

# English for Life

*Curriculum for*  
**LEVEL 1**

*Theme:*  
**Basic Vocabulary  
and Phrases**

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# Teacher's Notes

This material is part of *English for Life* – a system and curriculum for teaching English in EFL contexts. The companion document “English for Life Teacher’s Guide” provides the complete information that you will need to teach this curriculum. Here, a brief summary is provided.

## ***English for Life Content***

The *English for Life* system stresses class content that is:

- **Communicative:** focused on developing reading, writing, speaking and listening skills.
- **Contextualized:** relevant to students’ real needs in using the English language; authentic materials are encouraged when they are relevant and appropriate for the language level.
- **Edifying:** helping students and teachers learn and grow as individuals, and in relationship with one another. This material is appropriate for use in Christian ministry. It provides options for using Christian content in contexts where this would be appropriate and useful for meeting students’ needs.

The *English for Life* curriculum does not use a textbook (except for grammar instruction) and instead guides teachers in developing classroom activities on interesting themes, which will engage learners in real use of the English language. Eight units are provided in each of five levels. Usually a unit can be completed in two weeks, with four hours of instruction per week, and a level can be completed in a semester.

In this curriculum, each level has a theme:

<b>Level</b>	<b>Theme/Focus</b>	<b>Content</b>
Level 1	Basic Vocabulary and Phrases	greetings, food, home, family, numbers and money, community
Level 2	Home and Family	introductions, descriptions, jobs, home life, house, schedules and habits
Level 3	Community	the neighborhood, stores, services, directions, professions
Level 4	The World	culture, customs, holidays, geography, countries
Level 5	Personal Development	spiritual life, traditions, beliefs, worldview, spiritual truth, missions

### ***The English for Life System***

This system was developed as a complete learning package, which includes various types of classes and English learning opportunities. The complete system is outlined in the document *English For Life: Program Information and Teacher's Guide*.

This curriculum guide provides materials for the heart of the *English for Life* system: the Core Class. The majority of core class time is spent in the activities highlighted in this curriculum.

Though we believe that students can benefit from some grammar study, we believe that it is not best to *begin* language learning with a lot of focused grammar instruction. When students begin focusing on grammar rules instead of on communicating in the target language, they may not develop the optimum habits for language acquisition. Therefore, in the *English for Life* system, formal grammar study begins at Level 2. In Level 1 teachers simply communicate with students through English, and enable them to use simple sentences. By the end of level one, students will know English sentence structure, pronouns, prepositions, and other basic grammar – *without* explicit grammar instruction.

An overview of Bible verses to be memorized at this level is provided here. This has been an effective part of language learning and personal growth for past students in this system. However, the use of Bible verses should be determined by the teaching context.

A key feature of this system is its Task-based Syllabus. The goals of each unit are framed in terms of tasks. These goals are given to students as they begin each level, being called their “Ability Checklist.” This checklist serves as a roadmap for teachers and students as they go through the level. Teachers organize classroom activities so that students can engage in the tasks, and students check off the tasks as they feel they are able to do them. This type of assessment of skills, focused heavily on self-assessment, is another important element of *English for Life*, which is also explained more fully in the Teacher's Guide.

### ***Student Projects***

In levels 2-5, teachers and students engage in projects which have value outside of the classroom. Level 1 does not include a student project, but rather focuses on building up a core language base first.

### *Using this Curriculum Guide*

On the following pages you will find these documents for this level:

- Curriculum overview
- List of Bible verses
- Ability Checklist

The Ability Checklist and the list of Bible verses (if used) should be given to the students when they begin the curriculum. Other documents to give to students include the Effort Checklist and vocabulary sheet, found in the Teacher's Guide.

The remainder of this curriculum guide consists of one-page teacher's guides for each unit, followed by materials that the teacher may find useful in teaching the unit. The teacher's guides provide suggestions for activities through which students can engage in each task. Following each one-page guide, the materials mentioned in the guide are provided.

While it is possible to teach this curriculum *only* using the materials provided here, we urge teachers to contextualize their materials as much as possible, finding and creating more appropriate resources for their own students. For example, when students are learning to buy and sell in English, using play money can make the activity more interesting. American currency is provided here. However, if an Australian teacher is teaching this curriculum in Indonesia, and there are students in the class who are planning to visit Australia, it might be much better to help students learn the Australian monetary system.

If you only have a hard copy of this book, you can receive a copy by email by contacting me at [jandormer@bigfoot.com](mailto:jandormer@bigfoot.com). Once this material is on your computer, you can adapt and change it to fit your local context. This material is geared to the Indonesian context. So, one of the first things you will want to do to contextualize is to use the "edit" function to locate all instances of "Indonesia" and replace them with the name of the country in which you work.

Much more contextualization is possible with this material. It is hoped that this curriculum will serve as a catalyst, and that by developing the ideas here teachers can provide excellent classroom activities that do not depend on a textbook, and which meet their students' needs in many different ways.

## ***Teaching Level One***

Level One in *English for Life* is different from the other levels. Levels 2-5 each contain eight units. Each unit can be completed in roughly two weeks. Units in levels 2-5 are meant to be done consecutively.

