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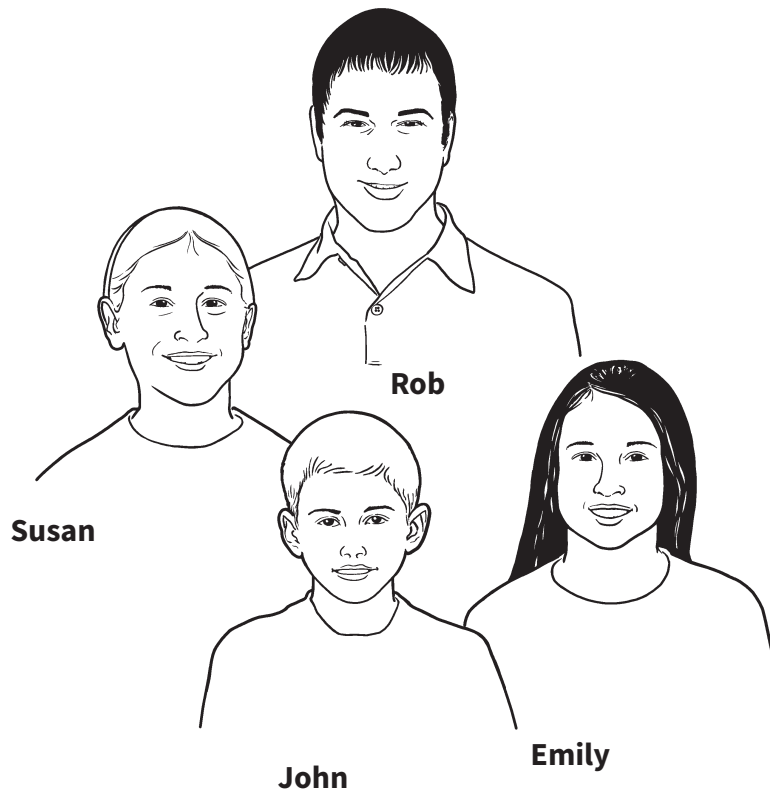
**Anita**

**Marco**

**Maria**



**Grandma**



**Susan**

**Rob**

**John**

**Emily**

# A Crash Course in Teaching EFL

## What is EFL?

ESL. EFL. TESOL. What do these letters stand for? Is there a difference? ESL stands for “English as a Second Language.” Your first language is probably English. If you speak an additional language—Spanish, Swahili, Thai—that is your second language.

Another term often used is EFL. This stands for “English as a Foreign Language.” Though EFL and ESL are often used interchangeably, EFL is more specific. While ESL can refer to anyone anywhere learning English as their second (or third or fourth) language, EFL specifies someone learning English where it isn’t regularly spoken. This difference is important for you, the English teacher. If your students are from Somalia, but live in Minneapolis, they are ESL students and have a chance to practice English almost every time they step outside. If they are from Somalia and live in Somalia, they are EFL students. Their only opportunity to speak English may be with you and their fellow students. Your job is to create a place where students can hear and practice English for themselves.

The only other term you really need to know now is TESOL, or “Teaching English to Speakers of Other Languages.” This section of our curriculum could be considered a “mini-TESOL course.” Here, you will learn more about TESOL.

As already mentioned, this course assumes you are teaching English as a foreign language: You’ve traveled across borders and are surrounded by a language other than English.

## Why EFL?

If you speak English as your first language, you are uniquely suited to pass on this skill. Over a billion people speak some English, but only 360 million speak it as their first language. For many, the ability to speak English unlocks a world of opportunities for their future success.

Countries that refuse entrance to tourists are delighted to welcome English teachers. Communities skeptical of Western culture embrace those willing to teach their mother tongue. Far from a coincidence, your ability to speak English is a gift you can use to show love and build relationships with people around the world.

## Three rules to guide your teaching

Teaching someone to communicate in a second language is more than merely speaking it, and more than teaching a set of rules. An EFL teacher helps students to acquire a skill, rather than simply to memorize content. Approaching this task with careful thought to your students’ needs will increase the chances that they will succeed.

