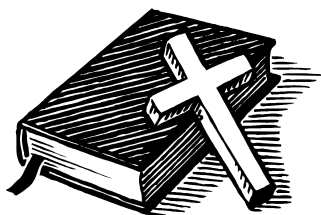


English Classes for Short Term Mission Teams

Teaching ESL to Reach the Nations for Christ



After this I looked, and behold, a great multitude that no one could number, from every nation, from all tribes and peoples and languages, standing before the throne and before the Lamb, clothed in white robes, with palm branches in their hands, and crying out with a loud voice, "Salvation belongs to our God who sits on the throne, and to the Lamb!"

Revelations 7:9-10

Mission to North America
Presbyterian Church of America

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About this Curriculum

This curriculum was designed to be used by short term mission teams who plan to offer English classes for 5 to 10 days. Each class is approximately 2 hours long. The length of class can be adjusted to meet the needs of the short-term team.

The curriculum is intended to provide ideas, guidelines and suggestions for teaching ESL in a short term mission setting.

Every ESL class is going to be different. Your students will have different skill levels and experiences with English before starting class. This is especially true in a short term mission setting where classes tend to be bigger and there is typically not a formal assessment process for placing students in a class. You will take the vocabulary and activities in this curriculum and adjust them to fit the needs of the class you are teaching.

This curriculum was designed to give teachers lots and lots of information to draw upon. There is more material in this curriculum than can be completed in a typical short term trip. Lots of information was included so that teachers have the flexibility to respond to the unique learning needs of a particular class.

Perhaps your students arrive at class already able to introduce themselves and describe themselves. You would be able to skip Topic 1A and move on to the next.

Maybe your class is struggling with using the proper forms of verbs. You can stay on Topic 2 for several days and work through each section in detail.

Don't feel pressure to complete the entire curriculum or cover every topic. Use the materials provided to meet the learning needs of each class.

This curriculum was designed to require as few resources as possible so that teams do not have to pack huge boxes of teaching materials for their mission trip.

Biblical Integration

It is important to always remember the primary goal of any short term mission activity is to introduce people to a relationship with Jesus Christ.

ESL is a great way to meet people and begin to develop relationships that will hopefully lead to further discussion about the gospel. However, we can be intentional as we begin introducing our students to the truth of the gospel as we teach.

When preparing your lessons, **always** start with prayer. Each Topic begins with a Key Verse. Read the verse and the short explanation below it to your students. Use your translators to help students understand the verse in their native language. If possible have copies of the verse in students' native language for them to read.

Look for places throughout your lesson where you can incorporate Biblical ideas. For example, when discussing the word "walk" with Intermediate students, you could tell students that as Christians we walk by faith.

Prepare in advance a short testimony about your faith. During the last class you should

present the gospel and give your testimony. The Key Verse that clearly presents the gospel is provided in Topic 6. If you do not use Topic 6 for your last class, substitute the Topic 6 Key Verse and explanation for whatever lesson you are using.

Remember to keep testimonies simple. Don't use "churchy" words that people unfamiliar with Christianity might not understand.

When teaching ESL, it is easy to get caught up in the nouns and verbs and class activities and it is easy to lose sight of our primary goal. Teachers have to be purposeful in integrating biblical truth in their lessons.

There are lots of places that people can go to learn English. The gospel is what makes a mission class different. Be purposeful and prayerfully ask God to help you integrate His Truth in your class.

Types of Students

Each Topic is divided into 3 Levels: Beginner, Intermediate and Advanced.

Beginners are students who know little or no English at all. Beginners are learning basic vocabulary.

Intermediate students know some basic vocabulary. They need to increase vocabulary and work on using words in complete sentences.

Advanced students are conversational in English. They need and want to practice English, learn more complex vocabulary like idioms and work on pronunciation.

On short term trips you are most likely to see beginner and intermediate students.

Structure of Class

Each class is approximately 2 hours long. The length of class can be adjusted to meet the needs of the short-term team.

The first half of class should be used to introduce vocabulary, statements and questions. The second half of class should be used for conversation activities.

Remember that learning a new language is hard work. It is good to take a short break, 10 minutes or so, half way through class. This gives students a chance to rest their minds and teachers a chance to get to know their students in a less formal setting. Some classes choose to offer a snack during this break.

Classes follow the same basic format each day that they meet.