In Level One, however, the goal is to help students quickly acquire familiarity with a large number of basic words and phrases, and to help them become comfortable hearing English. Therefore, it is crucial that the teacher of Level One engage learners in these ways:

1. Content should be introduced a little at a time.
2. Content should be constantly recycled.
3. The teacher should speak to the students from the very beginning in English, using a slow, clear voice. The teacher should use few words, but should speak in complete, simple sentences.
4. Students should check off items on the ability checklist after the third or fourth exposure to the item. Tasks in Level 1 are usually phrased as vocabulary acquisition, as in “I know ten words for vegetables.” It is not necessary to *test* students to see if they can check off this task. Tasks are to be self-evaluated. Most students will not remember all the words they learn at this level. That’s okay. All the vocabulary will be recycled in later levels.

To understand the recycling nature of language that is crucial to the success of students in Level 1, let’s look at how the first few days of class might proceed:

### Day One:

- Teach greetings and practice (Unit 1)
- Have students spell their names as they introduce themselves (Unit 2)
- Have students give their phone numbers to each other (Unit 2)
- Have students tell what they do for a living (Unit 4)

### Day Two:

- Go over the alphabet, working on troublesome letters (Unit 2)
- Teach the “month” song (Unit 5)
- Have students practice saying their birthdates (Unit 2; Unit 5)
- Have each student introduce themselves to you (Unit 1)

### Day Three:

- Teach students how to introduce one person to another; have them practice in groups of three (Unit 1; Unit 3)
- Play bingo to reinforce numbers
- Have students spell their complete names to each other.

### Day Four:

- Teach immediate family words; first tell about your family, then have students tell about theirs (Unit 4)
- Have students spell the names of their family members (Unit 2)
- Have students give the birth dates of their immediate family (Unit 5)

In Level One, it is not important that units be taught consecutively, but it *is* important to provide a great deal of reinforcement. Basically, students should be working on greetings, letters, numbers, times, dates, the weather, common nouns, common verbs and simple sentences *throughout* the semester or year.

Because the goal of this level is to recycle material rather than to use it consecutively, the teacher's guides for this level are set up differently than for the other levels. In this booklet you will find in each unit assorted activities and resources for teaching that category of language. In addition, a list of games and activities that are useful for teaching all the basic language at this level is provided at the back of the book. Teachers should pull out various activities at various times in order to teach and then recycle the language, and keep the language learning classroom fresh and fun. Where songs or chants are mentioned, words are provided at the back of the book. CDs can be requested from [jandormer@bigfoot.com](mailto:jandormer@bigfoot.com). When using songs, it is important to understand that these sometimes introduce more vocabulary than students can understand. This is not a problem if students enjoy singing the song, and do not worry about the words they don't know.

*Resources:*

In addition to activities and resources provided here, it is ideal for Level 1 teachers to have at their disposal a number of items to use in the classroom. These should include:

- A teaching clock (a large clock with moveable hands that the teacher can set to different times)
- Student clocks (smaller versions for students to make times called out by the teachers; students can work in pairs)
- A large calendar that everyone in the class can see
- A globe and various maps
- Colored pencils or crayons
- Small dolls and doll clothing (if teaching children)
- A doll house and doll furniture (this is helpful for all ages)
- Matching cards:
  - numbers and number words
  - colors and color words
  - clothing pictures and clothing words
  - body pictures and body words
  - common item pictures and words

*A word about the time required for Level One:*

This content can be taught in one semester if:

- The class meets 5-6 hours per week
- The teacher is *diligent* in using class time to its fullest potential
- Students attend regularly, and are committed to language learning

If all of the conditions above are not present *but* students are not raw beginners and do already know some of the content, then it is likely that the material can still be covered in one semester.

If students are raw beginners, knowing none of the content, and if all the conditions listed above cannot be met, then it may be better to use the material given here for a one-year course, rather than a one-semester course.

# Curriculum: Level 1: Basic Vocabulary and Phrases

<b>TOPIC</b> Each approximately 1 1/2 weeks	<b>THEMATIC CONTENT</b>	<b>BIBLE VERSES</b>
<b>1. Greetings and basic phrases</b>	<ul style="list-style-type: none"> <li>• Self-introduction</li> <li>• Greetings, partings, please, thank you</li> <li>• “I don’t speak English.” “I don’t understand.”</li> </ul>	<i>Theme for first half:                      God helping us.</i> Phil. 4:13
<b>2. Letters and numbers</b>	<ul style="list-style-type: none"> <li>• spelling name</li> <li>• asking for spelling</li> <li>• numbers</li> </ul>	Eph. 6:10
<b>3. Basic words</b>	<ul style="list-style-type: none"> <li>• yes/no, common adjectives, basic pronouns, colors</li> <li>• pronouns and verb “to be”</li> <li>• question words</li> </ul>	Prov. 3:5
<b>4. People</b>	<ul style="list-style-type: none"> <li>• people (man, woman, child)</li> <li>• family</li> <li>• profession</li> </ul>	Col. 3:17
<b>5. Days and months</b>	<ul style="list-style-type: none"> <li>• days and months</li> <li>• today, tomorrow, yesterday</li> <li>• birthdays and years</li> </ul>	Mt. 22:37
<b>6. Food</b>	<ul style="list-style-type: none"> <li>• fruits, vegetables, meats, drinks</li> <li>• common ingredients (flour, butter, sugar)</li> <li>• meals and meal times</li> </ul>	<i>Theme for second half:                      Helping each other</i> I Cor. 12:27
<b>7. Clothes and weather</b>	<ul style="list-style-type: none"> <li>• articles of clothing and accessories</li> <li>• weather descriptors</li> </ul>	I Thes. 5:11
<b>8. Activities and times</b>	<ul style="list-style-type: none"> <li>• sports and pastimes</li> <li>• telling time</li> <li>• schedules</li> </ul>	I Cor. 13:13
<b>9. House</b>	<ul style="list-style-type: none"> <li>• parts of the house</li> <li>• furniture and appliances</li> <li>• things in a kitchen</li> </ul>	I John 4:21
<b>10. Body</b>	<ul style="list-style-type: none"> <li>• parts of the body</li> <li>• explaining what hurts when you’re sick</li> </ul>	Review
<b>Verbs learned throughout</b>	<ul style="list-style-type: none"> <li>• common basic verbs (go, give, do, take, come, etc.)</li> <li>• classroom verbs (open, close, read, write, speak, etc.)</li> <li>• simple sentences expressing activities or requests</li> </ul>	

