

BEGINNERS ESL LESSON PLANS BOOK 1



Learning English
Curriculum

Since 1999

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Learning English Curriculum

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About Learning English Curriculum Ltd.

Learning English Curriculum began in Czechoslovakia in 1990. Shortly after the Velvet Revolution that freed the country of Communism. The authors began writing these lessons as they taught English to their Czech Students at the English Centre in Karlovy Vary. The students played a vital role in the development of this series. The authors consulted with them by having them complete student surveys wherein they rated the extensive variety of activities and lessons that they had participated in. Discussion of the results followed and any item that was rated below 8, on a scale of 1 to 10, was discarded. Thus, Learning English Curriculum evolved through consultation with our English second language students.

Since 20095 thousands of people around the world have visited our web sites. At this time purchases of our Teen-Adult Curriculum, Children's Curriculum, Children's Storybooks and our listening programs have been made from more than 100 countries.

At Learning English Curriculum, we have a suggestion regarding the printing of our books in an economical and environmentally friendly way. It is our experience that when students begin something new there are always those that, for a number of reasons, don't continue. In order to cut expenses and avoid wasting paper, we suggest that you begin the classes by providing only the first lessons of the printed book. These small things do make a difference.

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This personalizes your textbooks and makes them a visible part of your school's curriculum. For this service contact us at: info@efl-esl.com

Members of our team with professional degrees have combined years of teaching experience and editing to produce these teaching materials.

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This book, Beginners Part 1 is dedicated to the people of Nepal, where we work with the Dalit people (untouchables) to improve their lives through education and financial aid.

During the past years we have been working with:

Bhupendra Ghimire
Founder President
Volunteers Initiative Nepal (VIN)
EU AID Volunteers Initiative Certified Organization
Member of CCIYS, NVDA & ALLIANCE of European VSO
Sister Charities: Friends of VIN Netherlands, USA, UK and Canada
<https://www.volunteersinitiativenepal.org/>
e-mail: vinnepal@gmail.com
"Empowering the most marginalised communities"

We have greatly enjoyed working with the friendly, eager to learn, Nepalese people. It has been a pleasure to provide English language materials for the Dalit people, who have suffered terrible discrimination for centuries.

Bhupendra Ghimire, Daisy and George Stocker with the teachers in Kathmandu.



TEACHING PHILOSOPHY

Our teaching philosophy means that the students and teachers can combine fun and learning, while communicating in English. This is a structured approach, meaning that each new concept is mastered in a conversational English environment before another is introduced. During the past decade, research has shown that the students learn more effectively if the teaching of grammar is integrated with a communicative approach to the learning of the English language.



This program is written for students 13 years and older. We introduce the basic tenses and other structures in a logical sequence, integrating them with light hearted activities that provide practice in a conversational setting. The combination achieved in our curriculum has proved to be popular with the students and successful in achieving its goals.

TIMING AND LESSON STRUCTURE

The most successful order of presentation for the lessons is outlined below:

- Greeting the students in English
- Oral questions (20 to 30 minutes)

Oral Questions may be done before or after the new lesson has been introduced.

The order suggested in the Student's Book should be adapted to the needs of the group.

- Introduction of a new lesson or continuation of a past lesson.
- Completion of exercises and / or partner activities
- Ending with a more relaxed conversational activity

VOCABULARY

The new words introduced in each lesson are listed under the title and may be introduced in any of the following ways:

- The teacher may write the words on the blackboard and use them in sentences.
- The teacher can dramatize, draw or use the pictures to explain the words.
- The students can work in small groups with their dictionaries.

ORAL QUESTIONS

The oral questions are designed to provide practice in speaking.

The questions and answers stress grammatical structure, and word order of the English language.

When our students completed surveys where Oral Questions were rated "helpful / not helpful" on a scale of 1 to 10, **Oral Questions were consistently rated as "10 - very helpful".**

Teaching this Conversational English program without using the oral questions will result in the lessons becoming too difficult for the students.

These questions provide the basic models of the English Language.

They are a vital part of the program, giving practice, review and an opportunity for the teacher to expand the language to talk about local events.

TESTS

The tests are a part of the learning process. They allow the students to identify the areas they need to study. When marking the sentence answers, subtract one mark for each error.

- If a student has one mistake, he or she will get 3 marks for that answer
- If a student has two mistakes, he or she will get 2 marks for that answer
- If a student has three mistakes, he or she will get 1 mark for that answer
- If a student has four or more mistakes, he or she won't get any marks

GIVE SPECIAL ATTENTION TO INDIVIDUAL NEEDS WHEN MARKING

The teacher should use discretion when marking. Some students work very hard but have difficulty. They should be given the best possible mark. Some students learn easily but become careless, so they should be marked down for their mistakes. In other words, the teacher needs to be aware of the needs of the students. The tests are designed to make most of the students feel good about their English but also give a clear signal to those who aren't making satisfactory progress.

