, including how names are spelled until fluency is achieved.

Assessment of Learning Outcomes:

- Have the Student assume the A role, and afterward, B role in the conversation below. The Student must accurately say these sentences, adding the appropriate information. The Student is to receive no aid.
 - A: What is your name?
 - B: My name is _____.
- Have the Student assume the A role, and afterward, B role of the conversation below. The Student must accurately say these sentences, once again adding appropriate information when necessary. The Student is to receive no aid.
 - A: What is your first name?
 - B: My first name is _____.
- Have the Student assume the A role, and afterward, B role of the conversation below. The Student must accurately say these sentences and add appropriate information when necessary. The Student is to receive no aid.
 - A: Do you have a middle name?
 - B: Yes, I do. /No, I do not.
 - A: (If “Yes”) What is it?
 - B: My middle name is _____.



- Have the Student assume the A role, and afterward, B role of the conversation below. The Student must accurately say these sentences and add appropriate information when necessary. The Student is to receive no aid.

A: What is your last name?

B: My last name is _____.

A: What is your full name?

B: My full name is _____ . (include middle name if applicable)

Homework:

- Have the Student write in the appropriate names beside the designations recorded during the Introduction of Materials portion of Unit 2-Part 3.
- Have the Student bring in a picture of one of his or her friends to the lesson that will be used at the beginning of Unit 2-Part 4.

Unit 2-Part 4 (1 hour)

Learning Outcomes:

- The Student should be able to:
 - Introduce himself or herself.
 - Introduce a friend.

Warm-Up:

- Have the Student show you the picture of his or her friend (the Student should have brought such a picture as Homework).
- Get the Student to tell you as much as he or she can about the individual in the picture.

Introduction of Materials:

- Record the following items in the Student's notebook.
 - This is _____.

Class Work:

- Most of the class time during Unit 2-Part 4 will be spent on mastering the skit below
- The Student should have a full copy either glued or copied into his or her notebook before Unit 2 is completed:

Introducing a Friend

A: Hello, B. How are you?

B: I am fine, thank you. How about you?

A: I am fine, thanks. B, this is, C. C, this is, B.

C: Hello, B. Nice to meet you.

B: Nice to meet you, too, C.

B: Well, I have to go now. See you.

A and C: Good-bye.

- In the skit above, C can initially be the Student's friend from the picture the Student has brought. The Instructor can play two roles (himself or herself and the Student's friend). Once the Student becomes comfortable with the skit, the roles should be switched until the Student has had a chance to act out all three roles.

Assessment of Learning Outcomes:

- Have the Student assume the B role in the skit that is recorded in the Class Work section of Unit 2-Part 4. The Student must introduce his or her friend from the picture. You, as the Instructor, are to assume the A role of the skit and provide the voice for the C role of the skit. The Student must receive no aid during this evaluation and 100% accuracy is required.

Homework:

- For Homework, assign the Student to look up a list of English nouns (you, as the Instructor, can make the list) in a bilingual (English and his or her first language) dictionary so that he or she will become familiar with some new vocabulary that will be used during the next Unit.

Review: Unit 1 and Unit 2 (1 hour)

It is a good idea to have a Review after Unit 2 is completed to reinforce the structures learned so far. There is no specific outlining suggested for this Review. The Instructor must evaluate the Student's ability and needs at this point and spend time helping the Student to use the introduced materials in a way appropriate for this level. It is suggested that all of the items found in the Introduction of Materials in the previous Unit Parts, and the Skit found in Unit 2-Part 3, should be reviewed. If the Student is quite proficient with the language introduced and can quickly cover the Review, then the remaining time in the lesson can be used to introduce new vocabulary that can be used during the next lesson.

An evaluation of this review must be completed. The Learning Outcomes desired for this Review are the combined Learning Outcomes that were stated in the Unit 1 and Unit 2 Plans. Therefore, all of the Assessment of Learning Outcomes from Unit 1 and Unit 2 must be retested.



Unit 3

Unit 3-Part 1 (1 hour)

Learning Outcomes:

- The Student should be able to:
 - Identify common colors.
 - Identify common singular objects along with the appropriate indefinite articles (a, an).

Review:

- Because the previous lesson was a Review, it is not necessary to begin this Unit with a Review.
- If the Student still needs to practice material found in Unit 1, and Unit 2, then a 15-minute Review of that material is advisable.

Warm-Up:

- After the usual greetings, begin the Warm-Up by looking over the student's supplies, as well as your own, in an exaggerated manner.
- Try to elicit any information the Student can relate about the items being observed.

Introduction of Materials:

- Start two charts in the Student's notebook:
 - The first chart will be titled COLORS and will have two columns (English/[Student's first language]):

Colors In English	Colors In [Student's First Language]

- The second chart will be titled OBJECTS and have two columns (English/[Student's first language]):

Objects In English	Objects In [Student's First Language]

- The purpose of the charts is to record the colors and objects dealt with in Unit 3-Part 1 in the charts along with the corresponding words in the Student's first language.

Class Work:

- Start introducing objects that are found in the room in which the lesson is taking place, starting with the Student's supplies.
- Have the Student repeat after you as you pronounce the name of an object.
- Next, have the Student repeat after you as you pronounce the name of an object preceded with the appropriate indefinite article (a or an). See the dialogue below for an example (A = Instructor, B = Student):

A: pencil	A: apple
B: pencil	B: apple
A: a pencil	A: an apple
B: a pencil	B: an apple
A: a pencil	A: an apple
B: a pencil	B: an apple

- Introduce and practice many new and suitable nouns starting with objects in the room and then progressing to other appropriate nouns (those that will be useful to this particular student, taking into consideration the purpose for which he or she is studying English).
- Once several new nouns have been introduced leave time in the lesson to introduce basic colors to the Student by again having the Student repeat after you as you pronounce the color designations in English (you should be pointing to an object or representation of the appropriate color being taught while saying the color.)

- Remember to have the Student enter the nouns and colors (red, green, blue, black, white, yellow, pink, purple, etc) being introduced into the charts in his or her notebook (along with the corresponding terms in the first language) in the order in which they are introduced.
- At periodic stages during Unit 3-Part 1, have the Student say the names of the objects (or representations thereof) introduced thus far in Unit 3-Part 1 (including the appropriate indefinite articles). Prompt the Student to do so by pointing to the objects (or representations) with one of your index fingers. The Student should quickly respond. Use this same procedure to reinforce the color words introduced in Unit 3-Part 1.

Assessment of Learning Outcomes:

- Have the Student use his or her finger to point to the singular objects (or representations) of objects that have been introduced and say the appropriate terms in English (preceded by the appropriate indefinite articles). The Student must refer to a minimum of 7 objects with 100% accuracy. The Student must carry out this task with no aid.
- The same process mentioned above must be carried out in regard to colors (of course no indefinite articles are necessary because only color identification is being evaluated, **not** the identification of objects **and** their color at the same time).

Homework:

- Have the Student copy the two charts developed during Unit 3-Part 1, two times.

Unit 3-Part 2 (1 hour)

Learning Outcomes:

- The Student should be able to make statements to refer to singular objects around him or her using appropriate demonstrative pronouns.

Warm-Up:

- Revisit the material introduced in the Unit 3-Part 1 by prompting the Student to say the names of the nouns or colors that you point to (point to pictures or objects to bring out the nouns and colors recorded in the Student's charts that were developed during Unit 3-Part 1).
- Point to one of the Student's supplies and state, "This is a/an ___."
- Point to an object that is farther away and state, "That is a/an ___."
- Repeat the above process several times.

Introduction of Materials:

- Have the following items recorded in the Student's notebook:
 - This is a/an ___.
 - That is a/an ___.
 - This is a/an (color) (object).
 - That is a/an (color) (object).

Class Work:

- Have the Student listen to you say statements made using the first two patterns recorded in their notebooks. Have the Student repeat after you.
- Once the Student becomes comfortable with the above procedure, have the Student make statements using the objects that have already been introduced in Unit 3. Ensure that the Student uses "That" when he or she is pointing to objects that are relatively far away and "This" when pointing to nearby objects.
- **Option:**
 - If the Student becomes very comfortable with the exercises mentioned above use the same procedure to help the Student to make statements describing the color of the objects being referred to, without your aid (the third and fourth patterns recorded in the Student's notebook).



Assessment of Learning Outcomes:

- Have the Student use the grammatical patterns found below to make rapid and accurate statements about the objects, or pictures of objects, introduced during this Unit. No aid should be given to the Student during this evaluation. The Student must make at least 4 perfectly accurate statements; 2 using “This...” and 2 using “That’s...”

This is a/an _____.

That is a/an _____.

Homework:

- Create and write 4 sentences using the structures introduced in Unit 3-Part 2.

Unit 3-Part 3 (1 hour)

Learning Outcomes:

- The Student should be able to:
 - Ask questions about the identities of singular objects.
 - Answer questions about the identities of singular objects.

Warm-Up:

- Ask the Student the following questions while pointing to either an object or a picture of an object:
 - What is this? /What is that?

Introduction of Materials:

- Have the following items recorded in the Student's notebook:

A: What is this/that? (What's this/that?)

B: It is a/an _____. (It's a/an _____.)

Class Work:

- Have the Student listen to and then repeat after you as you first ask questions, and then provide the answers.
- Next, you ask the Student the questions and the Student must provide the answers (using complete sentences).
- Then, the Student must ask you the questions and you can provide the answers.
- By writing in the Student's notebook, show how "What is ..." can be contracted to "What's ..."
- Do the same for "It is ..."
- Have the Student ask you several questions using the forms introduced in Unit 3-Part 3.
- Ask the Student several questions and have the Student answer using the forms introduced in Unit 3-Part 3.
- In these exchanges, native-like speed is the aim.
- Have the Student write out one question/answer dialogue (using one of the forms introduced in this Unit 3-Part 3) without aid, in your presence.
- Correct the Student's written dialogue.

Assessment of Learning Outcomes:

- Have the Student assume the B role in the dialogue presented below. Ask the Student 2 questions (the Instructor assumes the A role). The Student must provide accurate answers (grammatically correct and appropriate to the objects being considered).

A: What is this/that?

B: It is a/an _____.

- Have the Student assume the A role in the dialogue presented above. Have the Student ask you 2 questions (the Instructor assumes the B role). The Student's questions must be entirely accurate.

Homework:

- Write out four dialogues with the following structures:

A: What is this/that?

B: It is a/an _____.

Unit 3-Part 4 (2 hours)

Learning Outcomes:

- The Student should be able to:
 - Ask for verification regarding the identities of singular objects.
 - Provide verification regarding the identities of singular objects when asked.

Warm-Up:

- Point to singular objects (or representations thereof) and say the name of the object preceded by the appropriate indefinite article (a or an)
- Have the Student do the same.

Introduction of Materials:

- Have the following items recorded in the Student's notebook:
 - A: Is this/that a/an (object)?
 - B: Yes, it is. OR No, it is not. It is a/an (object).