Many EFL strategies have focused on passive listening, grammar rules, reading, and writing. But there’s another approach—communicative language teaching. The communicative approach in this course is built upon these three principles:

1. **Student-centered communication:** In a traditional class, the teacher stands at the front of the room telling students what to do. Students memorize, fill out worksheets, and decrypt complicated grammar rules. But if communication in English is a skill to be acquired, something more than lecture is needed. This course assumes that if students are not using English, they are not truly learning English. A successful lesson is gauged by how much time students spend speaking, not how many worksheets they complete.
2. **Activity-based practice:** Since this course centers around student communication, each class period will provide ample opportunity for students to practice. This classroom atmosphere will not resemble the traditional American classroom. Prepare to abandon your comfort zone. Expect a lot of movement, conversation, laughing, and student interaction. Though you may feel like you’re out of control, if the students are speaking English, you can rest in knowing that they are learning.
3. **Teacher-modeled learning:** A teacher using the communicative approach will have to demonstrate the new content. Simply telling the students that “S makes words plural” does not ensure they understand. New words, dialogues, and instructions are more effectively taught using actions, objects, and models. If you are not afraid to look silly when you teach, your students will not be afraid to look silly when they practice English.

# Getting Ready for Class

## Consider your teaching context.

As you prepare your lessons, keep these key questions in mind:

- ♦ How old are my students?
- ♦ What is their educational background?
- ♦ What is their cultural background?
- ♦ Do I need to adapt the vocabulary to make it applicable to their lives?
- ♦ What supplies and technology are available?
- ♦ What is my teaching space like?
- ♦ Will I have a bilingual assistant?
- ♦ What are the host school's expectations?
- ♦ If my students are illiterate, how can I make the worksheets into oral exercises?

## Preview the lesson.

As you preview the lesson, picture how you will present it to your class. Consider such things as how much time to spend on each exercise, how you will illustrate each concept, and what games or activities you will use. We left a lot of white space in the Teacher's Guide for you to personalize the lesson plan.

## Prepare the materials.

- ♦ Print, cut, and organize the flash cards.
- ♦ Collect the objects and materials needed to teach the new vocabulary.
- ♦ Consider prewriting the dialogue models on the board.

# Teaching the Lesson

Our lessons begin by building on the material covered in Books A and B, providing an opportunity for students to make connections between the familiar and the new. Before taking this course, students should have either completed Books A and B or tested into this level.

After the introduction, new material is presented and practiced. You may go through this present-and-practice cycle more than once, until the students have mastered the material. The lessons conclude with an expansion page for advanced learners.

Let's walk through the lesson components in detail.

## Presentation

Here are some things to keep in mind as you present the lesson:

- ♦ Teach vocabulary in the context of a phrase or sentence.
- ♦ Get the students speaking as soon as possible.
- ♦ Practice the spoken form of the vocabulary and dialogues before introducing the written form.
- ♦ Demonstrate the vocabulary. Use real life props.

- ♦ Use simple, correct, and repeated language.
- ♦ Leave the writing on the board and illustrations on the walls.
- ♦ Consider using several days to teach each lesson if your students would benefit from a slower or more thorough approach.
- ♦ Provide plenty of verb tense practice.

## Worksheets

With such an emphasis on communication, our worksheets may seem out of place. We agree! If at the end of the lesson you never got to the worksheets, but your students mastered the lesson objectives through conversation, well done. Some material is best taught with the aid of pencil and paper, but most of your objectives could be accomplished without worksheet practice.

## Evaluation

Students are provided a short review every fifth lesson, and a quiz or test at the end of every tenth. Schools that need a numerical grade can use these resources to evaluate student progress.

# Using the Teacher's Guide

- ♦ **Flash cards:** New words are listed in the Teacher's Guide and bolded in the student's story. Some words are introduced "softly" from context. Introduce them using the Teacher (half-page) flash cards, story pictures, and context.
- ♦ **Objectives:** Goals you want your students to achieve are listed as objectives.
- ♦ **Review:** A list of previously taught concepts that will be revisited on the third page of each lesson.

- ♦ **Other Vocabulary:** These words are important but not pictured on flash cards or the story picture. Highlight these (in context or by demonstration).

- ♦ **Preparation:** This tells you what things you will need to collect before class.