# Bible Verses: Level 1

## GOD HELPING US

*Prayer: Dear Jesus, thank you for giving us language. Thank you for teachers, classes and books. Help me to study and learn. In Jesus' name, Amen.*

*Philippians 4:13* I can do all things through Christ.

*Ephesians 6:10* Be strong in the Lord  
and in his mighty power.

*Proverbs 3:5* Trust in the Lord with all your heart,  
and lean not on your own understanding.

*Colossians 3:17* Whatever you do, do it all in the name of the Lord  
Jesus

*Matthew 22:37* Love the Lord your God with all your heart,  
and with all your soul, and with all your mind.

## HELPING EACH OTHER

*Prayer: Dear Father, thank you for my friends in this class. Thank you for my teacher. Use me to help others to learn and grow. In Jesus' name, Amen.*

*I Corinthians 12:27* You are the body of Christ,  
and each one of you is a part of it.

*I Thessalonians 5:11* Encourage one another  
and build each other up.

*I Corinthians 13:13* These three remain: faith, hope and love.  
But the greatest of these is love.

*I John 4:21* Whoever loves God must also love his brother.

# ABILITY CHECKLIST, LEVEL 1

## Basic Words and Phrases

Name: \_\_\_\_\_ Dates: \_\_\_\_\_

### 1. Greetings and Phrases

- I know these greetings: hello, good morning, good afternoon, good evening.
- I know these words: please, thank you, you're welcome.
- I know this dialogue:
  - A: Hi, how are you?
  - B: I'm fine, how are you?
  - A: I'm fine.
- I know this dialogue:
  - A: My name is \_\_\_\_\_. What's your name?
  - B: My name is \_\_\_\_\_.
  - A: Nice to meet you.
- I know how to say goodbye.
- I know these phrases: I don't speak English yet. I don't understand. Please repeat.

### 2. Letters and Numbers

- I can say the letters of the alphabet.
- I can spell my full name.
- I can say and understand phone numbers.
- I can count to 100.
- I can understand and say amounts of money.
- I can ask the question "How much is it?" and provide the correct amount.

### 3. Basic words

- I know these words and phrases: yes, no, more-or-less, not yet, maybe.
- I know these colors: yellow, orange, pink, red, green, blue, purple, black, brown, grey, white.
- I can describe a color as *light* or *dark*.
- I know these words: big, little, good, bad, happy, sad, tired, busy, hungry, thirsty, clean, dirty, late.
- I know these words: this, that, these, those
- I know the basic pronouns, and the verb *to be*.
  - Ex: I am, you are, he/she/it is, we are, you are, they are
- I know these words: where, when, how, why, who, how much/how many

### 4. People

- I know these words: man, woman, child, children, boy, girl.
- I know these *family* words: mother, father, sister, brother, son, daughter, husband, wife.
- I know these *profession* words: teacher, student, pastor, doctor (and words suggested by student)

### 5. Days and Months

- I can say the days of the week and the months of the year.
- I can use these words: today, tomorrow, yesterday, day after tomorrow, day before yesterday.
- I can understand and answer the question, "What day is it today?"
- I can ask and answer the question, "When is your birthday?"
- I can say and understand years (1985, 2006, etc.)

6. **Food**

- I can name ten or more common vegetables.
- I can name ten or more common fruits.
- I know these words for drinks: water, milk, soft drinks, juice, tea, coffee.
- I know these words for ingredients: flour, sugar, oil, butter, salt, pepper.
- I know these words: meat, chicken, beef, pork, fish, eggs, rice, cake, cookies, bread, pasta.
- I know the words for meal times: breakfast, lunch, supper/dinner, snack.

7. **Clothes and Weather**

- I know these words: shirt, T-shirt, pants, shorts, skirt, dress, underwear, socks, swimsuit, jacket.
- I know these words: hat, shoes, sandals, umbrella, sunglasses, belt, watch, ring, necklace.
- I can describe what I am wearing or what someone else is wearing.
- I know these words: sun, rain, wind, hot, cold, wet, dry.
- I can describe the weather today.
- I can relate the weather to what I am wearing.  
Ex: It's sunny today, so I'm wearing sunglasses. It's raining, so I'm carrying an umbrella.

8. **Activities and Times**

- I know these words: soccer, tennis, swimming, volleyball, basketball, running, walking
- I know these words: reading, sewing, watching TV, listening to music, playing guitar/piano, writing letters, cooking
- I can say the *time*.
- I can say what time I do various activities.
- I can understand what time someone else does various activities.

