

UNIT 1

(Ventures 1
Textbook)

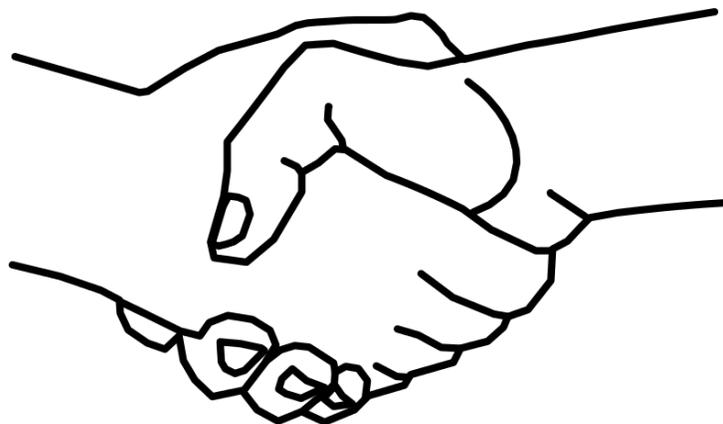
PERSONAL INFORMATION

Skill Focus/Objectives:

Greet people
Introduce self and others
Exchange personal information

Grammar Focus:

Subject pronouns (*I, you, he, she, it, we, they*)
Possessive adjectives (*my, your, his, her, its, our, their*)
Simple present forms of 'be' (*am, is, are*)



HOW TO TEACH WITH THIS UNIT PLAN

It is best to set aside at least 90 minutes for a lesson. If you need to have shorter lessons, skip the basics section sometimes (but not always – basics are important!). For more tips, details, and resources, please consult www.teachbel.org.

LESSON STRUCTURE

Every time you meet with your learners, do the following:

1. Select **one warm up activity** (section I) – up to 10 minutes
2. Select **one basics activity** (section II) – up to 20 minutes
3. Select **one review activity** (section III) – up to 10 minutes
4. **Continue** where you left off in the **main activity** (section IV) – rest of your lesson time
5. **Take notes** about the lesson with the help of the **report and reflection** pages at the end

****IF THIS IS THE FIRST UNIT YOU ARE TEACHING, AND YOUR LEARNERS ARE COMPLETE BEGINNERS, START AT STEP 4 FOR THE FIRST LESSON OR TWO!****

I. WARM UP

Start every lesson with a warm up. Warm ups give learners the opportunity focus their minds on learning English, and they are also good buffers to account for inevitable latecomers (especially in winter!). Choose **one** of the options below, and try to use a different warm-up every time you start a lesson (you can keep track of which warm ups you have done this unit by checking a box each time you do it)!

*TIME: 5-10 minutes
(careful – it's easy to get stuck here!)*

ACTIVITY	DETAILS & INSTRUCTIONS	☑	RESOURCES
SAY YOUR NAME, SAY MY NAME	Spelling names: <ul style="list-style-type: none"> • Have learners spell their own name for you. • Write names on the board if available. • Only write the letters you hear (e.g., if learners mispronounce “i” as “e”, write “e” until they correct themselves. You may know what they mean, but make sure they actually communicate it before you write it! • As an extension activity, if learners know one another fairly well, have them spell each others’ names. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p style="text-align: center;">n/a</p>
WHAT'S NEW WITH YOU?	Making Small Talk: Ask your learners any or all of the following questions, depending on their ability, and what you know about them. <ul style="list-style-type: none"> • How are you today? • How is your wife/husband? How are your children? • What's new with you? (← you will have to introduce this expression first) 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p style="text-align: center;">n/a</p>
WHAT'S NEW IN EDMONTON?	Metro Activities: This activity has learners scan and search for certain kinds of images in the Metro (see instructions for teacher). Make sure you use only those questions your learners can handle – this might take some trial and error! *Unit-specific addition: Have students find names throughout the metro and sort them into 4 categories: first names (women), first names (men), first names (both men and women), and last names. Draw a table and have learners fill it in.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> • Metro Activities (1 copy for teacher) • Copies of today's Metro Magazine (1 per 2 learners)
SING A SONG	Let's sing a song: If you enjoy singing, you can practice one of the songs in the Glee Song Manual. Feel free to select what you like depending on the mood, season, or what learners prefer. It is not necessary for learners to understand all the words in a song to enjoy singing it (and to benefit from it), since songs teach pronunciation patterns, rhythm, etc even without doing so. In fact, we would advise against explaining it all – just help your learners enjoy the sound of it (plus, there are some pictures! The trick to doing this successfully is to practice only a little bit at a time, and come back to these songs over the course of many units! Don't try to do it all at once.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> • Glee Song Manual • find many videos to demonstrate the melody to the learners at youtube.com