- ♦ **Additional Activities:** You will find this section helpful for reinforcing the concepts your students learn. Be sure to provide plenty of verb practice from the Additional Activities in this level.

- ♦ **Warm-Up:** This section is designed to capture students' interest, while subtly introducing vocabulary or sentence structures. Because foundational concepts are often taught here, it is an integral part of the lesson.
- ♦ **Reading the Story:** The story is where the students will learn English in context by looking at the picture, listening to the story, and reading the story aloud.
- ♦ **Comprehension Questions:** The students will need to read more deeply to pull meanings out of the story to find answers for the comprehension questions.

Lesson 1: Welcome to my home			
Flash Cards	Dialogue Models	Objectives	Review
ring doorbell knock rug porch hook recliner	<b>Model 1</b> Where should I (put my shoes)? You can (put your shoes) (here).  <b>Model 2</b> Can I get you anything? Yes, I would like some (coffee).	At the end of this lesson, your learners should be able to:  1. Welcome guests.  2. Use polite phrases.	Polite Phrases  Rooms
<b>Other Vocabulary</b>			
welcome put			
<b>Preparation:</b> Think of a culturally appropriate welcoming gesture, such as serving coffee, taking their coats, or offering house slippers, and prepare to demonstrate this gesture to your students.			

## Additional Activities

- ☐ **Listening: Names and Phone Numbers** – Practice pronouncing the names of the alphabet letters and the number words using the board or a chart. Divide the class into pairs. Students spell their names to each other and say their phone numbers as their partner writes it down. The students use their information to create a phone directory for the class.
- ☐ **Speaking: Ask about location** – Use Part C as a speaking exercise. Model full-sentence responses before doing the activity, if needed. Example: "Where is the lamp? The lamp is in the bedroom." Students get in pairs and ask their partner for the location of objects. Their partner should answer in a complete sentence.
- ☐ **Speaking: Polite Speech** – Discuss polite and impolite ways to say things, as well as how context can make a difference in the degree of politeness used.
- ☐ **Vocabulary: Pin the object on the house** – Review house vocabulary. Prepare labels for house vocabulary. Students take turns having the opportunity to "pin" labels onto the picture in Part C.
- ☐ **Vocabulary: Flash Card Slap (Appendix 4)** – Use house and home vocabulary cards.

## Warm Up



### Reading the Story

- ♦ Read the story aloud while students look at the picture and listen.
- Who does Maria visit?
- What do they ring? Where do they knock?
- How does Emily welcome Maria's family?


- ♦ **Sidebar:** Many lessons contain a summary of the new grammar point. Use these sidebars to reinforce this new information.

### Past-Being Verbs

Singular — was  
Plural — were  
You — were

- ♦ **Activity:** This integral part of the course allows students an opportunity to move around and practice spoken English together.
- ♦ **Worksheets:** The second page of each lesson offers students practice with the new material.
- ♦ **Review:** The third page of each lesson reviews previously taught content.
- ♦ **Expansion:** The fourth page of each lesson offers advanced learners an opportunity to go beyond the concepts taught in the basic lesson.

### Activities Symbol

- ♦ Activities preceded by a boy symbol  are conversational and not based on the student's workbook. These activities are designed to reinforce the concepts taught in the lesson and are vital to the students' comprehension.

### Sidebar

- ♦ Discuss the sidebar with the students, giving examples of when to use *was* and *were*.



### Introducing Older and Younger

- ♦ Call a student forward.
- ♦ Ask the student, "How old are you?"

### A. Circling *Was* and *Were*

- ♦ Read the sentences as a class.
- ♦ Students circle the correct verb form.

# Lesson 1: Welcome to my home

Flash Cards	Dialogue Models	Objectives	Review
ring doorbell knock rug porch hook recliner	<b>Model 1</b> Where should I (put my shoes)? You can (put your shoes) (here).  <b>Model 2</b> Can I get you anything? Yes, I would like some (coffee).	At the end of this lesson, your learners should be able to: <ol style="list-style-type: none"> <li>1. Welcome guests.</li> <li>2. Use polite phrases.</li> <li>3. Use present tense verbs.</li> </ol>	polite phrases rooms
<b>Other Vocabulary</b>			
welcome put			

**Preparation:** Think of a culturally appropriate welcoming gesture, such as serving coffee, taking their coats, or offering house slippers, and prepare to demonstrate this gesture to your students.