It is important to recognize students' effort and achievements. One way to do this is to hold a party or get-together after the last class. Invite all your team members to attend and encourage students to invite their families.

Provide snacks and games. This gives students a chance to practice the English they have been learning. Give each student a certificate of participation at the end of the get-together.

Be sure to let students know about any on-going classes that the local missionaries might be providing in the future.

Using the Curriculum

For Beginner and Intermediate classes, each Topic contains a chart that lists the vocabulary,

statement and questions using the vocabulary and resources needed for that Topic.

At the start of each class, you will introduce new vocabulary or review vocabulary from a previous class. You will then have the students practice using the vocabulary in a few short statements and questions as listed in the chart. Throughout the statements and questions, you will see blanks where words need to be filled in. Fill in the blanks with vocabulary words. The description in parenthesis about each blank and the examples should help you identify which words go in the blank.

It is very important that the students be given lots of opportunity to practice saying and hearing the new words. Repetition of new words is very important. For more on this see page 6.

Once the students are comfortable with using the vocabulary, the class can practice some more using the Conversation Activities. Conversation Activities are intended to get the students talking and using the new words they have learned. This is the FUN part of class. Encourage all students to participate. Help to create an environment where it is ok to make mistakes.

Advanced classes will be more conversational in nature. Students will be able to talk about the meanings of words and phrases. The majority of an advanced class is conversation and discussion. Advanced students will have lots of questions for the teacher to answer.

Although the material is provided for you in the curriculum, we recommend that teachers prepare a lesson plan for each class. This helps you to feel comfortable with the materials, to think through how the class will go and to

identify what resources you need for each class. A sample Lesson Plan is found in the Appendix.

Think in advance how you might adjust the lesson up or down depending on the needs of your students.

Reminders about the Curriculum

- The vocabulary is cumulative. It is assumed that students can use vocabulary from earlier Levels and Topics. Intermediate topics use words from Beginner topics. You may need to review vocabulary words from earlier Levels or Topics if your students do not know them.
- In each Intermediate Topic you will see the statement “review vocab” in the vocabulary column. This is a reminder to review Beginner words your students may not be familiar with.
- The questions and statements in the charts are intended as examples. You can use other nouns or pronouns to create questions and statements. You are not limited to first person.
- When changing from first person to second or third person be sure to adjust your verb tense accordingly. This is something that is often difficult for students and may require some instruction and practice.
- Also be aware of changing the articles and prepositions to work with the subjects and verbs in a particular sentence. We could not list every option in the chart. It is up to the teacher to adjust articles and prepositions for each sentence.
- Be sure to review the Resources needed before leaving for the mission trip.

Some of the resources that you need, such as pictures from magazines, are easier to obtain at home.

- Remember that you will need examples of all the vocabulary words that you will be introducing. Make sure that you have a picture or the actual object for each vocabulary word before class starts.
- In the Topic 1A students make nametags. If your students are too advanced for Topic 1A, go ahead and start the first class with students making name tags to sit on the table in front of them. This will help you learn names and include everyone in the conversation activities.

Adaptations

Depending on how the classes are structured, you may have to make some adaptations to the curriculum.

Meeting Outdoors— the curriculum was written with the assumption that the classes would be held in some type of classroom where there is a board to write on. If you meet outdoors or in park, you will have to adjust the activities that require the board.

You could use a spiral notebook and write the words and information on the pages of the notebook and then use it like a flipchart. If possible you could take a small white board to write on.

Working with Children—as we wrote the curriculum, we tried to create activities that would be engaging for both adults and kids. Still, the curriculum tends to focus on classroom type activities. When working with children you

might want to incorporate an age-appropriate craft and have a game time where kids can run off some energy. Ideas for these types of activities are easily found via a search on the internet, or may also be found in standard Vacation Bible School curriculum material. See the Sample Lesson Plan included in the Appendix for some ideas of what these might look like in an ESL lesson plan.

Using Flashcards

One way to get students talking is to use flashcards made out of index cards. The teacher writes the vocabulary words on index cards. Write the pronouns and nouns in one color, the verbs in another color and the adjectives and prepositions in a third color. For example, write the pronouns and nouns in red ink, the verbs in blue ink and the other words in black.

You might want to add a variety of names and pronouns to your stack even if they haven't been used as vocabulary words. Use the names of students and teachers. Also use combinations of names and pronouns, such as "Maria and I" or "You and Leo and Freddie." This gives students lots of combos to practice with.

