

Introduction Objectives

Students will be able to

1. ask for and give orally and written personal information.
ex. name, address, phone #, & family
2. show understanding and answer “what” questions asked in a basic interview.
3. read and write numbers using the appropriate patterns and form.
ex. social security #, phone #, address #)
4. interpret and complete simple forms using personal information.
5. show ability to greet people formally and informally.
6. show understanding of simple contractions.

Materials Needed

1. paper and pens
2. sign-in sheet for attendance
3. pictures to illustrate all of the vocabulary and Bible Lesson
3. Pronunciation and Rhythm charts
4. song chart - *He's Got the Whole World His Hands*,
bring an inflatable globe ball or globe
5. name tags for students and teachers
6. *Hot Seat* forms



Theme Picture

The Theme Picture may be used to start the theme discussion for the lesson or as a basis for review.

Teaching steps:

1. Ask the students, “What do you see?”
2. Focus the students on the theme of the lesson. This gives them an opportunity to switch their thinking to English.
3. Do not rush but allow time for them to think of English words to discuss what they see. It takes time for people to start thinking in a new language so a warm-up or review time is important. Encourage “**English only**” during the lesson to keep the students focused.
4. Repeat the names of things the students identify. Use the article *a, an, the* with nouns; ex. a man, a briefcase, a tie
6. If students want to see the words, write them on a board or paper chart, using lower case letters, unless a word should be capitalized.

Introduction



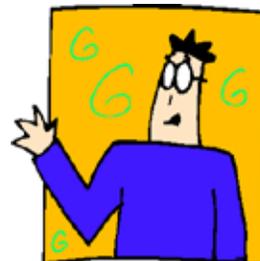
Part 1



Greet students as they arrive and see if they know this simple greeting. This will help you begin to know their level of English.



- A. Hi. How are you?
- B. Fine. thank you. And you?
- A. Fine. Thank you.



hello
hi

Conversations

The conversations in the curriculum are intended to provide a framework for basic social communication. The framework consists of forms, or patterns, into which many words (parts of speech) can be substituted to enable students to speak English quickly, not just learn vocabulary.

Example: A form in a basic greeting: Hi. How are you?
 Substitution of verbs: Hello. How are you?

You can add special conversations your students need, making sure they fit the reality of your students. Remember that students not only need to understand English but also need their spoken English to be understood.

Teaching steps:

1. **Model the conversation several times**, using your partner or one of your students. Use A and B cards to indicate the dual parts. The student may not know the conversation, but he will follow your lead and know it soon. Remember that a person learns more as a teacher than a student.

2. **Act out the main vocabulary words of the conversation as you teach.** This is teaching vocabulary naturally in context. Some of the vocabulary words are on the **Vocabulary** page; others must be memorized in the context of the conversation since all words cannot be translated literally. Quickly involve the students. Check comprehension by having students act the words out themselves, coaching them until they are confident.

Example: "Hi."

Wave and say "Hi." Repeat this several times. Have students wave to you and say, "Hi." Then substitute the word, "Hello," and repeat several times having students do the same. Next say, "hi" or "hello" to each student and see if they say, "hi" or "hello" to you.

How are you? - A polite question. Teach this as a unit of sounds. Don't try to teach what each word means in this lesson. We will do that in subsequent lessons.

3. **Return to the conversation.** Holding the A card say the first line, dramatizing it as you go. Have students repeat it until they can be understood before you go to the next line. You may have to divide the line into parts in places where a pause is natural.

Use the strategy **Model, Repeat, Solo:**

- * **MODEL** the line several times
- * the students **REPEAT** it
- * each student in turn says it, **SOLO**

Then have your partners teach the second line in a like manner, holding up the B card.

Fine. - good Just smile to indicate you are happy.

thank you - polite expression Just memorize it here.

And you? - the same as "How are you?"

Then you teach the third line, again using the A card. Every time you say a line make sure your voice intonation is the same as when you first modeled the conversation.