9. **House**

- I know these words: living room, dining room, bedroom, bathroom, kitchen, laundry room.
- I know these words: floor, wall, window, door, ceiling, fan, light.
- I know these *living room and dining room* words: sofa, chair, TV, desk, computer, table.
- I know these *kitchen* words: sink, refrigerator, stove, microwave, counter, cabinets.
- I know these *kitchen* words: plate, fork, knife, spoon, bowl, cup, glass, napkin.

10. **Body**

- I know these words: face, eyes, ears, nose, mouth, teeth, hair, head
- I know these words: arm, hand, fingers, leg, foot, toes, chest, stomach, heart
- I can say when something hurts. Ex: I have a headache. My stomach hurts.
- I can understand when someone tells what is wrong with them.

**Verbs to learn throughout the course:**

- I know these words: sit, stand, walk, run, open, close, do, take, give, pray, go, come.
- I know these words: read, write, work, study, try, remember, speak, listen, understand.
- I can understand commands or requests using simple verbs.
- I can make simple sentences about my activities or ideas. Ex: I'm reading. I don't understand.
- I know these words: clean, wash, cook, iron, fix, use, prepare, tidy/straighten, make, buy
- I know how to make a request. Ex: Please cook the meat. Please buy some vegetables.

# 1. Greetings and Basic Phrases

## INTRODUCTIONS

### 1. Self-introduction

Students sit in a circle. A stuffed animal is tossed around the room. Each time a student catches the animal, he must say, "*Hi. My name is \_\_\_\_\_.*"

### 2. Self-introduction

Place students in pairs. Have each pair stand facing each other, and arrange the pairs in a circle. This produces an "inner" circle" and an "outer circle" of children facing each other. Have students introduce themselves to the person facing them, saying, "*Hi, my name is \_\_\_\_\_.*" Then, when the teacher makes a certain noise (such as clapping), each student in the outer circle moves one person to the right. The introduction is then repeated with the new person.

### 3. Formal Introductions

Teach students formal introductions, as follows:

*David: Paul, this is Mary. Mary, this is Paul.*

*Paul: Nice to meet you Mary.*

*Mary: Nice to meet you Paul.*

Have students work in groups of three, introducing each other. Have them take turns until all have played the role of "introducer."

### 4. Family introductions

Have students bring in posters with pictures of each member of their family. (Or, students can draw each member of their family.) Students take turns standing in the front of the class and "introducing" the class to their families. As they point to their pictures, they should create sentences such as: *This is my mom. This is my brother...*

### 5. Asking someone's name

Give each student a name on a card. Tell students not to show anyone else their name. Have students go around saying the following:

*Hi. My name is \_\_\_\_\_ (the name given by the teacher). What's your name?*

Students should make sure they ask everyone. At the end, see how many of the names they can remember.

## **PERSONAL INFORMATION**

### **1. Telling age**

The teacher gives each student a card with an “age” on it (“ages” can range from 1 to 100!) Students must not show anyone their card. Rather, they must mingle and ask ages, using these questions and answers:

*Question: How old are you?*

*Answer: I'm \_\_\_\_\_.*

Encourage students to “act their age” – this makes the activity more fun!

### **2. Telling age**

Have students sit in a circle. Go around the circle, having each student say their age – “*I'm \_\_\_\_\_.*” Then, point to each child one at a time, and have the class say that person’s age. For example: “*She’s fifteen. He’s twenty. He’s nineteen. She’s seventeen.*” Finally, have students take turns being in the center of the circle, pointing at each person and saying their age.

### **3. Telling grade (if teaching children or teens)**

Teach this question and answer:

*Question: What grade are you in?*

*Answer: I'm in \_\_\_\_\_ (ordinal number –third, fourth, etc.) grade.*

Also pre-teach these ordinal numbers: *first, second, third, fourth, fifth, sixth.*

Give each student a card with a number on it. Use numbers 1-6. Have students go around the room asking others the question, and listening for the answer. Ask them to keep a record of how many children are in each grade.

### **4. Telling age and grade (appropriate for all ages!)**

Prepare two sets of small pieces of paper, with enough papers in each set for all the students. On one set of papers, write ages. These can be ages 1-100. On another set of paper write grades: first, second, third, fourth, fifth, or sixth. Put each set of papers in a hat or container.

Students will choose a piece of paper from each container. This will be their “age” and their “grade.” Have students sit in a circle. Go around the room, having each give their age and grade. There will be some humorous combinations! For example:

*I'm 85 and I'm in second grade!*

# GREETINGS

## **1. Standard Greeting**

The teacher gives each student a card that says either “well” or “sick” (happy and sad faces could be used instead). Most cards should say “well,” with only 3 or 4 “sick.” Students must not show each other their cards. Students mingle around the room, asking each other, “*Hi! How are you?*” Students who are “well” must answer “*Fine thank you. And you?*” Students who are “sick” must answer, “*I’m sick!*” Students should continue asking questions until they have found at least three “sick” people.

## **2. Informal Greeting**

Teach the phrase, “*Hi. How’s it goin’?*” and the response “*Great!*” Have students repeat until they can say the phrase easily. Have all students mingle around the room giving each other “high fives” (raising the arm and slapping each other’s palms) and giving the greeting and the response.

As an alternative, have students say, “*What’s up?*” with the response, “*Not much.*”

## **3. Greetings for parts of the day**

Teach these phrases:

- Good morning (before lunch)
- Good afternoon (after lunch)
- Good evening (when meeting someone after supper or after dark)
- Good night (when heading for home or for bed)

Pantomime certain times of day and activities (such as waking up and yawning, or finishing lunch, or going to bed). Have students respond with the correct greeting.

