

# BEL PROGRAM – ESL IN THE COMMUNITY

## UNIT 8

(Ventures 1  
Textbook)

## WORK

**Skill Focus/Objectives:**  
Identifying past and present jobs  
Describing skills  
Talking about jobs

**Grammar Focus:**  
Simple past of be  
(statements and questions)  
*Can*  
Contractions (wasn't/weren't/can't)  
*Be with and + but*



### **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	☑	RESOURCES
<b>SAY YOUR NAME, SAY MY NAME</b>	<b>Spelling names:</b> <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"/>	<p style="text-align: center;">n/a</p>
<b>WHAT'S NEW WITH YOU?</b>	<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. <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"/>	<p style="text-align: center;">n/a</p>
<b>WHAT'S NEW IN EDMONTON?</b>	<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!  <b>*Unit-specific addition:</b> Have learners find pictures of people. Ask, “What’s his/her job?” There are two ways to answer: <ul style="list-style-type: none"> <li>• Look in the caption or scan the attached article for job names. Maybe the information is there!</li> <li>• Guess, based on the picture: “<i>Maybe she’s a...</i>”</li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<p style="text-align: center;"><b>Metro Activities (1 copy for teacher)</b></p> <p style="text-align: center;"><b>Copies of today’s Metro Magazine (1 per 2 learners)</b></p>
<b>SING A SONG</b>	<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!  <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>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<p style="text-align: center;"><b>Glee Song Manual</b></p> <p style="text-align: center;">(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"/>  <input type="checkbox"/>	<p><b>Copies of Weather Date Today Tomorrow (1 per 4 learners)</b></p>











<p><b>LESSON 8E</b></p>	<p><b>Ventures 1 Student Book (Unit 8E):</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 8E):</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>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>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>	<p><input type="checkbox"/></p>	<p>Ventures 1 Flash Cards (Unit 8 – 6 cards)</p>
<p><b>SHE WORKS IN A HOSPITAL</b></p>	<p><b>She Works in a Hospital:</b> Please do the exercises with your learners.</p>	<p><input type="checkbox"/></p>	<p><b>Copies of She Works in a Hopsital (1 per learner)</b></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?**