



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 and show the rest of the class.
5. Use the article (a, an, the) with nouns.
6. If students want to see the words, write them on a board, using lower case letters, unless a word should be capitalized.

Higher Level

A man and a woman are shaking hands.

The man in the middle is introducing them.

The woman has glasses.

Objectives

1. Students will be able to ask for and give orally and written personal information. (name, address, phone #, & family)
2. Show understanding and answer "what" questions asked in a basic interview.
3. Read and write number using the appropriate patterns and form. (social security #, phone #, address #)
4. Interpret and complete simple forms using personal information.
5. Show ability to greet people formally and informally.

Materials needed for Lesson 1

1. Paper and pens, and Sign In chart
2. Pictures to illustrate all of the vocabulary
3. Pronunciation and Rhythm charts
4. Song chart - globe ball
5. Name tags for students and teachers
6. "Hot Seat" forms

1 Greetings & Introductions



Creation



Part 1

Greeting



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

(Discuss: Why do you want to learn to speak English?)



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.

This is a conversation that you will hear young people use. 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.



Idiom:

- A. Hey. What's up?
 B. Not much. You?
 A. Do you wanna (want to) hang out?
 B. Sure. Whatcha wanna do?
 (What do you want to do?)

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.
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, as 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. Listen for good pronunciation and rhythm. The objective is for the students to be understood.



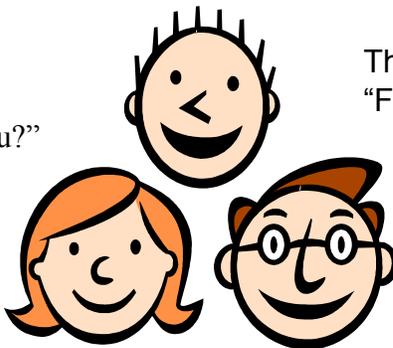
* Substitution Drill: Substitute words for hello and fine.

Substitute these words for hello.

- * hi
- * hey

Substitute these for "How are you?"

- * How are you doing?
- * What's goin' on?
- * How ya been?
- * Whatcha been doin' lately?



These may be substituted for "Fine thank you."

- * I'm fine, thanks.
(Thank you is often shortened to "thanks".)
- * I'm good.
- * I feel great.
- * I feel wonderful.
- * Super!
- * Can't complain.
- * Everything's cool.



These may also be substituted for "Fine thank you."

- * I'm sad.
- * I'm bummed.
- * Not so good.
- * I'm okay.



Discussion:

In a formal setting just use Conversation 1 as a greeting and go on to other topics. In a more informal setting with friends, you may actually discuss how you are doing. Act out both settings with students so they understand the difference.



Formal Greetings



Informal Greetings

hang out



hang out (hanging out, hangin' out, hang)
To spend your time idly or lounging about, spending time with friends



Act this out with the students.

Introductions

- A. Hello, my name is _____. What's your name?
* I'm _____. What's your name?
- B. I'm (name).
- A. It's nice to meet you.
* It's good to meet you.
* It's a pleasure to meet you.
* I'm happy to meet you.
- B. It's nice to meet you, too.

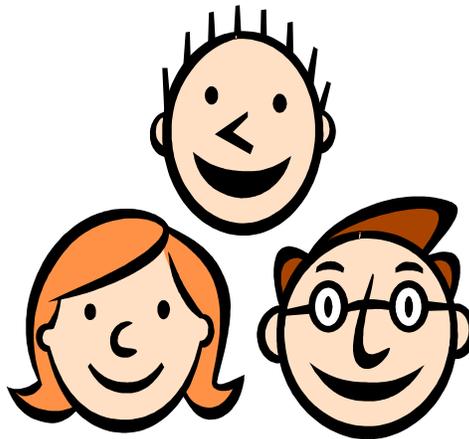


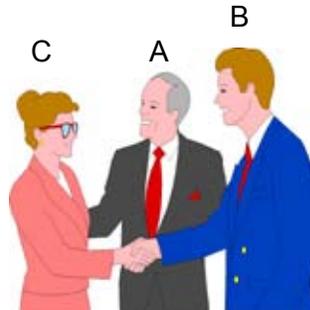
Follow the same teaching steps used in Conversation 1 each time you introduce a new conversation.

Be sure to listen carefully to your higher level students. Each word said is important. Listen for the "c" in "nice" and the "t" at the end of "meet".