Show a time on the clock, along with the phrases “a.m.” or “p.m.”, and have students respond with the correct greeting.

## **4. Greetings for parts of the day**

Hand out cards with pictures of parts of the day. The meaning of the pictures may need to be explained in the first language.

- Sunrise (morning)
- Sun high in the sky (afternoon)
- Dusk – sky getting dark (early evening)
- Night sky with moon and stars (night)

Make sure each student understands the part of day that his picture indicates. Students go around the room. They show their card to someone else, and that person must respond with the correct greeting.

## **5. Greetings and partings**

Make sure students already know some greetings. Pre-teach this parting: “Bye. See you later.”

Have students wander around the room and casually bump into someone. When they do, they must stop, greet, and then part. They can even say something such as “Blah, blah, blah” imitating conversation between the greeting and the parting!

Here is a sample conversation:

S1: Hi, how are you?

S2: Fine thanks. How are you?

S1: Fine thanks.

S1 & S2: Blah, blah, blah...

S1: See you later.

S2: Bye. See you later.

## **POLITE PHRASES**

### **1. Please, thank you, you're welcome**

Students sit in a circle. Have an item to pass around the circle, such as a stuffed animal. Students request the animal simply by saying “please.” When the animal is given, they respond with “thank you.” Then, the student who gave the animal says, “You're welcome.” The next student then requests the animal from the one who now has it, by saying “Please,” and so on around the circle.

### **2. Thank you, you're welcome**

Have Student A give school articles (such as a pencil, an eraser, a pencil case, etc.) to student B. Each time Student A gives something, Student B must say “thank you” to which Student B responds, “you're welcome.” When several things have been given, Student B gives them back, with Student A saying “thank you” for each one, and Student B responding with “you're welcome.”

### **3. Excuse me**

Teach students that one use of the phrase “excuse me” is to ask someone to move to let you pass through. Have students huddle together tightly in the

middle of the classroom. Then, have them try to move about, telling their classmates “*excuse me*” repeatedly.

As a variation, after students have huddled together, have them try to get to their seats, all the while saying “*excuse me.*”

#### **4. I’m sorry; that’s okay**

In pairs, tell students to “accidentally” bump each other. They should take turns “bumping” and being bumped! The person who bumps must immediately afterwards say, “*I’m sorry.*” And the person who is bumped must say, “*that’s okay.*” For this activity, it is best to pair boys with boys and girls with girls. Also, the more active ones need to be watched to see that no one gets hurt!

#### **5. I’m sorry; that’s okay**

Have all students close their eyes, or blindfold them. Have them wander around the room. When they bump into another person, they must say “*excuse me*” and the other person must respond, “*that’s okay.*”

#### **6. May I please...**

Write on the board common classroom requests:

- get a drink of water
- go to the bathroom
- turn on / off the light
- open / close the door
- open / close the window

Practice saying these phrases. Have students raise their hands and make requests, such as “*May I please close the door?*” Tell students that these are “pretend” requests. Make sure that each student asks at least one question.

Following the above practice activity, place students in pairs. One person plays the role of the teacher, and the other is the student. The student makes polite requests, and the teacher responds with either yes or no. If desired, pre-teach the responses, “*Yes, you may,*” and “*No, you may not.*”

#### **7. Could you please...**

Write on the board these phrases:

- turn on / off the light
- open / close the door
- open / close the window
- sit down
- be quiet

Have a student leave the room. When the student has left, the others decide to change something. For instance, all the students might stand up. Then, the student outside returns, and must figure out what polite request should be given. If all the students are standing, then when the student returns, he should say, *“Could you please sit down?”*

### **8. May I borrow...**

Teach the phrase *“May I borrow...”* and remind students of several names of school objects, such as: eraser, pen, pencil, a piece of paper, ruler. Have students work in pairs. One person should ask, *“May I borrow your eraser?”* and the other respond, *“Yes, you may.”* They should ask to borrow four or five items, then switch roles.

## **SONGS**

- When I Wake Up

## **CHANTS**

- How are you?
- Please and Thank you

## **WORKSHEETS**

- Introductions

# Introductions

## INTRODUCE YOURSELF TO SOMEONE

- \* **Name** : My name is \_\_\_\_\_
- \* **Age** : I am \_\_\_\_\_ years old
- \* **Address** : I live at (specific area) \_\_\_\_\_  
I live on (street) \_\_\_\_\_  
I live in (city/country) \_\_\_\_\_
- \* **Profession** : I am a \_\_\_\_\_ (student, secretary, police, etc)  
I study at \_\_\_\_\_  
I work at \_\_\_\_\_
- \* **Family** : I have \_\_\_\_\_  
(children, son, daughter, sister, brother, etc).

## INTRODUCE YOUR FRIEND TO SOMEONE ELSE

“Hi \_\_\_\_\_, I would like to introduce my friend to you”

- \* **Name** : This is \_\_\_\_\_  
This is my friend, His name is \_\_\_\_\_  
This is my friend, Her name is \_\_\_\_\_
- \* **Age** : She/he is \_\_\_\_\_ years old.
- \* **Address** : She/he lives at \_\_\_\_\_  
She/he lives on \_\_\_\_\_  
She/he lives in \_\_\_\_\_
- \* **Profession** : She/he is a \_\_\_\_\_
- \* **Family** : She/he has \_\_\_\_\_  
(children, son, daughter, sister, brother, etc).