**Plenty of 3x5 cards (1 per verb per student):** These are needed if you wish students to make their own sets of verb conjugation cards modeled after the Verb Conjugation Chart. If so, ensure that students create cards with regular and irregular past verbs.

**Note:** Two keys to success in this course are:

- 1) The student should be able to memorize and apply the models on the Verb Conjugation Chart on page 251 to other regular verbs.
- 2) The student should memorize the irregular past forms on the Irregular Participles Chart on pages 252, 253 and use the irregular participles to form tenses. Provide plenty of practice: reciting, creating 3x5 verb cards, Verb Bingo, and other practice opportunities for the student.

## Additional Activities

- ☐ **Listening: Names and Phone Numbers** – Practice pronouncing the names of the alphabet letters and the number words. Divide the class into pairs. Students spell their names to their partners and say their phone numbers as their partner writes it down. Students use the information to create a phone directory for the class.
- ☐ **Speaking: Ask About Location** – Students get in pairs and ask their partner for the location of objects. Their partner should answer in a complete sentence.
- ☐ **Speaking: Polite Speech** – Discuss polite and impolite ways to say things. Discuss that context can make a difference in the degree of politeness used.
- ☐ **Vocabulary: Pin the Object on the House** – Review house vocabulary. Prepare labels for house vocabulary. Students take turns having the opportunity to “pin” labels onto the picture in Part C as the teacher names locations.
- ☐ **Vocabulary: Flash Card Slap** (Appendix 4) – Use house and home vocabulary cards.



- ☐ **Numbers: Descriptions with Numbers** – Review the numbers. Divide students into pairs. Students describe to their partners the countable objects in Part C, beginning from one and proceeding in order. See which student can make the most sentences. Example: There are three coats in the bedroom. There are two couches in the living room.
- ☐ **Speaking: Describe Your House** – Write several sentences describing your house. Share with the students. Students write several similar sentences about their house and share with the class. (Variation: draw and tell.)
- ☐ **Life Skill: Greeting People** – Students think of several differing scenarios for greeting people. Examples: teacher, child, or dignitary. Students write how they would greet these people differently. Then they share and compare with the class.
- ☐ **Writing: The Main Point** – Discuss that paragraphs have a main point. Allow students to reread the lesson's story and share what they think is the main point of the story. What are supporting details? Can you think of a fitting title for the story? See writing prompt in Appendix 1, page 265.
- ☐ **Life Skill: Greetings in Context** – Think of scenarios that students will face in life. Examples: Job interviews, meeting school staff on the street, speaking to the doctor, or an admissions interview. Teach students tips for handling these scenarios successfully. Allow students to role play the scenarios. Give feedback as needed.
- ☐ **Pronunciation: Minimal Pairs: d/b** – Prepare a worksheet or write the following word pairs on the board. Pronounce both words. Students repeat the words. Pronounce only one of the words in the pair and students repeat it. Students circle that word or choose it on the board.
  - bad/dad, bean/dean, bark/dark, bib/bid,
  - beep/deep, bunk/dunk, big/dig, bump/
  - dump, cub/cud, robe/road, rib/rid, brag/
  - drag, sob/sod, brain/drain, web/wed,
  - bride/bribe, bait/date, stub/stud, bay/
  - day, buck/duck.
- Variation: Create a classroom chart for pronunciation and vocabulary expansion. List the base pairs with a small picture next to each that uses the sound. Review the pronunciation and vocabulary.
- Additional activity: Students use the words in sentences to reinforce the difference in the words.
- ☐ **Pronouns: Review Pronoun Chants** (Appendix 6, page 332). Show how the pronouns work on the Verb Conjugations Chart.
- ☐ **Pronunciation: sh/h** – Contrast the sounds in *he's* and *she's*. These pronouns tend to trip English learners. Highlight the lips' position and mouth location where the air friction is produced—deep in the throat for *h* and closed teeth for *sh*.)
- ☐ **Listening: Names and Phone Numbers** – Practice pronouncing the names of the alphabet and the numbers using the board or a chart. Divide the class into pairs. Students spell their names to their partner and say their phone numbers as their partner writes it down.
- ☐ **Verbs: Modal Verbs** – Teach students that modal verbs show mood—how the speaker feels about the action he is describing. These verbs are used in asking questions and in giving opinions. Examples: *would, could, should, will, shall, can, may, might* and *must*. Write the following two sentences on the board: *I would exercise every day if I had energy. I could buy a car soon*. Read them with the students and discuss the moods in these sentences. Switch out the modal verbs with others from the list. Discuss how the mood changes when using a different modal verb.
- ☐ **Verbs: Verb Charts** (Appendix 1) – Print and post the Verb Charts, pages 248-250. Show the charts to the class. Explain that they will memorize these charts throughout the course. Begin memorizing the Present section on the Verb Conjugation Chart. Teach the meaning and formation of present verbs using the Present Tense and Verb Motions Chart, page 254.