Always correct mistakes by modeling the correct use of the word(s) in the context of a sentence. Then have the student repeat the correct sentence. Check to see if the student has understood by having him/her use the challenging word(s) in another sentence. Give more explanations of how to use the words if others in the class are also in need of this; otherwise, have the student see you after class. If the problem persists, look for a good activity that will help the students practice this by using a lot of body motions, songs or chants, or as many of the five senses as possible.

happy
glad
nice
great
wonderful
pleasure





Introductions

- A. (Name) (B) , this is my wife (name)(C).
- B. Nice to meet you.
 * I've heard wonderful things about you.
 * Your husband has told me great things about you.
- C. Nice to meet you, too.
 * I'm glad to meet you, too.



For formal introductions in a social setting you begin by introducing yourself. You may not have to ask the person their name since it is implied that you want to know their name. There are several polite responses.

When introducing two adults; friend to a relative, a woman to a man, an older person to a younger person follow this order. However, the order is not critical. The introduction is usually followed by giving some information about the two people you are introducing.

Example:

After introducing your wife to a colleague, you might say,
 "We work in the same office."



a girlfriend - a boyfriend
 a fiancé (a man who is engaged)
 a fiancée (a woman)
 a wife
 a husband



a friend (friends)
 a pal (pals)
 a buddy (buddies)
 a colleague (colleagues)
 -a co-worker
 an acquaintance

f

fine
feel
fiancé
fiancée
friend
for
*first
*fourth
*fifth
*fish

b

boyfriend
buddy
bud
bummed
*beginning
*birds

m

man
meet
me
my
much
*moon
*minute
*may
*message

a(short)

and
hand
husband
man
has
glad
happy
*animals
*man
*woman
*land

h

husband
hey
heard
how
happy
whole
hang out

w

wonderful
wife
world
what's
*when
*woman
*was

t

to
today
tomorrow
together
Tuesday
talking
time
take

i (long)

nice
hi
wife
I'm
idly
my

*The asterisks indicate the words for Part 2

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.
/b/ /b/ /b/
Then say the sound and quickly read the entire list, pointing to each word as you read it.
/b/ baby, babies, book, bee, big
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!



thank you
boyfriend
girlfriend
pretty
super
pleasure
husband
colleague
lounging
spending
***special**



hello
good-**bye**
hang **out**
okay
com**plain**
about
what's **up**
today
***a man**
***the earth**



wonderful
everything
idly
hangin' out
Saturday
***holy** day



together
fiancé
***beginning**
***created**
***the heavens**
***have children**
***the woman**
***tomorrow**

*The asterisks indicate the words for Part 2

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 or tertiary 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** for each column before going to the next.
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.

For Higher Level students, 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!



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. Sing the entire song as learners listen.
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.
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 melody using “la la” or “da da” instead of the words.
6. Have the students sing the melody using the “la la” or “da da” to reinforce the rhythm, intonation and syllable division stress.
7. Have students replace “la la” with the real words. Model, Repeat and Solo.
8. If you have a recording of the song, you can play it between #1 & #2; #5 & #6.
9. If you have a cassette recorder or video camera, record students singing together. Let them listen to or watch their recording.
10. If you have a karaoke player, you can have each student and/or the class sing along with recorded music.

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:

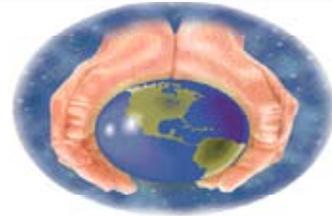
- * Pair students, giving them 5 minutes to interview each other.
- * When the class comes together again, one pair comes to the front, Students #1 & 2.
- * Student #1 sits in a chair in the front of the class, the **Hot Seat**.
- * Student #2 stands next to him.
- * Student #2 tells the other students 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**.

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

1. 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

**How to teach "He's Got the Whole World in His Hands"**

Read through the song with the same rhythm that you sing it.

Use "Backward Build Up" to teach the line.

1. Hands - Hold up your hands and say, "hands".
2. World - Point to a map of the world or a globe and say, "world".
3. Whole - Move your hand around the map or globe and say, "whole".
4. He - Point up and say, "he = God". If your class has no concept of God as a being who is up in heaven, use the native word for God.
5. Now say the whole sentence using the same gestures.
6. Next use the CD or sing the tune using the words you have just taught. Ask students to join in as soon as they can.
7. Sing as many times as you feel necessary, and then add names to the song as indicated in verse 2.

* Verse 2 - 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.



In subsequent lessons add verses as students become familiar with the melody. I usually teach one new song per month, and we sing it at the beginning of each teaching session.



Discussion

Discussion is the heartbeat of your lesson. This is where you discover whether or not students are grasping the content of the lesson. The tutor must be patient to allow enough time for the students to think not only of their response but also of the English words that fit the discussion. Do not be quick to jump in and explain concepts, define words or give them an English answer! Remember people only retain about 20% of what they hear but tend to remember up to 70-90% when they are engaged in discussions and activities.