Class Work:

- Point to nearby and far away, singular objects (or representations) that are known to the Student. When you do so ask the appropriate questions using the forms introduced in the Introduction of Materials section of Unit 3-Part 4. Ask only questions that require the “Yes, it is.” answer. Help the Student say the answer, if necessary.
- Once the Student becomes comfortable with the affirmative answer, introduce the negative, “No, it is not.” answer by pointing to nearby and far away, singular objects (or representations) and ask the same questions using the same form as you did in the step above, except refer to objects (by pointing at them) that are different from the ones mentioned in the actual question (thereby necessitating a negative answer).
- Start by helping the Student say only, “No, it is not.” Once the Student becomes proficient with that statement, help the Student to say the full negative answer and the correct explanation of the object being referred in the form:
 - No, it is not. It is a/an (object).
- Support can be given to the Student by having him or her listen to, and then repeat after your modeled statements.
- Show the Student in written form (in his or her notebook) how “No, it is not.” can be reduced to both “No, it’s not.” and “No, it isn’t.”

- Alternate asking and answering questions using the grammatical structures introduced in Unit 3-Part 4. Accuracy, fluency and speed should all be emphasized.

Assessment of Learning Outcomes:

- Have the Student assume the B role in the dialogue presented below. You, the Instructor, must ask the Student 4 questions (as the A role of the dialogue) about objects (or the representation of objects) that can be easily referred to. 2 of your questions must require a negative answer (and corresponding correction) and 2 of your questions must require a positive answer.

A: Is this/that a/an (object)?

B: Yes, it is. OR No, it is not. It is a/an (object).

- Have the Student assume the A role in the dialogue presented above. The Student must then ask you 4 questions about objects that can be easily referred to.
- All of the Clients questions and answers during this evaluation must be 100% accurate.

Homework:

- On your own, formulate a list of about five to ten simple nouns that the Student does not yet know. Select nouns that are likely important for the Student to know given his or her reasons for wanting to learn English. Have the Student look up each of the English words in a bilingual dictionary to find out what the corresponding words are in his or her first language. Have the Student record this information in his or her notebook.

Unit 3-Part 5 (1 hour)

Learning Outcomes:

- The Student should be able to:
 - Comprehend that the English language recognizes a distinction between singular and plural nouns.
 - Make statements to identify groups of one or more like objects using appropriate demonstrative pronouns.

Warm-Up:

- Refer to collections of like objects (or their representations) and have the student listen to, and then repeat after you as you say the plural forms of those nouns.

Introduction of Materials:

- Have the following items recorded in the Student's notebook
 - These/Those are _____ (noun in plural form) _____.

Class Work:

- Have the Student listen to and then repeat after you as you say statements with the following grammatical pattern (using materials present such as pens, pencils, erasers, books, etc)

These are _____ (noun in plural form) _____.

- Exaggerate the close proximity of the objects to your body as you make the statements.
- Once the Student becomes proficient with correctly applying the grammatical structure above, introduce the following grammatical structure in the same manner (except exaggerate and draw attention to the fact that the objects being referred to are located relatively far from you).

Those are _____ (noun in plural form) _____.

- Once the Student becomes proficient with both the “These are ...” and “Those are ...” structures situate yourself at a distance from the Student.
- Make a “These are” statement about the objects you are holding in your hand(s). Next, have the Student make a converse “These are” statement from his or her perspective that refers to the objects about which you just made a “These are” statement. Then, hand the objects to the Student and have him or her make a “These are” statement and then you make a corresponding “Those are” statement.

- Repeat this process with several different items

Option:

- If the Student is adept at utilizing the structures introduced in Unit 3-Part 5, you can attempt to have the Student include a color description in his or her statements.
 - These/Those are (color) (objects).

Assessment of Learning Outcomes:

- Have the Student make 3 accurate and fluent statements using the structure shown below:

These are _____ (noun in plural form).

- Have the Student make 3 accurate and fluent statements using the structure shown below:

Those are _____ (noun in plural form) _____.

Homework:

- Write out at least 6 These/Those statements.

Unit 3-Part 6 (1 hour)

Learning Outcomes:

- The Student should be able to:
 - Ask questions about the identities of groups of two or more like objects using the appropriate demonstrative pronouns.
 - Provide answers to questions about the identities of groups of two or more like objects.

Warm-Up:

- Ask the Student the following questions about objects that can, in some way, be easily referred to:
 - What is this? /What is that?

Introduction of Materials:

- Have the following items recorded in the Student's notebook:
 - A: What are these/those?
 - B: They are (objects in the plural form).

Class Work:

- Have the Student listen to, and then repeat after you as you model both the A and B portions of the two-line dialogue that were just recorded in the Student's notebook.
- Ask the Student the question, "What are these?" and point to nearby objects (or representations). Help the Student to say the correct answers using the grammatical form recorded in his or her notebook.
- Next, switch roles and have the Student ask you questions using the "What are these?" structure.
- After the Student has become comfortable using the "What are these?" structure, introduce the "What are those?" in like manner by having the Student begin by providing the answers and later asking the questions.
- Alternate asking and answering questions using all variations of the grammatical structures presented in Unit 3-Part 6. The goal at this point is for the questions and answers to be given at a pace that is as close to a native speaker's pace as. Accuracy is also important.

Assessment of Learning Outcomes:

- Have the Student assume the B role in the dialogue presented below. Ask the Student 2 questions (the Instructor assumes the A role). The Student must provide perfectly accurate answers (grammatically correct and appropriate to the objects being considered).

A: What are these/those?

B: They are (object in the plural form).

- Have the Student assume the A role in the dialogue presented above. Have the Student ask you 2 questions (the Instructor assumes the B role). The Student's questions must be perfectly accurate.

Homework:

- Formulate and then record, in written form, two-line dialogues using the grammatical structures presented in Unit 3-Part 6. Include diagrams that include like objects and their relative proximity to the speaker (represented by arrows that are either near to, or far from the collection of objects).
- The instructor can decide the number of different dialogues, and therefore diagrams, assigned.

Unit 3-Part 7 (1 hour)

Learning Outcomes:

- The Student should be able to:
 - Ask for verification regarding the identities of different groups of like objects.
 - Provide verification regarding the identities of different groups of like objects when asked.

Warm-Up:

- Point to plural arrangements of objects (or representations thereof) and say the name of an object in the plural form. The objects pointed at, and the object names you say can be different. After pointing and saying the plural noun, prompt the Student to say, “Yes.” if he or she thinks you are correctly identifying the objects to which you are pointing. Or, say, “No.” if he or she thinks that you have incorrectly identified the objects.

Introduction of Materials:

- Have the following items recorded in the Student’s notebook:

A: Are these/those (object in the plural form)?

B: Yes, they are. OR No, they are not. They are (object in the plural form).

Class Work:

- Point to nearby and far-away, plural groupings of a type of object (or representations) that are known to the Student. When you do so, ask the appropriate questions using the forms introduced in the Introduction of Materials section of Unit 3-Part 7. Ask only questions that require the “Yes, they are.” answer. Help the Student say the answer accurately, if necessary.
- Once the Student becomes comfortable with the positive answer, introduce the negative, “No, they are not.” answer by pointing to nearby and far-away, plural groupings of a type of object (or representations) and ask the same questions using the same form as you did in the step above, except refer to groupings of types of objects (by pointing at them) that are different from the ones mentioned in the actual question, thereby requiring the student to give a negative answer.
- Start by helping the Student to answer only, “No, they are not.” Once the Student becomes proficient with that reply, help the Student to say the full negative answer and the correct explanation of the object being referred in the form:
 - No, they are not. They are (object in the plural form).

- Help can be given to the Student by having him or her listen to, and then repeat after your modeled statements.
- Show the Student in written form (in his or her notebook) how “are not” can be contracted to “aren’t” as in “No, they aren’t.”
- Alternate asking and answering questions using the grammatical structures introduced in Unit 3-Part 7. The Student’s questions and statements. Speed, as well as fluency, should be emphasized.

Assessment of Learning Outcomes:

- Have the Student assume the B role in the dialogue presented below. You, the Instructor, must ask the Student 4 questions (as the A role of the dialogue) about groups of like objects (or the representation of like objects) that can be easily referred to. Two of your questions must require a negative answer and two of your questions must require a positive answer.

A: Are these/those (object in the plural form)?

B: Yes, they are. OR No, they are not. They are (object in the plural form).

- Have the Student assume the A role in the dialogue presented above. The Student must then ask you 4 questions about groups of like objects that can be easily referred to.
- All of the Clients questions and answers during this evaluation must be 100% accurate.

Homework:

- Draw simple diagrams depicting situations that can be spoken about using the question and answer structures introduced in Part 4 and Part 7 in Unit 3.
- Accompanying the diagrams must be two-person, question and answer dialogues that are accurately depicted in the diagrams.
- The Instructor can decide how many different dialogue structures, and therefore diagrams, to assign.
- The diagrams need not be detailed. They only need to include enough detail to justify the dialogue structure accompanying the diagram.

Unit 3-Part 8 (1 hour)

Learning Outcomes:

- The Student should be able to:
 - Identify body parts.
 - Make accurate and complete sentences to refer to his or her body parts.

Warm-Up:

- Use your body as an example and point to some of your different body parts such as one of your knees, your nose, your mouth, one of your ears, one of your eyes, one of your shoulders, etc. As you draw attention to different parts of your body say the name of the particular parts concerned and have the Student listen to, and then repeat after you.

Introduction of Materials:

- Start a chart in the Student's notebook like the one shown below:

Name of Body Part(s) In English	Name of Body Part(s) In [Student's First Language]

Class Work:

- Draw attention to pictures in a picture dictionary that depict body parts and their names.
- Point to the body parts depicted in the picture dictionary and pronounce the name of the part(s) as you point at it/them. Have the Student listen to, and then repeat after you (ensure that the Student points at the correct body parts in the picture dictionary as he or she is saying the body part name).
- Then, prompt the Student to make true sentences using either the "These are ..." or the "This is a/an..." structures that have already been introduced in Unit 3, about the body parts depicted in the picture dictionary.
- Then, help the Student to make true statements about his or her own body parts using the "This is my..." and "These are my..." structures.

- Once the Student can make affirmative statements using new body part vocabulary, try to prompt the Student to formulate sentences using the Question forms and negative answer forms already introduced in Unit 3. The topic of the sentences formulated must be body parts. When a sentence or question-answer dialogue is formulated, write it down and then practice saying it together fluently.
- Try to initiate a conversation with the Student about body parts using the body part vocabulary introduced in Unit 3-Part 8 and all the different sentence structures developed thus far in Unit 3.

Assessment of Learning Outcomes:

- Have the Student refer to at least 4 different body parts and say the appropriate names. Full sentences are not necessary during this specific evaluation.
- Next, have the Student use his own body to point to and identify 4 body parts. The Clients must make 4 full statements. For example, if the Student points to his or her nose, he or she should say the following:

This is my nose. OR This is a nose.

- Again the Student must make at least 4 such statements and they must be grammatically accurate.