WHAT KIND OF MISTAKES SHOULD BE CONSIDERED?

Marks should be deducted for:

- not knowing the right vocabulary
- word order mistakes
- grammatical errors
- no marks are given if the student doesn't understand the question

Do **not** deduct marks for spelling mistakes if you can understand what the student means.

Students with marks above 80% are ready to continue with the program.

Test answers are included in the Guide.

ANSWERS TO THE ORAL TEST QUESTIONS

The teachers have the choice of having the students answer orally or in writing. As some of the teachers are speaking English as a second language, it might be difficult for them to test pronunciation. If the teacher can understand what the student is saying then the pronunciation should be accepted.

Internationally, it is acceptable if the speaker is understood.

The tests are out of 50 except for the last test in Part 1 and in Part 2.

There are no absolutes when assessing test marks. Many factors always enter into the mark. These can range from the student being sick that day to some problem at home. It's also possible that the student missed a lot of classes due to illness.

The purpose of these tests is to allow the students to see where they are having difficulty. This lets them know where they should spend their time when they study.

This is the most important aspect of the tests.

ANSWERS

Answers in the Guide are written in italics. The suggested answers are the most likely, but others are possible.

GLOSSARY

The glossary contains the vocabulary.

The verbs are shown in the infinitive form: do (to).

The past tenses are included for reference in the glossary, shown as: infinitive, past tense.

CONTENTS LESSONS 1-20

The English second language complete teaching curriculum includes four books. Each book has 20 lessons in Part 1 and 20 in Part 2. New concepts are incrementally introduced. Each lesson contains three books Student Reader, Student Workbook and Teacher's Guide.

The Table of Contents for each book shows new concepts, oral activities, written exercises and large and small group activities. Answers are included for all questions and discussions. Unit and final tests are provided throughout.

Beginners PART 1

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Vocabulary			
Subject pronouns			
To be			
Written exercises			
Oral questions			
Whole class team activity			
LESSON 2	2	2	4
Possessive adjectives			
Vocabulary			
Listening and answering			
Role-play – large group in unison			
Small group oral question and answer activities			
Oral questions			
Written exercises			
Large group team activity			

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
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LESSON 14	29	28	59
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LESSON 16	32	33	65
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Vocabulary Prepositions Prepositions reference information Large and small group activity Written exercises Oral questions			
LESSON 18	36	37	71
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LESSON 19

Vocabulary
Possessive pronouns
Partner activities
Written exercises
Oral questions

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LESSON 20

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----	----	----

TEST

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Printing Instructions

Student Reader	Pages 14 - 51
Student Workbook	Pages 52 - 97
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Using QR Codes

What is a QR Code? A QR code looks like a barcode and it's used as a shortcut to link to content online using your phone's camera, saving you from typing lengthy addresses into your mobile browser.

NOTE: IF there are more than one QR codes a page, cover one with your hand or a piece of paper.



BEGINNERS ESL LESSONS

BOOK 1



STUDENT READER



LESSON 1



Hello, I am _____. I am a teacher.

What is your name? _____ ?

My name is _____.



<https://tinyurl.com/32hhutyx>

VOCABULARY:	what	yes	no	hello
	my	your	name	student
	dog	singular	plural	who
	answer (to)	sentence	be (to)	a
				teacher
				and
				friend

Singular (1)	TO BE	Plural (2+)
I am		we are
You are		you are
He is		they are
She is		
It is		

**ACTIVITY 1: Listen to your teacher read the question.
Then you, the students, read the answer with the other students in the class.**

Singular

What is your name?

My name is _____.

Are you a student?

Yes, I am a student.

Is he a student?

Yes, he is a student.

Is she your friend?

Yes, she is my friend.

Is it your dog?

Yes, it is my dog.

What is your teacher's name?

My teacher's name is _____.

Plural

Are we friends?

Yes, we are friends.

Are you students?

Yes, we are students.

Are they student?

Yes, they are students.

Are dogs friendly??

Yes, dogs are friendly.

ACTIVITY 3 – TEACHER'S GUIDE PAGE 3

EXERCISE 1 – WORKBOOK PAGE 1

ACTIVITY 2 – WORKBOOK PAGE 2

BEGINNERS ESL LESSONS

BOOK 1



STUDENT WORKBOOK



[Student Reader](http://www.efl-esl.com)
www.efl-esl.com

LESSON 1 - Student Workbook

EXERCISE 1: Answer in sentences.