## Lesson 1: Welcome to my home

### Warm Up

- ♦ Use phrases from the story as you demonstrate welcoming a guest to your home.

### Introducing Flash Card Vocabulary

- ♦ Use the Teacher Flash Cards to introduce flash card words.
- ♦ Practice by calling on students to provide sentences using the vocabulary words.
- ♦ Choose an activity from either the Additional Activities for this lesson or the Games Appendices for extra practice.



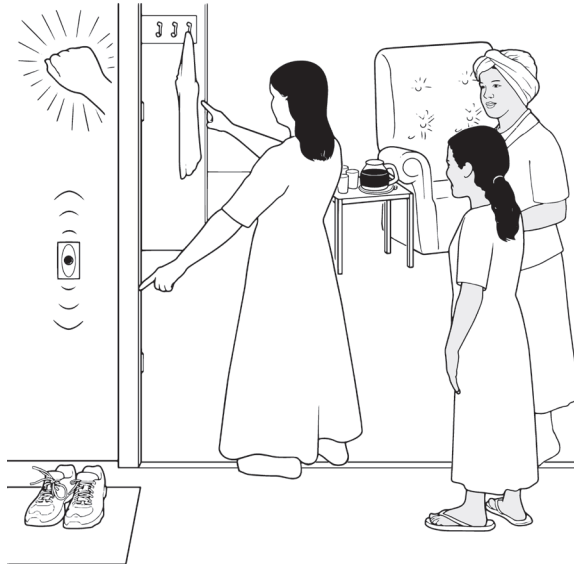
### Reading the Story

- ♦ Read the story aloud while students look at the picture and listen.
- ♦ Draw attention to “Other Vocabulary” in the story. Demonstrate the word meanings and use them in context so students begin to grasp meanings and use them in conversation.
- ♦ Read the story and discuss it with questions such as these:
  - Who does Maria visit?
  - What do they ring? Where do they knock?
  - How does Emily welcome Maria’s family?
  - Where does Maria put her shoes?
  - What do they hang on the hook?
  - What does Emily have in her living room?
  - What does Emily bring them to drink?
- ♦ Read the story as a group. Students read chorally by paragraph, sentence, or designated reader according to your class’s skills.
- ♦ Repeat the questions you asked after the first reading.

LESSON

1

Welcome to my home.



Maria and her family visit Emily at her house. They **ring** the **doorbell** and **knock** on the door.

Emily says, “**Welcome**. I’m glad you’re here.”

Maria says, “Thanks. It’s good to be here.”

Emily points to the **rug** on the **porch** and says, “You can **put** your shoes here.” She points to the **hooks** on the wall. “You can put your coats here. You can sit on the **recliner**.”

Emily says to Maria and her family, “Can I get you anything? Would you like coffee?”

“Yes, I would like some coffee,” Maria says.

Emily sets the coffee on the table.

2

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## Lesson 1: Welcome to my home

Lesson 1

### A Read. Write. \_\_\_\_\_

Where is the rug? The rug is on the porch.

What does Maria do at the door? Maria rings and knocks on the door.

What does Maria ring? Maria rings the doorbell.

Where do they put their coats? They put their coats on hooks.

Where does Maria sit? Maria sits on the recliner.

Where does Emily put the coffee? Maria puts the coffee on the table.

