

BEGINNERS ESL LESSON PLANS BOOK 2



Learning English Curriculum

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Victoria, B.C. Canada
E-mail: info@efl-esl.com

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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

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

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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.

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Test answers are included in the Guide.

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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.

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LESSONS 21 – 40

This English second language curriculum provided in our Series includes four Modules. Each book has 20 lessons in Part 1 and 20 in Part 2. The new concepts are incrementally introduced. Each lesson is contained in three books for each Part of each book: Student Reader, Student Workbook and Teacher's Guide. The Student Reader can be used a number of times as the students aren't required to write in it.

This Table of Contents includes exercises and activities in the Student Reader, Workbook and Teacher's Guide. It also lists the 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.

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BEGINNERS ESL LESSON PLANS BOOK 2



STUDENT READER



Lesson 21

VOCABULARY:	across from	on the right	movie	opposite
along	turn (to)	lunch	on the left	belong (to)
corner	get (to)	block	when	store

ACTIVITY 1:

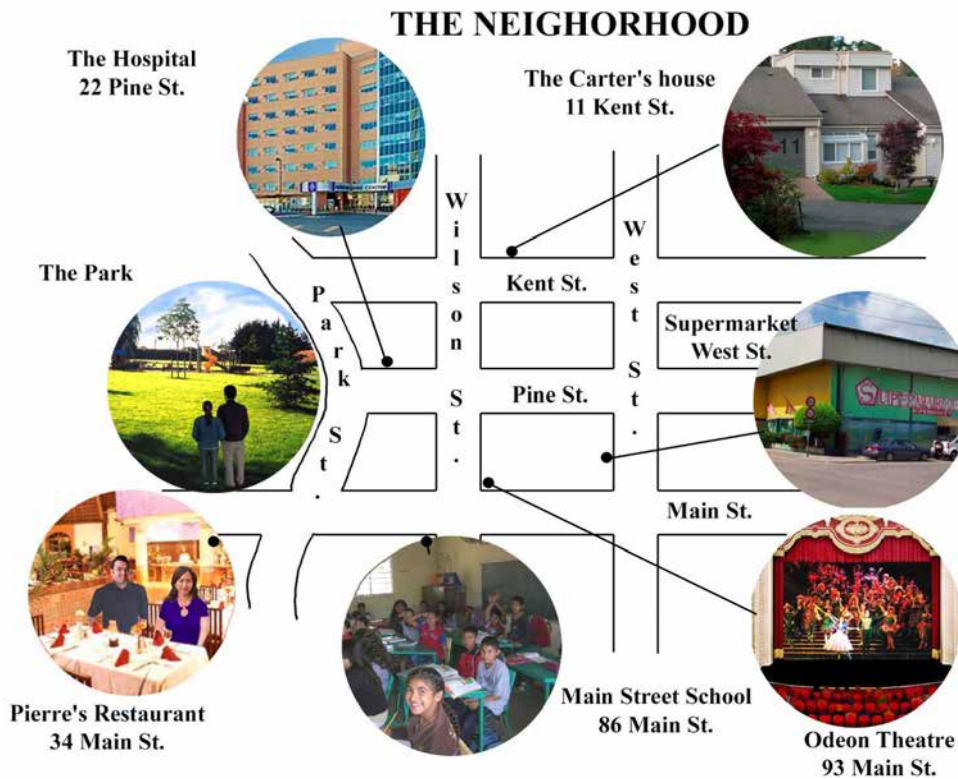
Listen to your teacher read the paragraphs and watch the video. Then take turns reading the sentences orally.

The Carters live on Kent Street at number 11. Raymond and Ruth walk along Wilson Street to their school. They walk two blocks to school.

To go to the supermarket, they walk along Kent Street to West Street, they turn right and walk two blocks. The supermarket is on the right.

The Carters and their friends like to go to the theater to see a movie. The theater is at the corner of Main Street and Wilson Street.

Mr. Carter has lunch in the restaurant across from the park.



<https://tinyurl.com/yzvvtype>



Lesson 21 Continued

Look at the map on Page 38. Listen to the video first. Divide into small groups and ask each other these questions. Then look at the answers. If you use a number, use “at”. If you don’t use a number, use “on”.

1. Where is the hospital?
2. Where is the Odeon Theater?
3. What is the address of the school?
4. Where is the supermarket?
5. Where is Pierre’s Restaurant?
6. What is the Carter’s address?