Think about this: You may only remember 10% of what you are reading right now to help you learn how to teach this curriculum. If you participate in a workshop, you may retain 70-90%!!!!

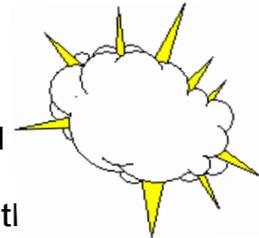
Discussion questions are provided in the lessons. Feel free to add as much discussion as is appropriate for the student's English level and the time frame.

Discuss the spiritual aspects of the story as much as possible.

Part 1

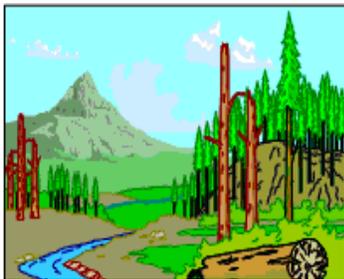
The Creation

In the beginning God spoke and created the heaven and



On the first day God spoke and created light. He called the light Day and the dark, Night. God saw it was good.

On the second day God spoke and created the sky. God saw it was good.



On the third day God spoke and created the land and seas, and the plants. God saw it was good.

On the fourth day God spoke and created the

Discussion Questions:

1. Who created the heavens and the earth?
2. When did God create the heavens and earth?
3. How did God create the heavens and earth?
4. What was created on day 1-4?



In the beginning God spoke and created the heaven and the earth.

beginning--the first part, start What is the *beginning*? Is it the beginning of the world? time? life? Show a watch or clock to indicate time.

Write 12:00am as the beginning of a new day.

God--the Creator, Allow the students to tell their idea of God.

spoke & 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.

heavens--Point up and show pictures of sky, stars, planets, etc. Say, "Heavens".

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

REVIEW: ordinal numbers

On the first day God created light. He called light, Day and the dark, Night.

God saw it was good.

light & dark--Turn the lights off and on several times or use a flashlight. Then turn the light on and say, "light". Turn the lights off and say, "dark". Do it several times and say, "God made light." Next show pictures of lights and say, "God calls the light, Day. Teach these as opposites.

Use a black piece of paper and say, "God calls dark, Night.

good--Act out someone helping someone with a heavy load. Say, "Help, good."

Act out several "good" things and each time emphasize "good".

Then say, "God saw that it was good." Have students repeat.

Teach these as opposites.

On the second day God created the sky.

God saw it was good.

sky--Go outside and point up to the sky and say, "sky", or use pictures of the sky.

Students repeat the sentence, "God saw that it was good."

On the third day God created the land and sea, and the plants.

God saw it was good.

land--Show pictures of different kinds of land. MRS "land".

seas--Show lots of pictures of seas/oceans. MRS "sea".

plants--Show pictures of different kinds of plants. Talk about categories "trees, bushes," etc. Students repeat the sentence, "God saw that it was good."

On the fourth day God created the sun, the moon, and the stars.

God saw it was good.

sun, moon, stars - Show pictures of the sun, moon, and stars

Talk about the placement of each and how the earth is in a perfect position in the universe to support life.



The video called "The Hope" is included with this curriculum. You may use it as a preview of what we are going to be studying or show each part of it as you work your way through the Bible lessons.

Part 2



Review the song from Part 1 “He’s got the Whole World in His Hands.” Then review the introductions and add informal introductions like this one.

Informal Greeting

- A. Mike this is my friend Bob.
B. It’s great to meet you, man.
Susan has told me so much about you.



Conversations and Vocabulary:

Remember to teach the vocabulary in the context of the conversations.

Ex: Teach the names of the different people and substitute the vocabulary that fits the situation.

Reinforce the new vocabulary by doing the activity **Substitution Circle**.

Remember this is conversational English, not a traditional English class in school. This should be fun for you and the students. It is not a time for teaching a list of vocabulary words by having students read them, write them and look up definitions. That is literacy. This is learning vocabulary and grammar naturally in typical social conversations.



Substitution Circle

Have students sit in a circle. Have 3 students stand up and practice introducing one to another. After all three have introduced each other, choose 3 more students, and keep going around the circle until everyone has introduced and been introduced to everyone else.



Phone Conversations

- A. Hello, my name is ____.
- * Hello, this is ____.
 - * Hello, I'm ____.
- May I speak to ____?
- * Is ____ home?
 - * May I please speak to ____?
- B Yes, just a minute please.
- * No, may I take a message?
 - * ____ can't come to the phone right now. May I take a message?
 - * What is your name?
 - * What is your phone number?



