

# UNIT 3

(Ventures 1  
Textbook)

## FRIENDS AND FAMILY

### Skill Focus/Objectives:

Describe actions  
Talk about family members  
Ask and answer questions about  
current activities

### Grammar Focus:

Present continuous (-ing form of verbs)  
*Wh*-questions (who, what, where, when)  
*Yes/No* questions  
Object pronouns (*me, you, him, her, it, them, us*)



### 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!\*\*\*

## 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	<input checked="" type="checkbox"/>	RESOURCES
<b>SAY YOUR NAME, SAY MY NAME</b>	<p><b>Spelling names:</b></p> <ul style="list-style-type: none"> <li>• Have learners spell their own name for you.</li> <li>• Write names on the board if available.</li> <li>• 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!</li> <li>• As an extension activity, if learners know one another fairly well, have them spell each others’ names.</li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	n/a
<b>WHAT'S NEW WITH YOU?</b>	<p><b>Making Small Talk:</b> Ask your learners any or all of the following questions, depending on their ability, and what you know about them.</p> <ul style="list-style-type: none"> <li>• How are you today?</li> <li>• How is your wife/husband? How are your children?</li> <li>• What's new with you? (← you will have to introduce this expression first)</li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	n/a
<b>WHAT'S NEW IN EDMONTON?</b>	<p><b>Metro Activities:</b> 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!</p> <p><b>*Unit-specific addition:</b> Have learners find pictures of groups of people in the Metro, then guess the relationship (father-son, cousins, aunt-nephew, etc). Talk about your relationship with the learner (teacher-student!)</p>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<p><b>Metro Activities (1 copy for teacher)</b></p> <p><b>Copies of today's Metro Magazine (1 per 2 learners)</b></p>
<b>SING A SONG</b>	<p><b>Let's sing a song:</b> 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!</p> <p><b>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.</b></p>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<p><b>Glee Song Manual</b></p> <p>(you can find many videos helping you show the melody to the learners at youtube.com)</p>

## 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: 10-30 minutes*

<b>PRONUNCIATION</b>	<p><b>Success in Teaching Pronunciation:</b> Do the next part of the Success in Teaching Pronunciation book (1-3 pages; whatever can be finished in 10-30 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><b>Success in Teaching Pronunciation</b></p>
<b>NUMBERS</b>	<p><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 10-30 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><b>HINT:</b> 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><b>Success in TESL – Numbers Workbook</b></p>
<b>BINGO</b>	<p><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!</p> <p><i><b>HINT:</b> 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><b>ESL Bingo (cards and chits)</b></p>
<b>PERSONAL INFORMATION</b>	<p><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):</p> <ol style="list-style-type: none"> <li>1. Have them fill in their own personal information.</li> <li>2. Dictate them your personal information (feel free to change some details).</li> <li>3. Have them ask one another about their personal details, and fill it in for each other, then check if it's correct.</li> </ol>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<p><b>Copies of Personal Information Form (1 page per 4 learners; cut into 4 strips)</b></p>
<b>WEATHER AND DATE</b>	<p><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.</p> <p>Example sentence: Today is <u>January</u>, <u>March 13</u>, <u>3018</u>. The weather is <u>sunny</u> and <u>cold</u>.</p>	<input type="checkbox"/>  <input type="checkbox"/>	<p><b>Copies of Weather Date Today Tomorrow (1 per 4 learners)</b></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 the warm up, use one of the strategies below to review what you did in 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: 10-30 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> <p>To help, use the following two sentences (the first one for the first table, both for the second table, on another day):</p> <p><i>[HINT: Don't get too hung up when learners don't understand the idea of the difference in the abstract. There will be lots of examples of use in context in the rest of the lessons!]</i></p> <ol style="list-style-type: none"> <li>My dog loves _____.</li> <li>This is _____ car.</li> </ol> <table border="1" data-bbox="462 1459 1136 1516"> <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>him</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <table border="1" data-bbox="462 1549 1136 1633"> <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> <tr> <td>me</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	I	you	he	she	it	we	they			him					I	you	he	she	it	we	they	my							me							<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>Giver learners a few minutes to compare in pairs.</li> <li>Compare answers as a class.</li> </ol>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	n/a																																			









<h1 style="text-align: center;">LESSON 3E</h1>	<p><b>Ventures 1 Student Book (Unit 3E):</b> Go through Unit 3E with your learners. Look at the teachers’ edition for ideas on how to teach this unit.</p> <p><b>Ventures 1 Workbook (Unit 3E):</b> Go through Unit 3E 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><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"/>	<p style="text-align: center;">Ventures 1 Flash Cards (Unit 3 – 7 cards)</p>
<p><b>GRADUATED CONVERSATION – Level 3</b></p>	<p><b>What are you doing?</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). → <b>NOTE: The third conversation in this series has a completely different tone – it’s the incredulous “Oh my god, WHAT are you DOING?” Make sure this comes across!</b></li> <li>3. Read it one line at a time, have learners repeat.</li> <li>4. Have learners practice in teams of 3. 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"/>	<p style="text-align: center;"><b>Copies of Graduated Conversation – What are you doing (1 per learner)</b></p>
<p><b>MY ROLES</b></p>	<p><b>My Roles:</b> Do the graphic organizer with your learners. In the middle, learners should put their own first names. In the circles around, they should put the roles they fulfill.</p> <p><b>NOTE:</b> This one often confuses learners – they want to put the people around them in the boxes (such as “daughter” if they have a daughter). However, they are supposed to put who <i>*they*</i> are in relation to others (if they are female, daughter is one of their roles – they <i>*are*</i> someone’s daughter. To make this distinction clear, do an example one about yourself, and write things like “daughter, teacher, wife” etc, and keep saying “I am a daughter”, “I am a teacher”, etc.</p>	<input type="checkbox"/>	<p style="text-align: center;"><b>Copies of My Roles (1 per learner)</b></p>

<p><b>LESSON 3F</b></p>	<p><b>Ventures 1 Student Book (Unit 3F):</b> Go through Unit 3F with your learners. Look at the teachers' edition for ideas on how to teach this unit.</p> <p><b>Ventures 1 Workbook (Unit 3F):</b> Go through Unit 3F 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><b>FAMILY</b></p>	<p><b>Family:</b> Do the exercise with your learners. Have them find the appropriate pages in the Oxford Picture Dictionaries if necessary!</p>	<p><input type="checkbox"/></p>	<p><b>Copies of Family (1 per learner)</b></p>
<p><b>UNIT 3 QUIZ (ASSESSMENT)</b></p>	<p><b>Ventures 3 Unit Quiz:</b> Have learners do the quiz. Give as much time as needed, then either correct in class together or collect quizzes to take home and evaluate.</p>	<p><input type="checkbox"/></p>	<p><b>Copies of Ventures 1 Unit 3 Quiz (1 per learner)</b></p>
<p><b>REVIEW LESSON</b></p>	<p><b>INFORMAL ASSESSMENT/SELF-REFLECTION:</b> Take a look at the skill focus/objectives and grammar objectives on the first page of the lesson plans for Units 1 and 3.</p> <p>Are you confident that your learners can do these things fairly successfully? Remember, we are not aiming for 100% precision, speed, or style; but for overall understanding and successful communication.</p>	<p><input type="checkbox"/></p>	<p>Ventures 1 (teacher edition, student book, and workbook)</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?**