1. The hospital is on Pine Street. The church is at 22 Pine Street.
2. The Odeon Theater is on Main Street. The Odeon Theater is at 93 Main Street.
3. The school’s address is: 86 Main Street.
4. The supermarket is on West Street.
5. Pierre’s Restaurant is at 34 Main Street. Pierre’s Restaurant is on Main Street.
6. The Carter’s address is: 11 Kent Street.

Exercise 1 – Workbook Page 43

THE USE OF "ANY"

EXAMPLES:

To ask a question when the answer is singular:

Do you have a hamburger? Yes, I have a hamburger. No, I don't have a hamburger.

To ask a question when the answer is plural:

How many hamburgers do you have?

I have six hamburgers.

Do you have some hamburgers?

I don't have any hamburgers.

I have some hamburgers.

I don't have any hamburgers.

ORAL QUESTIONS

ACTIVITY 3

WORKBOOK PAGE 43

EXERCISE 2

WORKBOOK PAGE 44

EXERCISE 3

WORKBOOK PAGE 44

TEACHER’S GUIDE

ACTIVITY 4 – WORKBOOK PAGE 45

BINGO

DIRECTIONS: First the students are to match the meaning by writing the number of the meanings in List 2 beside the words in List 1.

EXAMPLE: 1 corner

Next, they are to write the words in List 1 into the BINGO squares.

Then the meanings in List 2 can be called to begin playing the game.

For instructions on how to play see Page 73 of Book 1 Part 1 of Guide.

Bingo Answers Guide Page 86

BEGINNERS ESL LESSON PLANS BOOK 2



STUDENT WORKBOOK



Book 2

STUDENT WORKBOOK

Lesson 21

EXERCISE 1

Do **not** use "the" before a name.

Use "the" when it is specific.

EXAMPLE: He is in Pierre's Restaurant.

EXAMPLE: The Church is on Pine Street.

1. How do Ruth and Raymond get to school?

2. Where is the school?

3. What is across from the park?

4. Where is the supermarket?



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EXAMPLES: To ask a question when the answer is **singular**:

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ACTIVITY 3

Ask your partner. Answer in sentences Use reported speech.

PLURAL - SOME / ANY

1. Do you have some cats? (no)

2. Do you see some hands? (yes)



3. Do you see some dishes? (no)

4. Do you have some apples? (no)

5. Do you see a church? (no)

6. Do you see some flowers? (yes)

7. Do you have some matches? (no)

8. Do you have some books? (yes)



Lesson 21 Continued

EXERCISE 2

Answer the following questions in the positive and the negative:

EXAMPLE: **I have ten flowers. I don't have any flowers.**

1. How many pens do you have?

(Positive) _____

(Negative) _____

2. How many dogs do you have?

(Positive) _____

(Negative) _____

EXERCISE 3

Answer in sentences

EXAMPLE: **Where are the windows? They are on the left.**

1. Who is sitting across from you?

2. _____
Who is on your right?

3. _____
Do you sometimes walk along the street?

4. _____
Who is on your left?

5. _____
Do you get apples at the supermarket?

6. _____
Do you live across from a hospital?

7. _____
Is there a park in your town?

8. _____
Do you go to the theater?

9. _____
Is the school across from the Carter's house?



LESSON 21 CONTINUED

ACTIVITY 3: (See Guide page 73 of Book 1 Part 1 for instructions about how to play.)

LIST 1

my (mine)
outside
here
chair
to like

theater
his
boy
dictionary
restaurant

our (ours)
house
to come
1 corner
can't

supermarket
hat
grandfather
Vancouver
don't

Canadian
behind
good
left

WORDS TO WRITE IN THE BINGO SQUARES:

LIST 2

WORDS TO CALL

1. where you turn on the street
3. to enjoy.
5. opposite of in front of.
7. a mother's son.
9. belongs to us
11. you eat there
13. you put it on your head
15. you sit on it
17. home
19. belongs to him
21. opposite of can
23. not inside

2. belongs to me
4. where you buy things
6. opposite of there
8. opposite of right
10. opposite of to go
12. opposite of do
14. you see a movie there
16. opposite of bad
18. a nationality
20. a city
22. a book full of words
24. your father's father

		BINGO		
		FREE		

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SUGGESTIONS FOR PRESENTING ORAL QUESTIONS

If the group has fewer than 15 students the teacher can work with the whole group.