1. What is your name? _____
2. Who are you? _____
3. Are you a student? _____

ACTIVITY 2:



Who is he?
He is Craig.

Who are they?
They are Craig and Jessica.



Who am I?

Who am I?



You are _____.

You are _____.

Who are we?



You _____ Jessica and _____.

Jessica Craig



Who are we?

You _____ Ruth and _____.

Ruth Raymond

BEGINNERS ESL LESSONS

BOOK 1



TEACHER'S GUIDE



[Student Reader](http://www.efl-esl.com)
www.efl-esl.com

TEACHER'S GUIDE

An Interactive Structured Approach to Learning English

This Series Includes a Student Reader, Student Workbook and a Teacher's Guide.

This Teacher's Guide provides answers to all Student Reader and Workbook questions. It also includes Oral Questions for every lesson. Throughout our years of teaching in a number of countries, students consistently gave the Oral Question the highest rating on our surveys. This Teacher's Guide also provides conversational activities, competitive games in Large and Small Groups, four unit Tests and a Mid-term Test.

Teachers Guide LESSON 1

At the beginning of the first class the teacher will introduce himself or herself by saying,

My name is _____.

We suggest that the students could then introduce themselves by saying,

My name is _____.”

As this is our International Edition we have included a variety of English names in this book. Our experience has shown us that many students have difficulty identifying the male names and the female names. Lists are provided as a part of the several lessons to help them with this.

INTRODUCING THE NEW VOCABULARY IN EACH LESSON

Each teacher will find their own method for helping the students to understand the new words. We suggest writing the words on the board as they are explained. Possible ways for making their meaning clear might include: dramatizing, drawing, pointing to objects or pictures or using the words in sentences with vocabulary that has been already introduced.

The Oral Questions are the most important activity or exercise.

Without these the content will become too difficult.

This has been verified by surveys given to thousands of students in many countries.

The oral questions are based on what is taught in the lesson, and should be asked many times until the students can answer fluently without stopping to think.

We suggest that each Oral Question session should review the oral questions from the preceding lesson(s, and then proceed to those for the new lesson. When the students have difficulty with a question it should be put on the blackboard with the sentence answer.

ORAL QUESTIONS

Tell the students that in English the second person singular and plural of “to be” are the same.

Example: Are you a student? Are you students?

singular

plural

What is your name?

My name is _____.

Are you a student?

Yes, I am a student.

Is your friend a student?

Yes, my friend is a student.

PAGE 1

ACTIVITY 1:

We suggest that the students speak in unison to read the answers to these early question and answer activities.

This method is well suited to groups that are involved with chanting in their own culture. It also provides a cover for those who are shy about articulating the new sounds of the English language.

Directions are provided with each activity.

PAGE 1

ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 1:

1. What is your name?

My name is _____.

2. Who are you?

I am _____.

3. Are you a student?

Yes, I'm a student.

LESSON 1 CONTINUED

PAGE 1 ANSWERS TO THE WORKBOOK QUESTIONS ACTIVITY 2:

Who am I? *You are Craig.* Who am I? You are Jessica.

Who are we? *You are Jessica and Craig.*

Who are we? *You are Ruth and Raymond.*

ACTIVITY 3: PAGE 3 OF THIS GUIDE

Photocopy the questions and answers on Page 3 of this guide and cut them into separate cards.

Divide the students into two teams - TEAM 1 and TEAM 2.

Move the chairs so that the teams are facing each other.

Give out all the questions so that each student has at least one.

Some can have more than one.

A student in TEAM 1 asks a member of TEAM 2 the question on his or her card.

If the answer is correct the team gets one point.

Next a student on TEAM 2 asks a member of TEAM 1 the question on his or her card.

Each student should answer at least one question.

Tell the students to answer “Yes” plus the rest of the sentence to all the questions.

All questions are answered in sentences.



LESSON 1 CONTINUED

ACTIVITY 3:

What is your name?

My name is _____.

Is your friend a student?

Yes, my friend is a student.

What is your teacher's name?

My teacher's name is _____.

Are you a student?

Yes, I am a student.

Is your friend in English class?

Yes, my friend is in English class.

Who is your friend?

_____ *is my friend.*

Are dogs friendly?

Yes, dogs are friendly.

Are dogs in restaurants?

Yes, dogs are in restaurants.

Is your teacher your friend?

Yes, my teacher is my friend.

Are you an English student?

Yes, I am an English student.

Who are you?

I am _____.

Who is your English teacher?

_____ *is my English teacher.*