

## UNIT 2

(Ventures 1  
Textbook)

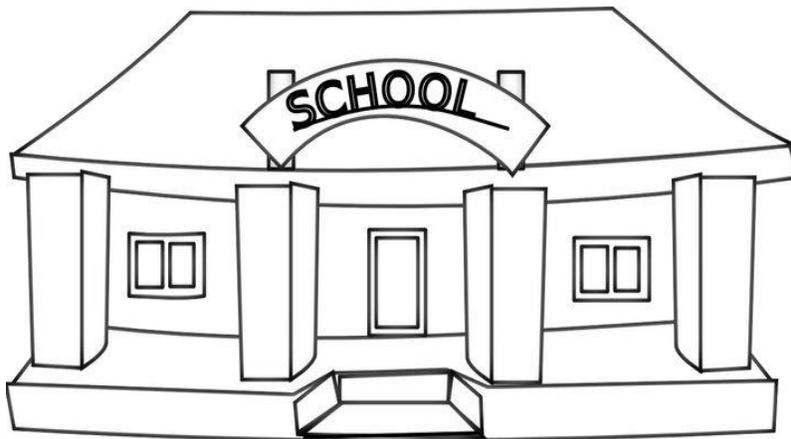
## AT SCHOOL

### Skill Focus/Objectives:

Describe location  
Ask and give location of things  
Saying *excuse me*  
Classroom furniture/objects

### Grammar Focus:

Preposition of location (*in, on, under*)  
Where is?  
Singular and plural nouns  
Yes/No questions  
This/that and these/those



### 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](http://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!\*\*\*



*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.*

## II. BASICS

All language skills are important, but some are more fundamental 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*

<b>PRONUNCIATION</b>	<b>Success in Teaching Pronunciation:</b> 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.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Success in Teaching Pronunciation</b>
<b>NUMBERS</b>	<b>Success in Teaching Numbers:</b> 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. <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>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Success in TESL – Numbers Workbook</b>
<b>BINGO</b>	<b>ESL Bingo:</b> 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, but don't give up. Once learners become more familiar, you can appoint one of them to pull the chits and call out the numbers and letters! <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>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>ESL Bingo (cards and chits)</b>
<b>PERSONAL INFORMATION</b>	<b>Personal Information Forms:</b> Unit 1 was 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): 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"/>	<b>Copies of Personal Information Form (1 page per 4 learners; cut into 4 strips)</b>
<b>WEATHER AND DATE</b>	<b>Weather and Date – today and yesterday:</b> 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. Example sentence: 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"/>	<b>Copies of Weather Date Today Tomorrow (1 per 4 learners)</b>

### 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	<input checked="" type="checkbox"/>	RESOURCES																																																	
<b>GENERAL REVIEW</b>	<p><b>What did we do last class?</b> 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																																																	
<b>TABLE REVIEW (Grammar)</b>	<p><b>Complete the tables:</b> Draw one of the following tables on the board/a piece of paper, and have learners complete it. You may have to demonstrate how this table works at first.</p> <table border="1" data-bbox="462 1031 1138 1087"> <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="462 1123 1138 1180"> <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>am</td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> <table border="1" data-bbox="462 1215 1138 1297"> <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>am</td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>I'm</td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	my	your	his	her	its	our	their			he					I	you	he	she	it	we	they	am							I	you	he	she	it	we	they	am							I'm							<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	n/a
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<b>HOMEWORK REVIEW</b>	<p><b>Homework review:</b> 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"> <li>1. Give learners a few minutes to compare in pairs.</li> <li>2. Compare answers as a class.</li> </ol>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	n/a																																																	



<p><b>GRADUATED CONVERSATION – Level 1</b></p>	<p><b>How are you?</b> Practice the conversations with learners. Use the following steps:</p> <ol style="list-style-type: none"> <li>1. Read the first conversation to learners (twice).</li> <li>2. Read it one line at a time, have learners repeat.</li> <li>3. Have learners practice in teams of 2. Move around and correct pronunciation mistakes (but focus only on those that impede understanding!)</li> <li>4. Have learners perform in front of class.</li> <li>5. Don't do the other two difficulty levels yet – save for another day/lesson!</li> </ol>	<input type="checkbox"/>	<p><b>Copies of Graduated Conversation – How are you (1 per learner)</b></p>
<p><b>WORD LIST (SPELLING)</b></p>	<p><b>Word List – Spelling:</b></p> <ol style="list-style-type: none"> <li>1. Elicit the 10 words for this unit by showing the pictures/acting out the word (don't expect perfect recall!).</li> <li>2. Now show the spelling, and have students spell the words out loud to each other, then to you.</li> <li>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!)</li> </ol>	<input type="checkbox"/>	<p>Ventures 1 Flash Cards (Unit 2 – 9 cards)</p>
<p><b>THE SCHOOL SYSTEM</b></p>	<p><b>The School System:</b> This activity allows learners to compare basic facts about the Alberta school system with the one in their home countries.</p> <ol style="list-style-type: none"> <li>1. Have learners view the table about Alberta. Have learners look at the Oxford Picture Dictionary p. 188-189 for help.</li> <li>2. Please remember that reading tables is a learned skill. You may have to talk about it with your learners in detail.</li> <li>3. You can check understanding of the table by asking Questions: <ol style="list-style-type: none"> <li>a. "If you want to be a doctor, you go to...."</li> <li>b. "My daughter is 16. She goes to...."</li> <li>c. etc.</li> </ol> </li> <li>4. When you feel learners understand the table for the most part, have learners complete the back (create a table about their countries). Help them but do not criticize their table layout or organization (that is not the point of the lesson)</li> <li>5. Depending on learners' oral skills and confidence, you can have them draw their table on the board and point and explain (you might be surprised by what even low level learners can communicate with a picture and lots of smiles and support).</li> <li>6. Make sure this does not become stressful and scary! If some learners do not want to present, that's ok too.</li> </ol>	<input type="checkbox"/>	<p>Oxford Picture Dictionary</p> <p><b>Copies of The School System – Comparison Table (1 per learner)</b></p>