Homework:

- Write at least 3 dialogues that implement body parts as a topic and utilize sentence structures developed in Unit 3.

Unit 3-Part 9 (1 hour)

Learning Outcomes:

- The Student should be able to:
 - Ask questions to inquire about the color of singular objects or groups of like objects.
 - Answer inquiries as to the color of singular objects or groups of like objects.

Review:

- It is possible that the Review portion of this lesson may be longer than usual because of the complexity of both the homework assigned for Part 8 and the lesson itself.

Warm-Up:

- Point to nearby objects (singular or plural). Prompt the Student to say only the color of the objects being referred to.

Introduction of Materials:

- Have the following items recorded in the Student's notebook:

A: What color are they?	A: What color is it?
B: They are <u>color</u> .	B: It is/It's <u>color</u> .

Class Work:

- Ask the Student the question: "What color is it?" as you point to singular objects (or representations). Help the Student provide the proper answer using the "It is color." structure. Help can be administered by modeling the answer for the Student.
- When the Student becomes proficient at providing the answers, switch roles and have the Student ask the questions while referring to singular objects (or representations).
- After the Student has become comfortable handling both questions and answers using the singular structure, introduce the plural structure by again having the Student answer your questions using the "They are color." structure. Of course at this point you should be referring to plural groupings of like objects and using the "What color are they?" question structure.
- Switch roles and have the Student ask you the questions.
- Show the Student how "It is ..." can be contracted to "It's ..." in the "It is color." structure introduced earlier in Unit 3-Part 9.

- Alternate asking and answering questions using all variations of the question and answer structures dealt with in Unit 3-Part 9. The goal here is for the Student to be able to use the structures introduced unaided with accuracy, confidence, and speed.

Assessment of Learning Outcomes:

- Have the Student ask you questions about the color of singular objects or groups of like objects that can be easily referred to. The Student is to use the structures introduced in Unit 3-Part 9 when doing so. The Student must ask at least 4 questions and they must be perfectly accurate.
- Ask the Student at least 3 questions about the color of singular objects or groups of like objects that can be easily referred to. Ask the questions using the structures introduced in Unit 3-Part 9. The Student is to respond using the structures introduced in Unit 3-Part 9 and do so perfectly.

Reward:

- No homework! (If you feel the Student needs to work on a certain structure covered in Unit 3, then assign an exercise based on it.)

Review-Unit 3 (1 hour)

This is a Review of all of the structures that were introduced in Unit Three. The goal of this Review is for the Student to increase his or her fluency and speed, as well as listening ability. To do this, use the different structures at random, taking turns answering and asking the questions.. More time should be allocated to the structures with which the Student has more difficulty. Writing may still be necessary with some Clients to help them grasp the concepts, but the emphasis during this Review should be on practical oral communication, rather than on writing.

This Review must be evaluated. The Learning Outcomes desired for this Review are the combined Learning Outcomes that were stated in the plans denoted from Unit 3-Part 1 through Unit 3-Part 9. Therefore, to evaluate the efficacy of this Review, all of the Assessments of Learning Outcomes that comprise the plans for Unit 3 must again be revisited and satisfied.

Unit 4

Unit 4-Part 1 (2 hours)

Learning Outcomes:

- The Student should be able to:
 - Identify several countries by their names in English.
 - Tell others where he or she is from when asked.
 - Ask other individuals where they are from.
 - Ask and answer the question, “Are you from (country name)?”

Note:

- When possible in the plans comprising Unit 4, introduce subject pronouns (I, he, she, it, we, you, they) into the grammatical structures specified in the Introduction of Materials section of the Unit 4 plans.

Review:

- Because the entire previous lesson was dedicated to a Review, a Review at the outset of the first lesson of Unit 4-Part 1 is unnecessary.

Warm-Up:

- Take out an atlas and show the Student where you are from. Point to and pronounce the name of the place you are from (country, designated region within a country, or municipality, etc.).
- Next, point to major countries that are depicted in the atlas. As you point to each major country, pronounce its name in English and have the Student repeat after you.

Introduction of Materials:

- Start a chart in the Student’s notebook with two columns. An example of the chart can be found below:

Name of Country In English	Name of Country In [Student’s First Language]

- Have the following items recorded in the Student's notebook:

A: Where are you from?

B: I am from (country name).

A: Are you from (country name)?

B: Yes, I am. OR No, I am not. I am from (country name).

I am not from (country name).

Class Work:

- As in the Warm-Up, point to different countries found in the atlas. Select several countries of the world and countries that are near to the country in which the lesson is taking place. As you point to a country pronounce the country's name in English and have the Student repeat after you. Then, record the English name of that particular country in the chart in the Student's notebook. Next, have the Student fill in the appropriate section of the chart with the name of that same country in his or her first language.
- After repeating the above process for several countries, point at random, to the countries that were recorded in the chart and have the Student say the English names.
- Next, ask the Student the question: "Where are you from?" Help the Student to answer using the structure: "I am from (country name)." by modeling the answer.
- Practice that exercise several times and have the Student try answering the question in a hypothetical way using the names of several countries found in his or her chart.
- Then switch roles and help the Student to ask you the question: "Where are you from?" by modeling it and then having the Student repeat after you. As you answer be sure to use the names of several countries for variety after initially using your true country of origin.
- The next step in this Unit 4-Part 1 is to ask the Student the question: "Are you from (country name)?" At first, insert the name of the Student's true country of origin. Afterward, help the Student to answer "Yes, I am." by modeling.
- Once the Student becomes proficient with the positive answer, introduce the negative answer by again asking the Student the question: "Are you from (country name)?" but insert a country name that is different from the Student's true country of origin. Again, help the Student say the correct answer by modeling it for him or her. Practice this pattern several times and use a different country name each time you ask the question.
- Now model the complete negative answer including the corrective statement: "I am from (country name)?"

- Ask the Student the question again in such a way that that Student must answer negatively and then say a correction.
- Practice this pattern over and over using the names of several different countries in the questions.
- Then, switch roles and have the Student ask you the questions, to which you should provide answers that include a corrective statement.
- Display, in written form, how “No, I am not. I am from (country name).” Can include contractions and be rendered “No, I’m not. I’m from (country name).”
- Lastly, help the Student to accurately use the “I am not from (country name).” structure and practice it.
- Alternate asking and answering questions using all the variations of the grammatical structures presented in Unit 4-Part 1. Do so in quick succession and at random. Help develop the Student’s speed and fluency.

Assessment of Learning Outcomes:

- Have the Student point to at least 5 countries on a world map and say the corresponding country name in English.
- Have the Student assume the B role in the dialogue below. You assume the A role. Ask the Student the question 5 times. The Student must answer with a different country each time the question is asked (4 hypothetical answers, and one true one).

A: Where are you from?

B: I am from (country name).

- Have the Student assume the A role in the dialogue above. The Student must ask you the question 4 times. Each time the question is asked answer with a different country name.
- Have the Student assume the B role in the dialogue shown below. You assume the A role. You must ask the Student the question 4 times. Twice you must ask the question using the Client’s true country of origin to elicit an affirmative answer. Twice you should ask the question using a country other than the Student’s country of origin to elicit a negative answer and a correction. Stagger the questions you ask so that the affirmative and negative answers are not asked back-to-back. The Student must provide accurate responses to each of the 4 questions.

A: Are you from (country name)?

B: Yes, I am. OR No, I am not. I am from (country name).



- Have the Student now assume the A role in the dialogue above while you assume the B role. The Student must ask you the question 4 times. Each time the Student must use a different country name. The Student's questions must be perfect.

Homework:

- Add 5 more countries to the chart developed in Unit 4-Part 1.
- Write out 3 copies of the chart including the 5 countries that are to be added for Homework.

Unit 4-Part 2 (1 hour)

Learning Outcomes:

- The Student should be able to request someone's address and provide his or her address orally when requested

Warm-Up:

- Have the Student write down his or her address in his or her notebook

Introduction of Materials:

- Have the following item recorded in the Student's notebook:
 - What is your address?

Class Work:

- Help the Student say his or her address by modeling it in sections and have the Student repeat after you.
 - Note: Because address formats vary somewhat from country to country, teach the Student how to explain his or her address as it is expressed in the format that is standard in the country in which the lessons are taking place.
- After practicing how to say the Student's address in sections, put all the sections together and have the Student practice saying his or her address fluently from the beginning to the end.
- Next, model the question: "What is your address?" for the Student to emulate
- When you answer the Student's question use a phony address (prepare it in advance) that follows the format that is standard for addresses within the country the lessons are taking place in. EFL does not recommend making your home address known to your Clients.
- Practice asking for each other's address over and over.
- Have the Student request your address and then switch roles. The Student is striving for accurate and fluent speech with near-native speed.

Assessment of Learning Outcomes:

- Have the Student request your address. The request must be executed flawlessly.
- Request the Student's address. The Student must provide his or her complete address orally the way it would be written down on paper. The Student's response must be accurate according to the address format used in the country in which the class periods are taking place.



Homework:

- Have the Student write out his or her address in full detail just as he or she would relate it verbally to another person.

Unit 4-Part 3 (1 hour)

Learning Outcomes:

- The Student should be able to:
 - Ask another individual where he or she lives.
 - Tell other individuals where he or she lives in at least 3 different ways when asked: “Where to do you live?”

Warm-Up:

- Try to elicit information from the Student about the country/city/regions/etc. that relate to the location where the lesson is taking place.

Introduction of Materials:

- Have the following items recorded in the Student’s notebook:
 - A: Where do you live?
 - B: I live in (place name).

Class Work:

- Have the Student listen to, and then repeat after you as say the statement/answer: “I live in (place name).”
- Help the Student build that answer by first inserting the appropriate country name.
- Practice saying that statement over and over.
- Next, help that Student formulate that statement in a different way by inserting the appropriate regional designation. The regional designations vary by country (Canada-provinces, the United States of America-states, Japan-prefectures, etc.). See the examples below:
 - I live in the Province of British Columbia. (in Canada)
 - I live in the State of California. (in The U.S.A.)
 - I live in Kanagawa Prefecture. (in Japan)
- Next, answer again, inserting the appropriate municipality name.
- Practice that statement several times.
- Finally, formulate the same statement/answer again, if applicable, by inserting the name of the appropriate area within the municipality where the Student lives.
- Practice that statement several times.

- At this point the question form: “Where do you live?” can be introduced. To do so, model the question and have the Student repeat after you.
- Then, ask the Student the question: “Where do you live?” Prompt the Student to answer using the broadest place name designation and then ask him or her the question again and have him or her answer with one of the other appropriate place name designations. Repeat this process until all of the appropriate place name designations have been practiced.
- Switch roles and repeat the process again.
- Then, switch information and repeat the process again.
- Again, switch roles and repeat the process again.
- Have a casual, native-like conversation with the Student and exchange information relating to where each individual involved in the conversation lives.