II. BASICS

All language skills are important, but some are more important than others. Those skills have to be reviewed regularly, especially with lower level learners, to provide a good foundation.

You can keep track of which basics you have reviewed this unit by checking the corresponding box each time you do one!

TIME: 10-20 minutes

PRONUNCIATION	<p>Success in Teaching Pronunciation: Do the next part of the Success in Teaching Pronunciation book (1-2 pages; whatever can be finished in 10-20 minutes). If you're not sure of your learners' needs, start at the beginning, but otherwise you can jump around and react to your learners' needs.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Success in Teaching Pronunciation</p>
NUMBERS	<p>Success in Teaching Numbers: Do the next part of the Success in Teaching Numbers book (1-2 pages; whatever can be finished in 10-20 minutes). If you're not sure of your learners' needs, start at the beginning, but otherwise you can jump around and react to your learners' needs.</p> <p><i>HINT: At the bottom of the page, you can find the level (Literacy, Low 1, etc). This may help you select the right activities for your learners!</i></p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Success in TESL – Numbers Workbook</p>
BINGO	<p>ESL Bingo: Select one of the Bingo games and play it with your learners. Note: don't assume learners will be familiar with the concept of bingo! It may take a few times of playing this for them to understand (and the first game will probably take longer than 20 minutes), but don't give up. Once learners become more familiar, it will go much faster; you can even appoint one of them to pull the chits and call out the numbers and letters!</p> <p><i>HINT: If you are able to print and laminate the bingo sheets once, you can reuse them over and over with dry erase or water soluble markers!</i></p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>ESL Bingo (cards and chits)</p>
PERSONAL INFORMATION	<p>Personal Information Forms: Unit 1 is specifically about personal information, but this is an important task and needs to be reviewed regularly. You can do the following activities with the learners (in order of challenge):</p> <ol style="list-style-type: none"> 1. Have them fill in their own personal information. 2. Dictate them your personal information (feel free to change some details). 3. Have them ask one another about their personal details, and fill it in for each other, then check if it's correct. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Copies of Personal Information Form (1 page per 4 learners; cut into 4 strips)</p>
WEATHER AND DATE	<p>Weather and Date: Print double sided and cut each printout in 4 equal strips. Have learners fill out today's date and weather, and then yesterday's date and weather on the back.</p> <p>Example sentence:</p> <ul style="list-style-type: none"> • Today is <u>January</u>, <u>March 12</u>, <u>2018</u>. The weather is <u>sunny</u> and <u>cold</u>. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Copies of Weather Date (1 per 4 learners)</p>

III. REVIEW

Repetition is important. Our brains need to encounter a topic several times before being able to commit it into long-term memory! Therefore, after doing your warm up, use one of the strategies below to review what was worked on last class. Always keep in mind that expecting perfect recollection from learners is unrealistic, so stay positive and reward recollection with praise, then move forward.

You can keep track of which review strategies you have employed this unit by checking the corresponding box each time you do one!

TIME: 10-20 minutes

REMEMBER: YOU CAN ONLY REVIEW WHAT YOU HAVE STUDIED BEFORE!