<p><b>OXFORD PICTURE DICTIONARY</b></p>	<p><b>Oxford Picture Dictionary (p6 &amp; p7 – A Classroom):</b> Give learners time to review the pictures on the dictionary page one more time. Have them close the dictionary.</p> <p><b>Oxford Picture Dictionary – Where’s the Pencil:</b></p> <ol style="list-style-type: none"> <li>1. Make groups of 2 or 3.</li> <li>2. Have learners do the labelling activity in groups as described at the top of the page (learners pass sheet back and forth and label whichever word they want – the order is not important).</li> <li>3. When groups are finished, they should open the OPD to page 6/7 to check their answers and their spelling.</li> <li>4. When a group is confident, check the worksheet for them and make corrections if necessary.</li> </ol>	<input type="checkbox"/>	<p>Oxford Picture Dictionary</p> <p><b>Copies of Oxford Picture Dictionary – Where’s the Pencil (1 per 2 learners)</b></p>
<p><b>LESSON 2D</b></p>	<p><b>Ventures 1 Student Book (Unit 2D):</b> Go through Unit 2D with your learners. Look at the teachers’ edition for ideas on how to teach this unit.</p> <p><b>Ventures 1 Workbook (Unit 2D):</b> Go through Unit 2D 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>Ventures 1 (teacher edition, student book, and workbook)</p>
<p><b>WORD LIST (DICTATION)</b></p>	<p><b>Word List –Dictation:</b></p> <ol style="list-style-type: none"> <li>1. Dictate all the words to the learners.</li> <li>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.</li> </ol>	<input type="checkbox"/>	<p>Ventures 1 Flash Cards (Unit 2 – 9 cards)</p>
<p><b>LESSON 2E</b></p>	<p><b>Ventures 1 Student Book (Unit 2E):</b> Go through Unit 2E with your learners. Look at the teachers’ edition for ideas on how to teach this unit.</p> <p><b>Ventures 1 Workbook (Unit 2E):</b> Go through Unit 2E 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>Ventures 1 (teacher edition, student book, and workbook)</p>

<p><b>GAME – WHERE’S MY BOOK?</b></p>	<p><b>Game - Where’s my Book?</b> Play this game with your learners. It reviews both classroom object vocabulary, prepositions of place and contractions (where’s, that’s).</p> <p>Take the following steps:</p> <ol style="list-style-type: none"> <li>1. Ask learners to select 4-6 personal items and put them in front of themselves (suggestions: book, pen, cell phone, notebook, pencil, binder, etc...)</li> <li>2. Point at some of the items and say: <ul style="list-style-type: none"> <li>• “What’s this?”</li> </ul> </li> <li>3. The learner answers “That’s my book.”</li> <li>4. (If necessary write those two sentences down for learners to see.)</li> <li>5. Gently correct contractions (many learners will say “that is”, which sounds much less natural in English).</li> <li>6. Make sure everyone knows the words for their items.</li> <li>7. Have one learner leave the classroom for a moment (pick someone confident). While they are outside, hide their personal items with the help of the other students.</li> <li>8. Have the other learners give suggestions (under the table! Next to the chair!).</li> <li>9. When the learner comes back in, have him/her ask, “Where’s my ____?”, then have another learner answer “It’s _____”.</li> </ol>	<input type="checkbox"/>	n/a
<p><b>WORD LIST (QUIZ)</b></p>	<p><b>Word List:</b></p> <ol style="list-style-type: none"> <li>1. Have learners take out a blank piece of paper.</li> <li>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.</li> <li>3. Have learners write down the word.</li> <li>4. Go through the cards two times so learners can get a second look and check their answers.</li> <li>5. Correct with the class.</li> </ol>	<input type="checkbox"/>	Ventures 1 Flash Cards (Unit 2 – 9 cards)
<p><b>GRADUATED CONVERSATION – Level 3</b></p>	<p><b>How are you?</b> Practice the conversations with learners. Use the following steps:</p> <ol style="list-style-type: none"> <li>1. Quickly review the first two conversations with learners (from previous lessons).</li> <li>2. Read the third conversation to learners (twice).</li> <li>3. Read it one line at a time, have learners repeat.</li> <li>4. Have learners practice in teams of 2. Move around and correct pronunciation mistakes (but focus only on those that impede understanding!)</li> <li>5. Have learners perform in front of class.</li> </ol>	<input type="checkbox"/>	<b>Copies of Graduated Conversation – How are you (1 per learner)</b>



## 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?**