

JUBILEE

ESL TEACHER'S GUIDE

**My children, our love must not be simply words or mere talk-
it must be true love, which shows itself in action and truth.**

I John 3:18

**Trust in the Lord with all your heart
and lean not on your own understanding;
in all your ways acknowledge God,
and God will make your paths straight.**

Proverbs 3:5-6

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A note to non-Jubilee teachers using this book:

Jubilee Partners is a Christian service community, founded in 1979. One of our main ministries is hospitality to refugees, over 2,000 of whom have spent time in our residential program (usually for two months) before resettling more permanently elsewhere. Currently we are working refugees from various African countries and from various parts of Myanmar (Burma) who resettle in Atlanta. While refugees are with us we offer them friendship and hospitality, an opportunity to take care of medical needs, and 18 hours of English class each week.

Our teachers are the volunteers who come to live and work with us for terms of 3 months to a year. Frequently they are people with little or no teaching experience. Our classes are small, with a very strong emphasis on oral work. There can be great diversity among the refugee students and the needs of one class can be quite different than those of another class. The strength of our setting is that teachers and students have many, many opportunities outside of class to build relationship.

It is out of this context that this book has grown. If you find that it is useful to you in your setting, we are happy to share it with you.

BOOK ORGANIZATION AND USE

A teacher and class will be actively working with several topics at once. In a given class period, you might be introducing 1 or more new topics, reviewing and expanding in several areas, finding ways to help students bring together new material with what they already know, and encouraging students to use what they know to communicate.

There are four sections to the book. Each section is organized around a verb tense. Each concept or topic has its own subsection. Each topic focuses on a grammar concept, a survival skill, a thematic chunk of vocabulary, or idiomatic usage.

In general, drills and ideas for each topic progress from simple to more complex. You must decide which are appropriate for your class, how to simplify the concept and then build up, how to incorporate previous knowledge and vocabulary, and how deeply to work within an area.

In general, the topics in an earlier section are considered higher priority or more fundamental than the topics in the next section.

In general, students should be working well with the topics in one section before moving on to the next section.

Within a section, the order is often somewhat arbitrary. It's impossible to distill the complexity of language completely to a linear sequence.

THIS BOOK IS:

- >> a collection of ideas which have worked well with students
- >> a planning resource book
- >> a source of background information for teachers
- >> a general progression for instruction weaving together a strong sequence, survival skills, and idiomatic usage
- >> geared toward a strong oral emphasis at the beginning and intermediate level

THIS BOOK ISN'T (by the way) meant to be a step-by-step guide, a prescriptive curriculum, all-encompassing, or a replacement for thoughtful decision-making about what your class most needs.

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Using This Guide

At Jubilee Partners we use this guide in the context of ongoing dialogue about teaching, learning, and the needs of refugees entering this country. For us, this includes a week-long teacher training for all incoming teachers and weekly teachers' meetings.

This guide lists drills and practice activities with one or two exercises or exchanges which are illustrations, not complete lesson plans. For these activities to be successful, you must give students many more opportunities to practice the language pattern in focus. You will need to prepare many “cues” so you can conduct the drill, game, exercise or activity at an appropriate pace. The forms of the cues will vary, but include:

- objects
- pictures
- word cards
- picture cards
- lists of sentences
- list of questions
- commands

▶ This symbol usually indicates what kind of cue the teacher would give to students.

>> This symbol usually indicates the subsequent response expected from students.

Once you understand the focus of the drill or practice activity, you must be prepared to give appropriate cues so that students can have sustained but varied practice within the focus of the drill or activity. (Of course, with many drills or activities it is appropriate at some point for students to move into the cueing or question-asking role as well.)

◆ This guide provides a **common framework** for our ESL program. The material is particularly intended to be useful for beginning teachers. It is:

- a general progression for instruction
- a source of background information for teachers
- a planning resource book
- a collection of ideas which have worked well
- geared toward a strong oral emphasis at beginning levels

◆ Some of **our larger goals** are to offer relationship between refugee students and volunteer teachers and to build a community of learners in the ESL class. Within that context, you will want to weave together classroom instruction and practice in the following:

- Language structures and patterns (grammar)
- Survival English and life skills
- Idiomatic usage
- Vocabulary building
- Pronunciation

◆ The guide is **organized into 4 sections**. Each section includes a major verb tense and several other language concepts and survival skills topics. In general, students should be working well with most of the topics in one section before moving on to the next section. However, it is impossible to distill the complexity of language into a linear sequence. We encourage you to make thoughtful decisions about what is most appropriate for a particular class.

◆ In the printed edition, **topics printed on white** have a grammar focus. Verb tenses are printed on **pink** for separate emphasis because the material is more extensive. Topics printed on **yellow** have a survival English or practical focus.

◆ A class will be **actively working with several topics at once**. In a given class period, you may be:

- introducing 1 or more new topics
- reviewing and expanding in several areas
- helping students integrate new material with what they already know
- encouraging students to use what they know to communicate

◆ **Each topic includes drills and ideas ranging from simple to more complex**. You must decide which are appropriate for your class, how to simplify the concept and then build up, and how to incorporate previously-learned language. Please use this as a “recipe book” and use those drills and activities which are appropriate to your class. You will surely supplement with other material and ideas as well. This book isn't meant to be a step-by-step guide or a prescriptive curriculum. There is a tremendous variation in the needs, backgrounds, and abilities of ESL students. Some factors involved include age, English language background, education and literacy levels, previous experience learning languages, language-learning personality, and trauma level. You must discern your students' strengths, interests, needs, and abilities; as well as your own as an ESL teacher. **You are strongly encouraged to be reflective and deliberate about meeting the needs of your particular students.**

◆ We realize this guide isn't all-encompassing and completely consistent. We were too busy teaching English, taking care of children, cleaning up, driving folks to the doctor, and doing all the other things which make up our rich and full days here to dwell on the contents any longer. May this guide be a springboard just as it is for your own inspired efforts! ✨

Section 1

Getting to Know You

(Giving and asking for personal information)

NOTES TO THE TEACHER: *An immediate goal with students is to build up a repertoire of phrases frequently used in exchanging personal information. They will have lots of opportunities to practice this outside class! These phrases can be distilled to a series of 2-line Questions & Answers. It is most important that students learn to recognize and respond to the questions. Some students will easily learn to ask the questions; with others this step will be a low priority.*

INTRODUCING THE CONCEPT: *In the first class, you will likely want to work with “My name is...” and “How are you?”, either in the 2-line Question and Answer form or in Beginning Dialogue form.*

From this beginning, review and expand over time until students have mastered the entire set of questions below. The rate with which you can add new questions will vary greatly depending on the students. In the first weeks of class, a “quick-review” of questions students are comfortable with can work well as part of an opening routine.

BEGINNING 2-LINE QUESTIONS AND ANSWERS

- What is your name?**
My name is Htoo Htoo.
- How are you?**
I am (I'm) fine, thank you.
(I'm fine, thank you. And you?)
(Fine, thanks.)
(I am so-so, sick, etc.)
- Where are you from?**
I am (I'm) from Burma.
- How old are you?**
I am (I'm) 34. (I am 34 years old.)

BEGINNING DIALOGUES

- Hello, my name is Barbara.**
My name is Elias.
It's nice to meet you.
It's nice to meet you too.
- Hello, how are you?**
I'm fine, thank you. And you?
I'm fine, thank you. (Fine, thanks.)

MORE ADVANCED QUESTIONS FOR DRILL & PRACTICE

1. **What is your first name?** (What's your first name?)
My first name is Naw.
2. **What's your last name?**
My last name is Htoo.
3. **Please spell that.**
H-T-O-O.
4. **When is your birthday?**
My birthday is April 22, 1977. (April 22, 1977)
5. **Where do you live?**
I live in Comer, Georgia.
6. **Do you speak English?**
A little bit.

VARIATIONS

1. **Chain Drill** using any of the above questions.
2. **The Question Can.** For literate and proficient classes, write questions that students are comfortable with on slips of paper. Student draws a question and asks one or more people the question.
3. **Dialogues.** Incorporate these 2-liners into longer dialogues to teach colloquialisms.
For example:

Where are you from?
I am from Burma.
Oh, really? Where do you live now?
I live in Comer.

4. See **FILLING OUT FORMS**

Greeting & Leave-Taking

NOTES TO THE TEACHER: *Greeting and leave-taking are important communication skills. Practicing these in class will allow your students to enter social situations with English speakers much more comfortably. It is easy to practice greeting and leave-taking daily as real communication at the beginning and end of class. Acting out dialogues which incorporate key phrases is also useful to expand students' command of colloquial English.*

COMMON GREETINGS

Good morning.
Good afternoon.
Hello.
Hi.
(Good evening)*

COMMON LEAVE-TAKING EXPRESSIONS

Goodbye.
Bye-bye.
See you later.
See you tomorrow.
Good night!

**"Good evening" is not as commonly used as "good morning" and "good afternoon." It is useful, however, for teaching the different parts of the day and the distinction between "good evening" (greeting) and "good night" (leave-taking).*

DIALOGUES

(See also Beginning Dialogues in [GETTING TO KNOW YOU](#). These are only samples. Write your own!)

1. Good morning, Aline.
 Good morning, Susan.
How are you today?
 I'm fine, thank you. And you?
Fine, thanks.
2. Good afternoon, Jairo.
 Good afternoon, Jennifer.
It's a nice day.
 Yes, it is.
3. I must go now.
 OK. See you later!
See you later!
4. Excuse me; I must go now.
 Thank you for coming.
Thank you for the coffee. Goodbye.
 Bye-bye.

5. **Incorporate slang or colloquialisms** when you feel students are ready and you can explain appropriate usage (e.g. 2 good friends talking). Examples:

What's up?

Not much.

How's it going?

Good. / Not so good.

How's life?

Not bad. / OK. / So-so. / Great!

Alphabet and Spelling

INTRODUCING THE CONCEPT: *The students may find it more interesting and helpful to start out learning to spell their names, cities and countries, rather than first learning the whole alphabet rote.*

DRILLS

1. **Spell Names and Places.** Teach the students to spell their names in English, and perhaps the city and country they are from. You can write out each letter of the words on the chalkboard. The individual and then the group can repeat the letters after you. Later, use this question & command combination:

What is your name?

Bertha.

Please spell that.

B-E-R-T-H-A.

or

Where are you from?

I am from Burundi.

Please spell that.

B-U-R-U-N-D-I.

As they are first learning the cue, "Please spell that," you may need to start writing their name on the board so they will know what it is you are asking. If they do not know the above questions yet, simply write their names, cities and countries on the board and have them recite the letters.

2. **Students Write.** If the students are literate in their own language, have them come up and write their own names, cities and countries on the chalkboard as they spell them out loud.

3. **Entire Alphabet.** The introduction of the entire alphabet may begin by writing it on the chalkboard, saying each letter as you go. You can do simple group and individual repetition drills at first, perhaps 5 letters at a time. Perhaps on another day, have the group and individuals repeat the alphabet all the way through, as you point to the letters on the chalkboard. After they have mastered this, have them recite the alphabet out of order, and then in order without any written cues.

4. **Difficult Letters.** Drill letters that people have particular difficulty remembering. Vowels especially can be difficult.

5. **Around the Group Drill.** Have the first student say, "A," the second student say, "B," the third student say, "C," and so on through the entire alphabet.

6. **Dictate Letters.** The students can write letters on a piece of paper or on the board as you dictate. You may want to dictate real words to them, rather than just random letters.

7. **Flash cards.** Make flash cards out of index cards for drilling the alphabet out of order, or for particularly difficult-to-learn letters.

GAMES AND ACTIVITIES

1. **Alphabet Puzzles.** Have the students arrange the pieces of a children's alphabet puzzle in order while saying each letter.
2. **Sing the ABC Song Together.**
3. **ABC Bingo.** Give students a blank grid, bingo-style. Have them choose letters to fill in their own grids, or dictate different letters to each player to develop their English listening skills. Play the game. The winner must dictate back the winning letters.
4. **Guess the Word.** Use individual words or whole sentences (related to what you have learned recently in class). As an alternative to using the "hangman" character, draw ten stars on the top of the chalkboard and erase one each time a student guesses incorrectly, writing that letter in its place. Normally in hangman, the object is to guess the word or sentence before all the objects are erased. A variation, for classes who don't yet read much English, is to guess how words are spelled. You can tell them what the word or sentence is before you begin.
5. **Read Dr. Seuss's ABC Book.**

Numbers

NOTES TO THE TEACHER: *Everything from shopping and banking to understanding a phone number will depend on the students' facility with numbers. Review numbers often in many different ways.*

INTRODUCING THE CONCEPT: *Introduce numbers by 5's through simple group and individual repetition drills (you can write the numbers on the chalkboard). You might want to do 1-10 on one day, the following day 11-20, and 21-100 the next day (but some classes will need to go at a slower pace than this).*

DRILLS

1. **Counting.** Bring beans, buttons or pennies to class for counting. Bringing pennies is a good introduction to money.

- a. Give each student a number of beans and have each one count, one at a time, how many she/he has.
- b. Say a number to each student and have the student count out that number.

The phrases, "How many...?" and "Please give me..." can be used in conjunction with these two exercises if you like, without requiring the student to actually learn to say them at this point.

2. **Dictation.** Call out numbers as the students write them on a piece of paper. This can be done as a group or individually. You can have the students do the dictating as well. To help students hear the difference between the teens and the tens (ie: "17" vs "70"), make a simple worksheet listing pairs of numbers. Ask students to circle the number they hear you say.

3. **1-100 Number Chart.** Point out numbers for students to say.

4. **Number Chart with Bead.** Have your students place a bead or button on the number you say.

5. **Around the Group Drill.** The first student says, "1," the second, "2," the third, "3" through 100.

6. **Card Drills.** Bring a deck of cards, numbers only, not face cards (but you can put a piece of tape over the "A" on the Ace card and write "1" on it). For each of these exercises, the students can arrange the cards to drill each other.

- a. Pick a card off the top of the deck. Have the students say the number on the card.
- b. Drill two-digit numbers. To do this, draw a second card and place it next to the first. For example, a "2" would become "23" when you put a "3" next to it.
- c. You can add cards in rapid succession to increase the challenge for both lower and higher numbers (e.g. "2!" "21!" "219!" "2193!").

7. **Math.** For students good at basic math, teach "plus," "minus," and "equals," and write simple problems for them to solve and say out loud to the class. (Keep the problems simple so you focus on practicing English and not on math skill or lack thereof.)

8. **Teach Money.** This is an excellent way to review two-digit numbers.
9. **Teach Time.** This is good review for 1-60. (Digital only--e.g. 11:51, 9:10).
10. **Count by 5's and 10's.**

GAMES, ACTIVITIES AND DIALOGUES

1. **Play UNO** (for 0-9 practice only). As students put down a card, you can have them say the number on the card. This is also a good way to introduce colors while reviewing numbers. Take out Reverse, Skip, etc. if you want to simplify.
2. **Higher Number Card Game.** Deal 3 or more cards to each player. Have each student arrange her numbers so that she has the highest (or lowest) possible number, which she will then say out loud. If you want a winner of the game, the one with the highest number can win and then deals to the others. (From Games and Butterflies, page 14.)
3. **Guessing Game.** Write a number secretly on a paper, which the students will attempt to guess (for example: 49). On the chalkboard, write, "1-----100." Have the first person say a number. If she says, "87," and your number is lower than 87, say "lower" with your thumb pointing downward, and write, "1-----87," on the board. If the next person says, "20" and your number is higher, erase the "1" and write "20": 20-----87. As you do this, say, "higher," with your thumb pointing upward. Keep on until someone guesses the number. This game is not always easy for the students to understand at first. You may want to start out with a range of 1-20 only until they understand the concept.
4. **Play BINGO.** You can have your class make their own Bingo boards if you like.
5. **Gameboard.** Use any gameboard, dice and game pieces (buttons, beans, etc.). Have your students count out the numbers they roll, using their game pieces. The one who gets to the end of the game first wins.
6. **▶ What is your telephone number?**
 >> My telephone number is _____.

Commands and Requests

NOTES TO THE TEACHER: *Children learn a language by listening and understanding long before they speak. They internalize the language by responding to commands with body movement (“Come here.” “Put that down.” “Eat your soup.”) An approach to second language learning called Total Physical Response (TPR) is based on this understanding of learning.*

Beginning with movement is often a less stressful way to learn, as well as being enjoyable for both students and teacher. Also, knowing command forms will be useful to refugees in their jobs, as research shows that some 40% of statements addressed to new employees are in command form.

Other information on TPR and ideas for use can be found in Survival English 1 p.41, ESL Teacher's Activities Kit pp. 29-44, and Live Action English. Some TPR activities are incorporated in the other sections of this book, as well, such as “Money,” “Naming,” “Body Parts,” and “Where.”

Below are typical beginning TPR commands and activities. Begin with only a few requests, adding two or three phrases with each review.

Please stand up.

Please sit down.

Please go out.

Please come in.

Please open the door.

 the window.

 your eyes.

 your notebook.

Please close the door.

Please walk.

Please stop.

Please turn on the light.

 the fan.

Please turn off the light.

Please give me the pen.

Please give Aiad the pen.

Don't....

Also, in the process of teaching we use these commands:

Listen.

Look.

Repeat.

You say...

Please ask...

Please write..

DRILLS

1. Teacher introduces each phrase by acting it out. Students are only expected to listen rather than repeat verbally.

2. Teacher gives several commands, one at a time, for class to do together with teacher (i.e. stand up, sit down).

3. Teacher gives each student the same request, one at a time. Teacher responds by saying thank you.
4. Teacher gives each student a different request. (i.e. “James, please stand up. Thank you.” “Angeline, please open the door. Thanks.”)
5. At some point, students will want to give commands. When they begin directing the teacher, there is usually much laughter and rapid learning.

GRAMMAR GAMES AND ACTIVITIES

1. Teacher Says. Teacher gives commands to class. If the teacher says “Teacher says” before each command (i.e. “Teacher says, 'Please stand up'”) then students are to follow the command. If the teacher omits the “Teacher says” (i.e. “Please stand up”) then students should not follow the command. If a student is caught not following a command when she should, or following when she should not, she is “out.” This is played until only one student remains who is the winner. Variation: Simplify by replacing “Teacher Says” with “Please” as the key word.

2. Word recognition. There are many other ways to use TPR. For example, the teacher might put up signs in the classroom saying “emergency,” “hospital,” or “exit”, and tell students, “Walk to the EXIT”, etc. See [Live Action English](#) for more ideas.

DIALOGUES: This dialogue uses some of the commands in context and can be brought to life by bringing to class a pitcher of juice or coffee and some cups. Students take turns playing both host and guest.

(Knock)

Please come in.

Thank you.

Please sit down. Would you like some coffee/juice?

Yes, please. Thank you.

You're welcome.

Person A can also decline the juice by saying “No, thank you.” The dialogue can also be extended to include casual conversation (i.e. How are you? How is the weather? etc.). See “Hosting” chapter for expanded dialogues.

Naming (This is a ...)

NOTES TO THE TEACHER: *This is the first concept students will learn in which grammatical structure is emphasized. Previous drills have been based on memorization. This concept is quite straight-forward with only a few things to note.*

1. A vs. AN: *In the construction "This is a cup," a is used before words that begin with consonants, an before words that begin with vowels (i.e. "This is a cup" vs. "This is an apple.") For this reason, introduce this concept with words that begin only with consonants, saving words that begin with vowels for later review.*

Students often notice that different teachers, or the same teacher at different times, will pronounce a as in announce or as in ache. The teacher can clarify that both pronunciations have the same meaning and can be interchanged.

2. THIS vs. THAT: *This is used to indicate objects that are near to the speaker, that for objects that are far from the speaker. The teacher can decide to introduce that depending on the class and how quickly students have mastered this. Some classes have had enough difficulty mastering "This is a ..." that it seems more important to move on to other vocabulary than focus on the near and far distinction.*

3. THIS IS A vs. IT'S A: *These two structures are both commonly used, sometimes interchangeably. They can also have different nuances and lead in to different structures (i.e. "this" contrasts easily with "that"; but "it" is used for short answers: "Yes, it is.", "No, it isn't." You can start with either structure, but you will eventually need to work with both.)*

4. CONTRACTIONS: *Contractions should be taught whenever possible since they are very common in the spoken language.*

This isn't a pen.

What's this?

That's a cup.

INTRODUCING THE CONCEPT: *There are four basic parts to this concept.*

		<u>Variations</u>
1. Positive statement:	This is a cup.	It's a cup.
2. Negative statement:	This is not (isn't) a cup.	It's not a cup.
3. WHAT question:	What is this?	What's this?
4. Yes/No question:	Is this a cup?	
	Yes, this is a cup.	Yes, it is.
	OR	OR
	No, this is not a cup.	No, it isn't.
	This is a pen.	

Start with tangible classroom or household objects:

cup
book
pen
table
chair

You can continue to work on and review these patterns in following weeks with new vocabulary. Other possible vocabulary groups include:

food
fruits and vegetables
clothing
household items (spoon, plate, door, bed, etc.)

INTRODUCTORY DRILLS

1. Introduce Vocabulary with repetition and then simple substitution drills.

▶ cup
>> This is a cup.

▶ book
>> This is a book.

2. TPR Drills. Students can internalize vocabulary by listening to and responding to commands.

▶ Please pick up the book.
▶ Please give me the book.
▶ Please give Poe Lay the key.
▶ Please put the key on the table.

3. WHAT Questions. (After students have learned vocabulary.) First the teacher asks, then students ask each other.

▶ What is this?
>> This is a cup.

4. Yes/No Questions and Negatives. Again, students can trade places with the teacher and ask each other questions.

▶ Is this a cup?
>> Yes, this is a cup.
OR
No, this is not a cup. This is a pen.

ADDITIONAL DRILLS

These drills cover important structure words but may not all be appropriate for basic classes.

1. THAT. Place objects relatively far from the students (e.g. on the window sill or in the corner of the room). Repeat any of the above drills using “that”.

2. THIS to THAT Transformation Drill. You must have two of each object, appropriately placed around the room. Speaker indicates appropriate object.

▶ This is a book.
▶ That is a book.

3. THIS vs. THAT Listening Drill.

a. Teacher makes a statement and student gestures to appropriate object.

▶ This is a book. OR ▶ That is a book.

b. Teacher points to an object (either near or far) and student must respond with appropriate statement.

4. **Contractions.** Any of the drills in this chapter can be repeated emphasizing the use of contractions.

5. **Drills Using “It”.**

a. **It's a _____.**

▶ What is this (that)?
>> It's a book.

b. **Yes/No Questions and Short Answers.**

▶ Is this a book?
>> Yes, it is.
 No, it isn't.

6. **Two-part Questions to Practice “Too”.**

▶ Is this a book?
>> Yes, it is.

▶ Is that a book too?
>> No, it isn't.

7. **Discrimination Drill:** Question or Statement. Give each student two cards, one with a question mark and the other with a period. Teacher says either a sentence or a question and students hold up the appropriate card.

GAMES & ACTIVITIES

1. **Guessing Game: What's in the Bag?** Conceal a familiar object.

▶ What is this?
>> Is this a cup?
▶ No, this (it) isn't a cup.
>> Is this a book?
▶ Yes, this is a book.

2. **Students bring an object** for which they would like to learn the English word.

3. **Teacher brings an object** (unusual, ambiguous, antique...) to spark discussion.

Beginner Phrases

NOTES TO THE TEACHER: *Pragmatic phrases and polite expression should be considered a survival skill, as refugees will earn more consideration and help from Americans if they are handy with the right phrases. Start to practice these explicitly now until students have mastered the whole repertoire. They also work nicely into ordinary classroom interactions.*

DIALOGUES AND DRILLS

1. **Please.** This can be directly translated if you like, and can be used in response drills or dialogues of your choosing. An example of a brief exchange:

▶ Please give me the pen.
>> Here.

2. **Thank You. You're Welcome.** The above dialogues can be expanded:

Please give me the notebook.
Here.
Thank you.
You're welcome.

3. **Speaking English.** The following phrases will come in handy. Act them out, translate them, practice them in role-plays or dialogues.

Please repeat that.	I don't understand.
Please speak slowly.	I don't know.
How do you say...?	

This dialogue could also be helpful:

▶ Do you speak English?
>> A little bit.

4. **I'm Sorry.** Act out situations in which this phrase is appropriate:

bumping into someone, causing them to drop something
becoming angry at someone and then calm and regretful
someone being ill or a bad event happening

Then you can create dialogues such as:

How are you?
I'm sick.
Oh, I'm sorry.
Thank you.

5. Excuse Me. This expression can be introduced by acting out various appropriate situations, which include:

- needing to get by someone in a crowded place (grocery store)
- needing to get someone's attention (such as a clerk or waiter)
- needing to interrupt a conversation
- needing someone to repeat themselves
- being late
- sneezing, burping etc.

Reinforce the phrase through response drills or dialogues, such as:

- ▶ Excuse me, what time is it?
- >> It's 6:10.

Plurals

INTRODUCING THE CONCEPT: *Teach plurals in the same way that you taught naming things. Bring several each of objects students have already learned. Present this response drill:*

- ▶ What are these?
- >> These are pens.

Emphasize the new sound of “these”; the “are” instead of “is”; and the “s” on the end of the noun.

DRILLS

1. **Bring Pictures** of grapes, blueberries, bananas, peas, beans, etc., where it is obvious there are many of the item. Use the introductory response drill:

- ▶ What are these?
- >> These are blueberries.

2. **Transformation Drill.** Singular to plural.

- ▶ This is a key.
- >> These are keys.

3. **Mix Up.** Ask both singular and plural questions. Have the students ask the questions to each other, as well.

- ▶ What is this?
- >> This is an orange.

- ▶ What are these?
- >> These are carrots.

4. **These vs. Those.**

- ▶ What are those?
- >> Those are apples.

Remember to show that the items are farther away when we use “those.”

5. **Responses using “They.”**

- ▶ What are these?
- >> They are books.

6. **Contractions with “Are.”** You can use a transformation drill to practice:

- ▶ They are books.
- >> They're books.

- ▶ They are not pencils.
- >> They're not pencils.

- ▶ They are not pencils.
- >> They aren't pencils.

7. Yes/No Questions and Short Answers.

- ▶ Are these keys?
- >> Yes, they are.

- ▶ Are those soccer shoes?
- >> No, they're not.

8. Pronunciation. If you think the class would be interested, you may want to focus on the different ways of pronouncing plurals: /s/, /z/, /iz/. (Teaching the rules for when to use these will probably not be helpful, however.) You could create a chart on the board. Students listen to you pronounce a plural form and decide which column it goes in. Then practice pronouncing the words in each column, focusing on each ending sound one at a time. This may also be a good time to do a minimal pair drill for /s/ and /z/ in the final position. For your information, here is a partial list:

/s/	/z/	/iz/
stamps	keys	dishes
books	days	houses
cups	cars	classes
hats	boys	dressess
	pens	

9. Irregular Plurals. You may want to teach irregular plurals. Usually, these words are taught only as they come up in the course of a class, but it may be helpful to list some out for students so they know to expect occasional irregularity in plural forms as they continue to learn English. Some are:

children	fish	feet
women/men	deer	teeth

10. More Drills. If you want more practice working with singular and plural forms, this can be a very logical place to introduce simple “I have...” statements or “There is” and “There are...” statements. See the appropriate sections for more ideas.

GAMES AND ACTIVITIES

1. Listening Game. Sketch on the board 5 or more pairs (one singular, one plural) of objects in a grid, with each square numbered in order. (Use simple objects that your class already knows, such as: ball/balls, cup/cups, key/keys, table/tables, pen/pens, girl/girls.)

This is a listening exercise. Ask the class assorted questions. They respond each time with the appropriate box number.

- ▶ Where are the cups?
- >> Number 4

- ▶ Where is the ball?
- >> Number 7

2. **Go For a Walk.** After the class has a good range of vocabulary, take them on a brief walk somewhere to see how many plural items they can find and name. Ask them to use either “these are” or both “these are” and “those are” for near and far items. If you want, you can divide them up into teams to compete and write down what they find.

3. **I Am Shopping For...** Use the “I Am Shopping...” game to review plurals, particularly for those whose languages do not typically have “s” at the end of words (such as Vietnamese, Karen or Kirundi; these students in particular will need continued review of plurals even after they advance in other grammar concepts.) This game can also be used with simple present and other tenses.

Start the game yourself by saying,

▶ I am shopping for pens.

The student beside you might then say,

>> I am shopping for pens and oranges.

The next student,

>> I am shopping for pens, oranges, and tomatoes.

Each person repeats what has been said before and adds a new item.

Time

NOTES TO THE TEACHER: *Students should be comfortable with #'s 1-60 before beginning time.*

INTRODUCING THE CONCEPT: *Begin with each hour on the hour and the word "o'clock" (i.e. "It is five o'clock"). This will allow beginning students to practice the numbers 1-12. Then add half-hour intervals (i.e. "It is four-thirty").*

Begin by teaching time with numbers only (i.e. seven thirty, three forty-five). Only with advanced students might the teacher want to introduce fractions (i.e. half-past two, a quarter to seven).

Students who have difficulty reading time off clock faces might find it easier to use a digital clock or digital time written on index cards.

Some students might be accustomed to using 24 hour time which, in the US, is a common practice only for the military. The concept of AM and PM can be introduced though they are not always used when one gives the time.

DRILLS:

1. **What Time is it?** Teacher arranges and holds up a clock with a moveable face each time. Or use digital time flashcards.

- ▶ What time is it?
- >> It is 8:15.

2. **Moveable Face Clocks** listening drill. Teacher says a time and students arrange the hands of their own clocks.

3. **Students take teacher role** with the above two drills.

GAMES AND CONVERSATION:

1. **The Time Game.**

2. **Routine Questions.** In addition to drills, "What time is it?" can be asked often in class at the break or end of class as a routine question for students.