ACTIVITY	DETAILS & INSTRUCTIONS	☑	RESOURCES																																										
GENERAL REVIEW	<p>What did we do last class? This is a good choice when your learners have a bit of conversational ability; otherwise it will be difficult because they have to make such free sentences. Don't correct any mistakes that are unrelated to last class – this is about refreshing learners' memories!</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	n/a																																										
TABLE REVIEW (Grammar)	<p>Complete the tables: Draw one of the following tables on the board/a piece of paper, and have learners complete it. You may have to demonstrate how these tables work at first.</p> <table border="1" data-bbox="461 1031 1138 1087"> <tr> <td>I</td> <td>you</td> <td>he</td> <td>she</td> <td>it</td> <td>we</td> <td>they</td> </tr> <tr> <td>my</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <table border="1" data-bbox="461 1121 1138 1178"> <tr> <td>my</td> <td>your</td> <td>his</td> <td>her</td> <td>its</td> <td>our</td> <td>their</td> </tr> <tr> <td></td> <td></td> <td>he</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <table border="1" data-bbox="461 1211 1138 1268"> <tr> <td>I</td> <td>you</td> <td>he</td> <td>she</td> <td>it</td> <td>we</td> <td>they</td> </tr> <tr> <td></td> <td></td> <td>is</td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	I	you	he	she	it	we	they	my							my	your	his	her	its	our	their			he					I	you	he	she	it	we	they			is					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	n/a
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HOMEWORK REVIEW	<p>Homework review: If you assigned the Ventures 1 workbook pages last class as homework, you can go over the answers with learners:</p> <ol style="list-style-type: none"> 1. Give learners a few minutes to compare in pairs. 2. Compare answers as a class. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	n/a																																										

IV. MAIN LESSON

Go until you are out of time, or there is a good break in the activity (good places to stop are right before starting a new letter (1B, 1C, etc) – but we know things won't always work out that way!). Make sure you mark everything you've accomplished by checking the box, and take notes in the report at the end of this document!

TIME: remainder of your lesson time

ACTIVITY	DETAILS & INSTRUCTIONS	<input checked="" type="checkbox"/>	RESOURCES
GRADUATED CONVERSATION – NICE TO MEET YOU (Level 1)	<p>Nice To meet you! Practice the first conversation with learners. Use the following steps:</p> <ol style="list-style-type: none"> 1. Read the first conversation to learners (twice). 2. Read it one line at a time, have learners repeat. 3. Have learners practice in teams of 2. Move around and correct pronunciation mistakes (but focus only on those that impede understanding!) 4. Have learners perform in front of class. 5. Don't do the other two difficulty levels yet – save for another day/lesson! 	<input type="checkbox"/>	Copies of Graduated Conversation – Nice to meet you (1 per learner)
LESSON 1A	<p>Ventures 1 Student Book (Unit 1A): Go through Unit 1A with your learners. Look at the teachers' edition for ideas on how to teach this unit.</p> <p>Ventures 1 Workbook (Unit 1A): Go through Unit 1A workbook pages with your learners. If you have learners who have literacy issues, there is also a literacy edition of the workbook. <i>If your learners have time for homework, these workbook pages are an excellent choice to assign!</i></p>	<input type="checkbox"/> <input type="checkbox"/>	Ventures 1 (teacher edition, student book, and workbook)
WORD LIST (INTRO)	Word List – Introduction: Introduce the 9 words for this unit by showing the pictures/acting out the word. Don't show the spelling yet; make learners listen and repeat (showing the spelling too early can badly influence learners' pronunciation).	<input type="checkbox"/>	Ventures 1 Flash Cards (Unit 1 – 9 cards)
OXFORD PICTURE DICTIONARY	<p>Oxford Picture Dictionary (p4 – Personal Information): Give learners time to look at the pictures on the dictionary page, and digest the information. Have them fill in the form at the bottom of the page.</p> <p>Oxford Picture Dictionary – Workbook (p4 – Personal Information): Do the exercises with learners. Make sure your learners are matched with the right level workbook (low beginner, high beginner, or low intermediate). You can use different levels in the same classroom – they are very similar!</p>	<input type="checkbox"/> <input type="checkbox"/>	Oxford Picture Dictionary + Workbook