What does Maria knock on? Maria knocks on the door.

### B Order. Write numbers. \_\_\_\_\_

☐

Go inside.

☐

Knock on the door.

☐

Hang up the coat.

☐

Welcome to our house.

☐

Can I get you anything?

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3

- ◆ Each student tells about a detail or event from the story.
- ◆ Tell students *present tense* refers to action that happens now or regularly.
- ◆ Find three present tense verbs in the story.

### A. Answering the Questions

- ◆ As students look at the picture, ask them the questions in Section A.
- ◆ Discuss the answers as a class.
- ◆ Students get in pairs. Discuss and write the answers.
- ◆ Each pair reports their answers to the class.
- ◆ Discuss the present tense verbs in the story.

### B. Putting Events in Order

- ◆ Students write numbers to put the events in order.



### Role-Playing (Appendix 4)

- ◆ Ask a student to come forward.
- ◆ Practice role-playing the story with that student, using **Models 1 and 2**.
- ◆ Students get in pairs and role-play the story.
- ◆ They switch roles and repeat.

## Lesson 1: Welcome to my home

### C. Reviewing Rooms and Furniture

- ♦ Review rooms and furniture with the students.
- ♦ Students fill in the blanks to identify which room the furniture is in.
- ♦ Students get in pairs and discuss how their house is different compared to the one in the lesson.

### Speaking: Ask About Location

- ♦ Students get in pairs and ask their partner for the location of objects.
- ♦ Their partner should answer in a complete sentence.
- ♦ Model full-sentence responses before doing this activity, if needed. Example: "Where is the lamp? The lamp is in the bedroom."

### D. Choosing Polite Phrases

- ♦ Read and discuss the polite phrases in Section D with the class.
- ♦ Explain to the students that polite words make our speaking more friendly.
- ♦ Students underline the phrases that are polite.

Lesson 1

**C** Write. \_\_\_\_\_

Which room is it in?



stove	<u>kitchen</u>	couch	<u>living room</u>
bed	<u>bedroom</u>	computer	<u>kitchen</u>
table	<u>kitchen</u>	cup	<u>kitchen</u>
shower	<u>bathroom</u>	fridge	<u>kitchen</u>

**D** Underline polite greetings. \_\_\_\_\_

Welcome.

Go away.

You can put your shoes here.

Take off your dirty shoes.

Can I please have a drink?

Give me water.

Why are you here?

I'm glad you're here.

**E Write.** \_\_\_\_\_

**What can you do to make your guests feel welcome?**

When my friend comes to the door, I can \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When my friend comes inside, I can \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When my friend sits down, I can \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When my friend leaves, I can \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When my friend is hungry, I can \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When my friend is thirsty, I can \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## E. Finishing the Scenario

- ◆ Discuss the scenarios in Section E.
- ◆ Students suggest answers, explaining how to make a guest feel welcome.
- ◆ Students complete the sentences in Section E. Answers may vary.
- ◆ Students do a peer check.
- ◆ Each pair chooses a scenario to role-play.
- ◆ Write a list of possible answers on board as needed.

# Lesson 2: When Grandma was younger

Flash Cards	Objectives	Review
photo album relatives	At the end of this lesson, your learners should be able to:  1. Discuss events in the past, using <i>was</i> and <i>were</i> .  2. Use <i>-er</i> comparatives with age.	family
<b>Other Vocabulary</b>		
past older younger		

**Preparation:** Collect photos of old people or old things from several generations.  
Print and post the Verb Tense Charts from Appendix 1, pages 248-250. Recite the charts regularly throughout the course.