4. Holding up the A card, begin the conversation with the first student. Have your helper stand beside him/her, coaching him/her to say the B part. Continue until the conversation is finished. Then move to the 2nd student and do the same, continuing around the room until everyone has had an opportunity to play the B part.

(If your class is over 7 or 8 people, divide the class into two groups. Give your helper a set of A and B cards and have him work with a group.)

5. Do the exact same thing again, reversing the roles, with each student saying the A part while your helper takes the B part. If students have trouble use the **WHISPER TECHNIQUE** - Whisper into the student's ear the words you want them to say.

Part 1

6. Have students practice the conversation using **Chain Drill**, while you carefully listen and prompt as needed. Keep your helper involved in this by having him listen and coach as needed. The chain drill begins when you hand Student 1 the A card and Student 2 the B card. Prompt them to begin the conversation with each other if they don't automatically begin to converse.

Chain Drill:

After the conversation, Student 1 passes the A card to Student 2, while Student 2 passes the B card to Student 3. They will have the same conversation. Then Student 2 passes the A card to Student 3, while Student 3 passes the B card to Student 4. The conversation continues this way around the class.

If your class is 8 or more, have your helper start the chain drill at the opposite end or divide into groups and have your helper supervise a group.

- A. Hello, my name is Mary. What's your name?
 B. My name is Jim. It's nice to meet you.
 A. It's nice to meet you, too.

Follow the same steps as above using this next conversation.

- Part A: Smile and say, "Hello, My name is your name. What's your name?"
 Point to yourself and your name tag as you say your name.
 As you ask, "What's your name?" point to their name tag.
 Part B: Your partner smiles back and says, "My name is his/her name.
 It's nice to meet you." while pointing to himself and his name tag.
 Part A: You say, "It's nice to meet you, too."

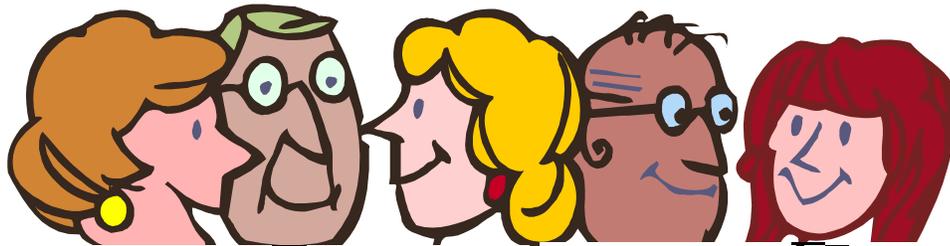
* Teach the contractions, *what's* and *it's*. Write the sentence without the contraction, and then write the sentence with it. MRS the sentences as many times as the students need to understand that they are the same. We use many contractions when we talk. Use your hands. Your thumb is *what* and your little finger is *is*. Move your other hand down the middle and say, "*What's*." (see page 23)

- | | |
|---|--------------------------------|
| <u>What is</u> your name? | <u>It is</u> nice to meet you. |
| What = question word about things | It = preposition for a thing |
| is - verb, present tense | is - verb, present tense |
| <u>What's</u> your name? | <u>It's</u> nice to meet you. |
| <u>your name</u> - point to their name tag. | <u>nice</u> - good |

* Model the conversation several times with your partner using A & B cards. Chain Drill this conversation also. During the *free conversation* time, students mingle and introduce themselves to each other.

Hello, my name is Susie.
What's your name?

My name is Linda Smith. It's nice to meet you.



It's nice to meet you, too.

My name is Penny.



Hot Seat

The **Hot Seat** is an information gathering activity and can be used as a get-acquainted activity. It is also great for practicing the pronouns, *he* & *she* and the possessive adjectives, *his*, *her* & *their*.