Write verbs in present tense, first person, such as sit, run, walk, talk. This forces students to practice changing the verb tense as they create sentences.

Divide students into groups and pass out a variety of each color card to each group. Challenge groups to write down as many sentences as they can by using the words on their cards. Have each group report back to the class what sentences they created. Ask class

members to identify and correct any errors in the sentences.

This activity is specifically listed in the Conversation Activities in Topics 2 and 5, but

can be used any time students need practice putting words into sentences. The flashcard activity is best suited for intermediate students or a mixed group of beginner and intermediate students.

Principles of ESL Instruction

Different techniques and processes are used to teach ESL. There are programs and resources that explain how to teach ESL. The following information is a short summary to help you understand the basics.

Repetition

ESL is taught through a process called natural language acquisition. It is designed to mimic the way in which children learn language when they are young. Think about how a two-year old begins talking. She practices saying words over and over until she has mastered a word.

This is very different than how most adults try to learn a new language. We usually try to study words that are written down and link their meanings to words we already know.

In ESL classes, we want our students practicing using words, like a toddler, instead of studying meaning, like a 10th grade Spanish student.

Introducing Vocabulary

You introduce vocabulary by referencing a picture, showing an object or demonstrating an action then saying the word associated with it. Point to yourself and say the word several times so that your students can hear what it sounds like. For example, if you are teaching the word pen, you would point to a pen and then say the word "pen" several times.

Next, point to yourself and say the word then point to your students and have them say the word with you. Repeat the process several times. You can point to individual students to say the word after you, or you can point to groups of students.

Repeat this process with each vocabulary word. It takes time and can feel funny but it is a great way to learn new words.

Introducing Sentences and Questions

Next, insert a vocabulary word in a short sentence (these are provided for you in the curriculum) and repeat the sentence several times while point to yourself. For example, point to yourself and say "this is a pen" several times.

Then have students repeat, just like they did with single vocabulary words. Substitute all of your vocabulary words into the sentence. Use the same sentence for all vocabulary words. For example, "this is a pen", "this is a chair" and "this is a clock".

Repeat the process with the questions. Often, you will ask a single question for multiple statements. For example, "what is this?" would be the only question you would ask for all three of the "answer" statements above.

Once the students have practiced using the words in statements and questions separately, ask a question, and then say the answer. For example, “what is this?” pause “this is a pen.” Have students repeat the question and answer after you.

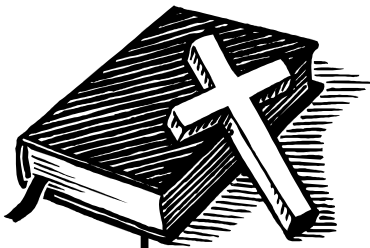
Finally, the students give the “answer” statement when you ask the question.

Again, the repetition provided by this process is valuable! Even if it feels redundant and boring, keep at it. It works.

REMEMBER! This is just a very brief introduction to ESL instruction. You would learn a lot more detail in an actual ESL training.

Topic 1A: Who Am I?

Topic Objective: Student will introduce self, review numbers 1 to 100 and describe gender and age.



Key Verse

John 14:6 I am the way and the truth and the life. No one comes to the Father except through me.

Jesus was very clear about who He was and we can know Him. He was the Son of God and He died on the cross for our sins.

(note: Lesson 1 includes 2 parts, A & B. Teams probably will not know much about the background of the students and classes they will meet in the first session. Teachers may be able to complete Lesson 1 in one session, or break Lesson 1 into the two parts, A & B, if they find more time is needed to complete the lesson)

TOPIC 1A -- BEGINNER

	Vocabulary	Statements & Questions	Resources
Introduce Self and Others	Name First name Last name "Nice to meet you."	I am (<u>name</u>).	Flashcards with vocabulary words written on them. Paper and pens.
		My name is (<u>name</u>).	
		My first name is (<u>first name</u>).	Bean bag or small ball.
		My last name is (<u>last name</u>).	
Age	Introduce or review numbers. Age Years old	Nice to meet you.	
		What is your name?	
		What is your first name?	
		What is your last name?	
Age	Introduce or review numbers. Age Years old	I am (<u>age</u>).	
		I am (<u>age</u>) years old.	
Gender	Man, woman, boy, girl	How old are you?	
Gender	Man, woman, boy, girl	I am a (<u>gender</u>).	
		Ex. I am a girl.	
		Are you a man or a woman?	
		Are you a boy or a girl?	