- It is best to begin at the start of the oral question and work down, as the first questions can be a review.
- Avoid asking students in the order in which they sit. Their attention will be the best if they don't know who you are going to ask next!
- It is important to write difficult questions on the blackboard and discuss the possible answers with the students.
- Always be willing to use the blackboard to clarify a question or answer. Encourage the students to request such clarification.
- Be sure to ask the same question a number of times until the students can answer fluently. This is especially important for the difficult questions.
- As the basic questions and answers are learned, it will be important for the teacher to adapt and expand the questions and answers. The given questions and suggested answers provide basic grammatically correct English. It will be helpful if teachers try to provide additional humorous and / or questions about local events.

ALTERNATIVE WAYS OF PRESENTING THE ORAL QUESTIONS SO THEY CAN BE ADAPTED TO DIFFERENT GROUPS

If the whole group approach is not appropriate to the situation then the presentation of the questions may be adapted in the following ways:

The class can be divided in half.

One copy of the oral questions can be given to each pair of students in one half of the class. They can then take turns asking each other the questions. Meanwhile the teacher can be working orally with the other half as explained above. Working with half of the class at a time is well suited to using volunteers.

EXERCISES

The exercises are designed to give the students practice in important points of grammar. These can be done in class or assigned as homework. Due to the differences between the English language and other languages, students should understand the meaning of each sentence, but they should avoid making a direct translation, (a translation of each word). Word by word translation often changes the meaning, takes too much time, and prevents the student from learning the correct English word order. Teachers should use their discretion when deciding the order in which the students complete the exercises.

ACTIVITIES

The activities are often designed to take place in a more relaxed atmosphere, with the students moving around the room, and practicing what they have learned. The goal of these activities is for the students to gain practice, and not to finish the activity quickly. They will require supervision, so that they do practice the English, and not complete the activity in their own language. If time is limited, then an activity may be skipped and returned to at a later time. Teachers should use their discretion when deciding the order in which the students complete the activities.

SEATING ARRANGEMENT

We suggest that the students sit facing each other. A U shaped configuration works well.

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Lesson 21

NOTE: In North America, we go to the theater for plays, or for films, which are called "movies". In England, movies are seen in a cinema, and plays in a theater.

ORAL QUESTIONS

Who is across from you? _____ *is across from me.*
Who is in (at) the corner of the room? _____ *is in (at) the corner of the room.*
Do you go along the street sometimes? _____ *Yes, I go along the street sometimes.*

their Student Book.

Where do the Carters live?
What street do they live on?
Where is the restaurant?

The students are to look at the map on Page 38 of

The Carters live at 11 Kent Street.
They live on Kent Street.
It's at 34 Main Street.
It's on Main Street.

Where is the church?

It's at 22 Pine Street.

Where is the park?
Where is the school?

It's on Pine Street.

It's on Park Street.

It's at the corner of Wilson St. and Main St.
It's at 86 Main St.

Where is the supermarket?

It is on West St.

How does Raymond go to school?
How do you go from the restaurant to the church?

He walks to school.

You walk across Main St. to Park St.
and along Park St. to Pine St.

How do you go from the school to the park?

Walk along Main Street to Park Street.

How many blocks is it from Main to Kent St.?
How many people do you see in the school?
Do you have some horses?

It's two blocks.

There are about eleven people.

Yes, I have some horses.

No, I don't have any horses.

Do you have some sons?

Yes, I have some sons.

No, I don't have any sons.

Do you have some daughters?

Yes, I have some daughters.

No, I don't have any daughters.

Do you have some hamburgers?

Yes, I have some hamburgers.

No, I don't have any hamburgers.

Do you have some matches?

Yes, I have some matches.

No, I don't have any matches.

Do you have some pens?

Yes, I have some pens.

No, I don't have any pens

Lesson 21 Continued

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ANSWERS TO THE WORKBOOK QUESTIONS:

EXERCISE 1

1. How do Ruth and Raymond get to school?
Ruth and Raymond walk to school.
2. Where is the school?
*The school is at the corner of Main and Wilson Streets.
The school is at 86 Main Street.*
3. What is across from the park?
The restaurant is across from the park.
4. Where is the supermarket?
The supermarket is on West Street.