Assessment of Learning Outcomes:

- Have the Student ask you where you live, 3 times, using the structure introduced in this Unit 4-Part 3. Answer the question in a different way each time by referring to the country, city, region, etc in which you live. The Student’s questions must be perfect.
- Ask the Student where he or she lives, 3 times, using the structure introduced in Unit 4-Part 3. The Student must provide a different answer each time. The answers should differ in that the Student should refer to a different level of organization (country, region, city, ward, etc.) each time the question is asked. The Student’s answers must be grammatically perfect.

Homework:

- Write out at least 3 other information sets (a set includes, in addition to the question, all the statement/answers necessary to explain where an individual lives at the country, regional, and municipal levels) that can be used to explain where 3 different hypothetical individuals live.

Unit 5

Unit 5-Part 1 (1 hour)

Learning Outcomes:

- The Student should be able to recognize the meanings of several common adjectives.

Warm-Up:

- Point to some nearby objects (or representations) and say simple adjectives like big, small, light, etc. Make sure that your statements and gestures are compatible. It is possible that the Student may know some of these adjectives already. Therefore, try to elicit such statements from the Student, if possible. If the Student does manage an appropriate statement/gesture combination, commend him or her generously.

Introduction of Materials:

- Make a chart like the one below:

English Adjective	[Student's First Language] Adjective

- Insert adjectives in English and then the corresponding terms in the Student's first language.

Class Work:

- Use a picture dictionary that illustrates opposite adjectives, (antonyms) (eg. big/small, thick/thin, etc.).
- Have the Student listen to, and then repeat after you as you say the adjectives while pointing to the appropriate pictures.
- Next, test the Student's retention of the adjectives introduced by covering the written labels of the adjectives found in the picture dictionary. Point to the pictures at random and have the Student say the appropriate adjective.

- If the Student is having trouble, uncover the written form of the adjective in the picture dictionary. Have the Student then read and pronounce the adjective in question. Correct the Student's pronunciation if necessary. Then again cover the written forms of the adjectives and keep testing the Student's retention of all the adjectives introduced.
- Repeat the processes outlined above again, if necessary.
- Have the Student record the adjectives introduced in Unit 5-Part 1 into the chart that was started in the Introduction of Materials. The Student should also record the terms used to express the English adjectives in his or her first language.

Assessment of Learning Outcomes:

- Have the Student recall accurately 6 of the adjectives introduced by pointing to pictures in the picture dictionary and saying the appropriate adjective, without receiving any aid (written or spoken).

Homework:

- Have the Student draw at least 3 diagrams that depict adjective opposites, (antonyms) and have him or her label the diagrams appropriately.

Unit 5-Part 2 (1 hour)

Learning Outcomes:

- The Student should be able to write brief, accurate, descriptive statements.

Warm-Up:

- Use a picture dictionary and elicit statements from the Student that relate to the pictures in the dictionary. The statements must begin with This, That, These, or Those.

Introduction of Materials:

- Write some descriptive statements as models where the Student can view them. Make sure that statements refer to objects that are physically present or represented in the picture dictionary.
- Some example statements are listed below:
 - This is a big man.
 - This man is big.
 - Those trees are tall.
 - Those are tall trees.
 - These are empty glasses.
 - These glasses are empty.
 - This is a new watch.
 - This watch is new.
- Use your imagination, the objects at hand, and your knowledge of the Student to develop sentences that will effectively give the Student a sense of what he or she will be expected to do next.

Class Work:

- Use objects at hand (or representations) to develop accurate, descriptive statements.
- The purpose of this activity is to have the Student apply his or her knowledge of object names, adjectives, and demonstratives (this, that, these, those) at the same time, in written form.
- Most of Unit 5-Part 2 is dedicated to writing descriptive statements, so try to lead the Student into making his or her own statements with minimal help. Of course, do give help when necessary and make sure the statements formulated are grammatically correct.
- Have the Student read out all of the statements developed in Unit 5-Part 2.

Assessment of Learning Outcomes:

- Have the Student make a descriptive statement orally and then write it out on a blank piece of paper. The Student must make 4 statements first orally and then providing corresponding written statements). The Student must receive no aid. Both oral and written statements must be grammatically correct.

Homework:

- Choose one of the Homework options stated below:
- Write out all of the sentences developed in Unit 5-Part 2 in correct form. This assignment is beneficial for Clients who had difficulty writing grammatically accurate statements.
- Formulate at least 5 descriptive statements that describe things in the Student's personal photographs or other pictures that the Student can select from magazines and other printed media. The Student must present both the statements and the pictures/photos when he or she presents his or her completed Homework at the beginning of the lesson.

Unit 6

Unit 6-Part 1 (3 hours)

Learning Outcomes:

- The Student should be able to use demonstrative pronouns together with possessive pronouns to make accurate affirmative and negative statements.

Warm-Up:

- Use the structure: “This is my (object).” to state that you possess the objects being spoken of.

Introduction of Materials:

- Have the following items recorded in the Student’s notebook:
This/That is my/your/his/her/their/our (object).
These/Those are my/your/his/her/their/our (object in the plural form).
This/That is not my/your/his/her/their/our (object).
These/Those are not my/your/his/her/their/our (object in the plural form).

Class Work:

- Develop the following dialogue with the Student, where A=Instructor, and B=Student:
A: This/These is/are my (object)/(objects).
B: That/Those is/are your (object)/(objects).
- Once the Student becomes proficient using the B role, switch roles so that the Student assumes the A role, and you the B role. Practice over and over.
- At this point in Unit 6-Part 1 it is necessary to introduce 2 “Guest Students”. You need to prepare the “Guest Students” in advance. One of the “Guest Students” is female, and the other is male. They can be puppets, stuffed dolls, or drawings. Their purpose is to appear to have possession of objects that will be spoken about.
- Next, position an object so that it appears to belong to the male “Guest Student.” Have your Student listen to, and then repeat after you as you say a statement in the form shown below:
That/Those is/are his (object)/(objects).
- Repeat that exercise over and over and use different objects for variety.

- Help the Student reach the point where he or she can use that structure accurately, without aid.
- Next, repeat the process used above for “his” to refer to the female “Guest Student” and use “her” as in the structure below:

That/Those is/are her (object)/(objects).

- After the Student is able to make accurate “her” statements without aid, divide the class into two groups of two. The two “Guest Students” will comprise one group and the real Student and you, the Instructor, will comprise the other group.
- You and the Student should sit a short distance away from the “Guest Students”.
- Place a pen or pencil down in front of each of you and each “Guest Student.”
- Point in the direction of the “Guest Student”’s pens or pencils and say:
- Those are their pens/pencils.
- Prompt the Student to refer to his or her pen/pencil and your pen/pencil and say:
- These are our pens/pencils.
- Repeat those two steps above over and over, and then switch roles with the Student and practice over and over again until the Student becomes proficient at this exercise.
- Repeat the whole Class Work section, but this time change the exercises, as necessary to introduce the negative forms of the structures already introduced during the first half of Unit 6-Part 1.
- Take turns with the Student moving the positions of objects on hand and then making accurate statements of possession. Practice a variety of both affirmative and negative statements using the structures introduced in Unit 6-Part 1.

Assessment of Learning Outcomes:

- Have the Student arrange the items present and the “Guest Students” to make accurate statements using the structures below. The Student must make 2 different statements with each of the structures listed below. Of course, it is only necessary for the Student be evaluated using the structures below that he or she learns during each lesson in Unit 6-Part 1. By the time Unit 6-Part 1 is covered entirely, the Student should have been evaluated using all of the structures listed below.
 - This/That is my (object).
 - This/That is your (object).
 - This/That is his (object).
 - This/That is her (object).
 - These/Those are their (object in the plural form).
 - These/Those are our (object in the plural form).
 - This/That is not my/your (object).
 - These/Those are not his/her/their/our (object in the plural form).

Homework:

- There is no specific Homework to be assigned. But, the Instructor may decide to assign some Homework that will help the Student with one of his or her personal weaker areas.

Unit 6-Part 2 (2 hours)

Learning Outcomes:

- The Student should be able to ask about the possession of both singular objects and groups of like objects using appropriate possessive pronouns in a variety of scenarios.

Warm-Up:

- Include the “Guest Students” that were introduced in Unit 6-Part 1.
- Ask the real Student questions of possession using the form below:

Is this/that your (object)?

- Help the Student say “Yes.” or “No.” for an answer.

Introduction of Materials:

- Have the following items recorded in the Student’s notebook:

A: Is this/that my/your/his/her/their/our (object)?

B: Yes, it is. OR No, it is not.

A: Are these/those my/your/his/her/their/our (object in plural form)?

B: Yes, they are OR No, they are not.

Class Work:

- Start with the question/answer structure that is listed first in the Introduction of Materials section of Unit 6-Part 2. Slowly work your way through practicing all of those structures by first modeling the A and B roles and then alternating with the Student between the A and B roles to ask relevant questions about objects at hand (or representations), and provide accurate answers.
- Be sure to include the “Guest Students” in this portion of Unit 6-Part 2.
- Also, fully develop one grammatical structure before proceeding to the next.
- When all of the structures have been developed, have a fast-paced question/answer session with the Student, using all of the structures introduced in Unit 6-Part 2.

Assessment of Learning Outcomes:

- Have the Student arrange objects and the “Guest Students” and then ask appropriate questions accurately about the possession of the items being discussed. The only aid that the Student can benefit from is the **Assessment Assistance Unit 6-Part 2** sheet that must be photocopied and given to the Student to refer to while undergoing this evaluation.
 - Is this/that your (object)?
 - Is this/that my (object)?
 - Is this/that his (object)?
 - Is this/that her (object)?
 - Is this/that their (object)?
 - Is this/that our (object)?
 - Are these/those my (object in plural form)?
 - Are these/those your (object in plural form)?
 - Are these/those his (object in plural form)?
 - Are these/those her (object in plural form)?
 - Are these/those their (object in plural form)?
 - Are these/those our (object in plural form)?
- Ask the Student questions using each of the structures listed above at least once. It will be necessary for you to rearrange objects and the “Guest Students” so that appropriate scenarios can be set up for the questions that need to be asked. The Student must answer at least 10 of the 12 questions with grammatical accuracy.

Homework:

- Write out 3 hypothetical A and B dialogues using structures introduced in Unit 6-Part 2.
- Bring his or her family tree (this was assigned for Homework at the end of Unit 2-Part 2) and at least one family picture to the first lesson of Unit 6-Part 3.



Assessment Assistance Unit 6-Part 2

Singular and Plural Possessive Pronouns

- your
- my
- his
- her
- their
- our

Unit 6-Part 3 (2 hours)

Learning Outcomes:

- The Student should be able to:
 - Ask questions about the types of human relationships that can exist between family members while referring to a family photograph.
 - Provide information about the types of relationships that he or she has with the people represented in the family photograph that he or she brings to the class.
 - Answer questions about what his or her family members' occupations are.
 - Ask someone what his or her family members' occupations are when referring to a family photograph.

Note:

- Both the Instructor and the Student are to bring their family trees and at least one family picture to the lessons comprising Unit 6-Part 3.