Also, using descriptive action to support communication, spark informal conversation, such as "What time did you wake up / go to sleep / go shopping / eat dinner / go to the doctor?" The focus here is using the time vocabulary for communication rather than on learning other vocabulary.

Follow-up with time can be done later when students learn simple present tense (I eat breakfast everyday at 7:15).

Money

NOTES TO THE TEACHER: *It is important that students become very familiar with money. Not all students will be good at basic math, however, so keep that in mind if planning computation exercises. Students will have real life practice when they go shopping.*

Practicing using money will lend another good opportunity to practice numbers. It is more useful for beginning students to learn the values of the coins (one cent, five cents, etc.) rather than the names of the coins (penny, nickel, etc.). Also, nickels and dimes will be confusing because nickels are bigger than dimes, though dimes are worth more.

INTRODUCING THE CONCEPT: *Bring dollar bills and plenty of change to class. Introduce coins one by one, allowing each student to handle and look at the coin you are introducing. Repeat the amount to them so they may repeat it back. (At some point, introduce 5, 10, and 20 dollar bills as well.) Have the class pick out the various denominations you name, first as a group and then individually.*

DRILLS

1. **Show an amount** (such as 7 cents). Have the students tell you the amount. Do this individually as well.
2. **“Please give me...”** Have the students count out the amount you say.
3. **How much is this?** Put prices on real objects or on pictures of objects or food.
 - ▶ How much is this?
 - >> Three dollars and fifty cents.

At some point you may want to note on the board the different ways that we write dollars and cents amounts:

\$2.50	2 <u>50</u>
2.50	50¢

Also note the ways we can say dollars and cent amounts:

“Two dollars and fifty cents”
“Two-fifty”

4. **Coin names.** At some point you may want to teach the names of the coins.

ACTIVITIES

1. **Buy stamps.** Have the students “buy” various stamps from you and each other.
2. **Buy from the students.** Bring priced objects to class which you will buy. Perhaps first ask the student (s), “How much is this?” Then give your students an amount of money. Have each student compute and count out your change (if entire class is able to do this).

3. **Advertising.** Use advertising to look at and name prices of various products.
4. **Dictation.** Call out an amount, such as “five dollars” or “three dollars and seventy-five cents.” Students write the amount in their notebook. The teacher will then write it on the board so students can check both whether they heard the numbers correctly and if they have proper transcription.
5. **Worksheets on money.** These are in the literacy file. They are for the students to practice recognition of money and writing the values at home.

Calendar

NOTES TO THE TEACHER: *Familiarity with the calendar in English is a fundamental survival skill used in appointment-making and many other social and business transactions.*

INTRODUCING THE CONCEPT: *Using a calendar, teach the days of the week with a repetition drill. The “today” Question & Answer (below) can then be taught. Over a period of a few classes, the concepts of today, yesterday, and tomorrow can all be taught. Then the three questions below can be used for daily review and practice. This works well as part of an opening routine in class in the first few weeks (shorter for proficient classes, longer for very basic classes.) Teachers often use the write-on calendars for this. Each day the teacher will write “today”, “yesterday”, and “tomorrow” on the appropriate squares in conjunction with this drill, until this is no longer needed by the students.*

- ▶ What is today?
>> Today is Monday.
- ▶ What was yesterday?
>> Yesterday was Sunday.
- ▶ What is tomorrow? (What will tomorrow be?)
>> Tomorrow is Tuesday. (Tomorrow will be Tuesday.)

DRILLS

1. **Months of the year.** Teach pronunciation using a calendar and repetition drill.
2. **Date, Month, Year.** Use a wall calendar and point if you want to practice dates other than the current date.

- ▶ What is the date?
>> The date is March 18, 1997. (Today is March 18. or It's ...)
- ▶ What is the month?
>> March. (The month is March.)
- ▶ What is the year?
>> 1997. (The year is 1997.)

3. ▶ **When is your birthday*?**
>> My birthday is January 27 (January 27, 1962).

**Substituting “birthdate” or “date of birth “ (i.e. “What is your birthdate?”) can be helpful preparation for filling out forms.*

4. **Before and After.** For proficient classes.

- ▶ What month is after March?
>> April is after March.
- ▶ What day is before Tuesday?
>> Monday is before Tuesday.

ACTIVITIES AND CONVERSATION TOPICS

1. **Calendar and Schedule Discussions.** Use the calendar to note special events which are coming up or have recently occurred. Even with beginner classes, undertake simple conversations about Jubilee events (perhaps assisted by actions or drawings) using the days of the week and the words *today*, *tomorrow*, and *yesterday*.

2. **More Time-Related Vocabulary.** You may want to use and familiarize your students with other time-related vocabulary or specifically include it in a lesson plan at some point. (i.e. use in a dialogue, explain or demonstrate with the clock and calendar, ask a series of questions to practice usage, such as, "How long were you in Thailand?" "How long does it take to drive from Mae La Camp to Bangkok?") Share some biographical information with an emphasis on time words.

Students may be familiar with this vocabulary from above drills:

When...?
day(s)
month(s)
year(s)
weekend

Other useful vocabulary which will need to be explained:

second(s)	How long?
minutes(s)	now
hour(s)	early
week(s)	late

3. **Teach abbreviations** for days of the week and months of the year. (Refer to Survival English 1, pp. 47-50)

4. **Teach proper date transcription.** The order used in the United States (month, day, year) differs from the order used in many countries. Teacher and/or students may wish to note the date on the board daily in one or more of the possible formats.

March 18, 1997	3-18-97
Mar. 18, 1997	3/18/97

5. **Filling out Forms** (See FORMS).

6. **Role-Play Appointment Making.** (See BODY PARTS/DOCTOR & HOSTING)

Filling Out Forms

NOTES TO THE TEACHER: *Being able to understand and fill out forms is an important survival skill. There are several ways to practice this. Begin by building on information students are able to give orally about themselves. Activities can be repeated several times, using short, simple forms at first and moving on to longer and more complicated forms as students are able.*

There are many sample forms to copy and use in the Forms and Applications File (with the Literacy Files).

Students may have quite varied degrees of “form literacy” in their native language and culture. It doesn't hurt to start quite simply, however, for all students. Even for students who are adept at forms in their native country, there may be many points to clarify, specific to forms in the US.

Be sure to choose your form carefully for appropriate difficulty and think ahead about how to get difficult concepts across. Some of these tricky concepts include:

- a. order of first and last names (speaking order contrasted with LAST,MIDDLE,FIRST on forms)
- b. middle names (Many people from other countries do not have middle names.)
- c. gender
- d. marital status
- e. age (Some cultures calculate age differently than we do. At some point you might want to discuss how we figure age in the U.S.)
- f. PRINT vs. SIGN
- g. educational level
- h. standard date transcription
- i. birthdate/date of birth (D.O.B.)

ACTIVITIES

1. **Draw a Simple Form** on the chalkboard. Ask each student appropriate questions and fill in the information for them. Erase and repeat for each student.
2. **Draw a Simple Form** on the chalkboard. Students come forward one at a time and complete the form.
3. **Paper Forms.** Bring copies of forms to class and have each student fill out the form themselves. You may want to first model filling out one for yourself. Don't hesitate to direct students in correcting errors--they really will benefit by learning to fill out forms properly.
4. **Role-Play a Bureaucrat** (doctor, school official, caseworker at the agency office), interviewing each student and filling out the form with their information.

Subject Pronouns + Linking Verbs

NOTES TO THE TEACHER: *This section focuses on subject pronouns used for people. Students already understand “I” and “you” (singular) from context and sharing personal information. “He”, “she”, and “they” are easy to teach using picture drills. It can take more thought to construct situations where it is natural to use “you” (plural) or “we”.*

Subject pronouns and linking verbs are not used in isolation; they are by definition literally linked to other language. At the same period you are working with the information in this section, you will probably also be working intensively with ADJECTIVES and PRESENT CONTINUOUS TENSE. At beginning levels, the subject pronouns and linking verbs are most commonly used with adjective (phrases), verb (phrases), and nominal predicates (ex: He is a man. She is Sonya.)

The following is a sampling of possibilities for language use when beginning with subject pronouns:

I am You are He is She is We are You are They are	(not)	from Burma 25 years old fine/sick/tired/happy... a man/a woman/a boy/a girl/ women/men	.
Am I Are you Is he Is she Are we Are you Are they		old/young/tall/short walking/studying/cooking/playing	?

INTRODUCING THE CONCEPT: *Subject pronouns and linking verbs can be introduced in conjunction with present continuous or adjectives. The beginning drills below are one way of semi-isolating the subject pronouns and covering some important related information as well. (However you choose to begin working with the subject pronouns, you should gradually build and expand until students are using them in all of the kinds of configuration listed in the language chart above.)*

Many of these drills work well with pictures of staff and students, or by referring to people in class.

The concept of “he” can be communicated by pointing to many boys or men while saying “he” each time (likewise for “she”). It is good to isolate the he/she contrast for a short period of time and introduce “they” in another drill or session with pictures of two or more people.

DRILLS

1. Repetition Drill with Pictures. (The PEOPLE poster works well for this since many people can be seen at once.)

He is a man.
She is a woman.

He is a boy.
She is a girl.

2. **Chain Drill.**

>> I am a woman. (to person on left) You are a boy.

3. **“Who?” Questions with Pictures.**

▶ Who is he?

>> He is Raphael.

▶ Who is she?

>> She is Mary.

▶ Who are they?

>> They are Geraldine and Jacqueline.

4. **Man/Woman/Boy/Girl** with Negative Responses.

▶ Is Mar Tun a girl?

>> No, she is a woman.

5. **Changing Names to Subject Pronouns** (transformation drill).

▶ Andre is a boy.

>> He is a boy.

▶ Kiza is 22.

>> She is 22.

▶ Adam is happy today.

>> He is happy today.

▶ Naw Beauty and Paw Paw are Karen.

>> They are Karen.

6. **Review Basic Personal Info.** in the third person, using photos or people in the room.

▶ How old is he? (How old is Stephen?)

>> He is 25 (years old).

▶ Where is Eugenia from?

>> She is from Burundi.

▶ How is Emily?

>> She is fine.

7. **Plurals.** Use the PEOPLE Poster or photos for visuals.

They are men/women/boys/girls.

8. **We.** Construct situations where “we” can be used. An easy way is to ask two or more people who have something in common to come to the front of the room. Then ask them a question, such as:

- ▶ Where are you from?
- >> We are from Burma.

Those students can sit down and you can call up another group who can be addressed as a group. Other possible questions include:

- Are you women?
- Are you from the United States?
- Are you brothers?
- What are you doing?

“They” can be contrasted with “we” by asking a similar question to the students not in the selected group:

- ▶ Are you married? (to a husband and wife)
- >> Yes, we are married.

- ▶ Are they married? (to other students)
- >> Yes, they are married.

9. Teach Contractions of subject pronouns and linking verbs.

I'm 35.	We're studying English.
You're a good student.	It's raining.
He's 42.	They're running.
She's happy today.	

Do transformation drills; students change from sentence to contracted form. Practice each contraction several times before mixing them. Example:

- ▶ I am hungry (sick/thirsty/tired/happy/married...)
- >> I'm hungry.

10. Teach Negative Contractions if the class is ready. There are two forms for most subject pronouns so this can be complex.

I'm not sick.	
You're not old!	You aren't old!
He's not happy.	He isn't happy.
She's not married.	She isn't married.
We're not sleeping.	We aren't sleeping.
They're not hungry.	They aren't hungry.

11. Transformation Drill: Positive to Negative.

- ▶ He is happy.
- >> He isn't happy.

12. Yes/No Questions. These deserve special attention if they are going to be taught. It can be very difficult for students to hear the difference between “Is she sick?” and “She is sick.” Some students find it helpful to see this written so they can see the flip between IS and SHE.) Intonation is an important clue.

It may be simplest to practice these first in the third person (he, she, they) because the subject pronoun stays the same in both question and statement.

- ▶ Is he from Kawthoolei (Karen State)?
>> Yes, he is from Kawthoolei (Karen State).

- ▶ Is she sick?
>> Yes, she is sick.

- ▶ Are they tired?
>> Yes, they are tired.

13. Discrimination Drill: Statements and Questions.

Make ? and . cards for each student.
Present a series of statements and yes/no questions.

Students hold up the appropriate card in response to each statement or question to practice distinguishing the difference between statements, such as “He is married,” and questions, such as “Is she sick?”

14. Short Answers.

- ▶ Is Chou from Cambodia?
>> Yes, she is. OR No, she isn't.

- ▶ Are they married?
>> Yes, they are. OR No, they're not.

15. Transformation Drill: Statement to Question.

- ▶ He is sad.
>> Is he sad?

16. Yes/No Questions with “you” and “I”.

Are you 18 years old?
Yes, I am.
No, I'm 19 years old.
Are you Chris?
No, I'm not Chris. He is Chris.

DIALOGUES

Convey that “Tim” and “Lisa” (or two people your students know) are talking about a third person with interest. Use a magazine picture or other representation of the third person. Construct dialogues which show how language students are familiar with might be used in a conversational context.

Examples:

1. Who is she?
She is Refika. (That's Refika.)
How old is she?
She is 25.
2. Who is he?
That's David.
Is he married?
No, he's single.

ACTIVITIES

1. **One Student Comes to the Front of the Room. Ask the other students questions about this person.**

Who is he?
How old is he?
Is he from Canada?

2. **Practice Introducing** each other to the class.

This is (my friend) Mirsada. She is from Bosnia. She is 17.

3. **Introduce Family Members** using sketches or pictures. Model first with your own family. Basic classes may need prompting with questions (Who is he? How old is he?...)

This is Arif. He is my father. He is from Bosnia. He is 42 years old.

4. **Guessing Games.**

A) **Polaroids.** Lay several pictures on the table. Describe one person using familiar language. Students must guess who you are thinking of.

▶ She is a woman. She is from Burma. She is 25 years old.
Who is she?
>> She is Silver Paw.

B) **Students take turns** giving the description.

C) **Write Jubilee people's names on slips of paper.** Students draw one out of a hat and describe that person for others to guess.

D) **Twenty Questions** (more difficult). One student draws a name. Other students ask yes/no questions. The object is to guess the name in less than twenty questions. (You may wish to give students a list of possible questions.) Example:

Is he a man?	No, <u>she</u> is not a man!
Is she a woman?	Yes, she is a woman?
Is she from Burma?	No, she is not from Burma.
Is she a teacher?	Yes, she is.
Is she Virginia?	No, she isn't.
Is she Carrie?	Yes, she is!

Adjectives

NOTES TO THE TEACHER: *After students have practiced subject pronouns and linking verbs with man/woman/boy/girl, they can reinforce these patterns through the use of adjectives.*

Adjectives usually describe or modify nouns. In English, they do not change form for person, number, or gender.

Suggested adjectives (Pictures for these adjectives can be found among the opposite cards or on the flipchart.):

hot - cold	old – young*
heavy - thin	old – new*
happy - sad	thirsty
wet - dry	hungry
rich - poor	angry
big - small	sleepy/tired
tall - short	

** Young is usually used for people and other living things. New is usually used for non-living things. (Breckenridge, p. 54)*

DRILLS

1. **Repetition.** Using opposite cards, begin with only a few adjectives and add to list with each review. Teacher begins by holding up card and saying sentence. Students repeat. Then teacher shows card and students give sentence.

He is tall.
She is rich.

(Students who master this quickly can be introduced to the longer form, “He is a tall man. She is a rich woman.” For this, however, some familiarity with a/an would be helpful, i.e.: “He is an old man.”)

2. **Substitution drill.** Using pictures, students practice placing adjectives before nouns.

▶ old
>> She is an old woman.

3. **Yes/No Questions and Short Answers.** Use pictures. Once students master this, they can ask each other questions.

▶ Is he cold?
>> Yes, he is. OR No, he isn't.

▶ Is she sad?
>> No, (she is not sad.) She is happy.

4. **Singular to Plural Transformation Drill.** Note that the adjective does not change.

▶ She is a tall woman.
>> They are tall women.

▶ This is a small house.
>> These are small houses.

5. **OR** (For advanced students). Teacher asks questions with pictures. Then students ask teacher or each other questions. Side by Side Book 2 pp. 32-33 has good pictures that can be copied and cut out. The accompanying text may be helpful or confusing depending on the students' literacy level.

▶ Is he old or young?
>> He is young.

▶ Is she tall or short?
>> She is tall.

6. **WHICH** (as passive vocabulary). Teacher lines up five pictures of different women/men and asks,

Which woman is tall?
Which man is old?
Which woman is short and old?

Students respond by pointing to the tall woman, the old man, etc. At this point students do not have to learn the use of WHICH. Proficient students, however, might express interest in repeating the teacher's question.

7. **Present Continuous Response Drill.** Once students have learned the present continuous tense, use with carefully selected pictures.

▶ What is the old woman doing?
>> She is cooking.

8. **WHICH.** With present continuous tense.

▶ Which woman is cooking?
>> The old woman is cooking.

GAMES AND CONVERSATION ACTIVITIES

1. **Concentration** with opposite cards.

2. **Busy Picture.** Students describe a busy scene. "He is a boy." "She is heavy." The flipchart has several good pictures.

3. **16 Cats game** from ESL Teacher's Activities Kit p. 149

4. **"Are you tired?" Game.**

Present Continuous Tense

NOTES TO THE TEACHER: *The introduction of the present continuous verb tense will significantly expand the student's communication ability and also provide the student with a small leap of mastery and confidence in speaking.*

The present continuous verb form is generally used to describe action taking place in the present time, i.e. the “now” tense. This tense is made with a form of be (am, is, are) + verb-ing. (ex: I'm cooking supper.) (There are two present tenses in English, which may be confusing to some students since many languages that may have only one present tense.)

IMPORTANT: *There are several aspects to any verb tense. These include:*

- *Positive statement (with contractions)*
- *Negative Statements (with contractions)*
- *With contractions*
- *Question Formation (yes-no)*
- *Short Answers*
- *Wh- Questions*
- *Understanding appropriate usage*

The attached charts give overviews of the language used with this tense in a couple of different formats. The drills listed below suggest a comprehensive treatment of this tense. Whenever possible, you should work thoroughly with all these aspects. It is helpful for students to both understand the underlying structure of the language and be able to speak colloquially. Contracted forms and short answers are very common in everyday speech. You will also find that a thorough understanding gives students an excellent foundation to build on, for example, when introducing other tenses. (However, some of our students will not be ready for all of this and you will need to prioritize and simplify your approach.)

CAUTION: *In all cases, don't be too quick to feel you've “covered” the tense. It will take several class periods for students to master the mechanics of the various aspects of the tense, and probably much longer for students to grasp the subtleties of usage.*

Note also: The present continuous tense uses the -ing form of the verb. You may find it helpful down the road if you have somehow indicated to students what the root form of the verb is. You might choose to give students the root form when writing down new vocabulary for them or underline the root form within the -ing form.

SOME GOOD SOURCES FOR MORE INFORMATION/IDEAS:

- **Breckenridge, Access to English**, pp. 43-61
grammar information; solid progression of drills
- **English Connections 1**, pp. 95-104 (and other textbooks)
using grammar in a communicative context
- **Grammar Practice Activities** by Penny Ur, see Index
games and activities using specific structures

INTRODUCING THE CONCEPT: *To introduce these verbs, either use the pictures in the “Verb File” or use your own actions to convey the meaning. Some helpful first action verbs include:*

eating	smoking
drinking	riding a bike
sleeping	talking (to/with, on the phone)
walking	cooking
reading	smiling
fishing	thinking
playing (sports etc.)	speaking (English, Karen)
taking a shower	looking/watching
washing clothes, dishes	playing
driving	dancing
saying	working
studying English	going

One simple way to introduce the verb form is to limit yourself to the third person singular at first (He is ..., She is ...) Select pictures for 5 or 6 verbs, such as “She is sleeping” or “He is eating” and begin with a simple repetition drill. When students are comfortable with the structure and vocabulary, you can move to this response drill:

- ▶ *What is he doing?*
- >> *He is sleeping.*

From here you can use the now familiar vocabulary to expand to I, you, they, we, and it. “They” can be practiced with pictures of more than one person doing something, or by having two students act out a verb while having other students talk about them, using “they”. “I” and “you” can be practiced by having individuals in the class act things out or by passing out pictures or props to indicate what a person is “doing”. (“It” is most likely to be used when referring to animals or to the weather, i.e. “It’s raining.”)

Several of the activities described suggest acting out verbs. Some students will feel more comfortable with this than others. You can gauge whether or not acting out is helpful and enjoyable to your particular students.

DRILLS

1. Simple Repetition with pictures or flipchart

- | | |
|-------------------|--------------------|
| ▶ He is cooking. | ▶ She is smoking. |
| >> He is cooking. | >> She is smoking. |

2. Substitution Drill (use pictures)

- ▶ cleaning
- >> She is cleaning.

- ▶ studying English
- >> She is studying English.

3. **What ...doing? Questions** with pictures or acting out

- ▶ What are they doing?
- >> They are walking.

4. **Transformation Drill--Names to Subject Pronouns.**

- ▶ Refik is studying English.
- >> He is studying English.

5. **Transformation Drill--Singular to Plural**

- ▶ He is thinking.
- >> They are thinking.

- ▶ I am playing cards.
- >> We are playing cards.

6. **Contractions.** Teach contracted forms and practice any of the above drills using contractions.

- ▶ What's he doing?
- >> He's working.

- ▶ What are they doing?
- >> They're playing basketball.

7. **Now Questions.**

- ▶ What's she doing now?
- >> She's cooking supper now.

8. **Students Practice “What.....doing?” Question Formation.** Chain drill using pictures. Students ask each other, “What's he doing?”, “What are they doing?”, etc.

9. **Transformation Drill--Statement to Question**

- ▶ They are speaking English.
- >> Are they speaking English?

10. **Listening Drill--Question or Statement.** Pass out cards with . and ? . Make a series of statements and questions. Students hold up appropriate card each time.

I'm teaching English.
Is she talking on the telephone?

11. **Negative Statements.** Practice statement making with pictures.

They are not eating.
She is not taking a shower.

There are two ways to contract most negative statements. You will need to decide which of these to use with your class. The first set may be simpler to form. The second set leads more naturally to short answers.

I'm not working.

You're not studying English!

He's not sleeping.

It's not raining.

We're not going.

They're not playing.

You aren't studying English!

He isn't sleeping.

It isn't raining.

We aren't going.

They aren't playing.

12. Questions with Negative Answers.

▶ Is she sleeping?

>> No, she isn't sleeping.

13. Transformation Drill--Positive to Negative Statements

▶ It's raining.

>> It isn't raining.

▶ They're studying English.

>> They're not studying English.

14. Short Answers.

▶ Is he working.

>>Yes, he is.

OR

>> No, he isn't.

MORE DRILLS

15. More Wh- Questions.

Where is he working?

Why is he studying English?

Who is she talking with?

Students may not have all the vocabulary to fully answer these questions but it is useful to learn the question words and to attempt more full communication.

16. **Expanded Answers.** After simple verb vocabulary and structures have been built up, you may wish to work on more realistic, expanded sentences.

• She's reading the newspaper.

• She's reading a magazine.

• She reading a book.

• He's cooking supper.

• He's cleaning the bathroom.

• They're studying English together.

17. **Transformation Drills.** Continue to work on all aspects of the tense as needed. Depending on what your focus is, transformation drills can be a good way to provide additional practice with patterns while keeping students mentally engaged.

- positive to negative
- names to subject pronouns
- singular to plural
- statements to questions

18. **Summary Drills.** Ask several questions within the student's grasp about various pictures, or using the flipchart. Be sure and vary the order of the questions.

Who is he?
Where is he?
Is he swimming?
What's he doing?
Why is he taking a shower?

19. **Which... Questions.** Lay out a number of pictures.

- ▶ Which person is dancing?
- >> The young woman is dancing.

20. **Or.**

- ▶ Is he sleeping or studying?
- >> He's sleeping.

ACTIVITIES, GAMES, CONVERSATION

1. **Play Charades.** Show a verb picture to one student at a time to act out. OR Actor selects action from a range of pictures displayed. OR Actor draws a slip of paper with the word written out. Many of the above drills can be practiced using acting rather than pictures.

- ▶ What are they doing?
- >> They're fishing.

2. **What am I Doing?** Teach the question, "What am I doing?" and the response, "You are _____." Then act out verbs of your choice and ask, "What am I doing?" After they catch on, ask the students to take turns acting out verbs they choose, asking, "What am I doing?" OR Ask the actor: "What are you doing?" AND/OR Ask other individuals about the actor: "What is s/he doing?" OR Get the students to ask each other the questions.

3. **True/False.** Actor performs an action and makes a statement, such as "I am cooking." Other students hold up appropriate card, true or false, or say "true" or "false".

Variation: Students repeat the statement if it's true. They form an accurate negative statement if it's not (e.g. "She's not talking on the phone.").

4. **Guessing Game.** One person holds a verb picture behind their back, or brings one to the top of the pile in the verb folder. It's important for this game to have reviewed all the pictures you will be playing with so that guessers know what the possibilities are. This person gives the appropriate cue, such as:

▶ What is she doing?

Others venture guesses:

>> Is she reading?

▶ No, she isn't.

>> Is she walking?

▶ No, she isn't.

>> Is she riding a bicycle?

▶ Yes, she is!

This is particularly good practice for question-asking, and a chance to use and practice the structure of yes/no questions and short answers. Students can take turns being the one to pick the picture.

5. **Speculation with Pictures.** Bring in a picture from any of the following categories (picture must include one or more people):

- current newspaper or magazine photograph
- photo from Immigrant Pictures file
- book or file picture from home country
- photo of someone at Jubilee

Ask students questions which require them to speculate about the person/people in the picture, such as, "Who is she?" "Where is she from?" "How old is she?" "What is she doing?" "What is she saying?" "Why is she waiting?" After students have done some lively speculation, it can be interesting to provide some actual facts. This can be a very good way to engage students and introduce current events, discussion about cultural topics, etc.

6. **Interviews.** Do an inside Jubilee field trip where class comes to an area of significant activity (office, childcare, K-House) and does mini-interviews, asking people, "What are you doing?"

7. **16 Women Game.** This game uses the verbs "wearing," "holding" and "standing". You can begin the game by saying, "I am thinking of a woman." Then describe what she is doing for the class to guess. Students can take turns being the one who describes a woman.

8. **Go Get It Game.** This game practices expanded sentences, such as:

▶ What are you drinking?

>> I am drinking milk.

It's likely you'll have to teach some new vocabulary before you play the game. Instructions are with the game in the game file.

8. Sentence Building (if appropriate). Write pronouns, linking verbs and present participles on index cards (one per card). For example:

She/he/they/we/you/I is/are/am reading/walking/sleeping

Hold up a picture and ask, “What is she doing?” or “What are you doing?” The students first respond orally, with, “She is sleeping,” or “I am sleeping.” Then they work together to build the sentence with the cards.

For some classes, you may want to add punctuation marks and negatives on separate cards for more complex sentence making. For example:

- ▶ Is she fishing?
- >> No, she is not fishing. She is running.

9. Grammar Chart. At some point you may wish to provide students with a comprehensive grammar chart such as the one included with this section, or construct one together as a class.

10. Finding Mistakes. Display a large picture with many people doing things. Provide students with two written descriptions: one accurate and one inaccurate. Students must decide which one is accurate and then correct the inaccurate one until it too is accurate.

DIALOGUES

Write your own dialogues which include present continuous verb structures and show likely ways people might really use this language. It is easy to construct a context and use characters which are familiar to the students. Examples:

Hi, Esveda. What are you doing?
I'm cooking.
Oh. What are you making?
I'm making pizza.

Hello, Josie. Where is Will?
He's fixing the heater.
Is it broken?
Yes, it is.

Present Continuous Tense Verb Form

The NOW Tense

POSITIVE STATEMENTS

I	am	_____ ing. studying english. drinking coffee. going to school.
He She It	is	
We You They	are	

CONTRACTIONS

<i>Pronoun</i>	<i>To be</i>	<i>Contraction Form</i>	_____ ing.
I	am	I'm	
He She It	is	He's She's It's	
You We They	are	You're We're They're	

NEGATIVE STATEMENTS

I'm not			_____ ing.
He's not She's not It's not	He She It	isn't	
You're not We're not They're not	You We They	aren't	

ASKING QUESTIONS

What Where How Why When What time How Much	am	I	_____ ing? crying? going? doing? sleeping? feeling? raining?
	is	he she it	
	are	you we they	

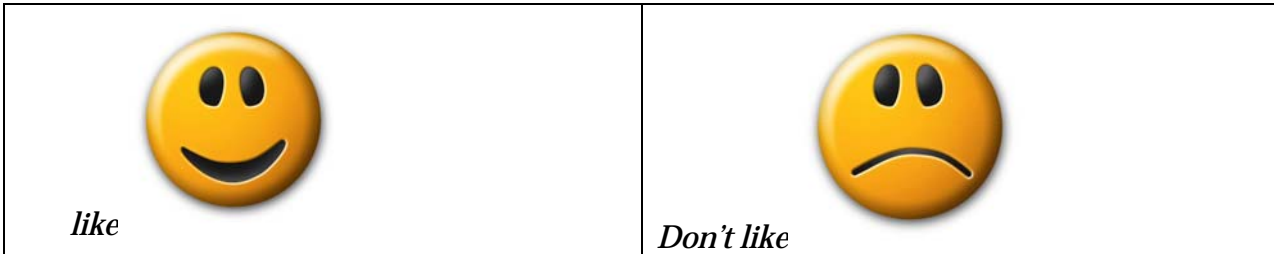
SHORT ANSWERS

Yes,	I	am.	No,	I'm	not.
	he she it	is.		he she it	isn't.
	we you they	are.		we you they	aren't.
<i>Additional Forms:</i> No, he's/she's/it's not. No, you're/we're/they're not.					

Like

NOTES TO THE TEACHER: *“Like” is very useful for simple, personal conversation.*

INTRODUCING THE CONCEPT: *This activity works well either with pictures of food, or with verb pictures. After you have conveyed the meaning of “like” and “don’t like”, place two signs in the room:*



Ask a question, such as:

- ▶ Do you like ice cream?