Paired Hot Seat:

- * Pair students, giving them 5 minutes to interview each other.
- * When the class comes together again, one pair comes to the front, Students #1 & 2.
- * Student #1 sits in a chair in the front of the class, the **Hot Seat**.
- * Student #2 stands next to him.
- * Student #2 tells the other students what he learned about Student #1.
- * Students #1 & 2 trade places.
- * Student #1 tells the other students about Student #2.
- * The first pair, Pair A, trades places with a second pair, Pair B--Students #3 & 4.
- * Continue with the interviewing until every pair has been in the **Hot Seat**.
(See the HOT SEAT form in the Appendix)

NAME GAME

Each student writes their name in the middle of a blank page and then they write or draw things they like around their name.



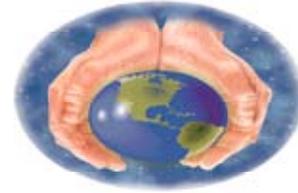
Part 1

Song:

He's Got the Whole World in His Hands

He's got the whole world in His hands.
He's got the whole world in His hands.
He's got the whole world in His hands.
He's got the whole world in His hands.

He = God



Songs

Songs are valuable memory tools to help learn and remember anything of a linguistic nature. Students can learn English words in songs and chants more quickly than most other ways. Repeat songs often and on successive days, and by the end of the week your students leave with a lot of English.

Teaching a song is similar to teaching a conversation or a concept.

Teaching steps:

1. Say the title of the song as students listen, pointing to each word as you say it.
2. Then say the words of the song with rhythm and intonation. Note the syllable separation and stress. Discuss the meanings of the vocabulary words they know and those they do not know simultaneously as you teach the lines.
 - He = God. Point up and say, "God," or use their native word for God.
 - Whole--Using a piece of paper say, "whole." Tear it and say, "not whole." Show several different examples and check for comprehension.
 - World--Show a map of the world or a globe and say, "world." Wave your hand over the map or globe and say, "whole." Then say, "whole world."
 - In --Teach *in & out* by demonstrating. Have students put a penny in and out of your hand while saying, "in, out."
 - Hands--Hold up your hands and say, "hands." Have the students show their hands and say, "hands."
3. Say one line at a time with learners repeating after you. Do this several times.
4. Have learners say the entire song together with rhythm and intonation.
5. Model singing the song.
6. Have the students sing the song several times until they know it.
7. If you have a recording of the song, you can play it between #1 & #2.
8. If you have a video camera, record students singing together. Let them listen to or watch their recording.
9. If you have a karaoke player, you can have each student and/or the class sing along with recorded music.



Teaching Grammar Naturally!!

Impossible, you say!! And yet, it isn't. It can be as natural as small children learning their own language and the grammatical structure of that native language. It is the teachers and tutors who make it difficult--and our old habits and traditional learning patterns.

Grammar points are noted on the lesson pages with a summary chart at the beginning of each lesson. This will acquaint you, the tutor, with the specific grammar points incorporated in each lesson. However, all precautions should be taken to ensure that the student be allowed to learn grammar naturally in the context of the **Conversations** and sentences, not as a grammar lesson. There is a summary of the basic grammar rules in the Appendix.

Remember this is conversational English, not a traditional English class in school. This should be fun for you and the students. This is not a time for teaching a formal list of grammar patterns. This is learning grammar and vocabulary naturally in typical social conversations just as a child learns his or her natural, native language. In this way, students will learn their second language as naturally as they learned their first language.

Later, when they can communicate, speak and understand, some basic English, plus begin to think in English, they will know the appropriate questions to ask concerning grammar and that will signify their readiness for more formal instruction. It is our approach, even at that time, to teach all things naturally and in the context of the conversations and stories being taught. This will lead to better and more complete comprehension of the language. People all over the world are asking for conversational English classes because they are unable to communicate in English, even though a huge percentage of them have had traditional English in school. Many of them are only able to read English and their writing skills are quite low. They want to converse and therefore, they need to start back at the beginning learning the rhythm of the language and practicing it. Practice is the core of language learning, and activities, songs, chants and games are an excellent medium for efficient and enjoyable practice.

The **Story Approach** will also help students in this area--to not only speak and understand English--but to also think in English and approach grammar from a natural perspective.