BEGINNER CONVERSATION ACTIVITIES

Name tags

Students will write their names on name tags that sit in front of them on the table. Students will say their name and spell it for the class.

Introductions

Students introduce themselves to 5 other people in the class. Students should practice using the phrase "nice to meet you" during the introductions.

Chain introduction

1. First student will say "I am ___ (name) _____." The first student then turns to the next person and asks, "What is your name?" The second student will say "I am _____," and then ask the next person, "What is your name?" Repeat until all the students have had a turn.
2. Next, the first student will say I am __ (name) _____. The next student says "That is __ (first student's name) __, I am __ (name) _____." Continue around the room. Students will repeat the names of all the precedings students before them and add their own name.

TOPIC 1A -- Intermediate

	Vocabulary	Statements & Questions	Resources
Introduce Self and Others	Review	I am (name). My name is (name). My first name is (first name). My last name is (last name). Nice to meet you.	Flashcards with vocabulary words written on them. Paper and pens.
		What is your name? What is your first name? What is your last name?	
Age	Review beginner vocab + Young Old Baby Teen Child Adult	She is a/an (type of person). Ex. She is a teen.	
		He is (young/old) .	
		Is she a/an (type of person)? Ex. Is she a teen?	
Gender	Review Male Female	Is he young or old?	
		He is (gender). Is he a male or female?	

INTERMEDIATE CONVERSATION ACTIVITIES

Name tags

Students will write their names on name tags that sit in front of them on the table. Students will introduce themselves to the class after making their name tags.

Alphabetical Order

Students write their first and last name on a piece of paper. Students arrange themselves in alphabetical order by first name. After students have practiced putting themselves in alphabetical order by first name, divide the class into two teams. Teams race to arrange themselves in alphabetical order by last name. If you have time you could divide into new teams and repeat the activity.

Chain introduction

1. First student will say "I am ___ (name) _____." The first student then turns to the next person and asks, "What is your name?" The second student will say "I am _____." then ask the next person "What is your name." Repeat until all the students have had a turn.
2. Next, the first student will say I am ___ (name) _____. The next student says that is ___ (first student's name) ___, I am ___ (name) _____. Continue around the room. Students will repeat the names of all the preceding students and add their own name.

TOPIC 1A—ADVANCED DISCUSSION TOPICS

Introduce Self & Others:

1. Create a name card, including name and three drawings that represent you. Tell about your card to a partner or the class.
2. Divide students into pairs. Write the following questions on the board. Each student introduces self and asks the partner the questions. Each partner introduces the other to the class.

Questions:

1. Name
 2. Where or how you did learn about tonight's class?
 3. Where you have studied English before tonight?
 4. What do you hope to gain from this week's classes?
3. Teacher introduces self. Each student asks two new questions of the teacher.

Age:

Potential vocabulary:

respect	elderly	retired	milestone
head of family	senior citizen	role	
admired	defer	devalue	

1. As class, brainstorm ways in which older people are treated in their culture. List ideas on board and discuss differences and similarities. Next, using new vocabulary words, ask each student to create a sentence talking about the position of senior citizens in their community.
2. Discuss differences in how older people are treated depending on their economic or education levels.
3. Interview partner to learn the ages of various life "milestones." These milestones could include

starting school	dating	driving a car
leaving home	marriage	having children
first job	change in jobs	retirement

Gender:

Potential vocabulary:

gender role masculine feminine exclusive

domestic chore

1. Discuss traditional roles of men and women in the local culture. Next discuss how these roles have changed in the last 50, 25, and 5 years.
2. What are traditional chores for a man in the home? For the woman in the home?
3. Make copies of the “Dear Abby” column in the Appendix Topic 1A. Read as a class. Discuss initial reaction. Divide into two groups and debate the two perspectives from the column. One group would offer arguments why the man’s perspective is correct. The other group offers arguments why the woman’s perspective is correct. The group may not agree with the position they have been asked to argue. That is the challenge of a debate. Encourage students to come up with ideas that support their position, even if they do not agree with it.

The “Dear Abby” column also contains lots of idioms. Discussing these as new vocabulary would also be helpful.