Each person moves to one side of the room accordingly. Teacher can model the verbal response. You may want to encourage students to respond verbally also, or you may want to wait until they begin to do so spontaneously in imitation of you. Use this pattern:

>> I like ice cream! OR >> I don't like ice cream!

DRILLS and ACTIVITIES

1. **Response Drill** with the above pattern.

- ▶ Do you like swimming?
>> I like swimming./I don't like swimming.

2. **What do you like to do?**

I like dancing and playing cards. And you?
I like reading and cooking.

3. **Love/Hate.** For more nuances of expression, introduce “love” and “hate”. Repeat any of the above activities, including these options.

Weather, Seasons, Temperature

INTRODUCING THE CONCEPT: *While at Jubilee, students will inevitably experience most kinds of weather and possibly two seasons. Weather, seasons, and temperature can best be taught through quick daily review of the three questions below. The key to these concepts is that they can be easily incorporated into a conversation-like review rather than taught as “drills” per se. The teacher could begin each class with these questions. Introducing these three concepts on different days might be helpful.*

- A. ▶ How is (How's) the weather?
 >> It is hot/warm/cool/cold.
 sunny.
 cloudy.
 windy.
 * raining.
 * snowing.
 humid. (for advanced students)
 foggy. (for advanced students)
- B. ▶ What season is it?
 >> It is winter.
 spring.
 summer.
 fall (autumn).
- C. ▶ What is the temperature?
 >> It is 52 degrees (Fahrenheit).**

*** Note: Most countries measure temperature by Celsius so students may be unfamiliar with Fahrenheit. If your class already understands the concepts of temperature/reading a thermometer Fahrenheit is important to teach since it is used widely in the U.S. Introduce this using a thermometer that has both measurements marked so students begin to sense how degrees Fahrenheit relate to degrees Celsius. There is a demonstration thermometer in the school, as well as an outdoor thermometer. For advanced/interested students, you can give the following conversion:*

$$(F-32)(5/9) = C$$

$$(C)(9/5) + 32 = F$$

DRILLS:

1. **Weather Pictures.** Use pictures from the weather file, the flip chart, and the seasons chart to introduce the different vocabulary. Students can also practice asking each other questions.

- ▶ How is the weather?
>> It is sunny.

- ▶ What season is it?
>> It is spring.

2. **Longer sentences.** After initial vocabulary introductions, students can be encouraged to combine phrases and create longer sentences. When a student answers “It is hot,” teacher can say, “And?”

- ▶ How is the weather?
- >> It is sunny and cold.

CONVERSATION TOPICS AND ACTIVITIES

1. **Weather Comparisons.** In introducing seasons, the teacher can give a rough breakdown of what months correspond to the different seasons in Georgia and in other parts of the U.S. This can be a good time to hear from students about the length of seasons in their country and whether or not their country has four seasons. Also, ranges of temperatures for each season can be discussed in both Fahrenheit and Celsius.

2. **Forecasts.** Clip the week's forecast from the newspaper and bring it in for discussion. OR Write down the forecast from the radio and repeat it for students; then ask comprehension questions. OR Members of the class make predictions for the next day-then see who was a good forecaster!

Colors

INTRODUCING THE CONCEPT: *Bring in familiar objects which are each a solid color. You may want to start with a simple substitution drill:*

- ▶ *Yellow*
- *This is yellow. (It's yellow.)*

DRILLS

1. **What Color is This?** Use objects or the flipchart page with the different colored cars on it.

- ▶ What color is this car?
- >> It's blue.

2. **Describing Possessions.**

- ▶ What color is your house?
- >> My house is brown.

Ask about other possessions such as bicycles, notebooks, pens, hair, clothing.

3. **Eyes.** Note the plural form will change the drill:

- ▶ What color are your eyes?
- >> My eyes are green.

4. **Negative Responses.**

- ▶ Is this purple?
- >> No, it isn't. It's pink.

5. **Commands with Objects.** Bring 3 or 4 different colored balls, for example. Give commands appropriate to the level of your class, such as "Please give me the blue ball".

ACTIVITIES AND GAMES

1. **I Spy.** Say:

- ▶ I see something green. What is it?

Students make guesses until someone gets the answer.

- >> Is it the chalkboard?
- ▶ No, it isn't. OR Yes, it is!

2. **Play UNO.** Players say the color and number of their card as they put it down. To simplify, take out Reverse, Skip, etc.

Possessive Form of Nouns

NOTES TO THE TEACHER: *The possessive form of nouns (e.g. Barb's house; the students' books) is generally formed by adding 's at the end of the noun. It is helpful in talking about others' families, and about anything others possess, such as clothing, hair, eyes, a birthday.*

Remember that when using two names in the possessive form, the last name used is the one with the 's. For example, "Ben is Blake and Sue's son" (rather than "Ben is Blake's and Sue's son").

INTRODUCING THE CONCEPT: *Bring objects or pictures of objects to class. You may or may not want to label each item with a student's name + 's. Pass the objects out and use repetition drill to practice statements such as,*

This is Naw Paw's watch.

Then present this exchange:

Whose dictionary is that?
It's Brian's dictionary.

Students seem to pick up on the meaning of "whose" pretty quickly due to the context.

DRILLS

1. **New Vocabulary.** Use introductory drills with new and interesting vocabulary (objects or pictures).

2. **Color.**

- ▶ What color is Amra's hair?
>> Amra's hair is black.
- ▶ What color are Sophie's eyes?
>> Sophie's eyes are blue.
- ▶ What color is Esveda's house?
>> Esveda's house is orange.
- ▶ What color is Tim's shirt?
>> Tim's shirt is brown and white.

3. **Transformation Drill: Affirmative to Negative.**

- ▶ This is Kim's shirt. (You point to appropriate object.)
- ▶ This isn't Kim's shirt. (Student points to appropriate object.)

4. **Birthdays.**

- ▶ When is Jack's birthday?
>> Jack's birthday is July 22.

5. Families with Flipchart or Polaroids.

▶ Who is Sue's husband?
>> Sue's husband is Blake.

▶ Who is Ben?
>> Ben is Jenny's brother.

6. Use Students' Own Families.

▶ Who is Hai's wife?
>> Thu is Hai's wife.

7. Yes/No Questions and Short Answers.

▶ Is this Hassan's notebook?
_Yes, it is./No, it isn't.

8. Practice More Complex Questions with Possessive Nouns and Family Relationships. (Remembering sensitivity to any family situations.)

What is Nijaz's daughter doing?
Where is Medina's mother living?
Where is Katie's brother working?

9. Possessive Nouns + Plural Subjects.

▶ What color are Caya's eyes?
_ Caya's eyes are brown.

▶ Who are Edisa's children?
Edisa's children are Prime, Murishi and Jacques.

10. **Plural Form.** For proficient classes, teach the plural form making sure you note on the blackboard where the apostrophe goes: The two brothers' shirts are blue. (When the noun is plural and already ends in s, just add the apostrophe.)

Possessive Adjectives

NOTES TO THE TEACHER: Possessive adjectives function similarly to possessive nouns. Each subject pronoun has a corresponding possessive adjective. *Remember that “your” can be used to indicate both singularity (“I love your new house,” spoken to a friend) and plurality (“I love your new house,” spoken to a whole family).*

INTRODUCING THE CONCEPT:

<i>subject pronoun</i>	<i>possessive adjective</i>	<i>subject pronoun</i>	<i>possessive adjective</i>
I	my	we	our
you	your	you	your
he	his		
she	her	they	their
it	its		

Introduce these words by giving students one or more objects each. Pick up an object, such as a pen, belonging to Alma, and say, looking at the class,

▶ This is Alma's pen. This is HER pen.

and so on with the other students' objects, to demonstrate the pattern. For the adjective, YOUR, look at the student who owns the object when saying the sentence. You can also gesture to ensure understanding of ownership.

DRILLS

1. **Positive Statements.**

▶ my
_ This is my book.

▶ his
_ This is his book.

2. **Transformation Drill.**

▶ This is Pah Khay's pen.
>> This is his pen.

3. **Whose Questions.**

▶ Whose pen is this?
_ It's her pen.

4. What Color Questions with Response Using Possessive Adjectives.

- ▶ What color is Soe Thein's hair?
>> His hair is black.
- ▶ What color is Pah Khay and Sa Ni's house?
>> Their house is blue.
- ▶ What color are Rang Sey's eyes?
Her eyes are brown.

5. Questions with Affirmative and Negative Responses. Use pictures or objects. Label them or pass them out to students.

- ▶ Is this your watch?
_ Yes, it is. (Yes, this is my watch.)
- ▶ Is this her book?
_ No, it isn't. It's his book.

6. Your/My.

- ▶ How old is your mother?
_ My mother is 66.
- ▶ Who is your husband?
_ My husband is Brad.
- ▶ What color is your house?
_ My house is blue.

7. **Forming Questions.** The permutations of this drill are almost endless. Pass out both a singular object and plural objects (or pictures) to each student. They will form questions about the possession of those objects. The drill forces the correct use of is and are; this, that, these, and those; his, her, my, your, our, and their and the names of objects. Do the drill as a chain drill, giving a cue to one student and having them form a question to ask the next student, who then responds. You will need to decide how much of a cue or prompt to give the students. You may want to begin by having everyone form a question using the same cue.

- ▶ Is
_ Is that my book? (Is this her watch?....)

Repeat using another cue. Other possible cues:

- ▶ Is that....
- ▶ Is that my....
- ▶ Is this her....
- ▶ Are....
- ▶ Are those...
- ▶ Are those your....

For more proficient students, one way to do the drill is to give them a one-word cue (any of the above underlined words or the name of one of the objects) and have them form a question. This is much more open-ended and therefore more difficult.

- ▶ his
_ Are those his books?

- ▶ Are
_ Are these your socks?

- ▶ your
_ Is that your key

- ▶ notebook
_ Is this your notebook?

ACTIVITIES

1. Ask about Family Members.

- ▶ Who is her mother? (pointing)
>> Her mother is Jennifer.

The students can also ask each other.

2. Label Pictures of Objects. Write the names of your students in the possessive form (e.g. "Nga's"; "Ferida's") on tape placed on pictures of objects (perhaps of furniture, clothing, a house and car). Spread the pictures out on the table and have your students ask each other questions regarding ownership of the items pictured.

- ▶ Is this your house?
>> Yes, this is my house.
No, this is not my house. This is her house.

3. Clothing and Body Parts. Teaching clothing and body parts you will give you more opportunity to practice possessive adjectives.

4. Guessing Game. Describe a student and have the other students guess who it is. example: "His hair is brown. His shirt is red. His shoes are black."

Family

A WORD OF CAUTION: *It is important to find out the family situations of your students before beginning to teach family vocabulary. You can do this by asking a refugee host or translator or through your own relationships with the students outside of class. If students have lost family members traumatically and/or recently, you will need to be careful about which exercises you choose. Insensitivity in this area can lead to painful situations in class.*

NOTES TO THE TEACHER: *Family relationship words are very relevant to the students, in talking about their families here and overseas. Some students may only master the basic family unit, while others will want to know vocabulary for the entire family structure.*

Family vocabulary:

mother (mom)	parents
father (dad)	children
wife	husband
sister	uncle/aunt
brother	nephew/niece
daughter	in-laws
son	grandfather/mother (& great-)
cousin	grandson/granddaughter

INTRODUCING THE CONCEPT:

To introduce the vocabulary, you can draw stick figures or faces representing members of a familiar family (perhaps a family not in the class so no one feels left out), with names under each. Photographs are also good if available; one of your own family would be great. Go over each relationship slowly, having them repeat after you. You may want to teach mother-father, son-daughter first; and then go back and teach husband-wife, and then brother-sister, perhaps using arrows to indicate their relationship to each other. Review by asking “who” questions:

- ▶ Who is the mother?
- >> The mother is Carolyn.

The students may need to learn “who.” This can be directly translated.

A good diagram of a family to refer to when introducing the family is in English for a Changing World (vol. 1), p. 53. There is also a large “family tree” poster.

DRILLS

1. “Who” Questions.

- ▶ Who is your sister?
- >> My sister is Alma.

2. **Questions with Affirmative Answers.**

- ▶ Is Thu your wife?
- >> Yes, Thu is my wife.

3. **Questions with Negative Answers.**

- ▶ Is Binh your wife?
- >> No, Binh is not my wife. Thu is my wife.

4. **“Or” Questions.** (You may need to teach “or” first.)

- ▶ Is your husband Hai or Thai?
- >> My husband is Hai.

5. **Contextualized Possessive Noun Questions.**

- ▶ Who is Rebecca’s brother?
- >> Rebecca's brother is Nick.

6. **“Who” and Possessives with Flipchart.** Choose a familiar family or combination of families to give names to the figures on the House Page of the flipchart.

- ▶ Who is Ben's mother?
- >> Ben's mother is Sue.

7. **How Many _____ Do You Have?** This can be a good place to introduce “I have....” If these questions are appropriate and not painful for your class, students usually enjoy talking about their families.

- ▶ How many children do you have?
 - _ I have two sons.
 - _ I have three children.
 - _ I have no children.
- ▶ How many brothers/sisters do you have?

ACTIVITIES, CONVERSATION AND GAMES

1. **Family Pictures.** Have the students bring them to class and bring your own as well. Show them to each other, saying, “This is my mother. This is my aunt. This is my...” etc.

2. **Show Your Family Tree To the Class.** Then have the students write their own family tree at home (or in class) and bring to class to show everyone and discuss. This will probably not be helpful for those who have lost family members recently or traumatically.

3. **Informational Questions.** If appropriate, in a chain drill have the other students ask each other about their relatives. If not, ask the same questions of all the students. Again, before you do this one, make sure you and all students have enough familiarity with one another's family situation not to ask questions about deceased family members. Sample questions:

- ▶ Who is your wife (father, sister, etc.)?
- ▶ How old is your wife?
- ▶ Where is your wife from?
- ▶ Where does your wife live?

4. **Role Play Family Introductions.** You can take on the role of a friend, while giving each of the students a role in a family, such as father/husband, wife/mother, daughter/sister, etc.

Sample dialogue:

Hello, Becky. This is my mother, Loe La.

Nice to meet you.

Nice to meet you.

This is my sister, Silver Paw.

Nice to meet you.

Nice to meet you.

5. **The Family Game.** You will need to read the directions in advance and think about how to adjust this game for your particular class.

6. **Reading Practice.** For students learning to read English, a good review of family vocabulary is in Survival English I, p. 70.

Clothing

NOTES TO THE TEACHER: “Pants” and “shorts” are in the plural, but it is not immediately clear why. One way to explain this is to point to one pants leg, and say, “One,” and the other pants leg, and say, “Two.” Then say, “Pants,” emphasizing the “s” on the end. Also remind the students that we don’t say “a” before plural objects such as shoes, socks, pants and shorts.

INTRODUCING THE CONCEPT: Teach clothing like you would any object. You may want to start with teaching only singular items and teach plural clothing on another day. You can choose clothing items from the clothing store, use the laminated clothing cards, use the flipchart page on clothing, or use the clothing you are wearing. One fun way to present clothing might be to dress yourself up at the clothing store in colorful layers. Present this response drill:

- ▶ What is this?
- >> This is a shirt.

Common clothing items:

shirt	tie	pants/jeans
jacket	dress	shorts
hat	skirt	socks
coat	blouse	shoes

It is easy to review colors along with clothing.

DRILLS

1. **Review Drills.** Review with the laminated clothing cards or the flipchart, using the response drill questions:

- ▶ What is this?/are these?

2. **What color is..?**

- ▶ What color is your (her/his/my) dress?
- >> My (her/his/your) dress is orange.

This incorporates review of possessive adjectives as well as colors.

3. **Wearing.**

- ▶ What are you (is she) wearing?
- >> I am (She is) wearing a (red) shirt.

4. **Please Describe.** Teach your students to recognize the word, “describe.”

- ▶ Please describe what you are (he/she is) wearing.
- >> I am (he/she is) wearing a green shirt, blue pants, and black shoes.

5. **Have and Has.**

▶ What do you have (on)?/ What does she have (on)?

>> I have/She has (on) a brown and white hat, a yellow shirt, blue pants, and black shoes.

6. **Describe Pictures of People.** Bring pictures of people, famous people and/or Jubilee people, and have the students describe the clothing in the pictures, using any grammatical structure you would like to review.

7. **Accessories Vocabulary.** For interested classes.

watch
necklace
bracelet
ring

earrings
scarf
bracelet
belt

gloves
mittens

8. **Survival Skill Dialogues.** Various ones are given on pp. 168-187 of Survival English I, though these may not be appropriate for every class.

GAMES AND ACTIVITIES

1. **Go to the Clothing Store.** Point out various examples of clothing, asking questions about them, such as:

▶ What is this?

>> This is an orange belt.

▶ What color are these shoes?

>> These shoes are purple.

You can also give commands such as:

▶ Point to the pink blouse. ▶ Find the brown jacket.

Be sure to leave the store as you found it. Also be advised that some students may be very interested in actually shopping for new clothes and so may have difficulty focusing on English while in the store. If you think this may be the case avoid using the clothing store for class.

2. **Guessing Game.** Use the laminated clothing cards. Put a card behind your back and have the students guess which item of clothing it is.

▶ Is it a dress?

>> No, it is not (isn't) a dress.

▶ Is it a hat?

>> Yes, it is a hat!

3. **Do You Remember? Game.** Have each student tell the class what he or she is wearing. Then have one person close his or her eyes (or turn their back to the others) and ask him or her questions such as:

▶ Who has a blue scarf? ▶ What color is Garrett's shirt?

4. **"Describe a Student" Game.** The other students guess who you are describing (including a description of eye and hair color).

5. **Who is She? Game.** Take 5 or more pictures of women from the Women Picture File. Lay them on the table and describe one woman. Have the others pick out who you are describing. For example:

- ▶ She has a pink shirt. She has black shoes. She has a watch.
- >> Is she this woman? (pointing)

You can also use these grammatical structures:

- ▶ Her shirt is white.
- ▶ He is wearing a blue tie.

6. **Concentration.** A “concentration” or “memory” game may be played with the small square pictures of clothing items.

7. **Bring Fun Clothing Items.** Get them from the clothing store for the students to try on over the clothes they are already wearing. Make sure you bring clothes that are big enough. In a chain drill, have each student give a command to another student (and to you):

- ▶ Please put on a...

Arrange ahead of time to put on a brief “fashion show” for another class, having each student recite what they are wearing and model appropriately.

Body Parts / Doctor

INTRODUCING THE CONCEPT: *Limit initial introduction to 4 or 5 body parts in the singular so students will not be overwhelmed. For example, begin with parts of the head: ear, eye, mouth, nose, head.*

DRILLS

“Please touch your _____.” and/or **“Where is your _____?”** (total physical response)

- A. Teacher names different body parts. Students are only asked to listen and follow the directions.
- B. Students take turns giving directions to the class.
- C. Add Right / Left. “Please touch your right arm. Please touch your left knee...”
- D. After students are more familiar with the parts of the body, this drill can be turned into a more tricky game by saying “Please touch your nose” while the teacher points to her mouth. Students will have to stretch their listening skills.

DIALOGUES AND ACTIVITIES

1. **Going to the doctor.** This can begin with a fairly short dialogue that can be lengthened as students gain proficiency. Most body parts can be substituted into the dialogue. Role-playing and drama are good for this exercise.

- A. ▶ What is the matter?
>> My _____ hurts.
- B. How are you?
I am sick.
What is the matter?
My _____ hurts.
(Why? *)

** Note: At this point, students are not expected to provide a fluent answer. Rather, through a combination of words and actions, students will often be willing to make up a story of how they fell down, burned themselves, etc. The teacher may want to offer simple advice: take an aspirin, go to bed, eat chicken soup, etc. This can include some fun acting and students may even take turns being the doctor and giving advice to the teacher and to each other.*

At first, students may substitute into the dialogue whatever body parts they remember well. Then, to encourage students to remember and practice particular parts of the body, the teacher can show them pictures that would cue them to their injury. Good pictures can be found in The New Oxford Picture Dictionary p. 40 and Word by Word Picture Dictionary p. 70.

2. **I have a/an _____ ache.**

“My _____ hurts” is an easy construction into which any body part can be easily substituted. This can be followed by a more complicated pattern:

- ▶ What is the matter?
>> I have a/an _____ache.

This cannot be used as widely or as generally as “My _____ hurts.” An ache most often refers to a specific sort of pain - something more internal. There may be no clear way of explaining the difference between hurt and ache other than indicating in which cases either can be used (i.e. “My head hurts.” and “I have a headache.”) and in which only one is appropriate (i.e. “My eye hurts,” but not ~~I have an eye ache.~~) This pattern most commonly applies to the following body parts:

head	ear
tooth	back
stomach	

The “I have _____” pattern can also be used for the following ailments:

a fever	a broken arm
a cold *	a sore throat
the flu	a burn

** Clarify with students that “I have a cold” is not the same as “I am cold.”*

3. Taking someone to the doctor. This is a good way of practicing the above two patterns in the third person as students might often accompany family members and friends to the doctor.

How is your mother/father?
She/He is sick.
What is the matter?
Her/His head hurts. (She/He has a headache.)

Also, these dialogues will come up often in everyday conversations at Jubilee since during a family's two month stay, inevitably someone will get sick or have a headache. If someone is absent from class due to an illness, the teacher can tactfully ask students about their classmate, giving students an opportunity to use what they know in a real-life situation. However, be aware that these types of questions are not always appropriate due to privacy needs, class dynamics, etc.

4. Songs. The teacher may have to discern what classes will feel comfortable with singing. However, don't be too cautious. Many quiet students may enjoy this light-hearted activity that varies from the usual drills, especially if done outside the classroom (so as not to disturb other classes).

Hokey Pokey
Head and Shoulders, Knees and Toes

5. Body diagram. Survival English p. 90 has a good labeled picture of the body that can be referred to after the initial introduction. Teachers can encourage students to focus on the few words introduced that day.

6. Body Bingo. This includes many body parts so it is best used as a review activity.

Where

NOTES TO THE TEACHER: *“Where” can be introduced in conjunction with the parts of a house (bedroom, kitchen, living room, etc.) or with the different locations in a town (store, bank, post office, park, etc.) However you do it, you will probably want to cover both of these vocabulary groups and the different idiomatic structures eventually.*

INTRODUCING THE CONCEPT: *If you prefer to start with the parts of a town, refer to drills 4-7 below which can be used as introductory drills. You might want to review the question, “Where are you from?” (Of course, many languages don't have a literal equivalent to this, so the word for “where” may not even be used in this sentence in some languages.) If you have a bilingual dictionary or word-list, “where” can also be directly translated.*

With the flipchart, first teach the rooms of a house (“This is the living room.”). Then assign names to the people in the house if you have not already done so. Review with the response drill,

- ▶ Who is he?
- >> He is Saw Khay.

Then present the sentence, “Saw Khay is in the bedroom,” and have the students repeat. Do this with all the rooms. Then present the response drill,

- ▶ Where is Saw Khay?
- >> He is in the bedroom.

DRILLS

1. **Substitution Drills.**

- | | | |
|---------------------------|----|-----------------------------|
| ▶ bedroom | OR | ▶ he |
| >> She is in the bedroom. | | >> He is in the bedroom. |
| ▶ kitchen | | ▶ they |
| >> She is in the kitchen. | | >> They are in the bedroom. |

2. **Question Formation** (substitution drill).

- ▶ he
- >> Where is he?

- ▶ they
- >> Where are they?

3. **Furniture in a House.** Use the flipchart or magazines pictures.

- ▶ Where is the stove?
- >> The stove is in the kitchen.

4. **Places in a Town.** Teach places such as the post office, the hospital, the gas station, etc. You can use the flipchart picture of a town. A laminated figure can be placed on a building while doing this substitution drill:

▶ post office.
>> He is at the post office.

▶ bank
>> He is at the bank.

5. **Where is He?** Use the flipchart and point, or picture cards.

▶ Where is he?
>> He is at the gas station.

6. **With Localities.** Use the picture cards with bank, park, post office, etc. on them. Tape them up around the room to do these exercises:

A. **Simple Commands**

▶ Please go to the post office.
>> Please come to the store. (If you are already there.)

B. **I am at the.....** Ask a student to choose a location and stand by it.

▶ Where are you?
>> I am at the airport.

and, to the rest of the class:

▶ Where is he?
>> He is at the airport.

7. **Give a Picture Card to Each Student.** Ask,

▶ Where are you?
>> I am at the restaurant.

▶ Where is Naw Paw?
>> She is at the airport.

8. **Mix Questions.** To help students differentiate between “who” and “where,” mix up “who” and “where” questions in the same exercise. This can be done with the flipchart house or photos. After these have been mastered, add, “What is s/he doing?” to the mix.

9. **Other Important Vocabulary.** Devise simple drills such as those above to work on these other important vocabulary words and idiomatic structures:

outside	at home	in Burma	at the playground
inside	at school	in Atlanta	at the K-House
at work	in Nebraska	at the pond	in the garden

Usage of *at* and *in* with locations in idiomatic. In general, you can say that we use *at* when the location is relatively specific (at the park, at Jubilee) and *in* with the names of cities, states, and countries (in Comer, in Georgia, in Vietnam). Some of this can (maybe) be explained but mostly it needs to be learned by memorization.

You will also need to contrast “at home/school/work” with “at the store”, etc. Good luck! (This is a good example of an area where you will need to discern what is important and within grasp for your particular class at this particular time.)

DIALOGUES

1. **At Home.**

Where is Brian?
He is at home.
What is he doing?
He is fixing the car.

2. **At the K-House.** (Using contractions).

Where's Juso?
He's at the K-house.
What's he doing?
He's mailing a letter to Thailand.

You can write endless variations of the above two dialogues using people and situations your students are or need to be familiar with.

ACTIVITIES

1. **Visit a Partner/Novice House. (Ask permission prior to class).**

Use your vocabulary. Talk about housing in students' home countries, etc.

2. **Go to Comer and Walk Around.** Go by the post office, city hall, a restaurant, shops, gas stations, convenience stores, a church, the telephone company. You may want to teach the new vocabulary beforehand, and use the walk to practice using it (“What is this? What is that? Where are we now? etc.) Talk about home cities or towns. Comer maps available upon request, if needed.

Prepositions

NOTES TO THE TEACHER *Students have already been using prepositions idiomatically (e.g. “I am from Burma.”) and in response to “Where” questions. This section focuses on prepositions of space or location (i.e. describing where two objects and/or people are in relation to each other.) There is also some additional information attached on prepositions of place and time.*

INTRODUCING THE CONCEPT *Once again, begin with only a few prepositions at first.*

in	beside / next to
on	between
under	behind
over	in front of

DRILLS

1. Flipchart of Girl and Car.

- ▶ Where is the girl?
- >> The girl (She) is under the car.

2. Using Objects (i.e. plate, spoon, knife, book, pen...)

A. TPR Drills. Bring a set of objects for each student and teacher and do these as a group, or bring one set and take turns. See COMMANDS and REQUESTS for variations in type of TPR drills.

- ▶ Please put the cup on the plate.
- ▶ Please put the pen in the yellow cup.

B. Add “Where” Questions.

- ▶ Please put the key beside the book.
Where is the key?
- >> The key is beside the book.

C. Arrangement. One person arranges several objects and students describe them (e.g. The book is on the chair. The cup is under the chair. The fork is behind the book.)

3. Using People.

A. TPR Drills. (First with physical response only, then adding questions.)

- ▶ Mirsada, please stand between Almin and Hatidza.
Where is Mirsada?
She is between Almin and Hatidza.

B. Teacher places herself in various parts of the room and asks questions. Make sure students understand the form of the question.

- ▶ Where am I?
You are beside the chair.
You are under the table.
You are between Binh and Alma.

4. Flipchart of Different Colored Cars.

- ▶ Where is the blue car?
The blue car is between the green car and the red car.

5. Questions with Pictures. Make sure pictures include vocabulary students know or teach the vocabulary first.

- ▶ Where is the dog?
The dog (He) is under the tree.

6. “Which” Questions. Place several different colored pencils around the room. Repeat with cups, balls, etc.

- ▶ Which pencil is on the table?
The yellow pencil is on the table.

ACTIVITIES AND OTHER RESOURCES

1. Drawing. Teacher describes a picture as students draw.

There is a house.
A table is in the house.
A book is on the table.
A cup is beside the book.
A dog is under the table.
A tree is next to the house.
A bicycle is behind the tree.
A girl is between the house and the tree.
Flowers are in front of the house.
Two birds are (flying) over the house. etc.

2. Busy or Cluttered Picture. Students are asked to describe a busy picture to encourage them to string several sentences together. The teacher may even want to add a time limit to the exercise. For example, the student has to talk for one full minute as a way to encourage students to push themselves. The teacher can offer suggestions if students get stuck. Proficient students can be introduced to “There is” and “There are”. (e.g. There is a cat beside the river. There are two people in the boat.)

3. **Asking Directions Dialogue.**

Excuse me, please. Where is the post office?
It is on Main St. (next to the garage).

4. **Additional Resources.**

Before Book One, pp. 71-76 has pages of pictures with objects on, in, beside (etc.) each other that lend themselves well to preposition exercises.

English Step by Step with Pictures, pp. 54, 57.

Survival English 1, pp. 36-38.

Activities and Discussions for Advanced Students (Red Binder)

English for a Changing World 1, pp. 12-15.

5. **Bears in the Night**. Children's picture book to read to class.

6. **“Prepositions of Time and Place” handout** attached. The usage of prepositions and articles with them is idiomatic. “She is in the car,” but “She is on the bus.” “She is at the house,” but she is at home.