## Additional Activities

- ☐ **Listening: Describe and Draw** – Divide students into pairs. Student A describes his family, using *-er* comparison words. Student B draws Student A's family according to his description. Encourage creativity to include order, age, color, size, and characteristics.
- ☐ **Speaking: Family Stories** – Share a story about your grandma or grandpa. Allow students the opportunity to share about their grandparents also.
- ☐ **Vocabulary: Comparing with -er** – Bring several pairs of contrasting but comparable items to class. Use as many comparison adjectives as possible to describe a pair of objects. Examples: This one is thinner. That one is taller. Then allow students to take turns describing another pair of objects.
- ☐ **Vocabulary: Family Game** (Appendix 4, page 306, and Appendix 7, page 336) – Review family vocabulary. Then play this game with your class.
- ☐ **Writing: Paragraph Writing** – Students write a paragraph of several sentences telling about their grandparents. Assist with correct composition as needed.
- ☐ **Life Skill: Size in Purchases** – Use comparison words to discuss purchase sizes. Discuss prices and pricing methods such as price per pound, ounce, larger, smaller, etc. relative to your students' world.
- ☐ **Pronunciation: Minimal Pairs: p/b** – Prepare a worksheet or write the following word pairs on the board. Pronounce both words. Students repeat the words. Pronounce only one of the words in the pair and students repeat it. Students circle that word or choose it on the board.
  - rib/rip, mob/mop, gab/gap, lab/lap,  
big/pig, bet/pet, sub/sup, but/putt
  - Variation: Create a classroom chart for pronunciation and vocabulary expansion. List the base pairs with a small picture next to each that uses the sound. Review the pronunciation and vocabulary.
  - Additional activity: Students use the words in sentences to reinforce the difference in the words.

- ☐ **Pronunciation: Sentence Stress** – Demonstrate and discuss that emphasizing various words in a sentence changes its meaning. Example: *Did* he eat all the cake yesterday? Did *he* eat all the cake yesterday? Did he *eat* all the cake yesterday?
- ☐ **Listening: Addresses and Email** – Review the letters and numbers on the board. Then discuss how addresses are formed. Next divide the class into pairs. Students listen and record their partners' address and email.
- ☐ **Pronunciation: Plural -s Endings** – Before class, prepare a list of plural nouns. Demonstrate on the board how the plural -s added to words can say three sounds: hats (the s sound), bugs (the z sound), and dishes (the əs sound). Provide a paper for each student with a column headed by each sound. Pronounce the words. Students repeat the words back to you and write them in the correct column. Allow non-writing students to place a check mark in the correct column instead. Then allow students to check their work by reading their words aloud to each other.
- ☐ **Verbs: Past Being Verbs** – Bring several objects to class to describe. Show each object and describe it to the students, using the present tense *is* and *are*. Then put the object out of sight. Switch to past tense *was* and *were* to describe the object. Ask the students to share their thoughts about the object.
- ☐ **Verbs: Trip Around the World** (Appendix 4) – Say a present tense verb. Students race to say the correct irregular past form first. Work from the Irregular Participle Chart from Appendix 1, page 252.
- ☐ **Verbs: Simple Past Being Verbs to Tell About an Event** – Teach students that the simple past being verbs *was* and *were* tell about something that happened in the past. Use *was* with only one person or object. Use *were* with more than one person or object. These verbs can be used to make statements and ask questions.  

Examples: *They were friends.*  
*They weren't/were not friends.*  
*Were they friends?*

Students choose a recent event they attended and use past being verbs to describe what the event was like.
- ☐ **Verbs: Tell About the Day** – Ask students to tell about their day yesterday, describing their activities, the weather, and how they felt, using being verbs and other past tense forms.
- ☐ **Verbs: Tell About Changes** – Tell about changes you have experienced in life
- ☐ **Verb Chart: Reciting Verb Charts** (Appendix 1) – Introduce Past Tense using the Past Tense Verb Chart and Verb Motions Chart, page 254. Begin reciting the Irregular Participles Chart. The students will need to know the participles to form the perfect tenses later in the course. For now, just recite them frequently.
- ☐ **Verbs: Being Verbs** – Discuss being verbs' function using the notes on the Verb Motions, page 254.
- ☐ **Verbs: Verb Motions** – Use the Verb Motions on page 254 to practice verbs and their motions.

## Lesson 2: When Grandma was younger

### Warm Up

- ♦ Use the verbs *was* and *were* to discuss the photos you collected.



### Introducing Flash Card Vocabulary

- ♦ Use the Teacher Flash Cards to introduce flash card words.
- ♦ Practice by calling on students to provide sentences using the vocabulary words.
- ♦ Choose an activity from either the Additional Activities for this lesson or the Games Appendices for extra practice.



