

BEL PROGRAM – ESL IN THE COMMUNITY

UNIT 9

(Ventures 1
Textbook)

DAILY LIVING

Skill Focus/Objectives:

Describe past actions
Discussing chores
Expressing appreciation

Grammar Focus:

Simple past tense of regular and irregular verbs
Or questions



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 30 minutes
3. Select **one review activity** (section III) – up to 20 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"/>	n/a
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"/>	n/a
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 learners find pictures of things that happen inside the house (housework, chores, etc). Ask, “What is s/he doing?”, etc. Only do this after learners have acquired some vocabulary (so not in the first lesson of the unit!)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	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"/>	Glee Song Manual (you can find many videos helping you show the melody to the learners at youtube.com)

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>
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 10-30 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>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, 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"/>	<p>Copies of Weather Date Today Tomorrow (1 per 4 learners)</p>

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 (3B, 3C, 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	☑	RESOURCES
<h1>LESSON 9A</h1>	<p>Ventures 1 Student Book (Unit 9A): Go through Unit 9A with your learners. Look at the teachers' edition for ideas on how to teach this unit.</p> <p>Ventures 1 Workbook (Unit 9A): Go through Unit 9A 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>WORD LIST (INTRO)</p>	<p>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).</p>	<input type="checkbox"/>	<p>Ventures 1 Flash Cards (Unit 9 – 9 cards)</p>
<p>OXFORD PICTURE DICTIONARY</p>	<p>Oxford Picture Dictionary (p38 & p39 – Daily Routines): Give learners time to look at the pictures on the dictionary page, and digest the information.</p> <p>Oxford Picture Dictionary – Workbook (p38 & p39 – 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>Oxford Picture Dictionary + Workbook</p>

<h1 style="text-align: center;">LESSON 9E</h1>	<p>Ventures 1 Student Book (Unit 9E): Go through Unit 9E with your learners. Look at the teachers’ edition for ideas on how to teach this unit.</p> <p>Ventures 1 Workbook (Unit 9E): Go through Unit 9E 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 (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. 	<input type="checkbox"/>	<p style="text-align: center;">Ventures 1 Flash Cards (Unit 9 – 9 cards)</p>
<p>GRADUATED CONVERSATION – Level 3</p>	<p>That’s not fair! Practice the 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 3. 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 – That’s Not Fair! (1 per learner)</p>
<p>SIMPLE PAST – PRONUNCIATION</p>	<p>Simple Past – Pronunciation: Frequently, learners will say things like “clea - NED” (two syllables) instead of “clean-d” (one syllable). This is a sorting exercise to help learners improve their pronunciation of past tense verbs.</p> <ol style="list-style-type: none"> 1. Write the following three verbs on the board: <ul style="list-style-type: none"> • clean, walk, want 2. Together with students, make three example sentences starting with “Yesterday, I...”, for example: <ul style="list-style-type: none"> • Yesterday, I cleaned the house. • Yesterday, I walked to school. • Yesterday, I wanted chocolate. 3. Underline the –ed endings and examine how they are pronounced (NOTE: they are each pronounced differently; Like a softer “d” sound in “cleaned”, a harder “t” sound in “walked”, and an additional syllable that sounds like “id” in “wanted”). 4. After that is established, create 3 columns (“t”, “d”, and “id” and have learners find verbs (by going through this unit), then put them into the past tense and sort them into these three groups. 	<input type="checkbox"/>	<p style="text-align: center;">n/a</p>

<h1>LESSON 9F</h1>	<p>Ventures 1 Student Book (Unit 9F): Go through Unit 9F with your learners. Look at the teachers' edition for ideas on how to teach this unit.</p> <p>Ventures 1 Workbook (Unit 9F): Go through Unit 9F 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>SIMPLE PAST BOARDGAME – CREATE YOUR OWN</p>	<p>Simple Past Board Game – Create Your Own: Learners will create their own review board game.</p> <ol style="list-style-type: none"> 1. Have learners look back at the board game from Lesson 9C. Replay quickly if necessary. 2. Once learners remember, tell them they will make their own review game in teams of 2-3, and then the other teams have to play it! 3. Tell them they can make it any shape and design they like. 4. Give learners supplies and help them create the game. Try to keep them on track so all groups finish at about the same time. 5. Have learners exchange games and play each others'! 6. You can also keep these games on hand for future reviews. 	<input type="checkbox"/>	<p>Copies of Simple Past Board Game (1 per 3 learners)</p> <p>dice (1 per 3 learners)</p> <p>game pawns (1 per learner)</p> <p>markers and paper/ cardboard to design game (stickers, if you have!)</p>
<p>UNIT 9 QUIZ (ASSESSMENT)</p>	<p>Ventures 1 Unit 9 Quiz: 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>	<input type="checkbox"/>	<p>Copies of Ventures 1 Unit 9 Quiz (1 per learner)</p>
<p>REVIEW LESSON</p>	<p>INFORMAL ASSESSMENT/SELF-REFLECTION: Take a look at the skill focus/objectives and grammar objectives on the first page of this lesson plan.</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>	<input type="checkbox"/>	<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?

GROCERY STORE FLYER ACTIVITY (POSTERS)	1.	<input type="checkbox"/>	3-4 grocery store fliers with lots of food items in them Paper/Cardboard for learners to make posters out of at least 2 scissors, 2 glue sticks, some markers
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