IDIOMATIC USAGE: PREPOSITIONS OF TIME AND PLACE

1.

at the hospital
the airport
the post office
the restaurant
home
school

in the classroom
the car
the taxi
the truck

on Main Street
the corner
the sidewalk
the plane
the train
the bus
the bike

2. **Prepositions of place**

in: country, state, city (in Vietnam, in Georgia, in Comer)
on: street (on Main St.)
at: exact address (at 211 Main St.)

3. **Prepositions of time**

in: year, month (in 1994, in March)
on: day, date (on March 3rd)
at: clock time (at 9:30)

Food

NOTES TO THE TEACHER: *Food items are often good vocabulary to teach beginning students who are learning the responses to:*

- ▶ What is this?
- ▶ What are these?

It is helpful to start out with fruits and vegetables since these accommodate learning the plural grammar structure as well as the singular. Thursday morning and Friday morning are good times to talk about food, since the students normally go shopping on Thursday afternoon.

INTRODUCING THE CONCEPT: *The above mentioned structures are an easy way to introduce foods.*

- ▶ What is this?
>> This is a banana.
- ▶ What are these?
>> These are carrots.

After fruits and vegetables, teach staple foods, drinks and main dishes. Then, if you think students are interested, desserts, snacks and condiments.

DRILLS

1. **How Much Is This?** Label pictures of food with prices. Review the vocabulary first. Then present the pattern,

- ▶ How much is this? (How much is the milk?)
>> It is 89 cents.

This is a very practical exchange to know.

2. **Like.** Lay pictures of foods on the table or use the large FOOD poster. Present the pattern:

- ▶ What do you like?
>> I like pizza, hamburgers, grapes, etc.

Each student can give her or his own list of “likes,” pointing the foods out as they are said. This can be used to teach the negative as well:

- ▶ What don't you like?
>> I don't like shrimp and salad.

3. **Foods Without a Plural Form** (Non-Count Nouns). Some foods have no plural form. Some of these foods your students will buy every week at the store. Although you may not delve into the whole topic of count and non-count nouns until later, students may want to learn some of this vocabulary and you may wish to work on the proper way to refer to these foods (e.g.” meat”, not “a meat” or

“meats”.) Bring examples from the K-house to teach your class. Explain to them that we don't use articles (a, an, the) nor do we add “s” on the end for these words.

Examples:

flour	yeast	baking soda
oil	butter	baking power
sugar	bread	corn meal
salt	meat	milk

DIALOGUES

1. **Waitress Dialogue.** Bring an apron, pad and pen to class and take on the role of a waitress or waiter. Spread pictures of food out on the table after initial review. Present the dialogue,

What would you like?
I would like pizza.
Here you are, ma'am/sir.
Thank you.

You can expand this by adding the phrases “to eat?” and “to drink?” at the end of the question. Also, you may want to teach this dialogue slowly, two lines at a time, or expand it, gradually adding your own lines. Note the new vocabulary, “ma'am” and “sir.”

2. **Table Talk.**

Please pass the salt.
Here you are.
Thank you.
You're welcome.

You can set the scene with place settings and review the vocabulary for plates, spoons, etc. as well.

ACTIVITIES AND CONVERSATION

1. **Breakfast, Lunch, and Supper/Dinner.** Teach this vocabulary. Talk about what you all eat for breakfast, lunch, and supper. It can be interesting to compare what people usually eat in various countries for these meals, and also what time they normally eat these meals.

2. **What is your favorite food/meat/dessert, etc.**

3. **Sample Foods.** Bring in 6-8 samples. After vocabulary has been introduced, do some taste testing, and introduce the pattern:

▶ Do you like crackers?
>> Yes, I like crackers./No, I don't like crackers.

3. **Add “More Than.”** The word, “which,” may be new as well.

- ▶ Which do you like more, crackers or popcorn?
- >> I like crackers more than popcorn.

4. **Food Lane Trip.** Take your class to Food Lane, Comer's grocery store, if they would enjoy this. You will need to think of a language task for them to do while there. Perhaps each student will need to ask someone a few questions, such as:

- >> Where is the _____?
- >> How much is the _____?

There is a more elaborate version of this activity in Shopping Skills section of this book.

5. **Taste Adjectives.**

Sweet	Bitter
Salty	Spicy/Hot
Sour	

These can be taught with actual foods or pictures of foods.

You could ask students which of their native country foods are sweet, spicy, etc.

You could also ask them what kinds of foods they like:

- ▶ Do you like sweet foods?
- ▶ Do you like salty foods?
- ▶ Do you like spicy foods?

6. **Crossword Puzzle.** Refer to the simple crossword puzzle on page 165 of Survival English 1 for fruit and vegetable vocabulary.

Hosting

NOTES TO THE TEACHER: *Teaching hosting dialogues will be very interesting to the students and to you. These are dialogues they will use with you outside of class. You will probably want to adjust the dialogues for your particular class, combine them in some way or add new dialogues. Dialogue (2a) is a good one to begin with.*

DIALOGUES

1. **Please come to my house for coffee/tea.**

I'm sorry. I can't come now.
When can you come?
(I can come) at 7:30 this evening.
OK. See you at 7:30.

2a. **Please come in. Please sit down.**

Thank you.
Would you like (some) coffee?
Yes, please. Thank you.
You're welcome.

2b. **Would you like (some) coffee?**

No, thank you.
Would you like (some) orange juice?
Yes, please. Thank you.

3. **This is delicious.**

Would you like more?
No thank you. I am full.

4. **Excuse me, I must go now.**

OK. Thanks for coming.
Thank you (for inviting me).
See you later.
See you later.

ACTIVITIES

1. **Acting.** Exercises #2-4 are good for acting out in the classroom. Have one person (or yourself) go outside the class and knock on the door in the role of a guest. The other person invites the guest in ("Please come in. Please sit down.") and asks her what she would like, etc. Finally, the guest excuses herself and the guest and host exchange "see you later". Each of the students takes a turn being the guest and the host. It would likely be good to learn and act out the dialogues separately, however, and put them together after all 3 parts have been learned. You can bring props (e.g. a pitcher of juice and glasses), or pictures (e.g. a picture of a cup of coffee.)

2. **How are you?** Combine the other basic questions the students have learned with the hosting dialogues, so that they are finding out information about their guest. For example, after the guest sits down, the host asks questions such as,

▶ How are you?

▶ How is your mother?

There is / There are

NOTES TO THE TEACHER: “There is...” and “There are...” are common constructions which can be used with several of the other concepts in Section 1. Introducing and practicing these constructions will be a good opportunity to use and review other language. It can be difficult for students to understand the need for these constructions and often students will want to use a direct translation of a similar phrase in their native language. (Why not just say “Have....” or “It has....”?) They will probably need ongoing practice and reinforcement to incorporate these into their everyday speech, but they are constructions that will make a huge difference in how fluent they sound.

INTRODUCING THE CONCEPT: Make a series of simple statements describing the classroom:

- There is a table.
- There are 7 chairs.
- There is a door.
- There are 4 windows.
- There are 5 students.

Stop and make clear that “There is...” is used for one object and “There are...” for plural objects. Repeat the statements. Then ask students questions so that they can practice these constructions:

- ▶ How many windows are there in this room?
- ▶ How many students are there in our class?

DRILLS AND ACTIVITIES

1. Questions About Jubilee/Welcome Center.

- ▶ How many families from Kosova are there here now?
- ▶ How many houses are there here?
- ▶ How many bedrooms are there in your house?

2. Busy Picture (such as the Chicken Picture on the flipchart). Have students describe the picture using There is/There are statements. OR Ask “How many...?” questions about the picture.

3. Look and Remember. Show students a picture for one minute. Then cover it and have each student make a There is/There are statement about the picture. OR Pose questions about the picture.

4. Positive to Negative Drill.

- ▶ There is a hospital.
- ▶ There are many jobs in Atlanta.
- >> There aren't many jobs in Atlanta.
- >> There isn't a hospital.

5. Questions Asking and Short Answers. Ask and answer questions about a picture, or Jubilee, or Comer, or some place of interest to the students.

- ▶ Is there a hospital?
- >> Yes, there is. OR _ No, there isn't.

- ▶ Are there many insects?
- >> Yes, there are. OR _ No, there aren't.

- ▶ Is there a?
- ▶ Are there (m)any _____s?
- ▶ How many _____s are there?

6. Describing Hometowns. Teacher can model by describing Comer, Athens, Atlanta, or her own hometown:

There is a post office. There is one bank. There are 3 gas stations. There is an elementary school. There isn't a restaurant. (OR There aren't any restaurants.)

Ask students to describe the cities or towns they come from. Teacher or other students may also ask questions to draw out more information.

7. Apartment Ads. Bring real ads in or draw several on the chalkboard, such as:

Teach necessary vocabulary and abbreviations and discuss the various apartments (There are 3 bedrooms. There are 2 bathrooms, etc.) OR Role-play landlord and potential renters asking for more information about the apartments (Is there a washing machine?)

More Polite Expression

NOTES TO THE TEACHER: *Again, polite expression could be considered a survival skill, as new immigrants will earn more consideration and help from Americans if they are handy with the right phrases. There's a reminder here to check and see that students have mastered the material from "Beginner Phrases" earlier in this guide. Exercises #2-10 are certainly useful but optional.*

IDEAS

1. **Beginner Phrases.** Make sure your students can appropriately and comfortably use all of these phrases. Teach any that you haven't taught. Review by working into dialogues with other language that you have learned recently.

- Excuse me.
- Please.
- Thank you.
- You're welcome.
- I'm sorry.
- Please repeat that.
- Please speak slowly.
- I don't understand.
- I don't know.
- How do you say....?

2. **Titles.**

Ma'am	Mr.	Ms.
Sir	Mrs.	Miss

These can be incorporated into dialogues. Note that we use "ma'am" and "sir" with strangers, and we use "Mr." and "Mrs." when we know the person's name but the relationship is formal. We also use the latter in addressing letters. Your class may find it interesting to know that most Americans like to be on a first-name basis with one another, regardless of age. (Though note that it is probably safest to use a title with an older person when you first meet.)

3. **Leave-taking.** Act out a store situation in which there is a cashier and a customer, and they are at the end of their transaction:

- ▶ Have a nice day!
- >> Thanks. You, too.

Have the students take turns being the cashier. A variant could be a wife waving goodbye to her husband (or child), or vice versa.

4. **Bless You.** If someone sneezes in class, use it as an opportunity to introduce the phrase, "Bless you," or teach it as a part of your lesson plan and fake your sneezes.

5. **Terms of Endearment.** Examples include "dear," and adjectives such as "sweet," "nice," and "cute." Here are two possible exchanges:

▶ Here is a gift for you. (bring a wrapped box)

>> How nice! Thank you!

▶ This is my baby daughter. (bring photo or doll)

>> Oh, she is cute.

6. **Please Be Quiet.** Act out a teacher speaking to children or a librarian to patrons, or use pictures.

7. **Excuse Me, Can You Help Me?** Act out a situation in which you need help. For example, act like an old man or woman (find a long stick) who cannot get across a busy street. Ask a student for assistance and have him or her take your arm as you walk.

8. **Excuse Me, I'm Lost. Can You Help Me?** This time have a map and look confused.

9. **Lexicarry Function Flashcards.** These are illustrations of various social situations in which a certain common response is called for. They may give you more ideas for dialogues.

Evaluate your students before moving to the next section. Ask yourself these questions:

1. Do students understand the main verb tense?
2. Can the students make positive and negative statements comfortably?
3. Can students form questions appropriately?
4. Can students use short answers?
5. Can students use contracted forms when appropriate?
6. Do students need more practice combining and using what they have learned before new material is introduced?
7. Do you want to review any of the concepts while introducing new vocabulary?
8. Do you want to work with any of the “survival skills” more in-depth before moving on?

Section 2

Have/Has

NOTES TO THE TEACHER: *Have/has is just one example of the simple present tense. (You could certainly wait to work on this after you have introduced simple present structures in general.) There are many good arguments for working with have/has separately and before simple present tense in general:*

- *It is very common and useful.*
- *It is slightly irregular.*
- *Working with have/has in depth will build an excellent foundation for working with the tense in general.*

If you have introduced simple “I have” statements before, you will want to take the time now to work with all related structures.

INTRODUCING THE CONCEPT: *“Have” can easily be introduced by describing your own possessions. For example:*

- ▶ I have a blue jacket. I have green shoes. I have blonde hair. I have grey eyes. I have a notebook. I have a pen. I have a bag. I have a watch. I have a necklace. I don't have any sisters or brothers. I don't have a car.

By the end of your list, everyone should understand the concept of “have”. Then, the each person in the class can make several “I have...” and “I don't have...” statements describing him- or herself.

DRILLS AND DIALOGUES

1. **“I have...” Substitution Drill.** Use pictures and/or verbal cues.

- ▶ a dictionary
>> I have a dictionary.
- ▶ two beautiful children
>> I have two beautiful children.

2. **I have → He/She has Transformation Drill.** Use pictures or gesture to appropriate people.

- ▶ I have the keys.
>> He has the keys.
- ▶ I have two brothers and a sister.
>> She has two brothers and a sister.

3. **Positive to Negative Statements: have→don't have.**

- ▶ We have a big house.
>> We don't have a big house.

- ▶ They have many friends.
- >> They don't have many friends.

- ▶ I have a passport.
- >> I don't have a passport.

4. Positive to Negative Statements: has→doesn't have.

- ▶ He has a lot of time.
- >> He doesn't have a lot of time.

- ▶ She has a bicycle.
- >> She doesn't have a bicycle.

5. Do You Have..? with short answers.

- ▶ Do you have a watch?
- >> Yes, I do. OR >> No, I don't.

Ask other questions about their possessions, such as their:

- | | |
|--------------|------------------------|
| clothes | hair/eyes |
| jewelry | furniture (at Jubilee) |
| notebook/pen | food (at home) |
| passport | family |

Have the students ask each other questions also. Chain drill around the room. OR Students can draw from a pile of word cards (a dictionary, a big house, a passport, a bicycle, sisters, etc.) and form the "Do you have...?" questions and ask someone else.

6. Does She Have..? Do They Have...? Ask questions about each other.

7. Negative Response and Correction.

- ▶ Do you have a sister?
- >> No, I don't. I have two brothers.

- ▶ Does Kin have blue eyes?
- >> No, he doesn't. He has brown eyes.

8. Expanded Questions.

- ▶ How many _____ do you have?
- ▶ What kind of _____ do you have?
- ▶ What color eyes/hair do you have?

9. Teach Various Illnesses. Use pictures, sketches, or acting out for illnesses that work with the I have/She has construction.

- | | | | |
|------------|---------------|------------|------------|
| a fever | a stomachache | a headache | a cold |
| a backache | a toothache | the flu | an earache |

DIALOGUES

1. Sick Dialogue.

Are you sick?

Yes.

What's wrong?

I have a cold.

2. Do you have a watch?

Yes, I do.

What time is it please?

It's 10 o'clock.

GAMES AND ACTIVITIES

1. Use Food Cards. Pass out different pictures to everyone and then practice using "have."

>> I have eggs.

Then play a simple game of Go Fish using pairs of cards and this pattern:

▶ Do you have bread?

>> Yes, I do./No, I don't.

If the second person has bread, she must give it to the asker. The asker lays his pair down and can ask again.

2. Play an Actual Game of Go Fish. In this game, the object is to get pairs of cards of the same color and same number. Each person must ask, for example,

>> Do you have a red 10?

Either take the face cards out or teach them before you begin.

3. Objects. Give each person a picture of a known object or an actual object. Have each person say what he or she has:

>> I have a cat.

>> I have a house.

Students then recall what everybody has: Semija has a cat. Susan has a house, etc. There are several variations on this in Grammar Practice Activities, page 124.

4. Bring a Box or Bag of "Mystery" Objects. Vocabulary should be familiar to students. Students make guesses by asking "Do you have a _____?" When an object is guessed, remove it from the box. Continue until all objects have been guessed. (You may need to give some clues!)

5. Play 16 Monsters (in the games file). This game uses the structures:

▶ I am thinking of a monster....He has....He doesn't have...

6. Play Detective. Decide on an object to be stolen. Send one student out of the room (she is the detective). Give one of the other students the stolen object. The detective returns and interrogates each student:

- ▶ Do you have the ring?
- >> No, I don't have it. Mohammed has it!

Whereupon the detective questions Mohammed, who denies it and blames someone else. This continues until everyone has been questioned. After everyone has denied having the object, the detective has three guesses to figure out who is guilty. The whole class can take turns in both roles. (From Grammar Practice Activities, p. 123).

7. Play the Family Game (in the games file). Players ask each other questions, some including the word “have”. You will need to read the instructions and to think about what form the questions should take (according to the ability of your class) before class. A simplified version, with statements rather than questions, goes like this:

Do you know where my mother (father, sister, brother) is?
She has a black hat. She has a green dress. She has yellow shoes.
She has brown gloves.
She is on a bicycle.
She is happy.

8. Have/Has Lotto. (from Grammar Practice Activities, page 122). In the games file with instructions. Uses the structures:

- ▶ Who has the umbrella?
- >> I have the umbrella!

CAUTION: Some languages, including Spanish, say the equivalent of “I have 25 years” for age. This may be a good time to reinforce that in English we say “I am...”, “He is...” etc. for age.

Simple Present

NOTES TO THE TEACHER: *Simple present tense is used*

- *to describe habitual or everyday action*
(*I take the bus to work./I always drink coffee in the morning./ School begins every day at 9:30.*)
- *for general statements of fact*
(*The ponds rarely freeze in winter./ Deer eat acorns and leaves.*)
- *with non-progressive verbs*
(*I don't understand./ She hates seafood.*)

In English, it is distinct from the present continuous tense which is generally used to describe a current action. It may be difficult for your students to understand the mechanics of simple present tense and the distinction between the two present tenses, particularly if there is not a direct equivalent in their native languages. However, it is one of the basic tenses used in English and your students will benefit from a thorough understanding of this tense. You will have an easier time teaching this tense if you get a broad overview of the simple present materials before you start and have an understanding of the significance of the tense.

The attached charts give overviews of the kinds of structures and language used with this tense. In addition to the obvious, the students will learn the root or simple forms of verbs, which they will build on when learning future and past tenses.

This section focuses on SIMPLE PRESENT to describe habitual or everyday activity. See MORE SIMPLE PRESENT for ideas on general statements of fact and non-progressive verbs.

REMINDER: *There are several aspects to any verb tense. These include:*

- positive statements
- negative statements
- question formation (yes-no)
- short answers
- wh- questions
- understanding appropriate usage
- with contractions

Whenever possible, work thoroughly on all these aspects. It is helpful for students to both understand the underlying structure of the language and to speak colloquially. If your students just aren't ready for all of this, you will need to simplify and prioritize.

CAUTION: *The use of the helping verbs “do” and “does” in the formation of questions and negatives may be a sticky point for students. As with all verb tenses, don't be too quick to feel you've “covered” the tense. It will take patience and many class periods for students to master the various structures, and probably longer to grasp the subtleties of usage.*

SOME GOOD SOURCES FOR MORE INFORMATION/IDEAS:

- **English Connections 2, pp. 1-10** (and other textbooks)
using grammar in a communicative context
- **Grammar Practice Activities** by Penny Ur, pp. 254-264
games and activities using specific structures
- **Breckenridge, Access to English**, pp. 97-107
grammar information; solid progression of drills

INTRODUCING THE CONCEPT: *One very helpful introductory aid is the large chart which illustrates a woman doing various things throughout her day. These are things she does “every day.” (To get the idea of “every day” across, point to the days on a calendar as you say each day of the week.) Describe the woman's daily routine. You might want to have the students listen to the whole routine first and then do some simple repetition:*

She gets up every day (morning).
She eats breakfast every day (morning).
She goes to school every day (morning).
She goes home every day (morning).
She eats lunch every day (afternoon).
She washes dishes every day (afternoon).
She plays ping pong every day (afternoon).
She washes clothes every day (afternoon).
She cooks dinner every day (evening).
She studies English every day (evening).
She listens to music every day (evening).
She takes a shower every day (night).
She goes to bed every day (night).

You can add times (“at 7:30”) when you review. There is also a second chart showing a man with a different routine.

PRONUNCIATION NOTE: *The third person singular (“he”, “she”, and “it”) forms of simple present verbs add an “s” or “es” on the end, which is pronounced in these different ways: /s/, /z/, /iz/. You should be aware of this, although you may not need to “teach” this to the students.*

DRILLS

1. **Daily Activities Chart.** Do a simple substitution drill where you provide the root form of the verb and the students respond with the complete sentence.

▶ get up
>> She getsup (every day) at 7:30.

▶ eat breakfast
>> She eatsu breakfast at 8:00.

2. **Question-Asking.** Continue using the chart with any of the following types of questions. Students may be able to take the question asking role as well.

- ▶ What does Refika do everyday at 3:00?
- ▶ What time does Refika take a shower?
- ▶ When does she go to school?

3. **I _____ → He _____s.** (Transformation Drill) Works with pictures and familiar or new vocabulary. Indicate self when you make the “I” statement. Indicate picture for students to make a “He...” or “She...” sentence.

- ▶ I study English every day.
- >> She studies English every day.

- ▶ I exercise every morning.
- >> He exercises every morning.

4. **Singular→Plural.**

- ▶ She cooks breakfast.
- >> They cook breakfast.

5. **Real Life Questions!** Ask students about their daily routines.

- ▶ What do you do in the morning? (every morning)
- ▶ What do you do on the weekend?
- ▶ What time do you go to school every morning?
- ▶ What time do you go shopping every Thursday.

6. **Positives to Negatives: Don't & Doesn't.** (This should be practiced for different persons: I, HE, SHE, WE, THEY). The he/she form will be most difficult.

- ▶ I ride the bus to work.
- >> I don't ride the bus to work.
- etc.....

- ▶ She exercises every morning.
- >> She doesn't exercise every morning.
- etc.....

7. **Short Answers.** Again, this should be practiced for YOU, HE/SHE, WE, and THEY questions.

- ▶ Do you take a shower in the morning?
- >> Yes, I do. OR >> No, I don't.

- ▶ Does she go to school on Saturday?
- >> Yes, she does. OR >> No, she doesn't.

8. **“Do you?” Question Formation.** Begin by focusing on “Do you...” questions. Have a stack of word cards (cook, study English everyday, go shopping on Thursday, etc.) Students draw a card and ask someone else the question:

- >> Do you go shopping on Thursday?

Also practice “Do we....?” and “Do they...?” questions.

9. **“Does s/he?” Question Formation.** Repeat the above or a similar activity asking about other people:

- ▶ Does he walk to school?
- >> Yes, he does. OR >> No, he doesn't.

10. Adverbs of Frequency.

always	sometimes	(rarely)
usually	never	(often)

Write each of these words on an index card and tape on the wall (spaced apart). Make sure the students understand the meanings of these words. Make a statement such as one of those below. Each person (you participate as well!) stands by the card which is true for him or her for that statement. Examples:

I drink coffee in the morning.
I go shopping on Thursday.
I go fishing on the weekend.
I study English at home.
I am happy.

Encourage individuals to make appropriate expanded sentences about themselves, e.g.: I never go shopping on Thursdays. OR I always drink coffee in the morning.

11. Present Continuous to Simple Present Transformation Drill. This is useful to contrast the two tenses.

▶ I am studying English now.
>> I study English every day.

12. Present Continuous and Negative Simple Present Sentences. Try one of these two patterns:

▶ He is ____ing now. (drinking coffee, exercising, cleaning the bathroom, etc.)
>> But he doesn't usually _____!

OR ▶ She's _____ing this morning....
>> ...but she doesn't _____ every morning.

OR ▶ He is working now.
>> He doesn't work on weekends.

MORE DRILLS and PRACTICE

1. **Listening Drill.** Write /s/, /z/, and /iz/ on the board. Say a simple present s/he sentence and have students listen for the pronunciation of the verb ending. Categorize the words. (e.g. She cleans the house on Saturdays.)

2. **Need More Practice?** Any of the above sentence structures can be reviewed and practiced again by using a noun→pronoun transformation drill. Example:

▶ Sandra visits her grandmother every Sunday.
>> She visits her grandmother every Sunday.

3. **New Vocabulary with Verb Pictures.** Use them to teach new “every day” verbs or review old ones. Have students ask each other questions whenever possible. Here are some examples of “every day” verbs other than those on the big chart (in the third person form):

makes her/his bed	rides a bicycle
cleans	plays cards; plays outside
sweeps	goes to work
mops	works (in the garden)
brushes her/his hair	knits
gets dressed	speaks English/Bosnian
feeds the dog/baby	shops
exercises	irons
runs	read the newspaper
walks	drinks coffee
makes (pita, rice, bread)	smokes
chops wood	fixes his/her bicycle

4. **Simple Verb Chart.** Either pass out a copy of a good verb chart or construct one with the class. It is useful to do this with a _____ in place of the verb (rather than a specific word) so the students can see the generalized form.

5. **More Frequency Expressions and Vocabulary.** Introduce the following expressions and construct drills or questions for practice.

every morning/afternoon/evening/night/week/month/year
in the morning, in September
once/twice a day/week/month/year/
on Sundays, Mondays, workdays, weekdays, weekends...
How often do you....?

SAMPLE DIALOGUE (write your own!)

Hey, Tom. What are you doing? (on the telephone)
I'm getting ready for work.
Do you usually work on Saturday night?!
No, not usually.

GAMES, ACTIVITIES AND CONVERSATION

1. **The Time Game.** The game board has a clock with hands set at a certain time in every space on the game board. The educational object is to practice making up sentences or asking questions in simple present tense using the times on the board. You will need a die, and a game piece for each student; more detailed instructions are on the back of the game board.

2. **Put on a Play.** Use the verbs learned to perform a one-woman or one-man play for your class. Then have your students act it out, one at a time. This requires only that they have a passive familiarity with the verbs in order to act them out. An example:

Say, "This is my Aunt Cindy," pointing to an invisible person beside you. Then put on a scarf or other item, indicating that you are now Aunt Cindy. Make a series of statements, performing each one as you go:

She is single.
She has a dog. (Bring a stuffed animal.)
Her alarm clock goes off at 6:00 every morning. (Bring an alarm clock.)
She gets up.
She takes a shower.
She gets dressed.
She eats breakfast.
She kisses her dog.
She goes to work.
She works all day.
She goes home.
She kisses her dog again.
She eats dinner.
She listens to music.
She goes to bed.

You can add any kinds of props or funny verbs that you like. The above is only one example of a play. A particularly outgoing student or class might want to perform this for another class.

3. **Yes or No.** Give each student 2 slips of paper--one with "yes" and one with "no" written on it. Ask them various questions about their routines which might be true for some students and not for others. Have them hold up either the "yes" or "no" paper. Adjust the complexity for your class.

Do you listen to the radio in the morning?
Do you go to school on weekends?
Do you usually drink coffee with breakfast?

This can be done early in the study of simple present. Students learn to recognize the second person form of the question. It can also stretch their comprehension skills because it is an active listening exercise.

4. **Family Chores.** Ask questions such as "Who usually _____s in your family?" (cooks/cleans/does laundry/takes out the trash/goes shopping/takes care of children/takes care of money/etc.) Make sure this is appropriate for the cultures, personalities or family dynamics in your class.

5. **Cultural Comparisons.** Ask similar questions to those above but looking at broad patterns in the culture. You can also make a chart on the board to compare any cultures in the class and your own culture (or give Jubilee a column!). Expand the range of questions to include job roles, such as "Who usually teaches children in Vietnam?" (cooks in restaurants/drives/works in banks, are nurses, are doctors, etc.) Possible answers include men, women, both men and women, anybody, etc.

6. **How Is The Weekend Special For You?** Many people don't work on the weekend. Children don't go to school. How is the weekend special for you?

7. **Find Someone Who....** Give students a list of verbs such as: speak Spanish, walk to school, call home often, study English every night, live in a yellow house, etc. Students circulate among each other asking "Do you...?" questions. When they find a person who does, they get a signature or write the name beside that activity. The goal is to find one person who does each activity. This can also work well as an icebreaker if you have a larger group, such as several visitors to class.

8. **Imagine Someone's Life.** Bring in a picture of a person. Ask students questions in simple present tense. They will imagine/fabricate/construct this person's life. (Is she married? How many children does she have? Where does she work? What does she do on the weekend?) OR Bring in a picture of a real person whose routines you are familiar with (parent, sibling, friend). Have students ask you questions about that person's life and routines.

8. **Play Grammar Tic-Tac-Toe.** This game can be used with any variety of grammar concepts. Put up a tic-tac-toe grid on the board and play a basic game of it in order to make sure the class understands that the winner of the game gets 3 Xs or 3 Os in a row, across, down or diagonally. Then put a phrase in each box. For example, "at 7:30," "at 9:30," "at 3:00." Divide the class up into 2 teams. One team is X, the other is O. In order for the teams to put an X or an O in a box, they have to make a sentence using the phrase written at the top of the box. For example, if the phrase was "every morning," the team would consult together and a spokesperson would say, "Every morning I take a shower," as a sentence. It may be best not to give penalties for wrong answers, but rather to use the game as a way to practice simple present.

To practice the third person form, put names in the boxes. Put EVERY DAY at the top of the board to get the idea across that they must make sentences describing what these people do every day.

9. **Interviews.** Make up a sheet of questions, such as:

- What is your name?
- Where are you from?
- Where do you work?
- What time do you usually get up?
- What do you do in the mornings?
- What do you do at work?
- What do you usually do on the weekends?
- How do your mother and father live?

First have the class practice interviewing each other in pairs and reporting back to the class. Then arrange interviews with partners or visitors. Pair each student up with a native speaker. Have the student interview the native speaker and vice versa. Students should record the answers and when the class gets back together report on their interviews. (This is good practice because it involves changing the answer from first person to third person.)