## 2. Letters and Numbers

### NUMBERS

#### 1. Stand Up

Students sit in a circle holding number cards. Call out a number. The student with that number stands up. Alternatively, the student with the number stands and says the number.

**Note:** this activity can also be used with letters.

#### 2. Watch

Say the numbers just moving your mouth don't use your voice. Students guess what the number is.

**Note:** This activity can also be used in teams. Have students perform the numbers and their teams guess them.

#### 3. Back Draw

Students line up. Draw a number on the back of the last student using your finger. They pass on the number until it reaches the first one. The first student says the number aloud and goes to the end of the line.

**Note:** This activity can also be used in teams or with letters of the alphabet.

#### 4. Missing

Write numbers on the board in random order. Students close their eyes. Erase some numbers and ask what is missing.

**Note:** this activity can also be used with letters.

#### 5. Math

Teach plus, minus and equal. Dictate simple numbers for students to add up and call out the answer. Have volunteers dictate sums.

#### 6. Quick Change

Take ten pencils and show them to the students. Hold them behind your back, then quickly show some of them and ask: How many are there? Let them guess and count aloud to check.

**Note:** They can do the same activity in pairs.

## **7. Multiples**

Numbers 1-30. Explain that they can say neither 3 nor its multiples. Instead they have to say "Snip". Point to students, they keep calling numbers in order until someone makes a mistake. Then this person is out and you start again until you have only a winner.

**Note:** The same can be done with multiples of 4, 5, etc.

## **8. Number Charades**

Call a student and whisper a number in his ear. He must perform the number using his whole body, but silently. The others have to guess the number. You can divide the class in two teams.

**Notes:** This activity can also be used with letters.

## **9. Beans**

Students work in pairs. Each student receives 3 beans. Both have to hide a number of beans in one hand. They try to guess the total number of hidden beans. The student who gets the answer takes one bean out. The first without any beans is the winner.

# **LETTERS**

## **1. Find and Stand**

Arrange letter cards on the walls. Call a letter and have students stand near it.

**Note:** This activity can also be used with numbers or colors.

## **2. Initial Letter**

Call out a word in English and have students say the first letter of the word.

**Notes:** This activity can also be used as a competition.

## **3. Making Letters (only for children!)**

Students work in pairs. Call out a letter; pairs form the letter with their bodies, on the floor.

## **4. Spell**

Give simple written words (on cards) for students to spell to each other in pairs. By hearing the spelling, the second student figures out what the word is.

**Note:** This activity can also be used as a competition. The pair with the most correct words in a given time is the winner.

## 5. Seek and Find

Before class starts, hide some letter cards in the classroom. Students have to find the cards and say the letters they have found in English.

**Note:** This activity can also be used as a game. Divide the class in two teams. One team hides the cards the other looks for them. Then they exchange roles. The team with the most cards is the winner. Make them come to you and say the letter aloud or say a word beginning with that letter.

## 6. Non-violent “Hangman”

Draw gaps on the board from a simple word. Students take turns saying a letter to fit the gaps. If guess is correct, write it in the correct gap; if not, draw a line to a drawing for each wrong letter. Any simple drawing will do, for example a five lines star or a happy face.

**Notes:** This is a less violent version of the traditional Hangman. It can also be played in pairs.

## SONGS

- The ABC Song
- The Number Song

## GAMES / ACTIVITIES

- Bingo
- Matching

## WORKSHEETS

- Provide students with a form on which they can collect their classmates' phone numbers. Teach them to ask the questions: “What is your home phone number?” “What is your hand phone number?”
- Provide students with the “Beginning Vocabulary” sheet as a reference for numbers, letters, days and months.

# *Beginning Vocabulary*

## **DAYS OF THE WEEK**

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

## **MONTHS OF THE YEAR**

January, February, March, April, May, June, July, August, September,  
October, November, December

## **ALPHABET**

**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

## **NUMBERS**

<b>Number</b>	<b>Cardinal</b>	<b>Ordinal</b>	<b>Number</b>	<b>Cardinal</b>	<b>Ordinal</b>
1	one	first	17	seventeen	seventeenth
2	two	second	18	eighteen	eighteenth
3	three	third	19	nineteen	nineteenth
4	four	fourth	20	twenty	twentieth
5	five	fifth	21	twenty-one	twenty-first
6	six	sixth	22	twenty-two	twenty-second
7	seven	seventh	23	twenty-three	twenty-third
8	eight	eighth	24	twenty-four	twenty-fourth
9	nine	ninth	25	twenty-five	twenty-fifth
10	ten	tenth	26	twenty-six	twenty-sixth
11	eleven	eleventh	27	twenty-seven	twenty-seventh
12	twelve	twelfth	28	twenty-eight	twenty-eighth
13	thirteen	thirteenth	29	twenty-nine	twenty-ninth
14	fourteen	fourteenth	30	thirty	thirtieth
15	fifteen	fifteenth	31	thirty-one	thirty-first
16	sixteen	sixteenth	32	thirty-two	thirty-second

30 thirty

40 forty

50 fifty

60 sixty

70 seventy

80 eighty

90 ninety

100 one hundred

1000 one thousand

1959: “nineteen fifty-nine”

2006: “two thousand six”



### 3. Basic Words and Phrases

#### QUESTIONS AND ANSWERS

##### 1. Simple yes/no questions and answers

Pre-teach a simple exchange such as:

*Question: Are you happy?*

*Answer: Yes I am. / No I'm not.*

Have students sit in a circle. Begin by asking the question to the student at your right. After he answers, he asks the question to the next person, and so on. Continue asking similar questions, such as: *Are you a boy? Are you Canadian? Are you tall? Are you tired? Are you hot?*

**Note:** Many simple questions can be practiced in this way. However, don't mix verb forms with young children just beginning to learn the language. In other words, don't add "Is this a ball?" to the above list of questions. Instead, begin a new round, asking all questions beginning with "is."