Telephone conversations are one of the most difficult exercises for students because of the fear that the person with whom they are speaking will say something that they don't understand. If students can learn to write down a name and phone number they can begin feeling confident in answering the phone and can get help if they need to understand the message.

Review numbers 0-9 with students and make sure they can pronounce them correctly.

Leaving

- A. I have to go now.
- * It's getting late. I have to go.
 - * It's time to go.
- B. See you later.
- * Talk to you later.
 - * I'll see you tomorrow.
 - * I'll see you on Sunday.
- A. Okay.
- * Sure.
 - * It has been good talking to you.
 - * It's been good to see you.
 - * Let's get together again.
- B. Good- bye.
- * Bye.



next Monday
 next week
 on Tuesday
 REVIEW:
 days of the week



Knowing the protocol for leaving is an important skill in any culture. It is good to discuss appropriate ways to leave a social setting, formal and informal. Practice these with your students until they feel comfortable saying each one.

This conversation can be used in person or on the phone. Review the days of the week with students and work on any that are hard to pronounce.

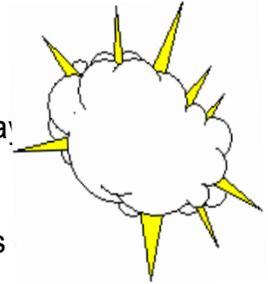


Part 1

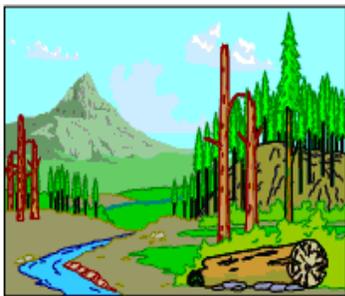
The Creation

In the beginning God spoke and created the heaven and the earth.

On the first day God spoke and created light. He called the light, Day and the dark, Night. God saw it was good.



On the second day God spoke and created the sky. God saw it was



On the third day God spoke and created the land and seas, and the plants. God saw it was good.

On the fourth day God spoke and created the sun, the moon and the stars. God saw it was good.

Part 2

On the fifth day God spoke and created fish and birds. God saw it was good.

On the sixth day God spoke and created land animals. Then He made a man and a woman. God saw it was good.

God told the man and the woman to rule the earth and to have children. God saw it was very good.

On the seventh day God rested. Day seven was a special holy day.

This is how God created the heavens and the earth.

Discussion Questions:

Taken from Genesis 1:1-2:4

Review Part 1

1. Who created the heavens and the earth?
2. When did God create the heavens and earth?
3. How did God create the heavens and earth?
4. What was created on day 1-4?

Part 2

4. What was created on day 5-6?
5. What did God tell the man and woman to do?
6. What did God do on the seventh day?
7. Discuss anything about creation that interests the students. ex. compare evolution & creation.

On the fifth day God created fish and birds. God saw it was good. fish & birds - Show as many pictures of different species as you can.

On the sixth day God created land animals, a man and a woman. God saw it was good.

land animals - Show as many pictures to illustrate the different species.

man & woman - Use real objects this time "a man" and "a woman".

Be sure to check for comprehension each time you introduce something new by going back to previous pictures/things and asking, "What is this?" Also check by intentionally making mistakes. For example, point to a woman and ask, "Is this a man?" Point to a picture of a fish and ask, "Is this a bird?"

God told the man and the woman to rule the earth and to have children. God saw it was very good.

rule--to have authority over, take care of

very--extremely

Talk about the fact that God told them to have children before sin entered the world.

On the seventh day God rested. Day seven was a special holy day.

rested--Act out the concepts, eg. "God rested." Lay down and say, "rest".

special--honor, respect for, a day set apart to rest

holy--pure, divine

This is how God created the heavens and the earth.

* Tell students to do something. (Write your name on this paper. Then have a helper shrug their shoulders and say, "How?" Then show them "how" to write their name on the paper.)

Discussion: Did God rest because he was tired? Because he was through creating? Now what do you think of God.

Song:

1. 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.

More verses:

2. He's got the heaven and earth in His hands.
He's got the light and the dark in His hands.
He's got the sky and the land in His hands.
He's got the whole world in His hands.
3. He's got the seas and the plants in His hands.
He's got the sun, moon, and stars in His hands.
He's got the animals and man in His hands.
He's got the whole world in His hands.
4. On the seventh day He rested from all His work.(sing 3X)
He's got the whole world in His hands.

He = God