Forms of the Simple Present Tense

<i>Positive Statements</i>	I _____. You _____. We _____. They _____.	He _____s. She _____s. It _____s.
<i>Negative Statements</i>	I don't _____. You don't _____. We don't _____. They don't _____.	He doesn't _____. She doesn't _____. It doesn't _____.
<i>Yes/No Questions</i>	Do I _____? Do you _____? Do we _____? Do they _____?	Does he _____? Does she _____? Does it _____?
<i>Short Answers</i>	Yes, I do. Yes, you do. Yes, we do. Yes, they do. No, I don't. No, you don't. No, we don't. No, they don't.	Yes, he does. Yes, she does. Yes, it does. No, he doesn't. No, she doesn't. No, it doesn't.
<i>Wh- Questions</i> (<i>What, Where, Why, Who, What, When, What kind of, How</i>)	Wh- do I _____? Wh- do you _____? Wh- do we _____? Wh- do they _____?	Wh- does he _____? Wh- does she _____? Wh- does it _____?

More Simple Present Tense

(Non-progressive or Stative Verbs)

NOTES TO THE TEACHER: *There is a class of verbs which are not used with progressive tenses (at least for one sense of the word). In general these are words that describe feelings, thoughts, sense perceptions, relationships, and conditions or states of being. Some of these verbs are listed below. They work the same as all other verbs in the simple present tense, so your students should already be familiar with all of the structures needed to use these verbs.*

They may also be familiar with some of this vocabulary. This might be a good time to work more extensively with some of that vocabulary, now that they have more structures to go with it. (Example: They may have known, "I like..." and now should be able to transfer that to "He likes...", "He doesn't like....", "Do you/they like.....?" "Does s/he like.....?", etc.)

It is also a good time to look at some verbs that would not have been introduced with present continuous tense and think about whether this is a good time to introduce some of them.

What follows below are not detailed suggestions but reminders to help you think about how you might work with some of this vocabulary.

know	love	see	look (meaning: "appear")
understand	like	hear	feel
remember	dislike	smell	think
hate	taste	cost	prefer
own	need	want	agree

DRILLS AND ACTIVITIES

1. **Teach Dialogues** using the above vocabulary.

Do you prefer coffee or Coke?
Coffee, please.
Would you like sugar?
Yes, please.

Catherine, you look sick!
I don't feel well.
How do you feel?
I have a headache.

2. **Use Pattern Drills** similar to those in the simple present section to practice some of the above vocabulary.

- positive to negative sentences
- substitution
- nouns→pronouns
- first person→third person
- singular→plural

I understand this.→I don't understand this.
see→Do you see Chamba? (know, like, remember)
Cristy feels awful.→She feels awful.
I remember everything.→He remembers everything
She doesn't like meat.→They don't like meat.

3. **Ask Questions of Real Interest.** List several of these verbs on the board and have students pick one and write a "Do you....?" or "What do you?" question. They can pose the question to you, or to another person in the class randomly, or go around the circle, or put them in a can and everybody draws one....

4. **Common Expressions.** It is also helpful to be able to use these in the He/She form when needed to talk about someone else.

I know.	I don't know.
I remember.	I don't remember.
I understand.	I don't understand.
I think so.	I don't think so.
I want to.	I don't want to.
I prefer.	I don't mind.
	I don't care.

5. **Tell Us About Someone You Know Who Doesn't Live at Jubilee.** Each person thinks of a friend or family member to tell about. You and other students can ask questions or you can provide a “frame” to get students talking:

S/he lives...
His/her name is...
S/he is.....
S/he has.....
S/he works.....
S/he likes....
S/he doesn't like....

6. **Debates and Opinion Polls.** Write a statement on the board (not too controversial!) such as “President Obama is a good president.” Each person has the opportunity to say if they agree or not and why. Some starter phrases: I agree. I don't agree. I think...

For opinion polls, write several alternatives up. Example: It is better for children to start school at age 5/age 7/age 9.
Each person has the opportunity to say their opinion, such as “I think age 7 is better.” and reasons why. Tally results.

7. **Personal Interviews.** Give your students a list of questions, possibly leaving room for them to write some of their own. First practice interviewing each other in pairs and reporting back to the class. Then arrange students to be paired up with partners/volunteers or visitors for interviews. The student and their assigned person should interview each other. Students should record the other person's answers so that when they get back to class they can report back. (Good practice because it involves changing the information from the first person to the third person.) Gear the complexity of the questions to the ability of the class.

What is your name?
Where are you from?
Where does your mother live?
What do you do at work?
What do you do on the weekends?
Do you speak (language)?
Do you have children?
Do you like....?
What do you like to do?
What do you think about _____?

Numerical Concepts 2

(More TIME, CALENDAR, MEASUREMENT, AND MATH Language)

NOTES TO THE TEACHER: *These additional number-related concepts may be worth teaching:*

CALENDAR: ORDINAL NUMBERS: 1st, 2nd, 3rd, 5th, and variations thereof (21st, etc.) will need the most work because they sound significantly different than the cardinal number. All other numbers add /th/.

1. Drill with Calendar.

- ▶ What is the date?
- >> It is March first.

2. **Review “What is your birthday?” and Appointment-Making** emphasizing the use of ordinal numbers.

TIME

1. **“After” and “To”.** Teach expressions such as:

- ▶ It's twenty after five.
- ▶ It's ten to (till) two.

2. **Fractions.** (“half past” is not commonly used in the U.S.)

- ▶ It's a quarter after/to/ 6.

MEASUREMENT

1. **Personal Heights and Weights.** Help each person to determine his/her height in feet and inches and weight in pounds. They will want to record this for use in filling out forms and applications.

2. **Estimation.** Explain feet, inches, and yards. Have each student estimate the length or height of an object in appropriate units (inches for book, pencil, etc., and feet for chalkboard, door, window, etc.) Then actually measure the object. This will help students develop a feel for these units of measurement.

SIMPLE ARITHMETIC LANGUAGE Teach the words “plus”, “minus”, “times”, “multiplied by”, “divided by”, and “equals”. Do some simple math problems or dictation (simple because the focus should be on English terminology and not on math skill or lack thereof).

Telephone Skills

NOTES TO THE TEACHER: *You can use the “dummy” telephones in the Teachers' Room if you like, but be forewarned that the ringers do not work. Bring a small bell to class and ring it to signal the start of a telephone dialogue.*

Note that in the dialogues, one person repeats any information given, such as a phone number or appointment time. This is a good habit for your students to get into now in order to avoid miscommunications in the future.

INTRODUCING THE CONCEPT: *If you haven't already, teach this exchange:*

- ▶ What is your (tele)phone number?
- >> My (tele)phone number is (706) 783-2608.

Teach “area code” also.

After this, an every-day phone dialogue is good to start with:

Hello?
Hello. This is Barb. May I speak to Almin?
Yes, this is Almin [speaking].

You can role play this with an improvised conversation thereafter.

Then go on to:

Hello?
Hello. This is Barb. May I speak to Almin?
Yes. Just a minute, please. (Wait, please.)

OTHER DIALOGUES & ACTIVITIES

The following dialogues can be simplified according to your class level:

1. **Taking Messages.**

Hello?
Hello. This is Sonya. May I speak to Mehrid?
I'm sorry. He's not here now. May I take a message?
Yes, please. Tell him Sonya called.
What is your phone number?
It is 555-0375.
555-0375?
Yes. Thank you.
You're welcome. Good bye.

2. **Practice Calling the K-House.** Arrange for someone to be present in the K-House or office. Call and role-play various situations such as telling that your child is sick, telling that your heater is broken, asking what time an event is, leaving a message for a volunteer, etc. Learning to leave messages on an answering machine or cell phone is good practice, too.

3. **Making Appointments.**

Good morning. Dr. Smith's office.
Good morning. I would like to make an appointment.
What is your name?
Ferida Numanovic.
What's the problem, Ferida? (What's wrong? etc.)
My tooth hurts.
Have you seen Dr. Smith before?
Yes./No.
Can you come in the morning or in the afternoon?
I can come in the afternoon.
How is Friday, April 4th at 2:00?
Friday, April 4th at 2:00? That's fine.
Okay. See you then.
Thank you. Good bye.

4. **Appointment Cards.** Picture Stories, page 22, has 6 blank appointment cards which you can have your class fill in by listening to you (this is a listening exercise). White out the names already written at the top and put the names of your students there.

5. **Wrong Number.**

May I speak to Robbie?
I'm sorry. You have the wrong number.
Excuse me. Bye.
That's alright. Bye.

6. **Call 911.**

if someone is deathly ill
if a baby is to be born and there is no transportation
if a house is burning down
if there is a car accident
if there is a violent situation and immediate help is needed

It is very important that students be able to call 911 if needed. It is also very important that they understand when this is appropriate. In the past, some students have misunderstood the uses of "911" and called it for small problems after settling in Atlanta, or sometimes even while at Jubilee. It is important to emphasize the concept of emergency situations. If translation is available, this is a good time to use it and make sure your students understand the uses and misuses of calling 9-1-1.

7. **More 911.** Use the exercises from pages 7-12 in Picture Stories to teach or review 911 and related concepts, such as:

emergency	poison
police	address
fire department	call
doctor	

8. **Emergency Dialogues.** These are in Survival English 1, pages 250-253, which can be practiced using the telephones.

9. **Atlanta Phone Book.** Bring several Atlanta phone books to class. Beforehand, select businesses in the yellow pages for your students to look up. Show the class how the yellow pages are arranged topically. Give them the heading and then the specific name of the business you want them to look up. Note to them special Yellow Pages vocabulary equivalents:

Doctor = Physician
Cars = Automobiles
Lawyer = Attorney

10. **Call Local Businesses.** Use Athens phone books to look up numbers of various businesses. Places to call might include a grocery store, a restaurant, a post office or a bank. Each student should prepare to ask one question. Some examples:

>> Are you open on Sundays?
>> What time do you close today?
>> What time do you open every morning?
>> Do you have John Deer Mowers?

You may vary the questions however is appropriate. Go to the K-house to call--the reading loft is a good place. Have the students tell you what is said to them, if possible.

11. **More Yellow Pages.** Show your class where emergency numbers are located in the phone book, where government office numbers are located, the zip code page, how to figure out time zones, etc.

12. **Show a Sample Telephone Bill.** There are some included in the Telephone Skills file. Review a.m. and p.m., abbreviations for the months, and explain how to read the bill. Show the account number and also the 1-800 number they can call if they have questions.

13. **Pay Phones & Calling Information.** Teach the cost of a local phone call. Take your students to Comer to practice using a phone booth. Have them call Information, after they have practiced and are prepared to use the dialogue in #14.

14. **Calling Information.** From time to time it's good to check and see if this is still the current procedure for Atlanta.

(Appropriate area code) 555-1212
1-411 (for local phone numbers)

Present this dialogue:

What city, please? (recording)

Clarkston.

What listing? (recording)

Mehmed Mujkic.

Please spell that. (operator)

Last name, M-U-J-K-I-C; First name, M-E-H-M-E-D.

Thank you.

The number is (770) 585-2233. (recording)

15. Calling Your Caseworker. The purpose of this activity is to learn how to listen to voice mail and how to leave a message on a machine. Clients need to know how to reach caseworkers by phone. Some things to think about:

- It's best to go where you can use a speaker phone so you can hear what's happening and instruct as you go
- Get the caseworkers' name and extension numbers from ahead of time.
- PLEASE notify caseworker by e-mail or voice mail that calls are for practice only. Consult with Refugee Program Coordinator about how best to contact a caseworker; the Program Coordinator might prefer to contact the caseworker for you.

a) CALL AGENCY

b) FOR VOICE MAIL:

- listen to the machine and punch in extension number
- listen to caseworker's message and then leave a message, such as "This is Jane Brown. Please call me at home at 706-783-2080 but this message is for practice only."

c) IF A LIVE PERSON ANSWERS:

Caller can say, "I need to speak to _____, please." They will connect you to caseworker or their voice mail.

Need and Want

NOTES TO THE TEACHER: *Need and want are both non-progressive verbs. You will be using them here in the simple present tense. They are singled out here because they are essential to communicating one's needs in simple language. They can also both be used with the "to" form of the verb as in, "I need **to** go to the doctor," OR "I want **to** buy this."*

If you haven't covered need and want, it makes sense to work with them in conjunction with count and non-count nouns and shopping skills.

INTRODUCING THE CONCEPT: *Start with need. In getting the concept of need across, you might find it useful to act out several situations where you need something, such as:*

- (It starts to rain.) I need an umbrella.
- (You can't find your pen and need to write.) I need a pen.
- (There is no more chalk.) I need more chalk.
- (You're cooking and the oil bottle is empty.) I need oil.
(Go to a friend's house and ask for oil.)
- (You can't see well.) I need glasses.

DRILLS

1. **I need → S/he needs...** To familiarize students with the forms of need.

- ▶ I need new glasses. ▶ I need some eggs.
- ▶ She needs new glasses. ▶ She needs some eggs.

2. **Doesn't/Don't Have → Need(s).** Do this transformation drill for all different persons (I, YOU, HE....)

- ▶ She doesn't have any bread.
>> She needs bread.
- ▶ They don't have a car.
>> They need a car.

3. **Has/Have→Don't/Doesn't Need.**

- ▶ Mrs. Baker has some milk.
>> She doesn't need any milk.
- ▶ I have some cheese.
>> I don't need any cheese.

4. **What Do You Need Today?** Ask, on or near a Thursday, what each person needs at the store. Use these patterns:

- ▶ What do you need today?
>> I need flour, yeast, corn meal, etc.

And:

- ▶ What does she need today?
- >> She needs salt, oil, rice, etc.

You could have people write up a shopping list for use in this and other drills and activities, such as the one below.

5. **Forming Questions with Need.** This could be a chain drill with reference to each person's shopping list.

- >> Do you need _____?
- >> Does s/he need _____?

6. **Introduce Want.** It is possible to introduce “want” by contrasting it with “need”. “Every day we need sleep; we need water; we need food...” “Every day trees need sunlight, water, and air...” Then contrast a “want”: “I do not need a new camera, but I want a new camera.” (You may need to exaggerate since we sometimes are loose with the need/want distinction. “Would like” is the formal equivalent of want, which may be helpful to point out.)

7. **Personal Examples.** Give examples of things you need and things you want. Ask the students to give examples as well.

- >> I need....
- >> I want...

8. **Need To.** Introduce this construction with a substitution drill.
(visit my mother, find a new job, go shopping, stop smoking, learn English...)

- ▶ go to the doctor
- >> I need to go to the doctor.

9. **Want To.** Use a response drill for asking questions.

- ▶ Do you want to work in Atlanta?
- >> Yes, I want to very much! OR >> No, I really don't want to.

(learn to drive, go to college, have more children, go back to home country...)

DIALOGUES

1. **Hello, Ma Su. Where are you going?**

- I'm going to the store.
- What do you need?
- I just need some milk and eggs.

2. **Can I help you?**

- Yes, I need a vacuum cleaner.
- We have two kinds. This one is \$79.95 and that one is \$99.50.
- I would like the cheaper one, please.

GAMES, ACTIVITIES AND CONVERSATION

1. Play Go Fish.

- ▶ I need a black 9. Do you have a black 9?
- >> Yes, I do./ No, I don't. Go Fish.

2. **Play the Shopping Game** on page 16 of Picture Stories. Practice saying these sentences as each square is landed on:

- >> I don't have (any) bananas. I need (some) bananas.

This is also good to teach or review “any” and “some.”

3. **Read a Three-Sentence Story.** Go over page 153 of Survival English 1 in class together. The story uses the third person (“has” and “needs”). Eleven questions follow the story.

4. **Inventing Dialogues.** Use a picture with two people in it that lends itself to the activity. Ask students to invent a dialogue using “need” and/or “want”. OR Use a picture to set the scene and ask two students or a student and yourself to act out a conversation using “need” and/or “want”.

5. **What Do You Want to Do This Evening/Weekend?**

6. **What Do You Need in Atlanta? What Do You Want (to do) in Atlanta?** Always a topic of much concern and interest.

7. **Hostess/Guest Dialogue.** Do a hostess/guest dialogue in an informal situation. Use pictures of various food, drink, desserts.

- ▶ What do you want to drink/to eat/for dessert?
- >> I want _____, please.

Again, you may wish to explain and or role-play the use of “would like” in more formal situations such as in a restaurant.

8. **Recipes.** Survival English Book 1, page 158, has a dialogue and a set of directions for making a cake. The dialogue is:

- A. I want to make a cake. What do I need?
- B. You need cake mix, 1 1/2 cups water, 1/3 cup oil, and 3 eggs. Do you want help?
- A. Sure.

Ask students to try to explain the recipe for a favorite food.

Count and Non-count Nouns

Count nouns are nouns that can be counted in single units (i.e. 5 apples, 7 children) while non-count nouns cannot (i.e. rice, education, time).

<u>Count</u>	<u>Non-count</u>
sisters	butter
pens	money
apples	strength
cars	time

There are several sub-concepts you can cover here if the students are ready for them:

- some & any*
- many & much & a lot of*
- a few & a little*
- (nouns of quantity-very optional)*

At some point you will need to explain the distinction between count and non-count nouns and then have students brainstorm nouns which fit each category. You can either do this at the beginning or go ahead and start with the simpler concepts and wait until the distinction becomes relevant.

◆◆◆**SOME and ANY:** *These are used to describe unspecified quantities of both count and non-count nouns. Some is used in positive statements. Any is used in negative statements. Both some and any can be used in questions.*

- ▶Do you have some rice?
- ▶Do you have any rice?
- >>Yes, I have some (rice).
- >>No, I don't have any (rice).

1. Drill with Food Items or Pictures.

- ▶ Do you have some rice?
- >> Yes, I have some (rice).
- >>No, I don't have any (rice).

2. **Food Cards Game.** Use a “deck” with several matched pairs of food cards. Deal the cards out. The object is to acquire pairs. Players take turns asking each other for food items, using the pattern above. If player being asked has the item, she gives it to the requester, who places his pair on the table and takes another turn. If the player being asked does not have the item, play passes to the next player.

3. **A-An-Some (Double Substitution Drill).** Give students a framework, such as “He has....” Then give a cue, either a singular or plural noun. Students must complete the sentence deciding whether a a or an (for singular nouns) or some (for plural nouns) is appropriate.

▶ good friend
>> He has a good friend.

▶ apples
>> He has some apples.

▶ apple
>> He has an apple.

4. **Negative Statements with Any.** Substitution Drill.

▶ bread
>> She doesn't have any bread.

▶ eggs
>> She doesn't have any eggs.

◆◆◆ **MANY and MUCH and A LOT OF:** *These are used to describe large quantities of count and non-count nouns. Many is used with count nouns, much with non-count nouns.*

many sisters	much butter
many pens	much money
many apples	much strength
many cars	much time

However, both many and much are used most frequently in questions and negative statements. Very rarely do we use many and much in positive statements in conversation. Rather, we use a lot of.

A lot of may also be used in negative statements and questions, in conversation. (More formal terms are generally used in writing.)

Do you have many sisters?
Does he have much time?
Do you need a lot of sugar?

I don't have many apples.
She doesn't have much money.
We don't have a lot of time.

I have a lot of pens.
He has a lot of butter.

Before the teacher gets into the distinction between count and non-count nouns, practice a lot of, many, and much separately. Focus on one at a time, choosing context so usage will be appropriate.

1. **A LOT OF.** Students form sentences to practice use of a lot of with vocabulary—friends, neighbors, money, time, land, children, strength, courage, good ideas, etc. (substitution drill).

▶ money
>> She has a lot of money.

2. HOW MANY?

A. Real-life “How many?” Questions

- ▶ How many _____ do you have?
 - >> I have three sisters.
 - >> I have ten fingers.
 - >> I have eight shirts.

B. How many _____ are there? Use flipcharts of the chicken accident and of the resort scene. Review responses beginning with There is/There are. Note the distinction between “There is one person.” and “There are two people.” The chicken accident is particularly good for reviewing prepositions.

- ▶ How many chickens are on the bus?
 - >> There are five chickens on the bus.
- ▶ How many people are playing volleyball?
 - >> There are seven people playing volleyball.
- ▶ How many Karen people are at Jubilee?
 - How many women are at Jubilee?
 - How many windows/chairs are in your house? etc.

2. HOW MUCH (money)? The most common way students will hear this used will be in terms of prices for items. Refer to the Shopping Skills section for drills and activities on this.

3. Breckenridge 1, Lesson 11 covers much, many, and a lot of.

4. Short Answers with Much/Many Questions.

- ▶ Do you have much money?
 - >> No, I don't.
- ▶ Does Emily have many friends?
 - >> Yes, she does.

5. How much...? How many...? Question Formation. This will require students to make a count/non-count distinction. From a picture, verbal cue, or word on a card, student forms a “How much?” or “How many?” question and asks another student:

- >> (children) How many children do you have?
- >> (time) How much time do you have?

◆◆◆**A FEW and A LITTLE:** *A few and a little indicate small quantities. A few is used with count nouns while a little is used with non-count nouns. Both are commonly used in positive and question sentences but rarely with negative statements.*

I have a few books.
She has a little money.

Do you have a few eggs?
Does she have a little coffee?

To introduce this, bring to class many count and non-count items in large and small quantities such as beans, buttons, rice, flour, water, salt, oranges, onions, popcorn (or use pictures). With each item at a time, put the large quantity on one side and say "I have a lot of beans," and the small quantity on the other side saying, "I have a few beans." Demonstrate that the few beans can be counted. Do this with several count nouns to establish a pattern. Then put a large quantity of rice on one side and say, "I have a lot of rice," and a small quantity on the other side and call attention to this difference with, "I have a little rice." Point to the small quantity of rice and demonstrate the futility of trying to count the individual grains, likewise with specks of flour, grains of salt, drops of water. Then distribute these large and small quantities of count and non-count items to each person.

1. Distribute Items and Describe.

- ▶ I have a lot of flour.
- ▶ I have a few buttons.
- ▶ I have a little popcorn.

2. Expand to Question and Answer.

- ▶ Do you have a little rice?
>> Yes, I do.
- ▶ Do you have a lot of oranges?
>> No, I don't.

3. A Few/A Little Statements.

- ▶ Lee Mo (point to one of her items)
>> Lee Mo has a few/a little _____.

4. Questions with Much and Many.

- ▶ Chou (point to one of her items)
>> Does Chou have much/many _____?

5. Response Drill: Negative Response Changing from Large Quantity to a Small Quantity.

- ▶ Does Lee Mo have a lot of neighbors?
>> No, she doesn't. She only has a few neighbors.
- ▶ Does Chou have a lot of bread?
>> No, she doesn't. She only has a little bread.

6. Review with Any. Students form statements after looking at each other's pictures or items. OR Ask questions to elicit this type of response:

- >> Chou doesn't have any coffee.

7. **Substitution Drill with A Few/A Little.** Students will need to form the sentence and supply correct modifier.

▶ bananas

>> I have a few bananas.

▶ sugar

>> I have a little sugar.

◆◆◆**HOW MUCH and HOW MANY with Specific Quantities.** (Probably only for the most able students, as this is very specialized vocabulary.) *Once students have grasped the distinction between count and non-count nouns, reintroduce these two questions. Units of quantity for non-count nouns can be introduced. This will allow students to communicate the exact quantity of non-count nouns they have.*

▶ How many apples do you have?

>> I have five apples./I have a bag of apples.

▶ How much _____ do you have?

>> I have a bowl of rice.

loaf of bread

stick of butter/gum

slice of bread/cheese

head of lettuce

bottle of shampoo/fish sauce

bar of soap

can of beer/Coke

ACTIVITIES

1. Dialogues. Side by Side 2 has some good dialogues to practice many/much and a few/a little. They may have to be adapted to suit different classes. See pp. 12-13, 18-19.

2. Cooking exercise. Find a very simple recipe or a box of cake/brownie mix. One student is given a sheet of paper with a set of directions. Give another student a second sheet with a list of ingredients and their measurements. The remaining students will be the cooks. (A very large class might be broken into two groups though this might be somewhat difficult for the teacher to supervise.)

The cooks must listen to the directions one at a time. After a direction such as "Add the eggs," the cooks must ask the ingredients person, "How many eggs (do we need)?" or "How much water (do we need)?"

Preparation: Teach a few American cooking measurements such as tablespoon, teaspoon, cup. Teach how fractions are said beforehand so students will be prepared (one-third cup of oil, three-fourths cup of water). Vocabulary such as add, stir, grease may need to be taught beforehand as well.

Use the cooking time to teach things around the kitchen such as important spices and ingredients, and cooking words such as bake, fry, boil. For students interested in learning to cook from American recipes, the teacher can teach measurement abbreviations (T., tsp.) and words such as mix, knead, cream, beat.

End the class by enjoying your treat with some coffee or tea!

Shopping Skills

NOTES TO THE TEACHER: *Shopping skills will be built on polite expressions and other grammar structures already used (e.g. “Excuse me, where is the oil?”).*

INTRODUCING THE CONCEPT: *Introduce this dialogue if it has not been introduced already:*

- ▶ How much are the grapes?
- >> The grapes are \$2.00.

Use pictures or actual food items with prices on them. Remind your students of the difference between “is” and “are.”

DIALOGUES, GAMES AND ACTIVITIES

1. **The Shopping Game.** This game can be used to practice saying prices. This is on page 16 in Picture Stories. Either of the structures below work.

The oranges are \$1.69 OR The price is \$1.32. (You will need to explain “price”.)

2. **The Supermarket Game.** This game is most easily played with only two people. It is on page 76 in Picture Stories.

- ▶ Where is the chicken?
- >> The chicken is on Aisle 2B.

Note that Picture Stories has written, “in Aisle 2B” instead of “on Aisle 2B.” Either in Aisle 2B OR on Aisle 2B is fine to use.

3. **Grocery Shopping Practice.** Make two aisles using chairs and label them with pieces of paper as “Aisle 1” and “Aisle 2”. Place various food items on the chairs. Use some appropriate combination of the following exchanges:

- ▶ Excuse me, do you have oil?
- >> Yes, we have oil.

- ▶ Where is the oil (it)?
- >> The oil (It) is on aisle 2.

- ▶ Excuse me, how much is this?
- >> This is (It's) \$1.09.

You can put prices on the items and use the table as a counter and cash register. Have students “buy” the item with cash and change that you bring to class. Some students can take turns at the role of cashier as well.

4. **Shopping Vocabulary.** Use the New Oxford Picture Dictionary or other pictures.

shopping cart
groceries

cashier
clerk

check-out counter
express lane

“Cash Only”

5. **Cheap/Expensive.** You can introduce these concepts easily by finding a picture of a cheap car and one of an expensive car, and putting exaggerated prices on the pictures (\$50,000 for the nice car; \$200 for the cheap car). Find various pieces of advertising to compare cheap and expensive items.

6. **Comparison Shopping Using Ads.** Have each student find ads for the same list of items from two different stores. Help them compare the prices. This exercise allows you to practice the comparative grammar structure with your class also:

▶ Which is more expensive:

the hair dryer from K-Mart or the hair dryer (one) from Dollar General?

>> The hair dryer from K-Mart is more expensive than the hair dryer (one) from Dollar General.

7. Units of Sale.

(milk)	gallon (gal.) = about 3.8 liters
(bananas)	pound (lb.) = about half a kilo
(canned item)	ounce (oz.) = 1/16 of a pound
(lettuce)	each (ea.) = 1
(eggs)	dozen (doz.) = 12
(3 cucumbers)	3 for \$1 or 3/1

Bring in pictures (examples above) and put the appropriate prices on them. Have the students practice asking for and giving the prices by the unit. You may want to teach the preposition “per.”

It may also be good to show the class a meat label, because meat labels are difficult to read. (Ask the clerk at Food Lane for a few.) Show the students how to read the actual cost per pound, as well as the total cost.

8. **Food Lane (or other grocery store) Field Trip.** Practice finding particular foods with their units of sale, writing down prices and asking questions of the clerk or cashier. There is an attached list of foods which are at Food Lane. There is also enough space for your students to write down the prices per unit. Each student can be responsible for finding and recording prices for about 8 food items. Assign each student one of the smaller lists. Star one or two difficult-to-find foods for each student, showing that they are to ask the “Where is the...? Question to the clerk/cashier in order to find these foods. If you have a large class, let students work in pairs.

Before the trip, review the vocabulary and explain what you would like students to do. Consider calling ahead and informing the Food Lane staff of your planned visit. When you return from the field trip (or at the next class you have with the students), have them ask each other the prices of the food items they found. For example:

How much is the milk?

The milk is \$3.40 per gallon.

How much are the bananas?

The bananas are \$.90 per pound.

Ask the students to record the prices on their sheets as the questions are answered.

Shopping List

Name:

Item	Price
<i>Baking potatoes</i>	
<i>Oranges</i>	
<i>Cucumbers</i>	
<i>Apple Sauce</i>	
<i>Tuna (6 ounces)</i>	
<i>Pepsi, 6 pack</i>	
<i>Cooking oil, 1 gallon</i>	
<i>Ground beef*</i>	
TOTAL AMOUNT	

Name:

Item	Price
<i>Grapes</i>	
<i>Bananas</i>	
<i>Onions</i>	
<i>Corn</i>	
<i>Ice Cream</i>	
<i>Shampoo</i>	
<i>Ketchup, 32 ounces</i>	
<i>T-Bone Steak*</i>	
TOTAL AMOUNT	

Name:

Item	Price
<i>Peppers</i>	
<i>Tomatoes</i>	
<i>Cabbage</i>	
<i>Rice</i>	
<i>Mustard</i>	
<i>Buttermilk</i>	
<i>Soap, 3 bars</i>	
<i>Chicken*</i>	
TOTAL AMOUNT	

Name:

Item	Price
<i>Carrots</i>	
<i>Celery</i>	
<i>Tomato Soup</i>	
<i>Flour, 5 lbs.</i>	
<i>Milk, 1 gallon</i>	
<i>Popcorn</i>	
<i>Orange Drink</i>	
<i>Fish*</i>	
TOTAL AMOUNT	

9. Containers. If students are interested, teach them some phrases such as these. There are some card sets for these in the teacher's room in the school.

Loaf of bread	bottle of juice	tube of toothpaste
Box of cereal	bag of flour	carton of ice cream

Sample pattern: *What do you need at the store?*
I need a bag of flour and a loaf of bread.