##### 2. Simple yes/no questions and answers

Pre-teach the names of simple objects such as: ball, cat, dog, hat, flower, book, pencil, etc. Prepare cards with pictures of these objects, or words if the students are older. Tape a card on each child's back, without letting him see what is on the card.

Each student must go around the room asking questions such as, "*Is it a dog? Is it a book?*" Students must respond with "*Yes it is*" or "*no it's not.*" Note: students must only ask one question per person, so that they ask many different people before they figure out the answer.

##### 3. Information Questions: What

Pre-teach "*What's this?*" with the response "*It's a(n) \_\_\_\_\_.*" Bring several objects whose names students already know in English, for example: an apple, a ball, a pencil, etc. Have students sit in a circle. Pass the object to the first student, asking the question "*What's this?*" The student answers, then asks the question to the next student, and so on around the circle. After the first object has started around the circle, another can be introduced, until several objects are going around the circle.

#### 4. Information Questions: What

As a variation on the preceding activity, choose objects that can be tossed (such as several different stuffed animals). Have students toss the animal to someone while they say, *“What’s this.”* When the other student catches the animal, he must answer, *“It’s a dog (pig, bird, etc.)”*

#### 5. Information Questions: Who

Pre-teach *“Who’s that?”* and *“Who’s this”* teaching that *“that”* is used when pointing and *“this”* is used when touching. Have students sit in a circle. Have students ask questions following this pattern:

*John: Paul (calling a classmate’s name) who’s that (pointing to another classmate)?*

*Paul: That’s Mary.*

*Paul: Jane, who’s this (touching another classmate)?*

*Jane: (Goes to touch the classmate as well) This is Sarah.*

*Jane: Billy, who’s that (pointing)?*

*Billy: That’s Jonah.*

*Billy: Mark, who’s this (touching)?*

#### 6. Information Questions: Who

Have students bring in pictures of their families. Working in pairs, students show their pictures to their partners. The other student must ask, *“Who’s this?”* pointing to each person. The student answers the questions using family words: *“My mother” “My sister”* etc.

#### 7. Information Questions: Where

The teacher hides several objects around the room, and provides students with pictures of those objects. The students must then look at the picture and ask the teacher *“Where is the \_\_\_\_?”* The teacher can respond with prepositional phrases, such as *“It’s under the table.”*

#### 8. Information Questions: Where

Put students in pairs. Provide each student with a picture of a living room, and a list of objects to be placed somewhere in the living room, for example: a book, a lamp, a pair of shoes, a rug, a picture, etc. Have one student draw the items anywhere he wants in the living room. The other student must then discover where the items are by asking questions such as, *“Where is the book?”* The second student should try to draw the items in the same place, without looking at the first student’s drawing.

If students have not yet learned prepositional phrases such as *“on the table”* the answers could be given in the first language.

## **AGREEMENT**

### **1. Me too**

Bring several foods that students like to class. (Or, bring pictures.) Possible foods are: apples, bananas, popcorn, pizza, ice cream, cake, cookies, pop, milk, bread. Point to one student, who gets to make a sentence choosing one of the foods: *"I like popcorn."* Then, all the students in the class who agree, shout out *"Me too!"*

After doing the above activity in a large group, place the students in pairs. Have one student make the *"I like"* statements, while the other responds with *"Me too."* Then switch roles.

### **2. So do I**

Repeat the above activities, replacing *"Me too"* with *"So do I."* Teach students that they mean the same thing.

### **3. Me too / so do I**

Put a list of words on the board of things students like. It could be a list of sports, animals, foods, or places. Or, pictures could be used.

Have students circulate around the room asking people making statements beginning with *"I like."* The other student should respond with one of the agreement forms.

If desired, pre-teach the phrase *"I don't"* so that students can either agree or disagree.

## **PREFERENCES**

### **1. I like / I don't like**

Bring in food items, or pictures of foods. Have students circulate around the room, telling each person in the class something that they like and something that they don't like.

### **2. I like / I don't like**

Place students in pairs. Have each student draw several foods that they like, and several that they don't like (or, write the words). Then, they use their pictures (or words) as prompts for telling their partner about their likes and dislikes.

### 3. I would like

Give students simple restaurant menus. (For children, menus could just have pictures of foods) Call on students one at a time and have them say what they would like to order.

As a variation, have students do this activity in pairs, with one person being the customer and the other being the waiter.

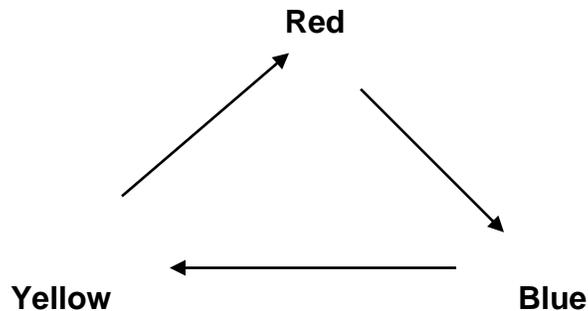
## COLORS

### 1. Colored Pencils

Students put their colored pencils on their desks. Name a color and students hold up the corresponding pencil.