<h1 style="text-align: center;">LESSON 1B</h1>	<p>Ventures 1 Student Book (Unit 1B): Go through Unit 1B with your learners. Look at the teachers’ edition for ideas on how to teach this unit.</p> <p>Ventures 1 Workbook (Unit 1B): Go through Unit 1B workbook pages with your learners. If you have learners who have literacy issues, there is also a literacy edition of the workbook. <i>If your learners have time for homework, these workbook pages are an excellent choice to assign!</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<p style="text-align: center;">Ventures 1 (teacher edition, student book, and workbook)</p>
<p>WHAT’S HER NAME?</p>	<p>What’s Her Name? Do the worksheet with your learners.</p>	<input type="checkbox"/>	<p style="text-align: center;">Copies of What’s Her Name (1 per learner)</p>
<p>GRADUATED CONVERSATION – NICE TO MEET YOU (Level 2)</p>	<p>Nice to meet you! Practice the first two conversations with learners. Use the following steps:</p> <ol style="list-style-type: none"> 1. Quickly review the first conversation with learners (from the lesson before). 2. Read the second conversation to learners (twice). 3. Read it one line at a time, have learners repeat. 4. Have learners practice in teams of 2. Move around and correct pronunciation mistakes (but focus only on those that impede understanding!) 5. Have learners perform in front of class. 6. Don’t do the final difficulty levels yet – save for another day/lesson! 	<input type="checkbox"/>	<p style="text-align: center;">Copies of Graduated Conversation – Nice to meet you! (1 per learner)</p>
<p>WORD LIST (SPELLING)</p>	<p>Word List – Spelling:</p> <ol style="list-style-type: none"> 1. Elicit the 10 words for this unit by showing the pictures/acting out the word (don’t expect perfect recall!). 2. Now show the spelling, and have students spell the words out loud to each other, then to you. 3. Write what learners are spelling (on the board if available); only write the letter you actually hear (i.e., don’t write an “i” when learners say “e” just because you know that’s what they mean; learners need correct feedback on these basics!) 	<input type="checkbox"/>	<p style="text-align: center;">Ventures 1 Flash Cards (Unit 1 – 9 cards)</p>