Warm-Up:

- Prompt the Student to give orally as much information about his or her family members as he or she is able.

Introduction of Materials:

- Have the following items recorded in the Student's notebook:

A: Who is this/that/he/she?

B: This/That/He/She is my (family member designation).

A: What does he/she do?

B: He/She is a/an (occupation).

Review of Family Designations (Unit 2-Part 2)

Describing Family Members Using Adjectives (Unit 5-Parts 1, 2)

Occupations (Unit 2-Part 1)

Class Work:

- Introduce the following structure to the Student by first modeling and then alternating the roles as you and the Student practice them over and over while referring to your family pictures:

A: Who is this/that?

B: This/That/He/She is my (family member designation).

- The rest of Unit 6-Part 3 is a Review of previously introduced material. The Student is to apply the structures previously learned to the topic of family in a conversational setting.
- Some sample topics for the conversation are listed below:
 - Who are the people in the Student's picture(s)?
 - What are their occupations?
 - Describe family members in general terms.
- Include as many different structures and their variations as possible in the conversation.

Assessment of Learning Outcomes:

- Have the Student ask you at least 2 different questions about the relationships you have with individuals represented in your family photograph.
- Have the Student ask you about the occupations of at least 2 individuals represented in your family photograph.
- Ask the Student 2 different questions about the type of relationships he or she has with individuals represented in the Student's family photograph.
- Ask the Student about the occupations of 2 different individuals represented in his or her family photograph.
- The Student's questions and answers must be grammatically perfect.
- Some sample dialogues that can be used during this evaluation are listed below:
 - A: Who is he?
B: He is my father.

 - A: What does she do?
B: She is an attorney.

Homework:

- Bring family tree and at least one family picture to the first lesson of Unit 6-Part 4.



Unit 6-Part 4 (1 hour)

Learning Outcomes:

- The Student should be able to write about his or her family members and what their occupations are.

Review:

- Not necessary at the first lesson of Unit 6-Part 4 since Unit 6-Part 3 was a Review.

Note:

- Both the Student and the Instructor should bring his or her family tree and at least one family picture to the lessons in Unit 6-Part 4.

Warm-Up:

- Spend 10-15 minutes conversing about family members as in Unit 6-Part 3.

Class Work:

- The purpose of Unit 6-Part 4 is for the Student to write a composition in which he or she describes his or her family members and structure in detail.
- You will spend the rest of the time allotted for Unit 6-Part 4 in providing guidance to the Student as he or she writes the composition.
- The information the Student includes in his or her composition should harmonize with the information given in the conversation that took place during the Unit 6-Part 3.
- Have the Student read his or her composition aloud after completion.

Assessment of Learning Outcomes:

- Have the Student write sentences that inform the reader about the members of his or her immediate family. Example sentences are listed below:

I have a mother and a father and two brothers.

I have a father and a sister.

I have a mother and one brother and one sister.

I have a father and a mother. I am an only child.

- Have the Student write sentences that inform the reader what the occupations of his or her immediate family members are. Example sentences are listed below:

My father is a carpenter.

My mother is a nurse.

My brother is an engineer.

My sister is a student.

- The Student is to have no aid when being evaluated. The Student must not miss writing any words, but perfect spelling is not required to pass this evaluation. If the Student makes any punctuation or spelling errors, correct them with a red pen and then show the Student after the evaluation is completed.

Homework:

- No Homework today!

Unit 7

Unit 7-Part 1 (2 hours)

Learning Outcomes:

- The Student should be able to make statements that explain what other individuals or groups of individuals possess, using have/has and appropriate personal pronouns.

Review:

- Not necessary during the first lesson of Unit 7-Part 1.

Warm-Up:

- Look at the furniture/appliances that are present in the room where the lesson is taking place. Do so in an exaggerated manner. Draw attention to one piece of furniture at a time. As you focus the Student's attention to each particular piece of furniture, make statements that will identify the piece of furniture using the structure below:

This/That/These/Those is/are (object)/(objects).

- Soon the Student should remember what he or she learned in Unit 3 about asking questions using the structure below:

What is/are this/those/these/those?

- The Student should be able to ask you what the designations of some nearby appliances or pieces of furniture are.
- If the Student is adept at this structure, a picture dictionary can be used to bring to the conversation a greater variety of furniture types, Take this exercise as far as you can in the first lesson.
- The names of common appliances can also be introduced.

Introduction of Materials:

- Have the following items recorded in the Student's notebook:

I/We/You/They have a/some/(number) (object)/(objects).

He/She has a/some/ or (number) (object)/(objects).

- Have a chart started in the Student’s notebook that follows the form below:

Furniture/Appliance In English	Furniture/Appliance In [Student’s First Language]

Class Work:

- Start by drawing attention to something you have (like a pen) by holding it above your head. Then use the following structure to express what you have:

I have a/an (object).

- Have the Student learn to respond to your statement using the following structure:

You have a/an (object).

- To accomplish that task, have the Student listen to, and then repeat after you. Practice this exercise several times using different objects for variety.

- Then, switch roles and have the Student assume the A role in the following dialogue:

A: I have a/an (object).

B: You have a/an (object).

- Next, bring out the Male “Guest Student” (the same one used last in Unit 6-Part 2).
- Assign the Male “Guest Students” a common male name and have the Student listen to, and then repeat after you as you say:

(name) has a/an (object).

He has a/an (object).

- Practice those structures together with the Student over and over using different objects.
- Next, repeat the entire process used to express that the Male “Guest Student” has an object, but refer to the case when using the Female “Guest Student.” Utilize the following structures to do so:

(female name) has a/an (object).

She has a/an (object).

- Next, divide the class into 2 groups of 2 individuals per group. One group will consist of the Male “Guest Student” and the Female “Guest Student.” The other group will consist of the real Student and you.
- Place an object in such a location that it appears to be the other group’s object. Place another object in such a way that it appears to belong to your group. Have the Student listen to, and then repeat after your statements using the structure below:

They have a/an (object), but we have a/an (object).

- Practice that exercise over and over and use a variety of different objects.
- Once the Student has grasped how the structures introduced thus far in Unit 7-Part 1 are used, introduce, by reusing the same exercises, how the structures are adapted to express the fact that a person or group **have/has** an object in the plural form. Hence, the use of the following structures:

I/You/We/They have some or (number) (objects).

He/She/(name) has some or (number) (objects).

- Have the Student move different objects that are physically present between him or herself, you, and the “Guest Students” and make accurate statements using the structures introduced in Unit 7-Part 1.

Assessment of Learning Outcomes:

- Have the Student make statements using the structures below. The Student must make one statement using each of the structures listed. The Student can refer to only one aid. That aid is the **Assessment Assistance Unit 7-Part 1** sheet. The Student cannot receive any other form of assistance. The Student must make grammatically perfect statements that accurately describe the scenarios the Student is to create by rearranging the objects at hand and the “Guest Students”.

- I have a/an (object).
- You have a/an (object).
- (name) has a/an (object).
- He has a/an (object).
- She has a/an (object).
- They have a/an (object), but we have a/an (object).
- I have some/(number) (objects).
- You have some/(number) (objects).
- We have some/(number) (objects).
- They have some/(number) (objects).
- (name) has some/(number) (objects).
- She has some/(number) (objects).



- He has some/(number) (objects).

Homework:

- Make at least 5 sentences using the structures below:

We/I have a/an/(number)/some (object)/(objects).

- The objects must be furniture or appliances that the Student and his or her family/roommate actually have.



Assessment Assistance Unit 7-Part 1

Singular and Plural

- I
- You
- He
- She
- They
- (name)

Unit 7-Part 2 (3 hours)

Learning Outcomes:

- The Student should be able to:
 - Identify the main sections (rooms) of a typical house or apartment.
 - Express where he or she is.
 - Express where certain appliances or pieces of furniture are located in his or her home.

Warm-Up:

- Prepare in advance a diagram of the floor plan of your dwelling, including room labels and information that relates to what types of furniture and appliances are located in each of the rooms.
- Show that diagram to the Student. Try to have the Student ask you questions or make statements about that diagram.

Introduction of Materials:

- Have the following items recorded in the Student's notebook:

I am in a/the (room name).

I am outside.

The (piece of furniture/appliance) is in my/the (room name).

- Have a chart in the form shown below started in the Student's notebook:

Room Name In English	Room Name In [Student's First Language]

Class Work:

- Use the sheet **Floor Plan (House)** or **Floor Plan (Apartment)** (use the floor plan sheet that most closely resembles the type of dwelling the Student lives in) to introduce basic room names such as the following:

bedroom	dining room
kitchen	living room/family room
balcony	basement
garage	bathroom
storage room	closet

- Point to the room labels on the **Floor Plan (House or Apartment)** sheet and have the Student listen to, and then repeat after you.
- Test the Student's retention by using the **Floor Plan Worksheet (House or Apartment)**.
- Remove the **Floor Plan (House or Apartment)** sheet from the Student's sight and have him or her point to the various rooms shown on the **Floor Plan Worksheet (House or Apartment)**.
- If the Student has not retained the new vocabulary, then display the **Floor Plan (House or Apartment)** sheet again. Repeat the listen-and-repeat exercise followed by the retention test using the **Floor Plan Worksheet (House or Apartment)**.
- Once the Student has retained the new vocabulary, have him or her enter those new terms in the chart that was started in the Introduction of Materials along with the corresponding words in his or her first language.
- Next, stand up and have the Student stand up too. Have the Student listen to, and then repeat after you as you use the following structure to make accurate statements about where you are:

We are in a/the (place name).

- use "a" for places like school, restaurant, coffee shop
- use "the" for places like classroom, hallway

- Together, change locations and have the Student listen to, and then repeat after you as you use the same structure used previously to express your new location. If you are in a classroom, move to the adjacent hallway, etc. Prompt the Student to move around to different locations and use the structure below to express where he or she is:

I am in a/the (place).

- Lastly, draw attention to your floor plan again and make statements using the following structure (have the Student repeat after you):

The (object) is in the/my (room name).

- Note: “my” is used in the case of **my** bedroom for example.
- If you, as the Instructor use “my” in a statement, ensure that the Student comprehends the fact that he or she should use “your” when he or she repeats after you.
- Prompt the Student to make true statements about his or her furniture/appliances and the locations of those objects in his or her dwelling.

Assessment of Learning Outcomes:

- Give the Student either the **Floor Plan Worksheet House** or the **Floor Plan Worksheet Apartment** (depending on which type of dwelling the Student lives in). The Student is to point to the appropriate parts of the floor plan and make at least 2 grammatically accurate statements using the form below:

This is the (room name).

- Have the Student make 1 accurate statement about where he or she is using the structure below:

I am in a/the (place).