### 2. Who wins?

Each student has three buttons, pieces of paper, or crayons: red, yellow and blue. Explain that red wins against yellow, yellow wins against blue and blue wins against red. Use this illustration on the board:



Ask a student to stand opposite you while you both hold the three colors behind your back. Each of you selects a color without looking. T: (show your color): Blue. And yours? S: (show his color): Red. You win. After practicing this activity a few times ask students to play in pairs.

**Note:** The colors could be changed.

### 3. Scavenger Hunt

Call out a color and students bring something in that color. This game could be played in teams.

#### 4. What colors are you wearing?

Call out a color. Students who are wearing this color must stand up.

#### 5. Look and Toss

Students stand in a circle. One student holds a soft toy. Call out the name of a color, for example *blue*. The student holding the toy throws it to another student who is wearing blue.

#### 6. What's Missing?

Spread some papers of various colors on the floor and let students say their colors. Ask them to close their eyes and take out one paper. Ask them to open their eyes and guess which color is missing.

Alternative: Show some color flashcards to students and spread them on a table or on the floor. Collect all of them and hide only one. Spread the cards again and let students guess which card is missing.

#### 7. Colors and Numbers

Stick color cards on the board and write a number next to each of the colors.

Do one or several of the following:

Say a color and students give you the corresponding number.

Say a number and students give you the corresponding color.

Say a number and say a color. Students have to decide whether they belong together and say *yes* or *no*. Students can also stand up if it's true and sit down if it's false. Try to catch them by doing it faster.

OR...

Stick color cards on the board and write a number next to each of the colors.

Choose one of the cards and write its number on a piece of paper. Students guess which color you, have chosen.

S: Is it red?

T: No!

S: Is it blue?

T: No!

S: Is it yellow?

T: Yes!

**Note:** This activity can also be used in pairs or small groups. Each student has a turn to ask.

# **ANIMALS**

*(Children enjoy learning about animals, but this section can be skipped for adults)*

## **1. Animal Imitation (for children)**

In secret, give each student the name of an animal. Ask students to imitate that animal only with gestures. The others have to guess what animal it is.

**Note:** You can play the same game but instead of gestures students can make sounds.

Alternative: Tell the students to mime the animals when you call out the name:  
For example: T: You are all elephants!

## **2. Animal Pictures**

Prepare in advance pictures of animals and cut them into two pieces. Show one piece and ask: What's this? Students have to answer. The one who gets it right gets the two parts. At the end the one with the most animal pictures is the winner.

## **3. Animal Commands**

Give picture of animals to all your students. Don't let them show their pictures. Give commands like: Giraffe - stand up! or Elephant sit down!

## **4. Who are you?**

Give pictures of animals to all your students. Don't let them show it to others. They have to ask to each other: Are you a .....? And then answer Yes / No. If a student gets the answer right he keeps the card. The student with most cards at the end is the winner.

## **5. Animal Homes**

Teach farm, jungle, forest, and home. Work with students to divide all the animals according to the places they live. Call out an animal name and students say where it lives. Call out a place and students give you examples of animals that live there.

**Note:** If you have space in your class, ask students to bring magazine pictures of animals and make four beautiful posters to decorate the classroom.

# PREPOSITIONS

## 1. Hide and Seek

Show a pen to everyone. Ask one student to close his eyes. Hide the pen in a book or under the chair or on the table or behind something etc. The student has to ask questions like: Is the pen under the chair? The others have to answer until he gets the right answer.

## 2. Preposition Draw

Dictate simple sentences and ask students to draw them. For example: Draw a pencil on the desk. Draw a pencil case under the chair.

**Note:** You can also do the opposite. Show a picture and ask students to write a sentence about it.

## SONGS

- Rainbow
- Noah's Animals

## CHANTS

- That's Wrong

## GAMES / ACTIVITIES

- Bingo (colors, animals, prepositions)
- Matching (colors, animals)

## WORKSHEETS

- Survey: What color are you wearing



## 4. People

### FAMILY

#### 1. Who is in a family?

Show a picture of a family. Help students learn the words: father, mother, sister, brother, husband, wife, son, daughter. Have them also label the family as: man, woman, boy, girl, adult, child.

#### 2. Who is my family?

Have students bring in pictures of their immediate families (the people they live with), and describe their families to their classmates using these words.

#### 3. How is your family?

When students show their family pictures, make notes about their families. Every day begin class by asking about someone's family member. For example, "Agus, how is your daughter today?" Encourage other students to ask similar questions. This helps students to continually review family words.

### JOBS

#### 1. What I do.

Teach students to say, "I am a \_\_\_\_\_" and give their job.

#### 2. Introductions by memory.

Have students sit in a circle. Begin by saying your name and your job. For example, "I'm Jan and I'm a teacher." The next person must say, "She's Jan and she's a teacher. I'm Maria and I'm a secretary." Each person must repeat all of the ones that have gone before. It may be necessary to write this on the board:

"She's/he's \_\_\_\_\_ and she's/he's a \_\_\_\_\_."

**Note: The teacher does not need to spend a lot of time on this unit.**

**"Family" is dealt with more extensively in Level 2, and "jobs" in Level 3.**

# FAMILY