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ANSWERS TO THE WORKBOOK QUESTIONS

ACTIVITY 3

- | | |
|-----------------------------------|--------------------------------------|
| 1. Do you have some cats? (no) | <i>No, I don't have any cats.</i> |
| 2. Do you see some hands? (yes) | <i>Yes, I see some hands.</i> |
| 3. Do you see some dishes? (no) | <i>No, I don't see any dishes.</i> |
| 4. Do you have some apples? (no) | <i>No, I don't have any apples.</i> |
| 5. Do you see a church? (no) | <i>No, I don't see a church.</i> |
| 6. Do you see some flowers? (yes) | <i>Yes, I see some flowers.</i> |
| 7. Do you have some matches? (no) | <i>No, I don't have any matches.</i> |
| 8. Do you have some books? (yes) | <i>Yes, I have some books.</i> |

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ANSWERS TO THE WORKBOOK QUESTIONS:

EXERCISE 2

Answer the following questions in the positive and negative:

- | | |
|---|--|
| 1. How many pens do you have?
(Positive) <i>I have _____ pens.</i>
(Negative) <i>I don't have any pens.</i> | 2. How many dogs do you have?
(Positive) <i>I have one dog.</i>
(Negative) <i>I don't have any dogs.</i> |
|---|--|

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ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 3

- | | |
|--|---|
| 1. Who is sitting across from you? | _____ is sitting across from me. |
| 2. Who is on your right? | _____ is on my right. |
| 3. Do you sometimes walk along the street? | <i>Yes, I sometimes walk along the street.</i> |
| 4. Who is on your left? | _____ is on my left. |
| 5. Do you get apples at the supermarket? | <i>Yes, I get apples at the supermarket.</i>
<i>No, I don't get any apples at the...</i> |
| 6. Do you live across from a church? | <i>Yes, I live across from a church.</i>
<i>No, I don't live across from a church.</i> |
| 7. Is there a park in your town? | <i>Yes, there is a park in our / my town.</i> |
| 8. Do you go to the theatre? | <i>Yes, I go to the theater.</i>
<i>No, I don't go to the theater.</i> |
| 9. Is the school across from the Carter's house? | <i>No, the school is not across from the Carter's house.</i> |

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ANSWERS TO THE BINGO

ACTIVITY 4

- | | | | | |
|-------------|---------------|-----------------|----------------|-------------|
| 2 my (mine) | 14 theater | 9 our (ours) | 4 supermarket | 18 Canadian |
| 23 outside | 19 his | 17 house | 13 hat | 5 behind |
| 6 here | 7 boy | 10 to come | 24 grandfather | 16 good |
| 15 chair | 22 dictionary | 1 corner | 20 Vancouver | 8 left |
| 3 to like | 11 restaurant | 21 can't | 12 don't | |

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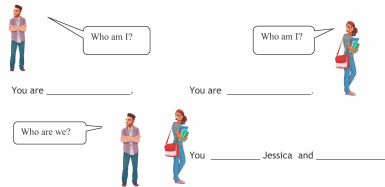
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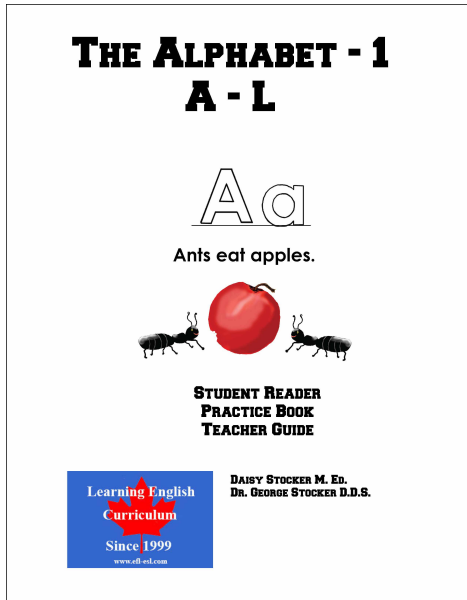
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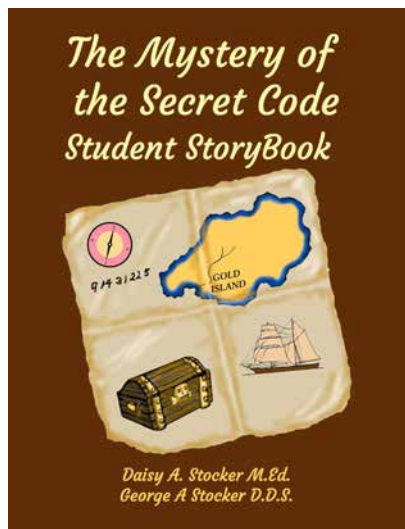


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