Part 1

h
hi
hello
how
he's
his
hands

n
name
nice
in
and
hands

long **e**
me
meet
he
he's

Key to the sounds

“h” , Open your mouth and blow for the “h” sound.

Key word - hi

“n” Put the tip of your tongue on the roof of your mouth right behind your upper teeth to make the “n” sound. Key word - in

“e” Smile to say the “long e” sound.

Key word - eat

Pronunciation

This segment helps students start to sound more like native English speakers. Most of the words used in this segment are words introduced in the lesson, previous lessons or words that are very common. Therefore, it is not necessary to take the time to explain the meaning of any words while teaching pronunciation.

It is extremely important to use your natural pronunciation, tone of voice and speed when teaching this segment. Practice the words ahead of time to be sure you are using the correct sound, especially for vowels. Remember to say the sound of the letter rather than its name.

Most of the English sounds are “voiced”, which means the vocal chords vibrate when the letter is pronounced. However, there are some “unvoiced” sounds:

/f/ /h/ /p/ /s/ /t/ /x/ /sh/ /ch/ /wh/ and /th/. (There is also a voiced /th/ sound.)

Unvoiced sounds do not use the vocal chords. Air is forced out of the mouth in a short burst.

When pronouncing each sound, be sure to pronounce only the letter itself. Do not add a vowel to it, such as /ba/ instead of /b/.

Teaching steps:

1. Put the sound and example words on the board or use a prepared chart. Teach only one column at a time, using **Model, Repeat, Solo (MRS)** for each column before going to the next.
2. **Model:** Say the sound several times while pointing to it.
/h/ /h/ /h/
Then say the sound and quickly read the entire list, pointing to each word as you read it.
/h/, hi, hello, how, he’s, his, hands
Students just watch and listen.
3. **Repeat:** Say the sound and each column of words several times as your students repeat the sound and column of words. Be sure to use your normal voice and rate of speed. Beware of “singing” the column like a list of items by thinking of each word as a separate sentence. Drop your voice at the end of each word as though there is a period there. Do one column at a time.
4. **Solo:** Have the whole class say the sound and the words in the column by themselves. Then have small groups of students solo, say the words by themselves, and then have individuals say them.

Give lots of encouragement and praise!



Part 1



hi
how
are
you
fine



thank
and
my
name
is



it's
nice
to
meet
what's



Rhythm

This segment will help your students with accent reduction. It is essential that you use your natural stress, rhythm and intonation patterns throughout the segment and the entire lesson. This exercise teaches only the primary stress of a word. If the primary stresses are correct, students are more likely to be understood, whether or not their secondary stresses are correct.

Each dot stands for a syllable. The large dot is the primary stress.

Teaching steps:

1. Put the stress dots and example words on the board as they appear in the lesson or use a prepared chart. Teach only one column at a time, using **Model, Repeat, Solo; MRS** for each column before going to the next. Have students stand for this exercise.
2. Clap, slap or tap the rhythm of the stress pattern to be taught. Clap loudly for the big dots and softly (or not at all) for the small dots. Begin the clapping, and after everyone is in unison, say the words in that column as you continue clapping, slapping or tapping. As you **model** the rhythm, don't slow down or drag the pace. If you have to slow down because your students can't keep up, then do so, but return to a normal pace as soon as possible.
3. For Basic Level students, say each word in the column in time to the rhythm and have them repeat each word after you. Then say the entire column in time to the rhythm and have the students **repeat** the entire column after you.
4. Have the group say the entire column by themselves and then have individual students say the words by themselves (**solo**).

Tutors may find clapping the rhythm distracting during the solo part. Therefore, students may stop clapping during this part so the tutor can actually hear the placement of the stress in their voices.

Remember the goal is to have the students say the words with correct intonation and syllable stress while having fun!



Part 1



In the beginning God created the heavens and the earth.