10. Generic Brands. Teach the students the difference between store brands and name brands. Encourage students to try store brands if they are cheaper.

11. On Sale. Teach students vocabulary such as:

On sale save discount good price used/second hand

Note: Many students come from backgrounds where bartering/bargaining is a regular practice. Be sure to communicate that bargaining is not accepted in the U.S. (unless at Garage Sales!)

12. Return/Exchange Dialogue. Bring props to class, such as an ugly tie or hat, a receipt, and money. New vocabulary is underlined.

Excuse me, I would like to return this.
Would you like to exchange it? We have many nice ties.
No, thank you. I would like my money back.
Do you have a receipt?
Yes ma'am/sir.
Okay. Here is your refund.
Thank you very much.

Most of these grammar constructions students should already know, so the dialogue is a good way of demonstrating that students can communicate with structures they know.

13. Other returns. Bring props. Build on the dialogue in #12 by adding a "Why?"

<i>This milk is not fresh.</i>	<i>This is too small/big.</i>
<i>This is broken.</i>	<i>This doesn't work.</i>
<i>I changed my mind.</i>	<i>This doesn't fit.</i>

Excuse me, I would really like to return this.
Why?
Because this milk is not fresh.

14. Miscellaneous Shopping Concepts. Give information, discuss, or do cultural comparison of other shopping concepts that may be new or different. For example, thrift stores and garage sales (recommend them!), buying on credit or using credit cards (not recommended), and coupons (use with caution).

BEFORE MOVING ON TO SECTION 3:

Evaluate the progress and knowledge of your students. Ask yourself these questions:

1. *Do students understand the main verb tenses used in Section 2?*
2. *Can students make positive and negative statements comfortably?*
3. *Can students form questions appropriately?*
4. *Can students use short answers?*
5. *Can students use contracted forms when appropriate?*
6. *Do students need more practice combining and using what they have learned before new material is introduced?*
7. *Do you want to review any of the concepts while introducing new vocabulary?*
8. *Do you want students to practice more of the “survival skills” in Section 2 before moving on?*

Section 3

Future Tense

NOTES TO THE TEACHER: *There are two forms of the future tense, the “will” form and the “be going to” form.*

- He will visit tomorrow or Friday.
- He's going to visit tomorrow or Friday.

- I think it'll rain tonight.
- I think it's going to rain tonight.

These forms can often be used interchangeably and often express the same meaning. (There are some differences in meaning and usage, however, discussed further below.)

The “will” form is certainly the easier of the two forms since it is the same for all persons. (In speech, will is often contracted with the subject pronoun.)

- I/you/he/she/we/they will have class tomorrow.

The “going to be” form can be more difficult and confusing for students. “Be” needs to be conjugated, and the sentences are longer. This form is probably used more often in everyday speech, though. You will need to decide which form to teach your students first and how much emphasis to give each of the forms. Both forms are very commonly used, and ideally students will be familiar with and able to use both forms. However, it will probably be very difficult to explain the subtle distinctions between the two forms. At this level, it's okay to work on understanding and using the two forms effectively, and save subtleties of usage for later.

A very common colloquialism is “gonna,” a contracted form of “going to.” Students should be exposed to this so that they can recognize its meaning.

For your information, here are two of the more tangible differences between “will” and “be going to”.

- “be going to” is used to talk about definite plans: *I'm going to the dance tonight.*

- “Will” is also used when asking for help and when stating a willingness to do something:
 - ▶ Will you help me with my homework?
 - >> Yes, I will.

You can read more in grammar books if it's of interest to you, but don't worry if you don't feel 100% confident about the subtle differences between the two. Just don't use either construction in ways that feel awkward or unnatural.

SOME GOOD SOURCES FOR MORE INFORMATION/IDEAS:

- **Basic English Grammar** by Azar (red book), pp. 231-280
grammar information; solid progression of drills
- **English Connections 2**, pp. 69-76, 97-104
using grammar in a communicative context
- **Grammar Practice Activities** by Penny Ur, pp. 94-119
games and activities using specific structures

IMPORTANT: *There are several aspects to any verb tense (and in this case you have all this x 2 forms!). These include:*

- *Positive Statements*
- *Negative Statements*
- *Question Formation (yes-no)*
- *With contractions*
- *Short Answers*
- *Wh- Questions*
- *Understanding appropriate usage*

Learning a tense is much more than being able to make simple statements in that tense in the classroom! The attached charts give overviews of the language used with this tense. The drills and activities listed below suggest a comprehensive treatment of this tense. Whenever possible, you should work thoroughly with all these aspects. It is helpful for students to both understand the underlying structure of the language and to be able to speak colloquially. Don't underestimate the importance of contracted forms, short answers, and question formation, all of which are very common in everyday conversation. However, some of our students just will not be ready for all of this, and you will need to prioritize and simplify your approach.

CAUTION: *In all cases, don't be too quick to feel you've "covered" the tense. It will take even the quickest students several class periods to grasp the mechanics of all aspects of the tense, and probably longer to grasp the subtleties of usage.*

INTRODUCING THE CONCEPT: *Either "will" or "be going to" can be introduced by using the word "tomorrow," and the chart of daily activities or pictures from the Verb File. For example, with a picture of someone working, say "She will work tomorrow" OR "She is going to work tomorrow." (Just work with one of the forms to begin with.) Do this with several pictures to get the concept across. Write a full conjugation on the board so that students can see, for "will", how easy and consistent this tense is, OR for "be going to", how the conjugation relates to patterns they already know.*

To decide how to proceed from there, check out the appropriate sections below:

- Drills for "Will"
- Drills for "Be Going To"
- Drills Which Work for both WILL and BE GOING TO (or use both)
- Activities, Conversation Topics, and Dialogues

DRILLS FOR “WILL”

1. Daily Activities Chart.

- ▶ What will she do tomorrow at 11:30?
- >> She will go home.

After a while, have your students ask each other the questions.

2. Transformation Drill: Present Continuous to Future. With pictures.

- ▶ She is cleaning the house.
- >> She will clean the house tomorrow.

3. Contractions with Will.

- ▶ They will go to Atlanta on Sunday.
- >> They'll go to Atlanta on Sunday.

4. Positive to Negative Statements. Explain that “won't” is a contraction for will not.

- ▶ Peter will start college in the fall.
- >> Peter won't start college in the fall.

5. Short Answers.

- ▶ Will you go to Atlanta next month?
- >> Yes, I will. OR >> No, I won't.

6. Listening Practice-Present or Future? Students will each need a “present” and “future” card or some other way to signify what they hear. Make a series of statements which force students to focus on whether they hear the -ll contraction.

We'll drive to the store.
We drive to the store.
They speak English well.
He'll go to college.

7. Probably.

- ▶ We'll go to the park tomorrow.
- >> We'll probably go to the park tomorrow.

- ▶ She won't start work next week.
- >> She probably won't start work next week.

8. Calendar Appointments. Write both real and/or imaginary appointments on the large wipe-off calendar. Then ask questions such as:

- ▶ When will Shefki go to the doctor?
- ▶ What time will their plane arrive?

**9. See also: FUTURE TIME WORDS
CONTRASTING VERB FORMS**
in “Drills which Work for both WILL and BE GOING TO”.

DRILLS FOR “BE GOING TO”

1. Verb Pictures. Do a substitution drill to practice this more complicated structure. First focus on “S/he is....”, then “We are...”, “They are....”, and “I am....”, each individually. Response can be in contracted or uncontracted form.

▶ make supper
>> She is going to make supper.

▶ take a shower
>> She is going to take a shower.

2. Contractions. Now you can mix I/he/she/you/we/they sentences.

▶ I am going to wash clothes tonight.
>> I'm going to wash clothes tonight.

▶ They are going to see a movie tonight.
>> They're going to see a movie tonight.

3. Positive to Negative Statements. For all persons.

▶ I'm going to eat lunch at school today.
>> I'm not going to eat lunch at school today.

▶ He's going to study Spanish.
>> He's not going to study Spanish.

4. Personal Plans. Each student makes 3 positive and 3 negative statements telling what they are and aren't going to do tomorrow.

>> I'm going to
>> I'm not going to...

5. Transformation Drill: Habitual to Future.

▶ She cooks dinner every day.
>> She's going to cook dinner tomorrow.

6. Gonna. Students should be able to recognize this very common colloquialism. Teach in a dialogue, or do a transformation drill where from informal “gonna” to more formal “going to” so that students get practice hearing it.

▶ I'm gonna go shopping this afternoon.
>> I'm going to go shopping this afternoon.

DRILLS WHICH WORK FOR BOTH “WILL” AND “BE GOING TO” (or mix the two!)

1. Introduce Future Time Words. Use the calendar if needed. Ask students what they will or are going to do using these phrases in the questions or requiring one in the answer.

today	this afternoon	next week
tonight	evening	month
tomorrow	week	year
the day after tomorrow	month	Saturday
in 2001	weekend	in two weeks
months	years	

- ▶ What are you going to do tonight?
- ▶ What are you going to do this weekend?
- ▶ When will you move to Atlanta?
- ▶ When will you become a citizen?
- ▶ Where do you think you will be living in five years?

2. Contrast Tenses. Write the 3 cues “now”, “every day”, and “tomorrow” on the board. Show a verb picture and indicate one of the cues. Student then forms an appropriate sentence. Example:

>> She's swimming now.

OR >> She swims every day.

OR >> She's going to swim tomorrow.

3. Response Drill with Future Plans.

▶ Is Mrs. Baker cleaning the house now?

>> No, she's isn't. She'll clean the house tomorrow. (She's going to clean the house tomorrow.)

4. Be Going to → Will (or vice versa).

▶ She's going to arrive tomorrow at 6:15.

>> She will arrive tomorrow at 6:15.

5. Ask Questions, mixing the two forms. Students should practice responding in the same form as the question (can be difficult).

▶ When will you go to Atlanta?

▶ What are you going to do tonight?

▶ Will you go shopping on Thursday?

ACTIVITIES, CONVERSATION TOPICS, AND DIALOGUES

1. Make Up Sentences. Have the students make up sentences using either “will” or “be going to” by putting various contextually appropriate phrases on pieces of paper and putting them in a container. A list of future time words should be available also. Examples:

go to school
have a baby
eat at the K-house

tomorrow
next week/month/year

The students are to pick out a piece of paper with a phrase on it and add the future time words to make a sentence. For example:

This afternoon at 2:30 I'll go to school.
This Sunday at 6:30 I will eat at the K-House.
Next October Nermina is going to have a baby.

2. **Mime Continuation.** (From Penny Ur's Book, p. 119) Student draws a slip of paper with a sentence, such as "You are going to wash your face." Student mimes the actions up to that point, then freezes. Other students guess, "You are going to _____."

3. **Actions and Contrasting Tenses.** Work on the difference between present continuous and future forms by contrasting pairs of statements with actions included. Example:

>> I am going to stand up.
(Stand up.)
>> I am standing up.

4. **What Are Your Plans for the Future?** (conversation opener)

5. **Read a Story (or look at a wordless picture book),** such as A Boy, A Dog and A Frog, and pause at various points, asking such questions as:

- ▶ Do you think he/it will..?
- ▶ What do you think will happen next?
- ▶ How will the story end?

Focus on the use of "will" in students' answers.

6. **Play the Time Game.** Every time someone lands on a clock, she or he must say what she or he will do at that time tomorrow, a.m. or p.m. (You may need to teach these terms). You will need a die and enough markers. An example:

▶ Tomorrow at 2:30 p.m. I am going to go fishing.

A variation on the above is to give students practice asking questions in future tense. Have the person who lands on a clock ask another student,

>> What will you (are you going to) do tomorrow at 2:45 p.m.?

7. **Future of a Picture.** (from Grammar Practice Activities, p. 106) Use a picture with dramatic action and ask the question "What do you think will/is going to happen next?" Students can brainstorm possibilities. This can be an open-ended brainstorm or, if you know what did happen next, you can reveal the answer. For homework, such a picture can be the stimulus for a writing assignment.

8. **Read The Little Red Hen.**

9. **Reading Practice.** For students who are practicing reading, Side by Side Book 2 has 2 pages of drills with questions and answers: pages 26 and 27.

10. Imagining the Future. This can be a fun activity where students either speculate or fantasize about their future. Write several years on the board, e.g. 2000, 2015. Model predicting for yourself:

“In the year 2020, I will have many grandchildren. I will teach English every day. Maybe I will visit Bosnia.”

11. The World Tomorrow. (from Grammar Practice Activities, p. 119) Agree on a year, such as 2030. Students make predictions about what the world, or the United States, or their home country will be like then. Examples: Some homes will have computers in every room. There will be no more gasoline. People will only work 25 hours a week. _____ will be in World War 3. etc. Variation: write predictions down on cards and sort them into “optimistic” and “pessimistic”.

12. Offering to Help. State a problem and student responds with an offer to help.

▶ My car is broken.

>> I'll take you home.

▶ I'm so thirsty.

>> I'll bring you some water.

13. Don't Forget Dialogues! Some examples which might be appropriate for this level class:

What are you going to do this weekend?

I'm going to go shopping.

Are you going to buy groceries?

No, I need to buy some clothes. Do you want to come?

Sure. What time are you going to leave?

1:00 Saturday afternoon.

You don't look happy. What's wrong?

My best friend is going to move to California.

That's too bad.

I know. I'll miss her very much.

MORE ADVANCED CONCEPTS: These are more complex and advanced concepts and so are separated out here. You may want to cover these with very able classes, but not with more basic classes. If you do choose to work with these concepts, you will need to decide whether to cover them very thoroughly and drill them until the students can produce them correctly, or alternatively, to just expose students to them so they recognize and understand them.

1. TOO and EITHER. (This can be done as a response drill.)

▶ I ate pizza yesterday and...

>> I'm going to eat pizza today too.

▶ I didn't go swimming yesterday and ...

>> I'm not going to go swimming today either.

2. Time Clauses. See the black Azar book, Fundamentals of English Grammar, pp. 53+. The simple present is used in the clause.

•Before/After/While I eat dinner, I'm going to watch T.V.

3. **If Clauses.** Example: If she comes to visit, I'll make baklava. Give students sentences to complete. The "if" clause is in the simple present tense, the dependent clause is in the future.

- >> If it rains tonight,...
- >> If I get a good job, ...
- >> If _____ becomes President, ...

4. **Plan to** as another way of talking about the future.

- >> Next week/month/year I plan to

Future Tense Verb Structure

Positive Statements

Singular	Contractions	Plural	Contractions
I will go. You will go. She will go. He will go. It will go.	I'll go. You'll go. She'll go. He'll go. It'll go.	We will go. You will go. They will go.	We'll go. You'll go. They'll go.

Negative Statements

Singular	Contractions	Plural	Contractions
I will not go. You will not go. She will not go. He will not go. It will not go.	I won't go. You won't go. She won't go. He won't go. It won't go.	We will not go. You will not go. They will not go.	We won't go. You won't go. They won't go.

Yes/No Questions

Singular	Plural
Will I go? Will you go? Will she go? Will he go? Will it go?	Will we go? Will you go? Will they go?

Short Answers

Singular +	Singular -	Plural +	Plural -
Yes, I will. Yes, you will. Yes, she will. Yes, he will. Yes, it will.	No, I won't. No, you won't. No, she won't. No, he won't. No, it won't.	Yes, we will. Yes, you will. Yes, they will.	No, we won't. No, you won't. No, they won't.

Wh- Questions

Singular	Plural
What will I go? When will you go? Who will I visit? Where will she eat? How will he go?	What will we eat? When will you go? Who will they visit?

Occupations

NOTES TO THE TEACHER: Obviously, students need to be able to discuss their past employment history and future job possibilities. Knowing vocabulary for different occupations will also be of general use because they will encounter such directions as, "Please pay the cashier" or "Give your application to the receptionist".

INTRODUCING THE CONCEPT: Occupations can be introduced by using pictures from the Occupations File. Other possibilities include using the laminated figures, using the flipchart pictures, the occupations page in *Word by Word The Picture Dictionary*, or the Lexicarry poster.

You may already know what each student's occupation was in the home country. If not, lay out many pictures and ask each student to show what his/her occupation was. (You can say, "I am a teacher. And you?" Students can point to a picture of their former occupation if they don't know the English word. It may take some acting out, sketches, dictionaries or other clarification if there is no exact picture for their profession.) This is always an interesting discussion and of course very meaningful for students.

Then teach each student to say:

>> I am a _____.

(tailor, hairdresser, homemaker, electrical engineer, fish oil salesman, farmer, factory worker, teacher, carpenter, mechanic, truck driver, cook, etc.)

Next teach this question with the response:

▶ What is your occupation?

>> I am a _____.

DRILLS AND CONVERSATION

1. **Occupations Vocabulary.** Using pictures, do a substitution drill to learn names of occupations.

▶ mechanic

>> S/he is a mechanic.

Include students' own former occupations and some of the following:

homemaker

student

teacher

farmer

mechanic

fisherman

doctor

nurse

secretary

receptionist

carpenter

plumber

waiter/waitress

cook

housekeeper

tailor/seamstress

social worker

police officer

clerk

salesperson

soldier

truck driver

repairman

cashier

2. **Asking About Occupations.** The following three patterns are commonly used to inquire about occupations. Teach as many as students can handle. The third may be the most confusing:

▶ What is his/her/your job?

▶ What is his/her/your occupation?

▶ What does he/she do? (What do you do?)

>>He is a _____.

>>She is a _____.

>>I am a _____.

Practice and expand occupations vocabulary using the above patterns.

3. Questions. Use pictures.

- ▶ Is he a doctor?
- >> No, he's not (he isn't). He's a teacher.

4. Plurals.

- ▶ What do they do?
- >> They are carpenters.

5. Do You Know Someone Who....?

- ▶ Do you know someone who is a truck driver?
- >> Yes, my brother/brother-in-law/friend is a truck driver.

6. Excellent/Very Good/Good/Okay/Bad/Very Bad/Terrible/Horrible.

- ▶ Is he a good doctor?
- >> He's a very good doctor.

7. Family Members' Occupations.

- ▶ What is your mother's occupation?
- >> She is a homemaker.

8. Specific Work Verbs. Carefully select pictures from the occupations file which can be used to teach or practice more specific working verbs. Here is one pattern:

What is his job?
He is a carpenter.
What kind of work does he do?
He builds houses.

Other possibilities:

Teacher: She teaches English.
Mechanic: He fixes cars.
Factory Worker: He assembles radios.

9. Current Situations. Teach students any of the following phrases to describe their current situation (or soon-to-be situation in Atlanta.)

What do you do?
I am an English student.
I am studying English.
I am looking for work now. (I'm looking for a job.)
I am currently unemployed.
I am unemployed right now.

10. **Introduce “Was”.** Introduce “was” (explaining that it is past tense for “am” and “is”) so that students can accurately talk about their former employment. Some possibilities:

▶ What is your occupation?
>> I was a miner in Bosnia for 22 years.

▶ What did you do in Bosnia?
>> I was a train conductor.

What do you do?
I'm looking for work now. I was a seamstress in Bosnia.
Oh! Do you like sewing?
Yes, very much.

11. **Housekeepers and Factory Workers.** Often, in Atlanta people get jobs as factory workers and as housekeepers. These two occupations could be good to focus on for conversation and new vocabulary. Here are possibilities for new vocabulary:

clean	time clock/card
rooms	assembly line
dust	uniform
sweep	boss
make the beds	call in
overtime	take a break

(See Job Skills section for more ideas like this.)

12. **Places of Employment.** Find pictures of and teach places which relate to the occupations taught, such as a hospital (nurse, doctor), a gas station (mechanic), a restaurant (waitress/waiter), a school (teacher/student), a factory (factory worker), a hotel (housekeeper). Tape them up around the room. Use this dialogue:

Are you a nurse?
Yes, I am.
Where do you work?
I work at the hospital.

11. **Dialogues and Exercises.** Survival English Book 1, pages 214 to 231, has various occupationally-related dialogues and exercises. (This may be a good point to start the class on simple reading and writing exercises such as these, if you have not already.)

Can/Can't

NOTES TO THE TEACHER: *“Can” is used to express ability and/or possibility. (It also sometimes has other functions such as making requests or asking permission.) It is a modal or auxiliary verb which means it is always used with another verb in the simple form:*

*I can go with you.
He can't play piano.
The doctor can't see you today.*

“Can” and “can't” are simple to teach because no conjugation is necessary-the form is always the same with I, you, he, she.....

INTRODUCING THE CONCEPT: *Use the CAN/CAN'T POSTER from the school or another means of illustrating the contrast between “can” and “can't”. Make a series of statements until the meaning is clear to students:*

The bird can fly. The cat can't fly.
She can sing well. She (different person) can't sing.
You can speak Farsi. I can't speak Farsi.

DRILLS AND ACTIVITIES:

1. **I Can Statements.** Give students a prompt and then go around the circle and have everybody complete the sentence, true for him- or herself.

I can speak _____.
I can play _____.
I can _____.

2. **I Can't Statements.** Repeat with “I can't ...” prompts.

I can't speak _____.
I can't play _____.
I can't cook _____.
I can't _____.

3. **True Statements.**

I can _____, but I can't _____.
She can _____, but she can't _____.

4. **Short Answers.** Ask personal questions for students to practice the short answers “Yes, I can.” and “No, I can't.”

- ▶ Can you play piano? (basketball, volleyball, cards)
- ▶ Can you speak _____?
- ▶ Can you cook _____?

▶ Can you swim/sew/use a computer/etc.

>> Yes, I can. OR No, I can't.

5. **Question Formation.** Show students how word order is reversed to form the question: "You can" → "Can you"? Students draw from a pile of verb cards (words or pictures) and practice asking one another "Can you....?" questions.

6. **CAN YOU? BINGO.** Make up a simple BINGO board with a verb in each square. OR students make their own. OR you choose some verbs and each student fills in some verbs of their choice. You will need several people to play this game. Each individual walks around and asks others "Can you _____?" questions. When a player finds someone who can swim for example, they write that person's name in the swim square. Object can be to get five in a row or blackout.

7. **3rd Person Questions.** Ask about other family members to practice using the third person.

▶ Can (name) _____?

>> Yes, s/he can. OR >> No, s/he can't.

8. **Pronunciation and Listening Exercise.** It can be difficult to hear the distinction between "can" and "can't". Give each student two cards, one each with "can" and "can't". Make a series of statements and have students hold up the appropriate card for what they heard.

9. **Comparisons.** Give students two subjects. For each pair they must make a statement following this pattern:

(subject) can (verb), but (other subject) can't.

I can speak English, but my mother can't.

Birds can fly, but cats can't.

Some possible pairs include:

I/my mother (father, sister, brother)

adults/children

name/name

birds/people

cats/snakes

10. **Job Interviews.** Ask people the kinds of questions about abilities that they might hear in a job interview and teach appropriate responses.

▶ Can you sew/use a cash register/type/carry heavy loads....

>> Yes, I can.

>> Yes, I can _____ (very) well.

>> No, but I can learn.

>> No, I can't.

Job Skills

NOTES TO THE TEACHER: *This may be one of the most important parts of your students' education at Jubilee. Neither you nor they will necessarily know what their situation will be in Atlanta, so it is best to give them a lot of preparation in this area.*

INTRODUCING THE CONCEPT: *You will likely have already taught your students how to fill out simple forms. A job application is more complicated, but your students will know how to fill out at least part of it. Give each student a copy of a job application. Survival English Book 2 has a short but realistic application on page 216. If you are using this one, then do the following:*

A. *Have your students fill out the first part on their own, after you explain the phrase, "Are you over 18 years of age?" Make sure they understand this phrase because they will see it on other applications (it is illegal to ask for a specific age).*

B. *For "Education," teach the terms for the grade school system. Teach the term "attended." It is helpful to find out about the educational system in your students' countries, so you can estimate the equivalent education in the U.S.*

C. *Explain the question regarding your students' legal status as refugees.*

D. *Explain the word, "experience." You may want to directly translate this or have the students look it up themselves.*

E. *Explain the word, "signature," and if needed, "date."*

ACTIVITIES

1. **Short Story and Application.** On page 220 of Survival English Book 2, there is a short story about Villa Mahmet from Iran who wants to apply for a job, and then an application for the students to fill out for Villa. (It is exactly the same as the one on page 216). Have the students take turns reading the story out loud. Then encourage them to try to fill out the application on their own. **There are many more sample job applications in the file.**

2. **Asking for a Job Application.**

May I have a job application?

Yes, here you are/No, we're not taking applications now.

Thank you very much.

3. **Help Wanted Ads.** Bring copies of this section of the newspaper to look at. Teach new words and abbreviations. Discuss jobs they'd like to have.

4. **Trip to Pick Up Applications.** Take your students on a field trip to ask for job applications, using the above dialogue. If possible try to visit at least a factory and a hotel. Other possibilities include grocery stores and gas stations, and a retail store such as Target. (In reality, their first jobs

and job interviews will probably be arranged by their agency or sponsor, or through other connections. However, it's not uncommon once refugees are settled for them to look for an additional job or a better job. Picking up applications will still be a good experience for students and will give them some opportunity to see various work places.)

5. **Fill Out Applications.** When you return back to Jubilee, assign your class to fill out the applications at home. Explain that they should bring the applications with them to school for the next class so you can help them with the parts they don't understand.

6. **Simulate an Interview.** Set up the situation by explaining who you are as the interviewer (i.e. what company you represent, what the job in question is, etc.). Ask questions such as,

Are you currently employed?

(No, I'm not. My last job was in Bosnia.)

What was your last job?

(I was a waitress in Bosnia.)

How long did you work at that job?

(three years)

Can you use a cash register?

(Yes, I can./ No, but I can learn.)

Do you have any experience stocking shelves?

(Yes, two years experience./ No, but I can learn.)

Can you work nights and weekends?

(Yes, I can work anytime./ No, I can only work days.)

Do you have any questions for me?

(What is the schedule for this job?

Please tell me more about the job responsibilities.

etc.)

7. **Work-related Dialogues, Scenarios, Concepts, and Vocabulary.** There are very simple ones in Survival English, Book 1 and Survival English, Book 2. There is also a shelf called **WORK FOCUS** which has some excellent material including Working in English, Day by Day (with dialogues on tape), and The Working Experience (with short, simple readings). Choose material which will be both interesting and appropriate for your class. This material and language will often be of very high interest to students, particularly those who have worked before. You may need to think some about what will work best given your particular students' past working experience (or lack thereof), language skills, and potential situations in Atlanta. If students are open to it, keep going past the obvious application and interview process, on to such skills as talking about mistakes, asking for directions, talking to co-workers, requesting safety equipment, etc.

8. **Important Job-Related Vocabulary.** Double-check to see that you cover as much of this important vocabulary as students can handle. If you haven't covered it with the work-related materials, explain it, use in dialogues, bring props or pictures, etc.

part-time

full-time

hours

insurance forms

tax forms

employee

on time/late/early

shift

paycheck/stub

company

supervisor

raise

benefits

overtime

time clock/card

call in

take a break

9. **Taxes and Social Security.** See if you can obtain an actual paycheck stub to use in explaining and discussing these concepts. If not, page 226 of Survival English, Book 2 has an example of a paycheck stub to help you teach the various related terms.

10. **Rules for Work Etiquette.** For example:

the importance of being on time
calling in if one or one's child is sick
saying "I'm sorry; I don't understand," when confused

11. **"One Day's Work."** Picture Stories, page 61, has a series of cartoon pictures with this title. There is a husband who stays home with the baby and a wife who works in a factory. There are various working verbs (e.g. sweeping, feeding the baby, taking a break, punching in/out) which the students may find useful. There is also the "Work Game," in the Present Simple unit, which students can play to practice the present simple forms and word recognition.

Object Pronouns

NOTES TO THE TEACHER: *Object pronouns are:*

me	us
you	you (plural)
him	them (people and things)
her	
it	

These pronouns can be used in place of either the direct or indirect objects of the verb. (You might want to read more about this in a grammar book or ask an experienced teacher if you're unsure about the concept yourself.)

The following are examples of object pronouns used in a sentence:

They like ME.
She sees YOU.
I visit all of YOU every day.
Her mother fed HER.
She spoke to HIM.
I bought IT.
They told US you were coming.
I teach THEM English.
I picked THEM (flowers) for dinner.

INTRODUCING THE CONCEPT: *Give examples to your students of sentences, first with object nouns and then with object pronouns. A more natural, but potentially more confusing way is to show a question and answer where in the answer an object pronoun is substituted for the noun.*

I am going to buy the radio.
I am going to buy IT.

Do you like soccer?
Yes, I like IT.

I visit my grandmother every day.
I visit HER every day.

I don't like George Bush.
I don't like HIM.

Do you like George Bush?
Do you like HIM?

I like Sara and Illaha.
I like THEM.

Do this for each form of object pronoun.

DRILLS AND DIALOGUES

1. **Names→Object Pronouns.** (Transformation Drills) After your students understand the function of an object pronoun, have them try an exercise where they substitute a pronoun for an object noun. Prepare many sentences ahead of time, including the names of Jubilee people as direct or indirect object. Have the students change the proper noun to an object pronoun. (You probably don't need to worry too much about mixing direct and indirect objects at this point if you keep the possibilities narrow otherwise. If you haven't done past tense, stick to commands and verbs in familiar tenses.)

▶ I'm going to give Fazile the book.
>> I'm going to give HER the book.

▶ Tell Ryan to meet me at 3:00.
>> Tell HIM to meet me at 3:00.

▶ Artan likes Josh.
>> Artan likes HIM.

2. **With Objects.** Do a similar drill narrowed down to replacing the name of an object with "it".

▶ I like my coffee black.
>> I like it black.

▶ She is going to buy the new car today.
>> She is going to buy it today.

3. **Answering Questions with Object Pronouns.**

▶ Do you know Chantha?
>> Yes, I know HER.

▶ Do you know Chantha and Thana?
>> Yes, I know THEM.