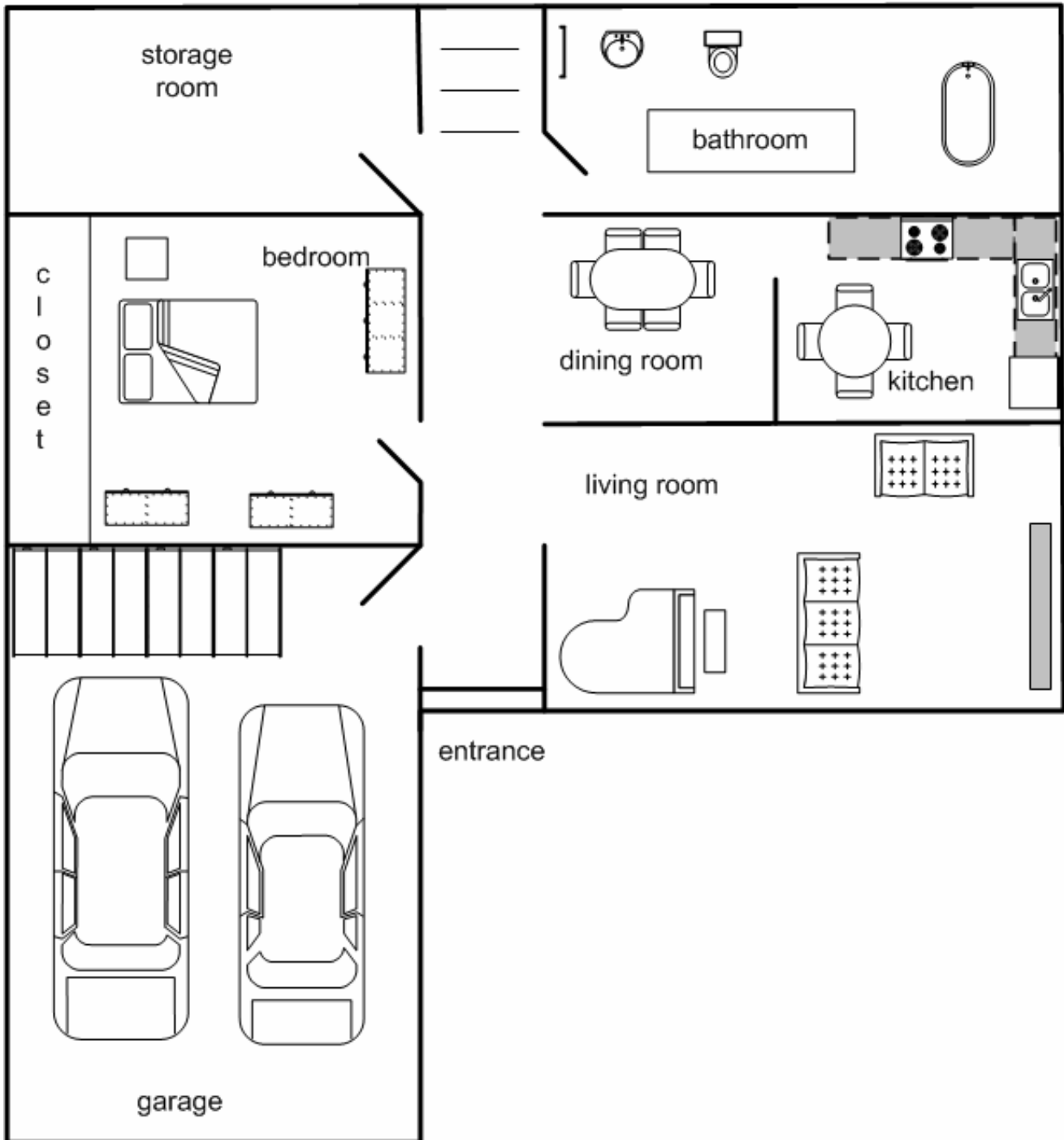
- Have the Student make 2 grammatically accurate statements about the appliances or pieces of furniture in his or her home using the structure below:

The (object) is in the/my (room name).

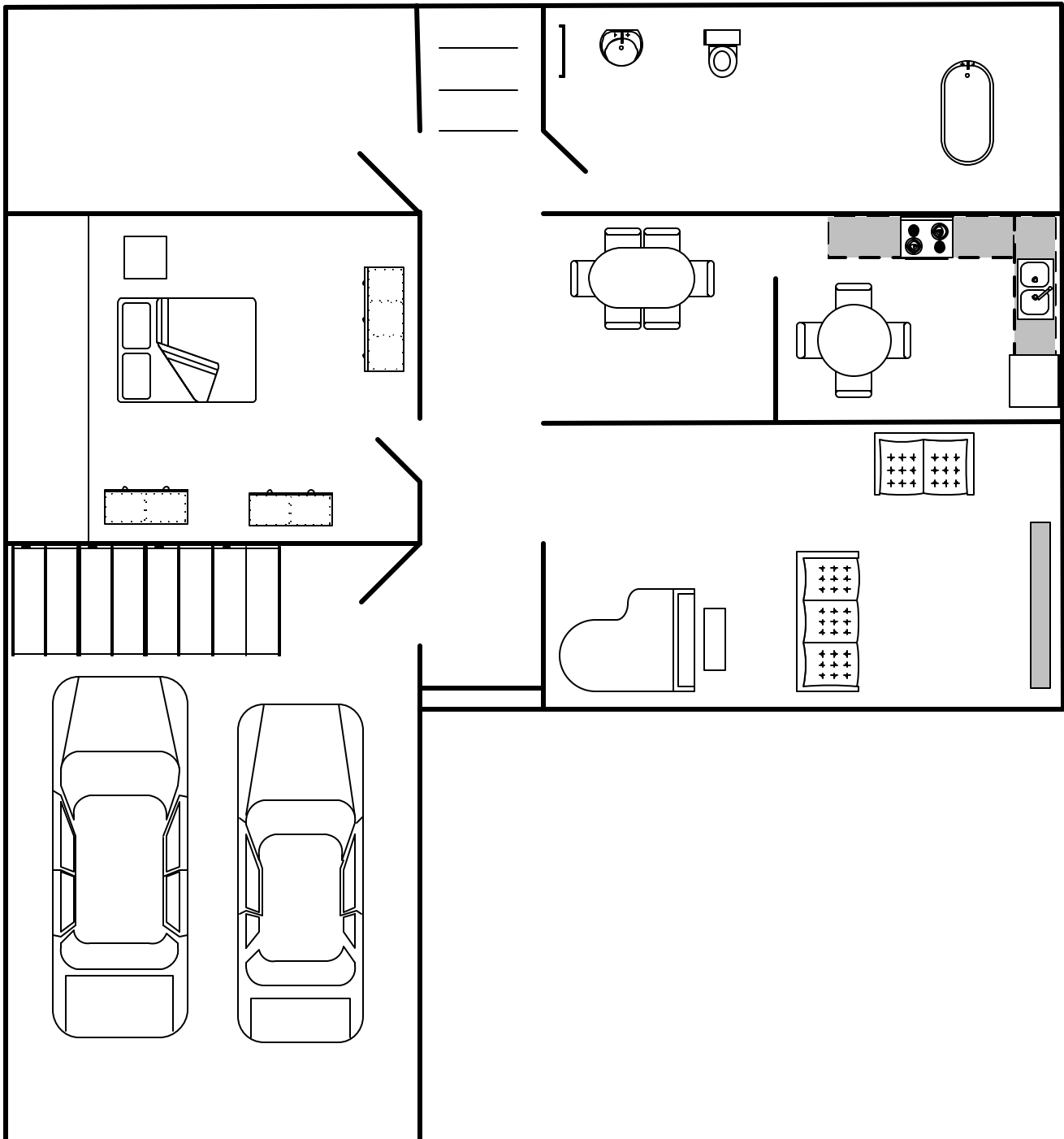
Homework:

- Have the Student make a diagram depicting the floor plan of his or her dwelling including the locations of the major pieces of furniture and appliances. Then make at least 5 sentences that state where the appliances are located in his or her dwelling.

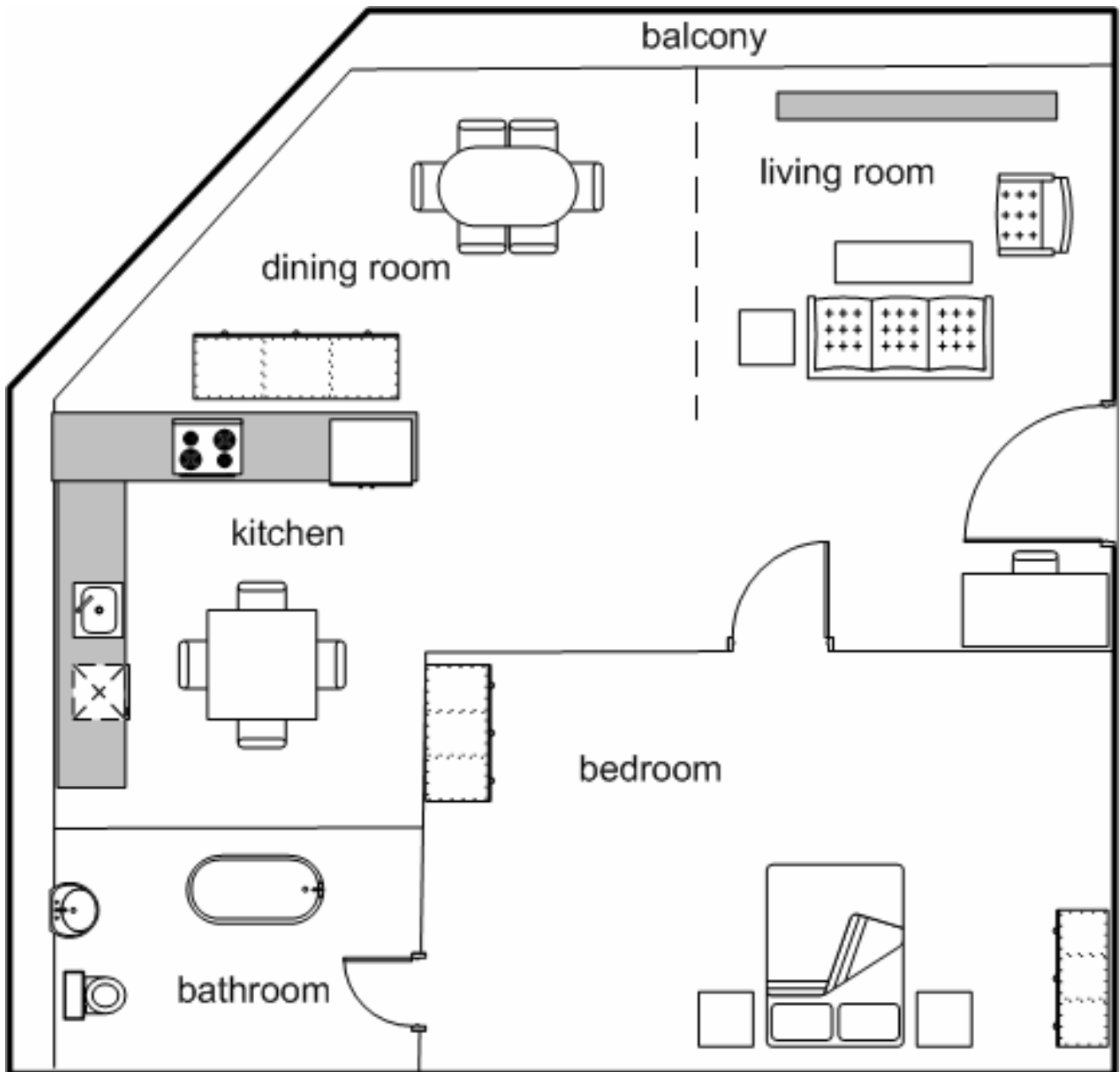
Floor Plan (House)