### Reading the Story

- ♦ Read the story aloud while students look at the picture and listen.
- ♦ Draw attention to “Other Vocabulary” in the story. Demonstrate the word meanings and use them in context so students begin to grasp meanings and use them in conversation.
- ♦ Following the format used previously, read the story and discuss it with questions such as these:
  - What does Emily show Maria and Anita?
  - How old is Emily’s grandma?
  - Who is with Emily’s grandma in the photo?
  - Did Anita’s grandma know how to read?
- ♦ Read the story as a group. Students read chorally by paragraph, sentence, or designated reader according to your class’s skills.
- ♦ Repeat the questions you asked after the first reading.
- ♦ Each student tells about a detail or event from the story.

## When Grandma was younger

LESSON

# 2



Emily shows Maria and her daughter Anita a **photo album** of her **relatives**. “These are some photos from the **past**,” she says. “This is my grandma when she was **younger**. Next week she will be seventy years old.” Emily points to another photo. “This is a photo of her with her younger brother when they were in school.”

Anita says, “I don’t have any **older** photos of my grandma. She lived in Kenya when she was young. She was the first girl in her family to go to school.”

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**A Circle.**

My grandma was older.

Her brother **(was)** **were** younger.

My grandma was the first girl in her family to go to school.

The girls in her family **was** **(were)** not in school.

My grandma was a girl.

She **(was)** **were** a sister.

Her brother was a boy.

He **(was)** **were** a brother.

Emily shows Maria and Anita photos.

They **was** **(were)** talking.

**Past-Being Verbs**

Singular — was

Plural — were

You — were

**B Write older or younger.**

The mother is **older** than the son.

Grandma was **older** than her brother.

The daughter is **younger** than the mother.

The baby is **younger** than the father.

The teacher is **older** than the student.

**Sidebar 1**

- ◆ Discuss the sidebar with the students, giving examples of when to use *was* and *were*.

**A. Circling Was and Were**

- ◆ Read the sentences as a class.
- ◆ Students circle the correct verb form.

**Introducing Older and Younger**

- ◆ Call a student forward.
- ◆ Ask the student, “How old are you?”
- ◆ Reply, “I’m (age). So I’m (older) than you.”
- ◆ Tell the students, “(She) is (younger) than me.”
- ◆ Repeat with other students.
- ◆ Use the same idea to compare students with students.

**B. Writing the Correct Answer**

- ◆ Fill in the first two blanks as a class.
- ◆ Students finish the section.

# Lesson 7: Do you want your receipt?

Flash Cards	Objectives	Review
cash register change receipt  <b>Other Vocabulary</b>  purse scan total tax took paid gave	At the end of this lesson, your learners are able to:  1. Discuss the process of checking out.	cheap and expensive count and noncount
<b>Preparation:</b> Bring items to role-play the story.		

## Additional Activities

- ☐ **Listening: Prices** – Prepare a list of sentences such as, “The bicycle costs seventy dollars and twenty-nine cents.” Use various expressions of prices to stretch their skills such as, “The bicycle costs seventy, twenty-nine. Students write down the prices, using numbers: “\$70.29.”
- ☐ **Listening: Price Match** – Give students several objects, flash cards, or a piece of paper with several objects on it. Give price stickers or sticky notes to the students. Say sentences such as, “The bicycle is \$70.29.” Students write the price on the sticker and attach the sticker to the item. Afterwards, ask the students to use full sentences to tell the items’ prices.
- ☐ **Speaking: Sales Pitch** – Give the class a sales pitch about your favorite purchase. Ask students to share about a favorite item they have purchased.
- ☐ **Speaking: Problems in Store** – Prepare slips of paper with problem scenarios such as, “I broke an item.” “I got locked in the restroom.” “My child is lost.” “I can’t find the orange juice.” Distribute the slips to the students. Students mingle, asking each other what is wrong, explaining their scenarios, and answering with helpful responses. Mingle with your students and give suggestions.
- ☐ **Vocabulary: More Store Words** – Write words on the board such as *customer service desk*, *returns*, *layaway*, *refund*, etc. Prepare paper slips with the words you are introducing and a sentence that describes it. Discuss the word meanings. Then distribute the papers. Describe one of the words, and the student who has the word you’re describing stands and says the word.