▶ Do you like volleyball?
>> No, I don't like IT.

4. **How Often...? Questions.** Ask personal questions which can be answered with object pronouns.

▶ How often do you speak to your (son, daughter)?
>> I speak to HIM/HER every Sunday.

▶ How often do you clean your house?
>> I clean IT every day.

▶ How often do you write letters?
>> I write THEM three times a week.

▶ How often do you brush your teeth?
>> I brush THEM two times a day.

New vocabulary will possibly include: “how often” and “times a day/month/year.”

(This idea was taken from Side by Side Book 1, page 90.)

5. **Commands: Give me.... Tell me....** Practice common commands which use object pronouns. Students can give each other these commands to practice using the object pronouns in context:

- >> Please give me/him/her/us/them the _____.
- >> Please tell me/him/her/us/them your name.
 - the time.
 - the date.

6. **Story and Exercise.** For those who are reading, page 94 of Side by Side Book 1 has a story called “Close Friends,” which uses object pronouns. There is a fill-in-the-blank exercise after it.

7. **Messages.** Practice as a dialogue or role-play. The situation can be a face-to-face conversation or a phone message. One example:

Is Mina there?
No, she isn't. She'll be back later.
Okay. Please tell HER that she won't have class tomorrow.
I'll do that!

8. **Verbs with “to” and “for”.** This may be a good time to introduce common verbs using “to” and “for”. Do a transformation drill, changing direct and/or indirect nouns to pronouns.

- ▶ Please give the book to John.
 - >> Please give IT to HIM.
- ▶ Please speak to Erin and Josh.
 - >> Please speak to THEM.
- ▶ I am going to lend my car to Ryan.
 - >> I am going to lend IT to HIM.
- ▶ I am making this sweater for my husband.
 - >> I am making IT for HIM.

9. **Word Order.** Indirect object pronouns can also go before the direct object (this is quite challenging; not for everyone!).

- ▶ She is making a cake for her father.
 - >> She is making HIM a cake.
- ▶ Please tell that to Emir.
 - >> Please tell HIM that.

10. Responding to Requests. Do as a response drill or work into dialogues. Use requests people might hear in the workplace.

▶ Please change the towels.

>> O.K. I'll change THEM in a minute.

▶ Could you please bring me the wrench?

>> Sure. I'll bring IT in a minute.

Hello, Slavica. How are you?

Fine, thanks.

Room 25 needs clean towels.

O.K. I'll take THEM right away.

Directions and Signs

NOTES TO THE TEACHER: *Consider covering some of the following material. Look in the "Directions and Signs" file if you need more specific materials.*

STRUCTURES, CONCEPTS, AND ACTIVITIES

1. Asking for Directions.

- Where can I find a hospital? (clinic, bank)
- Can you tell me how to find the post office? (library, MARTA station)
- Can you please help me? I'm looking for the Social Security Office. (Department of Motor Vehicles, Four Seasons Hotel)

2. Vocabulary for Giving Directions.

- Go straight.
north.
south.
east.
west.
 - Go two blocks.
miles.
kilometers.
 - Turn right.
left.
around.
at the light
- It's on the left side of the street.
right side of the street.
corner of Ponce and Fourth St.

3. North, South, East, West.

4. Some of the 50 states.

5. Common Road Signs. (Poster and signs in school.)

6. Driving Words: freeway, highway, on-ramp, exit, bypass.

7. Familiarity with Map of Atlanta.

8. Look at MARTA Maps.

Comparatives and Superlatives

NOTES TO THE TEACHER: *There are four classes of comparatives and superlatives; see the attached chart. You will want to create a similar chart on large paper at some point for classroom reference, or pass out the attached chart.*

INTRODUCING THE CONCEPT: *Use the pictures from the picture file which clearly illustrate “small, smaller, smallest”, “tall, taller, tallest”, etc. to get the big concept across. Then list a few adjectives for each of the patterns (-er, -ier, and more ___) and show how they convert to comparatives.*

tall.....taller than
big.....bigger than
friendly.....friendlier than
happy.....happier than
beautiful*...more beautiful than
difficult*.....more difficult than

Adjectives following this pattern tend to be more abstract.

Give several clear examples of how to use comparatives. Ask your students to come up with examples of their own.

Robbie is taller than Chou.
Nejra is happier than Edin.
Bosnian grammar is more difficult than English grammar.

DRILLS AND ACTIVITIES

1. Who is taller/shorter/younger/older...? (Stick with benign adjectives to practice the form.)

- ▶ Who is taller, Robbie or Chou?
- >> Robbie is taller (than Chou).

2. Chart. Create a large chart on the wall. As new adjectives come up, place them in the appropriate place on the chart.

3. Superlatives. Teach the various superlative forms. Practice with drill or questions.

- ▶ Who is the oldest of your children?
- ▶ What is the biggest city in your country?
- ▶ Who is the tallest in your family?

4. Brainstorming Comparatives (and/or Superlatives). (From Ur, Grammar Practice Activities, p. 63.) Place 3 objects on the table. Class brainstorms as many true sentences as possible using comparatives and/or superlatives. Example:

The pencil is longer than the key.
The book is bigger than the key.
The book is the most expensive.

5. Many Objects. Place ten objects in the middle of the table. Student draws a slip of paper (heavy, useful...) and creates a comparative or superlative sentences using that word.

6. Comparing Pictures. Give a student or pair two similar pictures (two animals, two famous people, two scenes...) Student(s) brainstorm sentences comparing the two.

7. Good, Better, the Best. Bad, Worse, the Worst. These are irregular and are very important. Ask students questions of personal opinion or fact:

- ▶ Which do you like better, hamburgers or pita?
- ▶ Who is/was a better president: Tito or Itzebegovic?

8. Health Role-Plays. Do health dialogues or role-plays which use better, worse,etc. Example:

What's the matter today?
My throat really hurts.
Is it better today than yesterday, or worse?
It's worse today.

9. Advertisements. (Grammar Practice Activities, p. 62) Bring in a large number of ads and have students look through them for descriptions in the comparative or superlative. OR Use them for comparison shopping.

10. Quizzes. (Grammar Practice Activities, pp. 73-74) This activity is interesting for students because it draws on their background knowledge. Use the prepared quizzes (with answers!) in the Ur book, or create your own. Sample questions:

Which can live longer, an elephant or a man?
Which ocean is deeper, the Atlantic or Pacific?
What is the longest river in the world?

11. Classmate Questionnaire. (Fun with Grammar, p. 255) A sample questionnaire is in the comparative and superlatives file. Or just use these kinds of questions for discussion. Examples:

Who has the longest name?
Who has traveled the farthest from their native country?
Who speaks the most languages?

12. Conversation Starters.

In your opinion, what is the most beautiful place in the world?
What was the happiest day of your life?
Who is the most famous person in your country?

13. Other Language for Comparisons. Find ways to teach and practice the following phrases:

...the same (as)..
...similar (to)..
...different (from)...

BEFORE GOING ON TO SECTION 4....

Evaluate the progress and knowledge of the students. Ask yourself these questions:

1. *Do students understand the future verb tense?*
2. *Can they make positive and negative statements with ease?*
3. *Can they form future tense questions appropriately?*
4. *Can they use short answers?*
5. *Can they use contracted forms when appropriate?*
6. *Do students need more practice combining what they have learned before new material is introduced?*
7. *Do you want to review any of the concepts in Section 3 before moving on?*

Section 4

Regular Simple Past Tense

(Introduction and Regular Verbs)

Positive Statements

Pronoun	Past verb	Time phrase
I	worked ^o	this morning.
You	played ^o cards	yesterday.
He	visited ^o him	the day before yesterday.
She		last saturday.
It	came* to the U.S.	last week.
We	saw* her	last month.
They		last year.

^o regular simple present verbs make the past form by adding “-ed”

* many verbs have an irregular simple past form

Negative Statements

Pronoun	Past Verb in Negative
I	Did not (didn't) eat/work/play/go/visit...
You	Did not (didn't)
He	Does not (doesn't)
She	Does not (doesn't)
It	Does not (doesn't)
We	Did not (didn't)
They	Did not (didn't)

NOTES TO THE TEACHER: *Simple past tense is used to talk about an action or situation that began and ended in the past. There are two classes of verbs: regular and irregular. The written simple past tense form of regular verbs always ends in “ed.” Sometimes the /ed/ sounds like a /t/ (e.g. looked). Sometimes the /ed/ sounds like a /d/ (e.g. tried). When the “ed” comes after a “t” or “d”, the “ed” constitutes a different syllable, pronounced /id/ (e.g. needed, wanted). Irregular verbs are unpredictable and never end in “ed.” For example, the past of “go” is “went.”*

The verbs the students use to talk about their daily activities will often be irregular (ate, drank, went, got up, etc.)

Asking questions and making negative statements in past tense can be confusing because of the auxiliary verb, “did.” (“Did” is the past form of “do”). It is this word that indicates a question or negative sentence is in the past tense. The main verb is in present form. For example:

Did you go to the airport last night?
No, I didn't go to the airport last night.

Most simple past verbs do not change conjugation depending on the subject. For example: I went....You went....He went....We went... (Past of "to be" is an exception with its own section in this guide.) So, once a student has learned the simple past form of a verb, it can be used with any subject.

You can start by focusing either on regular or irregular verbs. This section deals with how the concept can be introduced with regular verbs, and adds a few drills which can be isolated to regular verbs. The next section deals with irregular verbs specifically and then many general activities which you can bring in once students have a wider range of past tense vocabulary. You might want to read through both sections before starting.

REMEMBER: Learning a verb tense means learning how to work with positive statements, negative statements, question formation, short answers, appropriate usage, and any contractions. For past tense, students will also have to learn many irregular verbs. Whenever possible, cover all these aspects thoroughly, helping students gain a sense of the underlying structure of the language as well as the ability to speak colloquially. It will probably take many class periods for students to become very comfortable with all these aspects. Don't be too quick to feel you've covered the tense; after students have gained some familiarity and ease with the tense, look for activities which go on to give them depth and experience with using these various aspects.

SOME GOOD SOURCES FOR MORE INFORMATION/IDEAS:

- **Fundamentals of English Grammar** (Black Azar book), pp. 18 ff.
- **Breckenridge, Access to English**, pp. 157-181
both: thorough grammar info.; solid progression of drills
- **English Connections II**, pp. 39-48
good ideas for using grammar in a communicative context
- **Grammar Practice Activities** by Penny Ur, pp. 215-225
games and activities using specific structures

INTRODUCING THE CONCEPT: Some teachers focus first on the regular verbs, then the irregular. The activities below lead into simple past tense this way. (Another approach is to have students first learn the verbs they are likeliest to use in talking about their lives now, which will mean working with both regular and irregular verbs. See *Simple Past Tense: Irregular Verbs and General Usage* if you would prefer this approach.)

With regular verbs, at first choose verbs which follow one of the consistent sound patterns: either /t/, /d/, or /ed/.

/d/

played
cried
cleaned
studied
listened

/t/

cooked
walked
asked
talked
worked

/ed/

visited
needed
waited
painted
wanted

Using pictures, make a series of statements to demonstrate the pattern chosen: (They played basketball yesterday. He cried yesterday. She cleaned the house yesterday. They studied English yesterday. He listened to music yesterday.) Then do a transformation drill:

- ▶ He plays cards every day.
>> Yesterday he played cards.

- ▶ They study English every day.
>> Yesterday they studied English.

OTHER DRILLS AND ACTIVITIES

1. Introduce all 3 patterns using the procedure above and transformation drills.

2. Make a Large Wall Chart showing the 3 patterns, and keep it in the classroom for reference. Do this with the students, using newsprint and marker. Label 3 columns: /d/, /t/, and /ed/. Make a series of past tense statements, mixing the 3 patterns. For each sentence, students listen and indicate which column the word belongs in. Then you write the past tense form in the appropriate column. (The chart will look something like the list above.)

- My uncle visited me yesterday.
- They played basketball last night.
- I called my sister last week.

Do this for all regular verbs in the students' vocabulary. New words can be added later if vocabulary is expanded. Have students copy the chart in their notebooks after or make one for themselves as you go, or pass out a photocopied version.

3. More Drill. Do transformation or response drills, now mixing /t/, /d/, and /ed/ words. They are several possibilities for format.

• **Simple Present → Simple Past**

- ▶ He cleans the bathroom everyday.
>> He cleaned the bathroom yesterday.

• **Likes Statements → Simple Past**

- ▶ She likes studying English.
>> She studied English last night.

• **Present Continuous → Simple Past**

- ▶ They are visiting Alkatim.
>> They visited Alkatim yesterday too!

• **Already**

- ▶ When will you cook supper?
>> I already cooked supper this morning.

4. Introduce Past Time Words and combine them with above drills.

yesterday
the day before yesterday
this morning
this afternoon
at X:00
on Tuesday

last night
last week
last month
last year

a week ago
3 weeks ago
2 years ago
in 1995

5. Real Questions.

- ▶ When did last call Burma?
- ▶ When did you wash the dishes?
- ▶ When did you live in Ethiopia?
- ▶ When did you last study English?

...

6. Change Positive Statements to Negative Statements.

- ▶ I lived in Croatia in 1996.
>> I didn't live in Croatia in 1996.

- ▶ I cooked supper last night.
>> I didn't cook supper last night.

7. Correcting Statements.

- ▶ You cleaned the house yesterday.
>> No, I didn't. I cleaned the house today.

- ▶ He cooked supper last night.
>> No, he didn't. He cooked supper on Tuesday.

8. Past/Present Listening Exercise. It can sometimes be difficult to hear the past tense ending. Give students practice at this and using other context clues with a listening exercise. Each student has two cards: BEFORE and NOW (or PAST and PRESENT). Make a series of statements. After each statement student holds up appropriate card, and teacher confirms whether they understood correctly.

9. Reading Exercise. A good introduction to refer to for regular verbs is Side by Side Book 1, p. 129. This exercise uses 20 different regular past tense verbs. Reading regular verbs can be more difficult than understanding or saying them, because there is the temptation to always make an extra syllable out of the "ed" (e.g. "work-ed"). If you think your students will have problems with this, you may want to save this exercise until they have had quite a bit of experience hearing the different pronunciations of regular past tense verbs.

10. See Next Section for Activities Using Both Regular and Irregular Verbs in Past Tense.

Irregular Simple Past Tense

(Irregular Verbs and General Activities)

NOTES TO THE TEACHER: *Please read the introductory comments in the previous section (Simple Past Tense 1: Introduction and Regular Verbs).*

INTRODUCING THE CONCEPT: *This procedure will work regardless of whether or not you have already introduced regular past tense verbs. First have students learn the verbs they are likeliest to use in talking about their lives now. Begin by asking the students, "What do you do every morning?" As they tell you, write down the verbs in simple present tense. Then, point to the first verb (e.g. "get up") and say:*

- ▶ Every day, I get up.
- Yesterday, I got up.

Have the students repeat the new sentence. Write up the past tense form (get up - got up). Then go on to the next verb. Finally, introduce students to the question:

- OR
- ▶ What did you do this morning?
 - ▶ What did you do yesterday morning?

Help each person answer the question appropriately for herself. If proficient they can add times as well. (Ex.: I got up at 8:00. I took a shower. I ate breakfast. I went to school. I studied English. I went home.)

During the following class session(s), ask students these questions and then introduce the necessary past tense forms:

- ▶ What do you do every afternoon and evening?
- ▶ What do you do every weekend?

In this way students will use the past form of most verbs needed to describe their daily activities.

DRILLS FOR IRREGULAR VERBS

1. Daily Activities Chart. Use the chart which shows a man's day or a woman's day. Use these to drill and practice use of common irregular (and some regular verbs). Possibilities:

- **simple repetition**
- **questions:** What did Refika do yesterday at (time)?
- **questions:** What time did Refika get up yesterday?
- **transformation drill: simple present → past**
 - ▶ Refika gets up at 6:30 every day.
 - >> Refika got up at 6:30 yesterday.

2. Complete the Sentence. This can be used on a daily basis if students need repeated practice with basic verbs. Say a simple sentence about yourself. Then have each student complete the same sentence but true for him/herself. Examples:

- >> This morning I got up at ...
- >> This morning I ate...
- >> This morning I drank some ...
- >> Yesterday I went ...

3. What Did You Do Yesterday? You can ask this question often to encourage practice in past tense, and to discover new words for which students need to know the past form.

4. What Did (Your Wife) Do Yesterday?

5. Teach New Verbs, and ask specific questions to practice using them. Here are examples of irregular verbs:

- fly-flew: When did you fly to the U.S.?
- break-broke: What did you break when you were a child?
- write-wrote: How many letters did you write last week?
- sell-sold: What did Seval sell in Sarajevo?
- grind-ground: How much coffee did you grind last week?
- teach-taught: What did Sherri teach you?

6. Charts. Make a wall chart for reference as needed of irregular past tense forms. Students should be encouraged to try to memorize the forms and only reference the chart when necessary. A copy of the list of past tense verbs in this section can also be handed out, or students can make their own list.

7. Flashcards. Make flashcards in class with simple form on one side and past form on the other side. Each student or family group can have a set to study at home. Cards can also be used for activities which require students to put the word into a sentence.

8. Past Time Words. Make sure you have introduced past time words (see Simple Past 1).

DRILLS AND DIALOGUES MIXING BOTH REGULAR AND IRREGULAR VERBS *Once students have the concept of both regular and irregular verbs, you can continue to practice them, now mixing all regular forms and irregular verbs.*

1. Positive to Negative Statements (Didn't).

- ▶ He washed the dishes this morning.
- >> He didn't wash the dishes this morning.

2. Short Answers.

- ▶ Did you visit Atlanta yesterday?
- >> Yes, I did. OR >> No, I didn't.

3. Questions with Correction.

- ▶ Did you come to the United States in March?
- >> No, I didn't. I came in February.

4. Teach Question Formation. Show students how to form yes/no questions with “did”:

- ▶ Did you go shopping last Thursday?
- >> Yes, I did.
- OR No, I didn't.
- OR No, I went shopping on Friday.

This can be made into a simple game by having students draw cards with phrases (get up before 8:00, play cards last night, study English at home yesterday...) They must then ask one person in the room an appropriate “Did you...” question, which must be truthfully answered. Points are awarded to the asker for each “Yes, I did” answer.

5. Informational Questions. Teach students to add who-what-where-when-why-how words for informational questions. A good exercise is to take a yes/no question and make as many informational questions as possible that make sense. Example:

- ▶ Did you come to the United States as a refugee?
- ▶ When did you come to the United States?
- ▶ Who did you come to the United States with?
- ▶ Why did you come to the United States?
- ▶ How did you come to the United States?

6. Ouch!

What's the matter?
I hit my thumb with the hammer again.
You should be more careful.

7. Did you hear that Ed bought a new car yesterday?

You're kidding.
No, I'm serious.
He told me that he wanted a bicycle, not a car.

ACTIVITIES

1. Charades. One person acts out an action or a connected sequence of events. When she is finished, others answer: “What did she do?”

2. Actions with Several Tenses. “I am going to open the door. I am opening the door. I opened the door.”

3. Picture Stories and More Picture Stories. These one-page cartoon format stories and the exercises following work well in past tense and contain important cultural information.

4. Photos. Have your class bring some of their photos, and bring some of your own. Talk about the photos in past tense.

5. “Pile Up Events.” This is from Penny Ur's book, page 213. Give each of your students 2 or 3 past tense verbs on pieces of paper. Start a chain of events with a sentence like:

Yesterday, I went to Athens and I bought some flour.

The first student, with the word “drove” would add his clause to your sentence:

Yesterday, I went to Athens, I bought some flour, and I drove to the park.

And so on. Stop the chain when it becomes too difficult to remember. A symbol for each clause (drawn on the chalkboard) can be a memory aid.

6. Tell a Funny Story about yourself or someone else to the class. For homework, ask students to prepare to tell a funny story in class. (Variation: Tell a simple children's story or folktale from your culture.)

7. Your Country's History. For proficient students, give a brief lecture on the history of the U.S., or some aspect, such as slavery. (Pictures and maps always help.) As much as possible, use familiar language. Ask your students to prepare to do the same for their countries in the next class.

8. Timelines. Recall and share the milestones from your own life with the class. (I was born in 1962. I started school in 1967 and finished high school in 1979. I got married in 1983. etc.) This can also be done with the most significant dates in a country's history.

9. Pictures That Tell a Story. Focus on an interesting picture and have your class create and dictate a story to you. Teacher can write the story on the board or newsprint. You may want to think of the first sentence yourself. Have each student come up with a sentence to continue and complete the story.

10. Read a Story. Find an interesting, simple story to read aloud. Help your students focus on the past tense verbs in the story by occasionally asking them to supply the verb themselves. When finished, ask them to remember some of the past tense sentences from the story, using one-word “cues” as needed. (Grammar Practice Activities, p. 214.)

11. Read Simple Stories with the class, such as those from Working Experience 3 or Picture Stories for Beginning Conversation.

12. Two Truths and a Lie. Each person prepares three statements about him- or herself, two true and one false. (Many of these will be in simple past tense: things the person did or that happened to him or her. One at a time, each speaker shares their 3 statements and others guess which statement is the lie before the answer is revealed. Points can be kept for each correct guess and for number of people fooled.

Some Irregular Past Tense Verbs

<u>SIMPLE FORM</u>	<u>PAST</u>	<u>SIMPLE FORM</u>	<u>PAST</u>
be	was/were	lose	lost
begin	began	make	made
bring	brought	meet	met
buy	bought	read	read
come	came	run	ran
cost	cost	say	said
do	did	see	saw
drink	drank	send	sent
drive	drove	sit	sat
eat	ate	sleep	slept
fall	fell	speak	spoke
feel	felt	stand	stood
find	found	take	took
fly	flew	teach	taught
forget	forgot	tell	told
get	got	think	thought
give	gave	try	tried
go	went	understand	understood
have	had	wake	woke
hear	heard	win	won
hurt	hurt	write	wrote
know	knew	leave	left

Was/Were

NOTES TO THE TEACHER: *“Was” and “were” are the irregular past tense forms for the verb “to be”. They differ in use from all the other irregular past tense verbs in several ways. I, he, and she use “was”, while we, you, and they use “were”. They do not follow the same patterns for negative statements, questions, and short answers as all other past tense verbs (no use of did) and so deserve special attention. Also, if students have a solid foundation with “was” and “were”, it will make learning past progressive tense quite simple.*

INTRODUCING THE CONCEPT: *Begin by explaining that “I am sick” becomes “I was sick (yesterday)” when describing the past. Make several “I was.....” statements so students have an opportunity to hear and process this language several times. For each statement, each student holds up an appropriate card for him/herself: “YES” or “NO”.*

- ▶ I was sick yesterday.
- ▶ I was tired last night.
- ▶ I was late to class this morning.
- ▶ I was happy yesterday.

DRILLS

1. I am → I WAS.

- ▶ I am happy.
- >> I was happy yesterday.
- ▶ I am a good student.
- >> I was a good student.

2. S/he is → S/he WAS.

- ▶ She is rich.
- >> She was rich.
- ▶ He is sad.
- >> He was sad.

3. We/They/You are → We/They/You WERE.

- ▶ We're tired today.
- >> We were tired yesterday.
- ▶ They're sick today.
- >> They were sick yesterday.
- ▶ You're early today.
- >> You were early yesterday.

4. Positive → Negative Statements. First you should teach the contracted negative forms: “wasn't” and “weren't”.

- ▶ It was hot yesterday.
- >> It wasn't hot yesterday.
- ▶ They were sick last week.
- >> They weren't sick last week.
- ▶ I was home yesterday.
- >> I wasn't home yesterday.

5. Short Answers.

- ▶ Was he/she.....sick yesterday?
- ▶ Were they/we.....happy/nervous/tired/homesick/busy...?
 -hurt/late/helpful/friendly.....?
 -home last night?
 -in class this morning?
 -born in Bosnia?

>> Yes, s/he was.

>> Yes, they were.

OR No, s/he wasn't.

OR No, they weren't.

6. Were you.....?

- ▶ Were you at home last night?*

>> Yes, I was.

OR No, I wasn't.

*busy/happy/tired/nervous/homesick yesterday

*in Saigon in 1974

*at home/at school/at the K-House/in Comer/in Athens/in Atlanta/at the doctor....

*born in Sarajevo

7. Mixed Drill with Pictures (positive-negative statements: he, she, they....) You provide an adjective. Student makes a positive or negative statement appropriate to the picture.

- ▶ tired

>> She wasn't tired.

- ▶ homesick

>> They were very homesick.

8. Informational Questions.

- ▶ Where were you in 1996?
- ▶ What was your job in Bosnia?
- ▶ When were you born?
- ▶ Where were you born?
- ▶ What was your school/town/home like when you were a child?
- ▶ What was your favorite food/subject/activity when you were a child?
- ▶ Who was your best friend when you were a child?

9. Teach Question Formation. For yes-no questions, the subject and the verb switch places; i.e. "He was hurt badly." → "Was he hurt badly?" Information questions begin with the question word first, "Where was he hurt?" For practice, give students a statement and have them form an appropriate question. OR Give them a picture and have them ask questions with was or were to a partner, who then answers them. Example of statement → question drill.

- ▶ He was very successful.

>> Was he very successful?

DIALOGUES AND GAMES

1. How much is this radio?

It's \$24.95. It's on sale.
Really? How much was it?
It was \$42.

2. Were you sick last week?

I was, but I'm better now, thank you.
What was wrong?
I had the flu.

3. Where were you last night?

I was at the basketball game. Why?
I tried to call.
Oh. I got home at about 11:00.

4. Grammar Tic-Tac-Toe. Draw a tic-tac-toe grid on the board. Write was, were, a past time word, or some variation in each square. By turns, each student or team picks a square and tries to give a correct statement or question using the word/phrase in that square. Correct answers get an "X" or "O" in the square. Incorrect answers can be corrected as a group.

Modal Verbs

(might, must, should, shouldn't, can...)

NOTES TO THE TEACHER: *Modals are helping verbs which go in front of the simple form of the verb. They express meanings of ability, possibility, and permission. They do not require conjugation and have no -s or -ing form. Therefore, use of a modal verb is the same for I, you, he, we, they...Examples:*

*I might go to the store this afternoon.
You should call your mother.
We must learn English.
They can't remember their phone number.*

You have probably already taught “can” and “can't”, which are modals. There are many modals, each with several meanings. Some you might want to teach now are: might (not), must (not), and should (not). (For more information, see English Connections 2, pp. 125-132, or one of the Azar grammar books.)

◆ **Might:**

Explain to your students that “might” means, “maybe yes, maybe no.” Give examples of things you might do in the next year. Ask for things your students might do--tonight, next week, next year, in five years.

◆ **Must:**

(Must can also be replaced by “have to”, which functions differently than a modal but has the same meaning and is very commonly used. “Have to” must be conjugated: have to, has to...)

- Tell your class things you must do every day. Ask what they must do.
- Have students complete the sentence:
“In Atlanta I must...”
- Students complete the sentences:
“In Atlanta, my children/parents/husband/family must...”

◆ **Should:**

“Should” can be difficult for students to differentiate from “must.” The Bosnian language, for instance, does not have a word for “should,” only for “must.”

You can convey the subtle difference, perhaps, by noting to your students that the words are similar, but that “should” is weak and “must” is strong. For proficient students, you perhaps can go further and convey that “should” often has an ethical implication, because the choice NOT to do a particular thing is more evident. For example,

*I should clean my room, but I don't want to.
I must clean my room now.*

Should is also used to give advice.

Questions you can ask for practice include:

- ▶ What should parents do with a new baby?
- ▶ What should someone do who wants to learn English?
- ▶ How should children behave in school?

CONVERSATION TOPICS AND ACTIVITIES

1. Name Something... (From Azar, Basic English Grammar, p. 432) Go around the circle and respond to each of the following:

- Name something you can do.
- Name something you can't do.
- Name something you might do tomorrow.
- Name something you must do today.
- Name something you might do this weekend.
- Name something you must do in Atlanta.
- Name something you should do to learn more English.

2. Advice for a Newcomer to the U.S./Jubilee. What would you tell someone who is new to the U.S. (or Jubilee)? What must/can/should/shouldn't they do to begin a new life here?

3. Dilemmas and Goals. Present students with a situation in the form of a dilemma or a goal. (This could take the form of a simple statement or a letter to an advice columnist.) Students brainstorm advice for a person in that situation. Examples:

- I need to learn English.
- I don't want my children to forget their first language.
- My goal is to get a better job after six months in the U.S.

For more examples, see Penny Ur, Grammar Practice Activities, p. 175.

4. Cultural Discussions. Pick a situation that often has prescriptive cultural behavior associated with it and have yourself and the students describe behaviors associated with that event or rite of passage in each person's home country, and the level of expectation or freedom of choice involved. Examples: when you are getting married, as a guest at a wedding, when a baby has a first birthday... Use sentences such as:

People		must (not)
The man		should (not)
The woman	+	can (can't)
The mother		might (not)
The father		

General Suggestions: “Advanced” Classes

1. IF STUDENTS STARTED HERE AS BEGINNERS AND HAVE COME THIS FAR:

This is a lot of material to learn and internalize in two months. At this point, make your focus helping people really use and internalize the material already covered. Don't introduce much more new grammar. Think about a structure and activities for class that will give priority to depth, confidence, and experience with the language, rather than more new language. Some possibilities:

Pick a Grammar Book that you haven't worked with much. Find a good place to start and systemically review the language, filling in any gaps and reinforcing any problem spots. You do not need to necessarily give each student a copy of the book, although that may be possible or desirable; it is most important that you as a teacher have a deliberate and appropriate support for review and covering gaps.

Communication Activities: Choose grammar games, or real communication activities such as interviews, or telling a story from the person's life or home culture. Encourage people to self-correct. If correction isn't appropriate during the activity, note where students need further work and focus on that later.

Idioms: Teach common, simple idioms. Use them in dialogues. Try to help people move from talking like an ESL student to more idiomatic speech.

