

UNIT 6

(Ventures 1
Textbook)

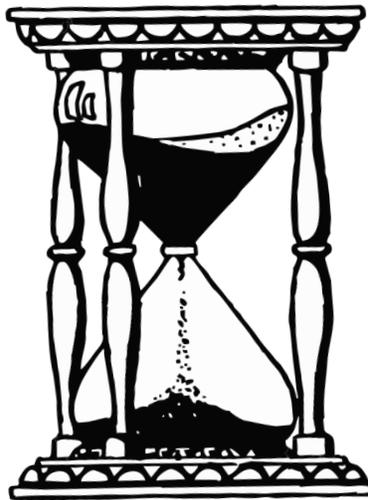
TIME

Skill Focus/Objectives:

Describing habitual activities
Asking for dates and times
Giving information about dates and times

Grammar Focus:

Simple present tense
Wh- questions
Prepositions of time (*at, in, on*)



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	<p>Spelling names:</p> <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"/>	n/a
WHAT’S NEW WITH YOU?	<p>Making Small Talk: 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"> • 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"/>	n/a
WHAT’S NEW IN EDMONTON?	<p>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!</p> <p>*Unit-specific addition: Have learners find dates and times in the Metro. Ask, “What happens on July 03?”, etc (if you think they can glean that information from context!). Otherwise, just identify the dates and read them.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Metro Activities (1 copy for teacher)</p> <p>Copies of today’s Metro Magazine (1 per 2 learners)</p>
SING A SONG	<p>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!</p> <p>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.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Glee Song Manual</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

PRONUNCIATION	<p>Success in Teaching Pronunciation: 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>Success in Teaching Pronunciation</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, 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>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 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"> 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 – today and yesterday: 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"/> <input type="checkbox"/>	<p>Copies of Weather Date Today Tomorrow (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 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																																																								
GENERAL REVIEW	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!	<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 this table works at first.</p> <table border="1" style="margin-bottom: 10px;"> <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>read</td><td></td><td>reads</td><td></td><td></td><td></td><td></td></tr> </table> <table border="1" style="margin-bottom: 10px;"> <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>do</td><td></td><td></td><td></td><td></td><td>do</td><td></td></tr> </table> <table border="1" style="margin-bottom: 10px;"> <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>watch</td><td></td><td></td><td></td><td></td><td></td></tr> </table> <table border="1"> <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></td><td></td><td></td><td></td><td>study</td></tr> </table>	I	you	he	she	it	we	they	read		reads					I	you	he	she	it	we	they	do					do		I	you	he	she	it	we	they		watch						I	you	he	she	it	we	they							study	<input type="checkbox"/> <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"/>	n/a																																																								

<h1 style="text-align: center;">LESSON 6D</h1>	<p>Ventures 1 Student Book (Unit 6D): Go through Unit 6D with your learners. Look at the teachers’ edition for ideas on how to teach this unit.</p> <p>Ventures 1 Workbook (Unit 6D): Go through Unit 6D 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>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/each other. Go until all words have been dictated. 	<input type="checkbox"/>	<p style="text-align: center;">Ventures 1 Flash Cards (Unit 6 – 9 cards)</p>
<p>OXFORD PICTURE DICTIONARY</p>	<p>Oxford Picture Dictionary (p38 & 39 – Daily Routines): Give learners time to look at the pictures on the dictionary page, and digest the information.</p> <p>Oxford Picture Dictionary (p38 & 39 – Daily Routines): Do the exercises with learners. Make sure your learners are matched with the right level of the 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>TIME WORKSHEET</p>	<p>Time Worksheet: Please do the exercises with your learners.</p>	<input type="checkbox"/>	<p style="text-align: center;">Copies of Time Worksheet (1 per learner)</p>
<p>A BUS SCHEDULE</p>	<p>A Bus Schedule: Please find copies of a bus schedule from your community and work with it with your learners. (Edmonton: https://www.edmonton.ca/ets/route-brochures-in-pdf.aspx) . If the bus schedules are not useful for your learners, use any other <u>local, real, useful schedule!</u></p> <p>You can do the following things:</p> <ul style="list-style-type: none"> • Help learners find all the buses that come to the stops near their home, and where they go. • Ask questions about the timing of the schedules. <ul style="list-style-type: none"> ○ When does the bus leave your stop? ○ When does it arrive at Churchill Square? ○ Where do you get off the bus? ○ Etc. • Answer learners’ questions about public transportation! • Feel free to use Google Maps, other city maps, etc; giving learners a sense of space and navigation is very helpful to help them be independent. 	<input type="checkbox"/>	<p style="text-align: center;">Copies of Bus Schedules/Access to a computer</p> <p style="text-align: center;">Maps of the City/town or access to Google Maps</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?