<h1 style="text-align: center;">LESSON 1C</h1>	<p>Ventures 1 Student Book (Unit 1C): Go through Unit 1C with your learners. Look at the teachers’ edition for ideas on how to teach this unit.</p> <p>Ventures 1 Workbook (Unit 1C): Go through Unit 1C workbook pages with your learners. If you have learners who have literacy issues, there is also a literacy edition of the workbook. <i>If your learners have time for homework, these workbook pages are an excellent choice to assign!</i></p>	<input type="checkbox"/> <input type="checkbox"/>	<p style="text-align: center;">Ventures 1 (teacher edition, student book, and workbook)</p>
<p>OXFORD PICTURE DICTIONARY</p>	<p>Oxford Picture Dictionary (p202-203– World Map):</p> <ol style="list-style-type: none"> 1. Give learners time to look at the pictures on the dictionary page, and digest the information. 2. Have them find Canada and the proximate location of Edmonton, as well as their home country. 3. Have them show each other by pointing to the map and saying “I’m from _____.” 4. Have them repeat one another’s information: “This is_____. She’s from _____.” (point) <p>Oxford Picture Dictionary – Workbook (p202–203 World Map): Do the exercises with learners. Make sure your learners are matched with the right level workbook (low beginner, high beginner, or low intermediate). You can use different levels in the same classroom – they are very similar!</p>	<input type="checkbox"/> <input type="checkbox"/>	<p style="text-align: center;">Oxford Picture Dictionary + Workbook</p>
<p>WORD LIST (BINGO)</p>	<p>Word List – Bingo: Do the activity with your learners. Don’t assume learners know the game of Bingo; the first time you do this it may be a bit rough, but this activity will return and learners will grow familiar with the concept.</p> <p><u>Note:</u> Learners are often confused by the idea of choosing which box to put in each word; they want you to give them the “right” answer. However, you can’t do that because everyone’s grid should be different! Also, at this level, giving examples or showing the flashcard works better than explaining the words!</p>	<input type="checkbox"/>	<p style="text-align: center;">Ventures 1 Flash Cards (Unit 1 – 9 cards)</p> <p style="text-align: center;">Copies of Word List – Bingo (1 per 2 learners)</p>
<p>GRADUATED CONVERSATION – NICE TO MEET YOU (Level 3)</p>	<p>Nice to meet you! Practice all conversations with learners. Use the following steps:</p> <ol style="list-style-type: none"> 1. Quickly review the first two conversations with learners (from previous lessons). 2. Read the third conversation to learners (twice). 3. Read it one line at a time, have learners repeat. 4. Have learners practice in teams of 2. Move around and correct pronunciation mistakes (but focus only on those that impede understanding!) 5. Have learners perform in front of class. 	<input type="checkbox"/>	<p style="text-align: center;">Copies of Graduated Conversation – Nice to meet you! (1 per learner)</p>

<p>LESSON 1D</p>	<p>Ventures 1 Student Book (Unit 1D): Go through Unit 1D with your learners. Look at the teachers’ edition for ideas on how to teach this unit.</p> <p>Ventures 1 Workbook (Unit 1D): Go through Unit 1A workbook pages with your learners. If you have learners who have literacy issues, there is also a literacy edition of the workbook. <i>If your learners have time for homework, these workbook pages are an excellent choice to assign!</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Ventures 1 (teacher edition, student book, and workbook)</p>
<p>WORD LIST (DICTATION)</p>	<p>Word List –Dictation:</p> <ol style="list-style-type: none"> 1. Dictate all the words to the learners. 2. More advanced variant: Give each learner/pair a few words. Have them dictate their word to the rest of the class. Go until all words have been dictated. 	<p><input type="checkbox"/></p>	<p>Ventures 1 Flash Cards (Unit 1 – 9 cards)</p>
<p>LESSON 1E</p>	<p>Ventures 1 Student Book (Unit 1E): Go through Unit 1E with your learners. Look at the teachers’ edition for ideas on how to teach this unit.</p> <p>Ventures 1 Workbook (Unit 1E): Go through Unit 1E workbook pages with your learners. If you have learners who have literacy issues, there is also a literacy edition of the workbook. <i>If your learners have time for homework, these workbook pages are an excellent choice to assign!</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Ventures 1 (teacher edition, student book, and workbook)</p>
<p>WORD LIST (QUIZ)</p>	<p>Word List:</p> <ol style="list-style-type: none"> 1. Have learners take out a blank piece of paper. 2. Hold up the flashcards one by one, covering up the vocabulary term at the bottom. Make sure learners can see each card from close up. 3. Have learners write down the word. 4. Go through the cards two times so learners can get a second look and check their answers. 5. Correct with the class. 	<p><input type="checkbox"/></p>	<p>Ventures 1 Flash Cards (Unit 1 – 9 cards)</p>

REPORT & REFLECTION

Reflection is an essential part of teaching; without it, we cannot improve. You will need to print out several copies of this page— one for every session you teach. This will not only create a great record for yourself, but also an excellent log that will help you communicate with other teachers who may be working with the same group of learners.

Date:

Amount of time taught:

Teacher:

Learners Present:

What worked well today? Why?

Which students stood out today, and why?

Ideas for follow-up lessons?

Anything else about today that is worth noting? For example, did you modify, add, or skip anything? If so, why?