More In-Depth Survival Skills and Situational Practice: Take any common situation a new immigrant might find herself in, such as Opening a Bank Account, Dealing with Apartment Management, Taking a Prescription to the Pharmacy, Taking Instructions at Work. Do many of the following around this same topic. The goal is to try to get students to bring in all the language and information they already have to deal with a situation, and give them some new options where helpful.

- present a dialogue
- students prepare dialogues
- take a field trip
- brainstorm with students all relevant language, phrases, and structures they know
- review useful grammar structures
- look at useful language functions, such as how to disagree politely, how to ask for clarification, etc.
- give students problems to “solve” (such as calling and asking for information, reading a real medicine label and explaining to friend, etc.)
- develop role-plays
- bring in “reality”
- teach new vocabulary

Individual Needs and Interests: Sometimes you can teach to a students' very specific needs. Pregnant women need language for a hospital delivery. Parents of school-age children can practice making an appointment with the teacher, reading report cards, etc. Trades people are interested in specialized work vocabularies.

Reading and Writing: This may be a good time to begin to work in more reading and writing activities. Discuss with ESL Coordinator what is appropriate for your particular students. For people who are literate but inexperienced with English, appropriate activities will be things like simple dictation, Very Easy True Stories, or “language experience stories”. Written exercises, such as Graded Exercises in English, may also be appropriate.

2. IF STUDENTS HAVE COME TO JUBILEE WITH THIS MUCH LANGUAGE:

Consider all of the above possibilities, designing a program suitable for your particular students.

PLUS, VERY IMPORTANT:

Systematically review the Jubilee ESL Curriculum. You may need to spend only a few minutes on each concept, but it's important to check for any gaps and fill those in. Sometimes students come in speaking English quite well, but they don't know the days of the week, or the U.S. monetary system, or how to say “Do you have...?” etc.

Addendum

First Week Suggestions

For Jubilee students, the first one or two weeks of class is an especially significant time. The refugees are still a little wary of Jubilee, they wonder if they'll be able to learn English, and they don't know their teacher nor their classmates. Students often feel vulnerable during this time.

In light of this, it's very important to set a positive, warm, empathetic and (if possible) fun atmosphere for your new students. It's actually not difficult to do this. You can convey your acceptance of your students with smiles, much affirmation, and laughter when appropriate. It is also really nice to learn the words for “good” and “great” in the native language of your students. (You can use English words of affirmation too, which your students will soon learn.) Correct your students with a smile and without use of the word “no;” repeat the expected response and give students a chance to try again.

Another way of making your students feel comfortable is to make your lessons “meaning-full”. Work with language that students can understand; use plenty of props, pictures, and drama to make meaning clear and provide a context for the language students are learning. (This will cut down on frustration.) Speak clearly. Cut out extraneous “teacher talk”. Give students time to digest what they are hearing. Encourage them to really listen. Also, help your students master the exchanges or words you've introduced before teaching other ones. This will help your students feel like they are making progress, which they are.

On your first day with a class, you may want to find ways to exchange real information about your lives. One idea that works well with Beginners is to bring a few photos of your family or home and share them. You could also bring a map of the home country to class and have the students show you where they are from.

On the very first day with complete beginners, introduce some or all of the following areas. Use very simple drills, limited vocabulary, and sensitivity to how much the students can handle.

- Getting to Know You (one beginning dialogue)
- Greetings (“Good Morning”)
- Alphabet
- Numbers
- Naming (This is a _____.)
- Commands
- Beginner Phrases

Bring “real life” into the classroom. Most students respond well to counting money, filling out forms, etc. These are tangible skills that they know they will need in their new lives here.

Be aware of and teach the kinds of phrases and words your students wish they knew and will use outside of class. Every student is more motivated to learn phrases or words she or he can immediately use. Examples to work with **at some point in the first few weeks** include:

1. A simple hosting dialogue:
 Hello. Please come in. Please sit down.
 Thank you.
 Coffee?
 Yes, thank you.
2. Beginner Phrases (polite words and phrases): Please, excuse me, I'm sorry, thank you, you're welcome, "nice to meet you."
3. Beginner Phrases (language learning phrases): Please repeat that. How do you say..? I don't understand
4. "Like". It is always interesting to students to say what they like and hear what you and others like. They will use this word in conversation soon after they learn it.
5. "How much is this?" With this, students can ask for help from the shopping driver or even a store clerk.

Finally, teach something active to get students up and moving, such as:

- commands (e.g. "Please open the door.")
- acting out dialogues (e.g. the hosting dialogue)
- going outside when talking about the weather

An Additional Note to New Teachers

Sometimes, the above situation will be reversed and it will be you, the teacher, who feels vulnerable. The students know each other, they have been at Jubilee several weeks, and miss their old teachers. You don't know your students, are adjusting to life at Jubilee, and have perhaps never taught English before. In this case, the previous suggestions still apply. Your students will take to you well if you convey warmth, speak clearly, and teach at least one thing each lesson that has immediate and obvious practical application.

Don't expect your first class to be stupendous! It always takes one or two classes to get a feel for your students' learning pace and the class dynamic. Even experienced teachers need time to get their bearings with a class which is new to them. You can learn a lot from successful activities and activities which fall short. In a few days, you will have a better sense of what and how to teach your class.

Your comfort level will also go up as you get to know your students personally. In the upside-down kingdom, those who come to give, receive far more than they can imagine.

Health Dept. & Social Security Office

NOTES TO THE TEACHER: *Please go over these things with new students before they go to the Danielsville Health Dept. (for health screening, TB skin test, blood draw, and immunizations) and the Social Security office. It helps them know what to expect and gives them a good chance to understand and respond to commands and questions from an English-speaking stranger.*

You will need to decide how to approach this depending on the level of the class. All levels can practice questions and responses for Social Security. The Health Dept. language is more extensive and complicated, and the trip happens very early on. With very beginners you may just want to run through it a couple of times so they know what to expect. Slightly more advanced students could do it as a full-fledged TPR exercise with lots of repetition so they learn to recognize and respond to the commands. Intermediate students may be acting as translators for their families or other refugees, and it would be beneficial for them to have a thorough understanding of this language ahead of time.

HEALTH DEPARTMENT

1. Please take off your shoes.
2. Please take off your jacket/sweater.
3. Put your heels against the wall. (measuring height)
4. Stand on the scale.
5. Have a seat.
6. Roll up your sleeve.
7. Make a fist.
8. Open your hand.
9. Open your mouth.
10. Turn around.
11. left/right up/down (practice pointing the direction of the "E" with the eye chart from the teachers' room)

The nurse at the health dept. suggests they drink a lot of water they day before they go in. This helps the veins show up better in their arms. When you go over this material you may want to remind/explain to students to drink several cups of water.

SOCIAL SECURITY OFFICE

1. How do you spell your name? last name?
2. May I see your passport?
3. Please sign your (full) name here.

Last Week Suggestions

NOTES TO THE TEACHER: *All of these ideas have been used successfully in the last few days of class. What suits your class will depend on whether or not just a few students are leaving or whether the class has been together as a group for the entire two months and are all getting ready to move on.*

1. Carry On! Nothing special is necessarily called for. What is best for many students is to carry on with some serious language learning right up through the last class!

2. Getting Ready for Atlanta. Give more information about Atlanta. Look at Atlanta maps. Talk more with them about realistic expectations for the first few weeks in Atlanta if you have enough information to do so. Think about working on high-priority survival skills you may not have covered, such as calling 911 and understanding all the papers they will sign with the apartment lease. See the “Getting Ready for Atlanta” file for ideas.

3. Farewell Phrases and Dialogues. Teach these phrases or dialogues that incorporate them:

“Thank you for everything.”

“Good luck!”

“I’ll miss you.”

“Please come visit.”

4. Field Trip.

5. High-Priority Grammar. What grammar has not been covered with your students. Is there some high-use material that it would be worthwhile to introduce, even if there is not time for students to fully master it?

6. Mock Job Interviews or other survival skills.

7. Cumulative Review Fun! If much of the class has been together as a group for the two months, it can be very fun and encouraging to students to do a blitz review in the last class of all that has been covered. Take your class notebook, jar of beans, verb file, etc. Start with “My name is” and counting from 1-10 and build up from there. It’s fun if you use the same materials and shift back into beginner mode; students realize how far they have come!

8. Certificates. Your students might enjoy receiving a certificate of achievement in their last class. It can be signed by all teachers for that class and the ESL coordinator. If you’re planning to do this, think about how to avoid hurt feelings and people being left out: let other teachers know so they can consider whether it’s a good idea for their classes as well.

Minimal Pairs: INITIAL

Minimal Pair Drills are for pronunciation practice. They only need to be used when students have trouble hearing and/or speaking a particular sound, or the distinction between two particular sounds. The drill works by contrasting two sounds. The list below are made of up words which differ in the significant sound only.

1. *Teacher says the pairs. Students listen.
Then teacher says the pairs, and students repeat.
(Keep intonation consistent!)*
2. *Students listen to a pair (or the same word twice) and signal whether they hear the same or different sounds.*
3. *Students listen to a single word and signal whether they hear sound #1 or #2.*
4. *Optional: Students say a signal word and teacher indicates whether she heard sound #1 or #2.*

<u>/s/</u>	<u>/z/</u>	<u>/b/</u>	<u>/v/</u>	<u>/d/</u>	<u>/z/</u>
sip	zip	ban	van	dip	zip
seal	zeal	bat	vat	do	zoo
Sue	zoo	bet	vet	den	zen
sink	zinc	boat	vote	deal	zeal
sap	zap	best	vest	dig	zig
		berry	very	doom	zoom

<u>/s/</u>	<u>/sh/</u>	<u>/sh/</u>	<u>/j/</u>	<u>/sh/</u>	<u>/ch/</u>
save	shave	shack	Jack	share	chair
sip	ship	shale	jail	sheep	cheap
soar	shore	sheep	jeep	she's	cheese
said	shed	sham	jam	shin	chin
sign	shine			shop	chop

<u>/th/</u>	<u>/s/</u>	<u>/th/</u>	<u>/d/</u>	<u>/t/</u>	<u>/th/</u>
thin	sin	then	den	tank	thank
thick	sick	they	day	tick	thick
thank	sank	though	dough	tree	three
thought	sought	those	doze	tie	thigh
		than	Dan		
		there	dare		

Minimal Pairs: Initial (Continued)

<u>/d/</u>	<u>/t/</u>	<u>/p/</u>	<u>/f/</u>	<u>/p/</u>	<u>/b/</u>
dip	tip	pair	fair	pack	back
die	tie	pan	fan	pan	ban
do	to	pill	fill	pat	bat
Dan	tan	plush	flush	peach	beach
dell	tell				

<u>/pl/</u>	<u>/fl/</u>	<u>/bl/</u>	<u>/pl/</u>	<u>/cl/</u>	<u>/gl/</u>
pled	fled	blank	plank	class	glass
plea	flea	blight	plight	clean	glean
ply	fly	bleat	pleat	clue	glue
play	flay	bland	planned	clamour	glamour
pleat	fleet	bleed	plead	clad	glad
		black	placue		

<u>/ch/</u>	<u>/j/</u>	<u>/ch/</u>	<u>/tr/</u>	<u>/br/</u>	<u>/dr/</u>
chest	jest	chill	trill	brown	drown
chill	Jill	chain	train	bread	dread
choke	joke	chance	trance	brew	drew
chain	Jane	champ	tramp	bride	dried
		chase	trace	brain	drain

<u>/f/</u>	<u>/v/</u>	<u>/v/</u>	<u>/w/</u>	<u>/m/</u>	<u>/w/</u>
fan	van	vale	wail	may	way
fat	vat	vine	wine	me	we
fine	vine	veal	we'll	mine	wine
fail	veil	vest	west	morn	worn
		visor	wiser	mail	wail
		vow	wow	mate	wait

<u>/y/</u>	<u>/j/</u>	<u>/z/</u>	<u>/j/</u>	<u>/k/</u>	<u>/g/</u>
yak	Jack	zip	gyp	came	game
use	juice	zany	Janie	cold	gold
yellow	jello	zealous	jealous	curl	girl
yet	jet	zest	jest	coat	goat
year	jeer			class	glass
				cause	gauze

Minimal Pairs: VOWELS

<u>/i/</u>	<u>/e/</u>	<u>/i/</u>	<u>/e/</u>	<u>/i/</u>	<u>/e/</u>
sit	seat	list	least	sin	seem
it	eat	living	leaving	rim	ream
Tim	team	is	ease	riff	reef
grin	green	hill	heel	lid	lead
fit	feet	pitter	Peter	hit	heat
bit	beet	sit	seat	did	deed

<u>/a/</u>	<u>/e/</u>	<u>/a/</u>	<u>/e/</u>	<u>/u/</u>	<u>/o/</u>
man	men	pack	peck	bus	boss
sand	send	bag	beg	cussed	cost
pat	pet	pan	pen	cuff	cough
Dan	den	fad	fed	slush	slosh
sad	said	sat	set	hunt	haunt

<u>/i/</u>	<u>/oi/</u>	<u>/a/</u>	<u>/aw/</u>	<u>/e/</u>	<u>/u/</u>
line	loin	bat	bought	hem	hum
file	foil	fat	fought	hell	hull
tile	toil	fan	fawn	when	won
heist	hoist	lass	loss	pen	pun
kind	coined	glass	gloss	ped	spud
pint	point	sad	sawed	jet	jut

<u>/a/</u>	<u>/o/</u>	<u>/oo/</u>	<u>/u/</u>	<u>/i/</u>	<u>/e/</u>
hat	hot	pool	pull	pick	peck
tap	top	fool	full	tin	ten
sad	sod	suit	soot	mitt	met
can	con	cooed	could	lift	left
rat	rot	wooded	wood	rich	wretch

<u>/au/</u>	<u>/o/</u>	<u>/au/</u>	<u>/a/</u>	<u>/o/</u>	<u>/u/</u>
caught	coat	caught	cot	cot	cut
raw	row	hawk	hock	dock	duck
slaw	slow	sawed	sod	Ron	run
naught	note	wrought	rot	cob	cub
call	coal	nought	not	sop	sup

<u>/u/</u>	<u>/oa/</u>	<u>/u/</u>	<u>/a/</u>	<u>/ur/</u>	<u>or/</u>
cut	coat	run	ran	pert	port
fun	phone	fun	fan	purrs	pores
mud	mode	cut	cat	spur	spore
ton	tone	mud	mad	turn	torn
rust	roast	truck	track	hearse	horse
		cup	cap	shirt	short

Minimal Pairs: FINAL or MEDIAL

<u>/s/</u>	<u>/z/</u>	<u>/s/</u>	<u>/z/</u>	<u>/t/</u>	<u>/th/</u>
niece	knees	scarce	scares	bat	bath
ice	eyes	hearse	hers	pat	path
hiss	his	worse	whirs	mat	math
racer	razor	purse	purrs	debt	death
facing	phasing	sparse	spars	boat	both
bus	buzz	loose	lose	fort	forth
				wit	with

<u>/s/</u>	<u>/sh/</u>	<u>/s/</u>	<u>/sh/</u>	<u>/sh/</u>	<u>/ch/</u>
lasses	lashes	cast	cached	dish	ditch
mass	mash	classed	clashed	cash	catch
lease	leash	gassed	gashed	wash	watch
sass	sash	last	lashed	bash	batch
gas	gash	mast	mashed	mush	much
fasten	fashion				

<u>/ch/</u>	<u>/j/</u>	<u>/sh/</u>	<u>/j/</u>	<u>/shed/</u>	<u>/tched/</u>
rich	ridge	bash	badge	washed	watched
March	Marge	marsh	Marge	lashed	latched
leach	liege	cached	cadges	mashed	matched
batch	badge	slush	sludge	hashed	hatched

<u>/l/</u>	<u>/r/</u>	<u>/l/</u>	<u>/r/</u>	<u>k/</u>	<u>/g/</u>
heal	hear	play	pray	leak	league
feel	fear	plank	prank	back	bag
people	peeper	bled	bread	pick	pig
file	fire	glue	grew	mucky	muggy
		fly	fry	duck	dug
		flute	fruit		

<u>/d/</u>	<u>/g/</u>	<u>/f/</u>	<u>/v/</u>	<u>/p/</u>	<u>/b/</u>
lead	league	safe	save	cap	cab
road	rogue	leaf	leave	rip	rib
bed	beg	duff	dove	pup	pub
bud	bug	calf	calve	lop	lob
sad	sag	half	halve	tap	tab
did	dig	proof	prove		

Minimal Pairs: FINAL or MEDIAL (cont.)

<u>/rd/</u>	<u>/rt/</u>	<u>/d/</u>	<u>/t/</u>	<u>/th/</u>	<u>/s/</u>
curd	curt	bad	bat	math	mass
heard	hurt	bed	bet	mouth	mouse
spurred	spurt	bood	boot	moth	moss
purred	pert	burned	burnt	bath	bass
soared	sort	sued	suit	faith	face
chord	court	brewed	brute	send	sent

<u>/d/</u>	<u>/z/</u>	<u>/d/</u>	<u>/the/</u>	<u>/p/</u>	<u>/f/</u>
road	rose	laid	lathe	leap	leaf
ride	rise	sued	soothe	snip	sniff
had	has	ride	writhe	lap	laugh
bead	bees	bade	bathe	clip	cliff
squad	squaws	wordy	worthy	pup	puff
				fodder	father

<u>/th/</u>	<u>/f/</u>	<u>/b/</u>	<u>/v/</u>	<u>/th/</u>	<u>/v/</u>
with	whiff	cab	calve	swath	suave
wreath	reef	robe	rove	youth	you've
sheath	sheaf	swab	suave	growth	grove
		lib	live	hath	have

<u>/th/</u>	<u>/the/</u>	<u>/bz/</u>	<u>/dz/</u>	<u>/k/</u>	<u>/kt/</u>
sheath	sheathe	lobes	loads	creak	creaked
teeth	teethe	robes	roads	leak	leaked
wreath	wreathe	bribes	brides	shriek	shrieked
		bibs	bids	squeak	squeaked
		plebes	pleads	streak	streaked

<u>/p/</u>	<u>/t/</u>	<u>/t/</u>	<u>/k/</u>	<u>/n/</u>	<u>/ng/</u>
sheep	sheet	wheat	week	clan	clang
whip	wit	wit	wick	tan	tang
weep	wheat	sat	sack	lawn	long
cope	coat	sot	sock	thin	thing
sap	sat				

<u>/n/</u>	<u>/m/</u>	<u>/skt/</u>	<u>/sks/</u>	<u>/k/</u>	<u>/ks/</u>
grin	grim	husked	husks	sick	six
win	whim	tusked	tusks	tack	tax
main	maim	masked	masks	rock	rocks
line	lime	risked	risks	flock	flocks
roan	roam	whisked	whisks	truck	trucks

<u>/tch/</u>	<u>/x/</u>	<u>/the/</u>	<u>/z/</u>	<u>/the/</u>	<u>/f/</u>
latch	lax	breathe	breeze	breathe	brief
etch	ex	teethe	tease	sheathe	shief
pitch	picks	sheathe	she's	wreathe	reef
stitch	sticks	writhe	rise	loathe	loaf
patck	packs				

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Dialogues

Below are some dialogues/conversations. Feel free to adapt and change these; or write your own dialogues using the structures and patterns already taught. Be careful! Use dialogues sequentially so your students can build on their knowledge.

1. Hello! My name is _____.
My name is _____.
Pleased to meet you.
Pleased to meet you, too.
2. What is your name? My name is _____.
Is that your first name or your last name?
That is my first name.
What is your last, or family name?
My last name is _____.
3. Excuse me.
Yes?
Who is that?
That is Teacher Emily.
Thank you very much.
You're welcome.
4. Who is that?
I don't know.
He is very tall, isn't he?
Yes, he is. He is tall and thin.
5. What is your name?
My name is _____.
Where are you from?
I am from Burma.
What town or city are you from?
I am from _____.
6. Is that Mr. Baker?
No, it isn't. That is Mr. Hill.
What does he do?
He is a carpenter.
7. What time is it?
It's 9:30. It's time for class.
Who is your teacher this morning?
My teacher is Robbie.

8. Where is the glass?
The glass is in the box.
What is in the glass?
There is a pencil in the glass.
9. USING PICTURES...
Where is Htoo Say?
He is in front of/beside/between _____.
Where is Mu La Paw?
She is behind/beside me.
10. Where are Venance and Rang Sey?
They are in the kitchen.
What are they doing?
Venance is reading a book, and Rang Sey is looking at the pictures.
11. It is cold today, isn't it?
Yes, it is. It is very cold.
Why is it cold?
Because it is winter.
It is always cold at Jubilee in winter.
12. Hi Mom. I'm home.
Hello, Tim.
I'm thirsty.
There is some cold water in the refrigerator.
I'm hungry, too.
There are some apples in the cabinet.
13. There is Mr. Baker.
Where?
Over there...he is standing beside the window.
What is he doing?
He is reading a newspaper.
14. USING TELEPHONES
Hello.
Hello. May I speak to Jenny?
Who?
Jenny.
I think you have the wrong number.
Oh. I'm sorry. Goodbye.
Goodbye.

15. USING TELEPHONES
Hello.
Hello. May I speak to Brad?
Brad isn't here right now. Can you call back later?
Yes, I can call back at 1:00.
That's fine. Goodbye.
Goodbye.
16. Where is Kah Pay?
He is in the bedroom.
What is he doing?
He is sleeping.
Why is he sleeping?
Because he is tired.
17. Mom, Rachel is crying.
Why is she crying?
I don't know. I think she is hungry.
Where is she?
She is outside in the yard.
18. What are you doing?
I am knitting.
What are you making?
I am making a hat.
Who is it for?
It is for Sine Bee.
19. What are you doing?
I am making a cake.
Why are you making a cake?
Because it is Susan's birthday.
How old is she?
She is 29 years old.
20. Who are those boys?
They are Prime and Pa Ya Say.
Which boy is Prime and which is Pa Ya Say?
Prime is the big boy. Pa Ya Say is small.
21. What are you doing?
I am watching TV.
Oh, what program are you watching?
I am watching a football game.
Is it a good game?
Yes it is. The University of Georgia is winning.

22. Who is the woman standing beside Emily?
That is Helen.
Are they sisters?
No, they aren't. They are friends.
How old is Helen?
She is 21 years old.
23. What are you doing?
I am fixing my bicycle.
What's the matter with your bicycle?
Oh, it has a flat tire again.
24. Where is Rang Sey?
She is in the kitchen.
What is she doing?
She is cooking.
What is she cooking?
She is cooking tomato soup.
25. Where are the apples?
We don't have any apples.
Why not?
Because we don't have enough money.
26. You don't look very happy.
I'm worried about my father. He is sick.
Is he in the hospital?
No, he isn't. He is at home. He has the flu.
I'm sorry to hear that.
27. Hi, how are you today?
Oh, not so good.
What's the matter?
I think I am getting sick.
Do you have a headache?
No, I don't. I have a cold.
28. Are you ready to go to the movie?
I think so. How much money do you have?
I have \$5.
May I borrow \$1?
Sure.
29. May I borrow some money?
How much do you want?
I need about \$10 to buy a shirt.
I only have \$8. Is that enough?
I think so. Thanks a lot.

30. Where is your house?
My house is in the woods.
Is it a big white house?
No, it isn't. It is a small blue house.
Do you like it?
Yes, I do.
31. Do you like these shoes?
Yes, I do. How much are they?
They are \$29.95. Do you want to buy them?
I want to buy them but I don't have enough money.
32. Where are Jacque and Elias going?
They are going to Athens.
Why are they going to Athens?
Because they want to buy new clothes.
33. What are you doing?
I am writing a letter.
Who are you writing to?
I am writing to my brother.
Where does your brother live?
He lives in New York City.
34. What do you do after you eat dinner?
I usually read the newspaper.
Do you ever watch TV?
No, we don't have a TV.
35. What are you doing?
I am looking at some pictures.
Can I see them too?
Sure, sit down.
Who is that?
That is my brother and his wife.
36. Where are you going?
I am going to the supermarket.
May I come too?
Sure. What do you need?
I need some milk and some eggs.
Ok, let's go.
37. What time is it?
It's 3:15.
Oh, no. I'm late!
Where are you going?
I am going to my piano lesson.
Ok, goodbye.

38. Do you want to go to a movie?
No, I'm too tired.
What about tomorrow?
Sure, that sounds good.
39. What are you going to do tomorrow?
I am going to go shopping.
Are you going to buy some food?
No, I want to buy some pants and a shirt.
Do you want to come?
Yes, what time are you going to leave?
At 1:00.
40. Tim! It's 6:30! Are you ready for the party?
Yes, mom.
What are you going to wear?
I'm going to wear my brown pants and my blue shirt.

How to Teach Dialogues

Step 1: Presenting the complete dialogue

Teacher models complete dialogue.
Students listen.

REPEAT TWICE.

Step 2: Focusing on each sentence

Choral Repetition

Teacher: Models first sentence.
Students: Repeat chorally.
Teacher: Models sentence again.
Students: Repeat chorally again.

Individual Work

Teacher: Models first sentence.
Student: Repeat.
Teacher: Models again.
Student: Repeat again.

REPEAT FOR EACH SENTENCE IN DIALOGUE.

Step 3: Hearing the complete model again

Teacher models entire dialogue again.
Students listen.

Step 4: Having the conversation!

Teacher takes Role A.
Class takes Role B.

FIRST CHORALLY, THEN INDIVIDUALLY.

Step 5: More conversation

Students take Role A.
Teacher takes Role B.
FIRST CHORALLY, THEN INDIVIDUALLY.

The Four Types of Pattern Drills

1. Simple substitution drill

Starting with a sentence, a one-word cue is given for each new sentence. The words are always substituted in the same slot.

This is a _____.
 table
 book
 key

2. Transformation drill

a. The cue is a complete sentence and the response is a complete sentence changed always in the same way throughout the drill.

Examples:

from statement to question:

Cue: He is busy. Resp: Is he busy?

They are hungry. Resp: Are they hungry?

He wants a pencil. Resp: Does he want a pencil?

from affirmative statement to negative statement:

Cue: He is happy. Resp: He isn't happy.

I am busy. Resp: I'm not busy.

She has a book. Resp: She doesn't have a book.

from one tense to another with appropriate adverbs:

Cue: I am working now. Resp: I worked yesterday.

They are walking now. Resp: They walked yesterday.

b. Another type of transformation drill is the **combination drill**: Two sentences are given as cues. The response combines the two sentences into one – the same pattern prevailing throughout the drill.

Examples:

for the position of adjective before the noun:

Cue: The book is red. The book is on the table.

Resp: The red book is on the table.

Cue: The girl is intelligent. The girl is studying.

Resp: The intelligent girl is studying.

(more advanced pattern)

Cue: The pencil is short. We can't use it.

Resp: The pencil is too short for us to use.

Cue: The car is old. We shouldn't drive it.

Resp: The car is too old for us to drive.

3. Response drill

Example:

Question – Answer: Is the book new? – Yes, it is.

The teacher needs to be sure that the information to be given in the response is either included in the question or else is provided by means of a picture or an extra verbal cue. The student is not to have to think of an answer – he/she is to practice the pattern until it is automatic. In “free” conversation, the student will have a chance to select an appropriate response.

Examples:

Cue: Where is Peter going? – the bank (or a picture of a bank)

Resp: He’s going to the bank.

Cue: Where is Nancy standing? – the corner (or picture)

Resp: She’s standing on the corner.

4. Chain drill

a. Any response drill can be made into a chain drill:

Examples:

Teacher gives cue #1 – Student A gives response #1

Student A gives cue #2 – Student B gives response #2

Student B gives cue #2 – Student C gives response #3 and so on...

b. The teacher needs to cue the students so that they know what cue to give from a chart or picture or object that the teacher has given them to hold.

c. The cues and responses are still completely controlled in a chain drill.

d. After the students are completely familiar with the procedure of the drill, the patterns to be learned, and the vocabulary, students can choose the questions they ask and the answers they give, staying within what they have practiced.

e. This limited freedom is a bridge from the control of drills to the creativity of free conversation.

Pronunciation Tip: Voiced v. Unvoiced Consonants

- /p/ is said at the beginning of a word in English with a puff of air (“aspirated” and unvoiced); while /b/ is said with a throat sound and no puff of air (a voiced sound)
- Point out the puff of air to your students and illustrate by putting a flexible piece of paper in front of your mouth: it will move when you say pat but not when you say bat. Give paper to students so they can try this as well.
- To demonstrate voiced sounds, which include /b/, /z/, and /th/ as in this and that, have students put their fingers to their throat to feel the voiced vibration as they pronounce these sounds. Putting their hands over their ears works well too.

How to Teach and Use Drills

Steps in teaching pattern drills

A. Teacher uses the same format and hand signals for every drill, thus making it easy for students to master the procedure and get on with learning the language.

B. There are 3 steps in teaching a drill – each has its purpose.

In order to minimize mistakes, the content and pattern of the response are given to the student. He must think, but not about too many things at once.

If a student pauses before making a response, give him/her just a few seconds to respond, and then give the response and have him/her imitate your response.

1. Step 1 – Presentation

- a. Teacher signals for class to listen
Teacher says both Cue and Response, indicating which is which
- b. Teacher says Cue and Response
Students say Response chorally

2. Step 2 – for learning pattern – Accuracy

- a. Teacher gives Cue
- b. Students make Response chorally
- c. Teacher repeats Response*
- d. Students repeat Response*

**This repetition of the Response makes it possible for students to improve their accuracy of pattern, sounds, intonation, and speed. It is called double reinforcement.*

3. Step 3 – Fluency/Testing step

After the students know the pattern drill well, and make the responses quickly and accurately, drop the reinforcement.

Do Step 3 chorally so that students get the feel of it, and then do Step 3 one-by-one quickly around and around the room, over and over through the drill so that students are given very little time to think and their responses become automatic (“overlearning”)

- a. Teacher gives Cue
- b. Students give Response