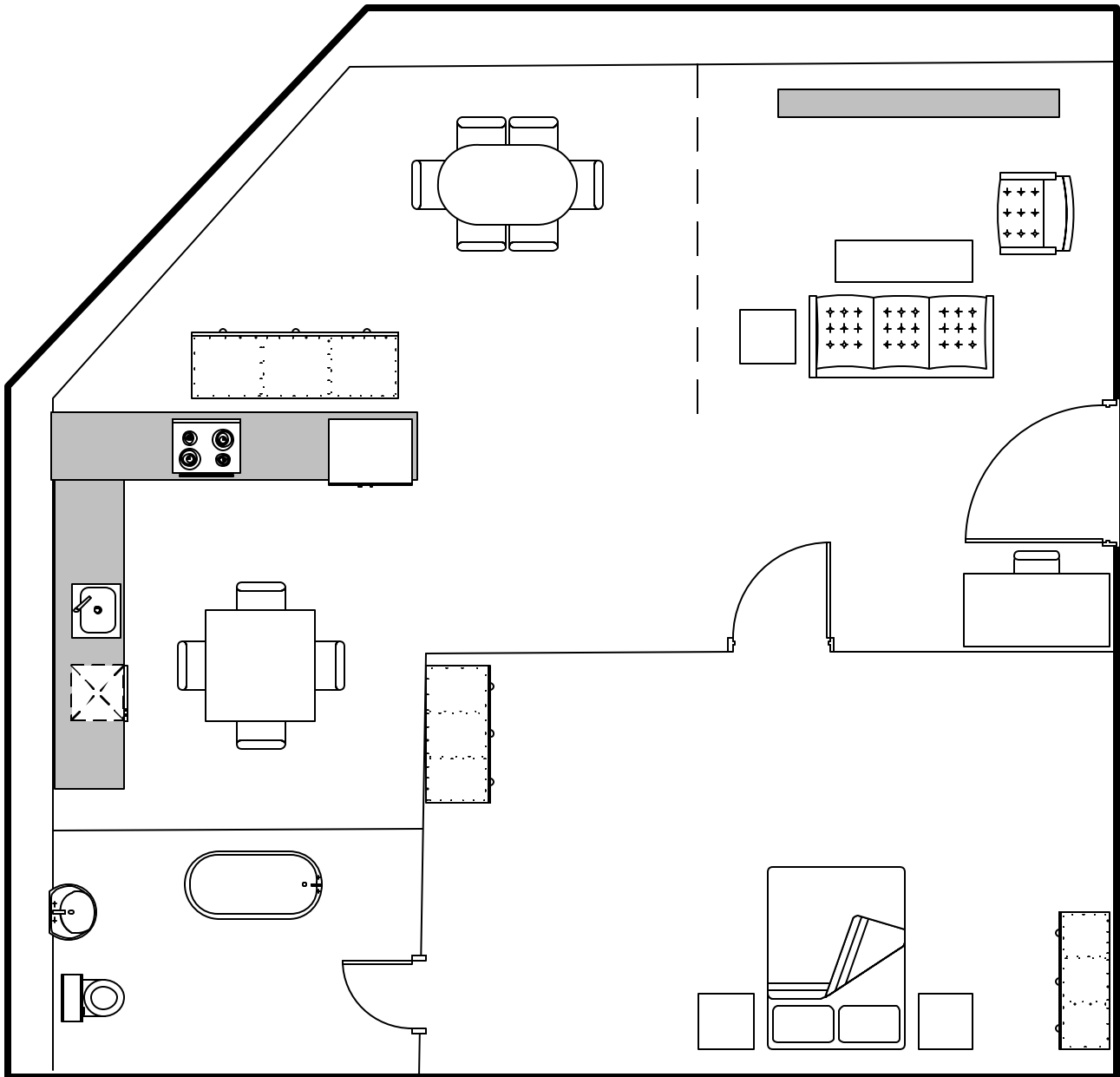
Floor Plan Worksheet (House)



Floor Plan (Apartment)



Floor Plan Worksheet (Apartment)



Unit 7-Part 3 (2 hours)

Learning Outcomes:

- The Student should be able to:
 - Classify weather conditions using general descriptions.
 - Describe the weather at the present time.
 - Describe weather using intensifiers

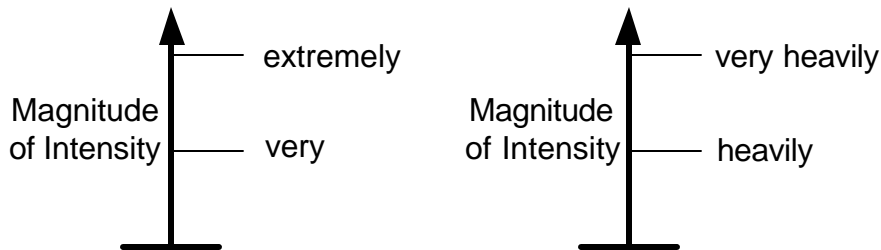
Warm-Up:

- Try to converse with the Student about the weather at that moment. Use a lot of body language.

Introduction of Materials:

- Have the following items recorded in the Student's notebook:

It is (weather description) today.



- Have a chart in the form below started in the Student's notebook:

Description of Weather In English	Description of Weather in [Student's First Language]

Class Work:

- Use the **Weather** sheet to introduce terms that describe different kinds of weather.
- Have the Student listen to, and then repeat after you as you pronounce each of the terms on the sheet.
- Draw the Student's attention to each term on the sheet by pointing to it and then using body language to emphasize the meaning of the terms as you say them. Try to motivate the Student to point and use appropriate body language as he or she repeats after you.
- An example of using body language in this exercise is to physically shiver when you are saying "cold."
- Test the Student's retention by hiding the **Weather** sheet and displaying the **Weather Worksheet** and prompt the Student to point to the pictures, one at a time, and say the appropriate description.
- If possible add more weather descriptions to the chart that was started in the Introduction of Materials section of Unit 7-Part 3.
- Next model for the Student how the following structure can be used to describe the general weather experience during the present day:

It is (weather description) today.

- Have the Student listen to, and then repeat after you as you develop several statements using the pattern above and incorporating a variety of weather descriptions.
- Now intensifiers are to be introduced. Model for the Student how to make descriptive statements about weather with intensifiers using the following structure:

It is **very/extremely** (hot, cold, windy) today.

- Note that the intensifiers **very** and **extremely** can be applied in statements that include **hot, cold, and windy**.
- Help the Student understand that the relative degree of intensity implied by the use of the word **extremely** is greater than the relative degree of intensity that is implied by the use of the word **very** (refer to the Introduction of Materials section of Unit 7-Part 3).
- Practice making statements using the structure above until the Student can make accurate statements without aid.

- Model for the Student how to make descriptive statements about weather when focusing on descriptions regarding precipitation using the following structure:

It is (raining/snowing) **heavily/very heavily** or **hard/very hard**. (Use whichever adverb is in common usage where the student lives).

- Help the Student understand that the relative intensity of precipitation indicated by the words **very heavily**, as used in the structure shown above, is greater than the relative intensity of precipitation indicated by the word **heavily** (refer to the Introduction of Materials section of Unit 7-Part 3).
- Practice making statements using the structure above until the Student can make accurate statements without aid.
- Before moving on to the Assessment of Learning Outcomes section, go over the sheet: **Describing Weather: Intensity** and help the Student record accurate statements, in the spaces provided, about the types of weather depicted on the sheet.
- Have the Student record a true statement that describes the weather on the present day in his or her notebook.

Assessment of Learning Outcomes:

- Have the Student correctly refer to and say the appropriate weather description for each weather scenario referred to on the **Weather Worksheet** (5 statements).
- The Student must make the appropriate statement on the first try.
- At the conclusion of each and every lesson spent on Unit 7-Part 3, the Student is to make a statement that accurately describes the weather on the present day using the structure:

It is (weather description) today.

Homework:

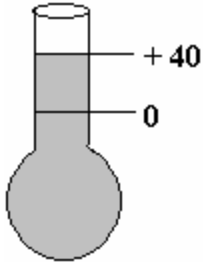
- Have the Student write 3 statements that reflect the weather situations from the perspective of a date other than the day the lesson is conducted in which the weather statements were introduced, and before the next lesson. The date, on which the Homework statements are recorded, must be denoted in the Student's notebook along with the statements. The statements must be in the form noted below:

It is (weather description) today.

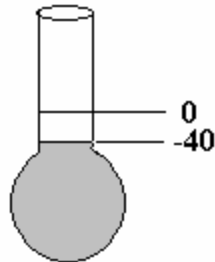
Or

It is (raining/snowing) **heavily/very heavily**.