Genesis 1:1

This segment is the heart of the lesson. It gives the tutor the opportunity to introduce students to spiritual concepts and ideas. Peter states as Christians we are priests, which means “bridge builders.” 1 Peter 2:9-10 (The Message) “But you are the ones chosen by God, chosen for the high calling of priestly work, chosen to be a holy people, God’s instruments to do his work and speak out for him, to tell others of the night-and-day difference he made for you-- from nothing to something, from rejected to accepted.” Therefore, in this segment the tutor brings the students into the knowledge of God’s love and grace.

How can you, the tutor or teacher, do this?

Prayer, thought and preparation must be put into teaching the Bible Lesson.

1. **Prayer** will take you from “me-teaching” to “God-teaching.”
Pray that God will give you His words and His creativity to speak to students and help them apply His Word to their lives.
2. **Thought** must go into the segment because concepts and ideas cannot be taught with just a picture or an object. They must be acted out by the students. The tutor must facilitate the acting or role-playing by coaching the students/actors with their parts. This is similar to teaching a conversation but often the word(s) being taught cannot be pictured or taught with one action. Props may be needed. You need to think of yourself as a director of a mini-play and how the scene must be acted out, plus determine which students will play which parts.
3. **Preparation** will include gathering pictures and props ahead of time, plus determining how each proverb, scripture, song, definition, opposite and idiom needs to be dramatized. Teaching these is like teaching conversations, by acting them out and teaching new vocabulary in context.

Teaching Steps for Bible lessons:

1. Tutor says, "Please listen." Say the scripture several times with good rhythm and intonation.
2. Say the scripture again as you and a partner or student(s) act it out or use pictures, just as you have been doing to teach conversations. Your students will cooperate with you and love it if you act with confidence and expect them to follow your lead. If you use pictures, have students hold the pictures as everyone says the scripture.

In the beginning God created the heavens and the earth.

beginning--the first part, start Hold up this book. Show the first page and say, "beginning". Show the last page and say, "ending". You might have the students line up front to back. Indicate the first person is the beginning and the last person is the end.

God--the Creator, You may want to use their word for God until they have enough vocabulary to tell about God.

created-- Can we *make* something by simply speaking? *Make* something in front of the students. Draw a picture, fold a paper airplane. etc. Say, "Make" as you are doing it. People can make things out of materials, but only God can create from nothing. Use the verb chart to discuss the uses of this verb in context.

heavens--show pictures of sky, stars, planets, etc. Say, "heavens".

earth--Use a globe or map of the world and say, "earth".

Body language and drama are extremely important here!!

3. Memorize the scriptures in one of many different ways:
 - a. Chant or sing the words to a catchy chant or tune, such as the Army chant or a children's song.
 - b. Use an activity or game, such as sentence scramble or Bean Bag Toss.
 - c. Write it on the board and erase one word at a time while students are repeating it over and over. Keep erasing until all the words are gone and students can recite it from memory. Remember to erase unimportant words first. This is good for visual learners.

Part 2



Greet students as they arrive and review the conversations from the last session. Check the level of the new students.

A. Hi. How are you?
 B. Fine, thank you. And you?
 A. Fine. Thank you.

A. Hello, my name is _____.
 What's your name?
 B. My name is _____.
 A. It's nice to meet you.
 B. It's nice to meet you, too.

1. Teach these conversations just as you did in Part 1. Students should be able to go faster this session.
2. Use the strategy **Model, Repeat, Solo: MRS**
 - * model the line several times
 - * the students repeat it
 - * each student in turn says it (solo)

A. Hello, I'm _____.
 What's your name?
 B. I'm _____.
 A. It's nice to meet you.
 B. It's nice to meet you, too.

3. In this part we are substituting "I'm" for "My name is" This gives students another way to introduce themselves and teaches a new form sentence. We are also increasing their vocabulary by learning some new words to replace "fine". Use the form:

I'm _____. (Susie, fine, good, sad, etc.)

Use Substitution Drill until students feel comfortable saying the sentences with different endings.

 **Substitution Drill**

Substitution drills help students practice conversations, learn how and when to substitute words in sentences, learn certain forms of sentences or patterns that are used in English sentences and questions, learn the rhythm of those patterns, and eventually help them learn different parts of grammar.

The conversations in the curriculum are intended to provide a framework for basic social communication. The framework consists of forms, or patterns, into which many words (parts of speech) can be substituted to enable students to speak English quickly, not just learn vocabulary.

I am _____.
 I'm _____.

EXAMPLES

- I'm fine.
- I'm happy.
- I'm good.
- I'm sad.

**Song:****He's Got the Whole World in His Hands**

He's got the whole world in His hands.
 He's got the whole world in His hands.
 He's got the whole world in His hands.
 He's got the whole world in His hands.

He = God



In this session repeat the song that you taught in Part 1 and now add names.

Example: He's got Maria and Chi in His hands.

He's got Maria and Chi in His hands.

He's got Maria and Chi in His hands.

He's got the whole world in His hands.

Keep substituting names until you have put everyone's name in the song. Notice He's stands for "He has", not "He is" in this song.



You are teaching several contractions in this lesson. The "Hand" method is very effective. We use contractions a lot in our conversations. Practice each contraction many times.

what is - what's

it is - it's

he has - he's

I am - I'm

Teaching Contractions Using Your Hands

The first word is your thumb.

The second word is your little finger.

Trace the middle of your hand with your other hand and say the contraction.

Model this many times.

**Present tense am - is - are**Singular

I am

you are

he/she is

it is

Contractions

I am - I'm

he is - he's

she is - she's

it is - it's

Examples:

I'm a friend.

He's fine.

She's happy.

It's good.

Plural

you are

we are

they are

you are - you're

we are - we're

they are - they're

You're sad.

We're pals.

They're buddies.



fine
happy
good



sad
unhappy

Teaching Verb Tenses

Every time you teach verb tenses, say them orally with the students. **MRS**, and if the students want to write them in context of sentences that is fine. (NEXT PAGE)



Pronunciation

Part 2

h
 hi
 hello
 how
 he's
 his
 hands

 *heavens

n
 name
 nice
 in
 and
 hands

 *beginning
 *heavens

long e
 me
 meet
 he
 he's

 *created
 *beginning



* Asterisks indicate Part 2 words.
 Review the words from Part 1

Rhythm



●
 hi
 how
 are
 you
 fine

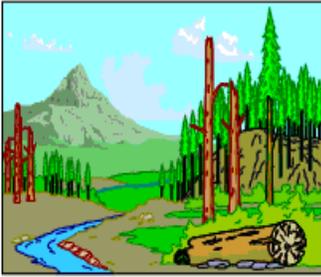
 *in
 *God
 *and
 *earth

●
 thank
 and
 my
 name
 is

 *he's
 *got
 *the
 *whole
 *world

●
 it's
 nice
 to
 meet
 what's

 *his
 *hands
 *I'm
 *what's
 *your
 *name

**Part 2**

In the beginning
God created the heavens and the earth.

Genesis 1:1

Review the verse from Part 1

In the beginning God created the heavens and the earth.

beginning--the first part, start Hold up this book. Show the first page and say, "beginning". Show the last page and say, "ending". You might have the students line up front to back. Indicate the first person is the beginning and the last person is the end.

God--the Creator, You may want to use their word for God until they have enough vocabulary to tell about God.

created-- Can we *make* something by simply speaking? *Make* something in front of the students. Draw a picture, fold a paper airplane. etc. Say, "Make" as you are doing it. People can make things out of materials, but only God can create from nothing. Use the verb chart to discuss the uses of this verb in context.

heavens--show pictures of sky, stars, planets, etc. Say, "heavens".

earth--Use a globe or map of the world and say, "earth".

**Sentence Erase**

Write the verse on the board. After practicing it several times, start erasing one word at a time. Each time you erase a word say the whole verse again, including the word that you erased. Erase the "small" words first and then erase the longer more important words. Repeat this process until all of the words are erased.