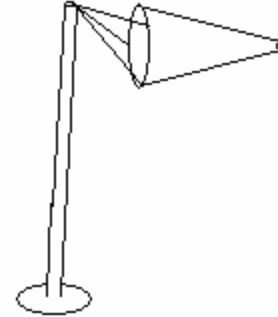
Weather



hot



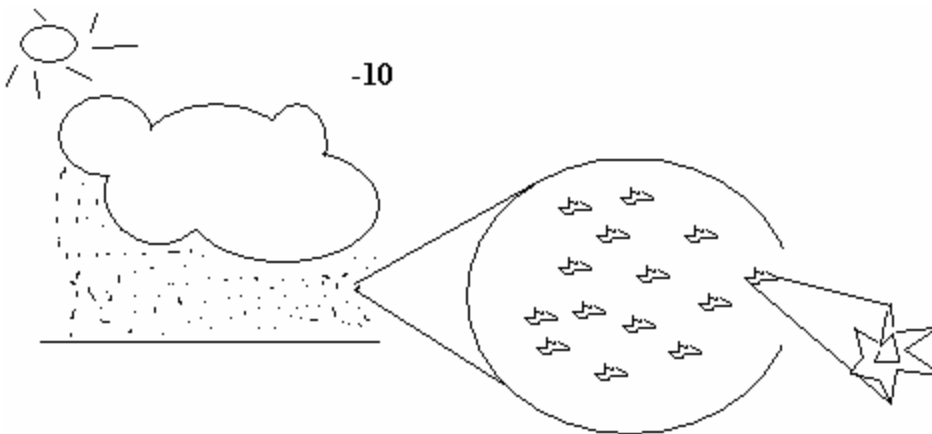
cold



windy

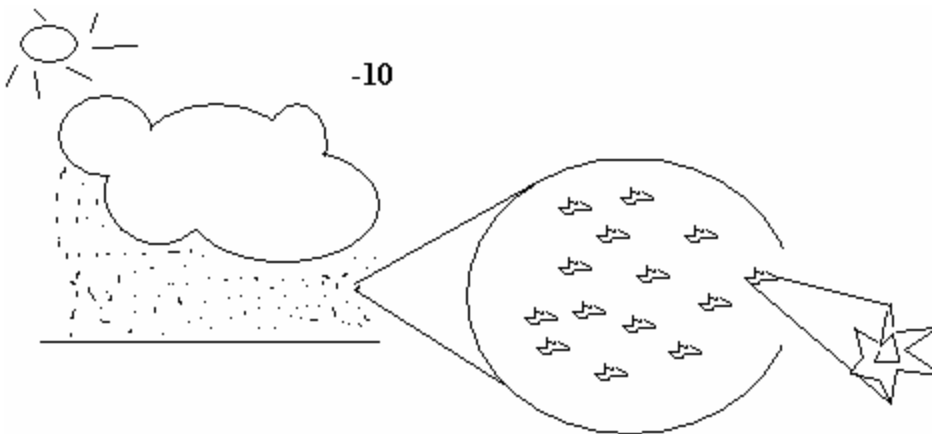
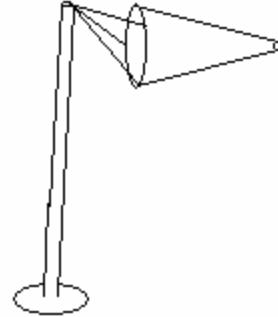
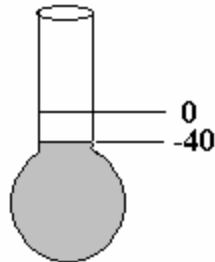
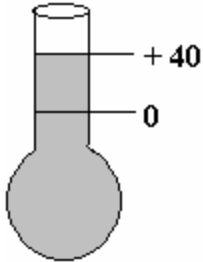


rainy

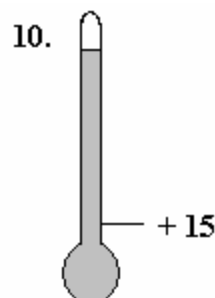
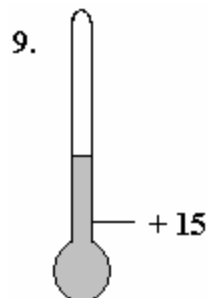
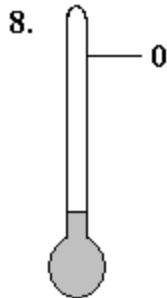
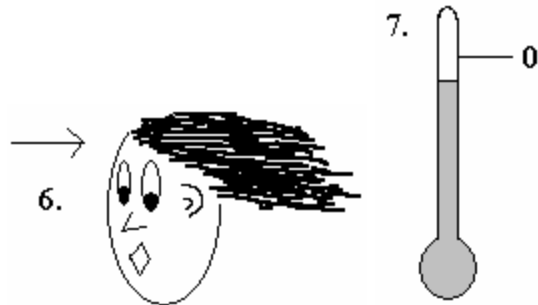
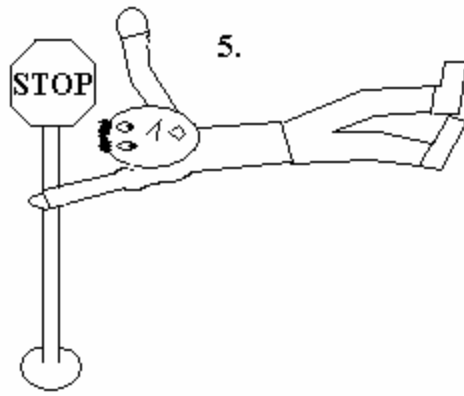
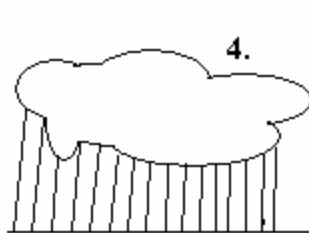
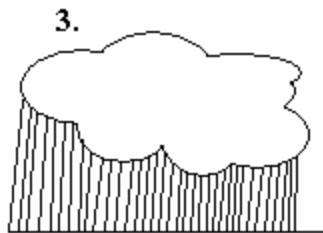
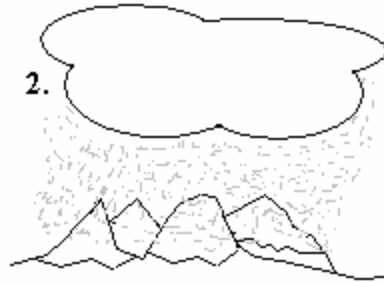
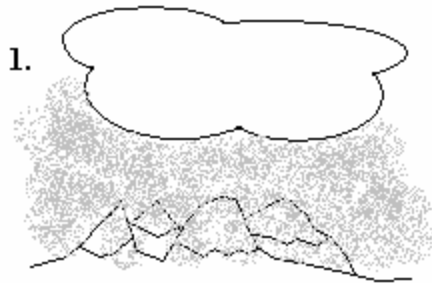


snowy

Weather Worksheet



Describing Weather: Intensity



- | | |
|-----------|------------|
| 1. _____. | 2. _____. |
| 3. _____. | 4. _____. |
| 5. _____. | 6. _____. |
| 7. _____. | 8. _____. |
| 9. _____. | 10. _____. |

Unit 7-Part 4 (1 hour)

Learning Outcomes:

- The Student should be able to orally deliver a short narrative about a person he or she knows.

Warm-Up:

- Have the Student make a list of 4 people he or she knows well.

Introduction of Materials:

- Present a copy of the sheet: **Unit 7-Part 4: Reading Exercise** to the Student and give the Student 60 seconds to read through it silently.
- After 60 seconds ask the Student a few simple questions about the content of the material he or she just read. Make sure the questions asked are within the capability of the Student to answer.

Class Work:

- Have the Student read the story of Angela Jefferson out loud. Correct the Student when he or she makes errors. Practice reading over areas that the Student has difficulty with, over and over. Answer any questions the Student has about the reading material.
- After the reading has been practiced many times, have the Student read the story of Angela Jefferson again, from the beginning to the end. This time do not correct the Student. When he or she is finished, comment on how well he or she can read.
- Next, use the material located below Angela Jefferson's story on the sheet entitled **Unit 7-Part 4: Reading Exercise** to help the Student develop a similar story about 1 person he or she knows well (1 from the list made during the Warm-Up). Help the Student fill-in the blank spaces and then practice reading the entire story. If time permits, several stories can be developed about different people the Student knows well. Keep in mind that Unit 7-Part 4 should only take 1 lesson, or 1 hour to complete.

Assessment of Learning Outcomes:

- Have the Student read out loud one of the stories he or she developed, during the Class Work section of Unit 7-Part 4. The Student's reading should be fairly fluent and accurate. Improvement in the Student's ability to read stories using the format practiced during this lesson must be clearly evident.
- Homework:
- The Student should the format of Angela Jefferson's story to write another story about a person he or she knows well.

Unit 7-Part 4: Reading Exercise

Angela Jefferson

Angela Jefferson is 25 years old. She lives in London, England. Her mother is a hairstylist and her father is a teacher. Angela is a teacher too. She does not live in a house; she lives in an apartment, on the fifth floor. Her apartment building is blue. There are four rooms in her apartment. There is a small television in her bedroom. There is a large television in the living room. There is a sofa in the living room too. There are three plants in the kitchen. Also, there is a large bathtub in the bathroom. Angela is tall and very smart. She has a bicycle. It is red. She does not have any pets. There is not a dining room in Angela's apartment.

_____ is ___ years old. _____ lives in _____. Her mother is a _____ and her father is a _____. _____ is a _____. _____ does not live in a _____; she lives in _____. Her apartment building is blue. There are _____ rooms in her _____. There is a _____ in _____ bedroom. There is a _____ in the living room. There is a _____ in the living room too. There are _____ in the kitchen. Also, there is a _____ in the bathroom. _____ is _____ and very _____. She has a _____. It is _____. She does not have any _____. There is not a _____ in _____.

Review (Units 1-7) (3 hours)

This Review will take about three whole lessons to complete. It is a Review of all the Units dealt with in EFL General English Level 1. The emphasis is on the practical use of the English language to communicate. Therefore the Instructor has the responsibility of guiding a conversation with the Student, and aiding the Student when necessary. The Student's notebook entries can be used to help the Student formulate things to say and to answer questions accurately.

Of course, this Review must be evaluated. The Learning Outcomes desired for this Review are the combined Learning Outcomes that were stated in the Unit Plans found in Units 1-7. Therefore, to evaluate the efficacy of this Review, all of the Assessment of Learning Outcomes found in the Units 1-7 must again be revisited and satisfied.

Field Trip (1 hour)

Review/Introduction of Materials/Class Work/Homework: None

Purpose:

- The purpose of the Field Trip is to take the Student out into the real world with the instructor and let him or her test the language skill that he or she has been developing.
- The Student's effort to use English during the Field Trip will be evaluated.

Learning Outcomes:

- The Student should be able use English to describe and interact with the world around him or her during the 50 minutes of the Field Trip.

Location:

- The exact location of the Field Trip is up to the Instructor and Student to decide on. It should be a public location that is agreeable to both the Student and Instructor. Public parks, shopping centers, supermarkets, and other places like these are ideal. The location chosen should allow the Student to use the English he or she has been learning in the EFL General English Level 1 Program.

Method:

- The Instructor must explain to the Student that the purpose of the Field Trip is for the Student to have an opportunity to speak English in realistic situations and receive feedback from the Instructor.

- Encourage the Student to speak as much as possible. Ask the Student questions. Model for the Student how statements can be made about the people, things, colors, locations, etc around him or her during the Field Trip. The Instructor's role is to guide the conversation and keep it moving in a direction that the Student can comprehend. Commend the Student continuously. Be careful not to dominate the conversation. The Student should really be doing most of the talking.
- Take notes about any common mistakes the Student makes or interesting situations that develop during the course of the Field Trip. During the last 10 minutes of the lesson, provide the Student with detailed feedback. Bring any common mistakes to the attention of the Student in an encouraging way. If there were any situations that developed during the Field Trip that rendered the Student speechless or confused, explain to the Student how those situations can be handled in the future.

Assessment of Learning Outcomes:

- During the Field Trip the Student is to put forth effort to apply and test his or her newly acquired and developed English ability in the real world. If it is obvious that the Student has put forth effort and exerted him or herself, he or she has **Passed** the evaluation. If it is obvious that the Student did not exert him or herself and did not put forth effort, but rather was just going through the motions of the Field Trip to “put in time”, then the Student has **Failed** the evaluation.



NOTES