“have first dibs”

“came unglued”

“nags”

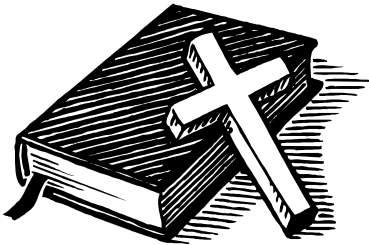
“out of line”

“barking up the wrong tree”

“in the doghouse”

Topic 1B: Who Am I? (Part 2)

Topic Objective: Student will introduce family members, make physical descriptions of people and list common jobs.



Key Verse

Psalms 139:14 How you made me is amazing and wonderful. I praise you for that.

God designed my body, gave me a family, and I am important to Him.

Topic 1B -- Beginner (remember the importance of repetition!!)

	Vocabulary	Statements & Questions	Resources
Family	Family Mother Father Sister, Brother Daughter Son Child Children Baby	I have a (<u>family member</u>). I have a father.	Flashcards with vocab words written on them. (try to include pictures, drawings or photos at this level)
		Do you have (<u>a</u>) (<u>family member</u>)? Ex. Do you have a father?	Bean bag or small ball. Family photo
Describe Self and Others	Blond Brown Black Red Gray Blue Green Hair Eyes	My hair is (<u>color</u>). My eyes are (<u>color</u>).	Sample family tree Paper & pens
		What color is your hair? What color are your eyes?	Pictures with families or groups of people
Jobs	Ask student what their job or their parents' jobs are. Use a translator is necessary. Use student responses for vocab words.	I am a (<u>job</u>). Ex. I am a waitress.	
		What is your job?	

BEGINNER CONVERSATION ACTIVITIES

Teacher's family

Teacher shows a picture of his or her family. Teacher explains who is in the picture. Teacher points to different people in the picture and students tell the teacher who it is.

Family tree

Each student draws a family tree. Divide class into pairs and students tells partners about his family. Both partners should describe their families.

Topic 1B	Intermediate Vocabulary		
Family	Review vocab Grandmother Grandfather Grandson Granddaughter Aunt Uncle Nephew Niece Cousin	There are (<u>number</u>) people in my family. I have (<u>number</u>) (<u>family member</u>) and (<u>number</u>) (<u>family member</u>) Ex. I have 4 brothers and 3 nephews and 1 niece.	Flashcards with vocab words written on them. Paper and pens. Family photo
		Who's in your family?	
Describing self and others	Review vocab Brunette Blond Red head Bald Long Short Happy Sad Tired Mad Feel	My hair is (<u>color</u>). I am a (<u>noun</u>). I am (<u>emotion</u>) today. Ex. I am mad.	
		What color is your hair? How do you feel today?	
Job	Ask student what their job or their parents' jobs are. Use a translator is necessary. Use student responses for vocab words.* Indoors outdoors	I am a (<u>job</u>). Ex. I am a mechanic. I (<u>verb</u>). Ex. I repair cars. I work (<u>indoors/outdoors</u>).	
		What is your job? What do you do? Where do you work?	

*NOTE: When discussing jobs, you will need to help students understand the difference between “what is your job?” and “what do you do?” The question “what is your job?” is answered with a noun. *I am a teacher*. The question “what do you do?” is answered with a verb. *I teach*. This is sometimes confusing to students. It might help to list the noun and verb forms in two columns on the blackboard.

Intermediate Conversation Activities

Teacher's family

Teacher shows a picture of his or her family. Teacher explains who is in the picture. Teacher points to different people in the picture and students tell the teacher who it is.

Family tree

Each student draws a family tree. Teachers should have examples of their own families to show the class. Divide class into pairs and students tells partners about his family. Both partners should describe their families.

Guess my job

Teacher writes the students' jobs on index cards. Each student draws a card but does not tell anyone what is on the card. Divide the students into pairs. Each student asks his partner questions to figure out what job is written on his partner's card.

For example: "Do you work with children? Do you work indoors? Are you a teacher?"

Description Chain

First student describes the person sitting to his right. Then that student describes the person to their right. Continue through the class.

TOPIC 1B—ADVANCED DISCUSSION TOPICS

Family:

Potential vocabulary:

extended family	immediate family	stepfamily
in-laws	family tree	“family man”
“black sheep of the family”	“like one of the family”	“runs in the family”

1. Each student creates a family tree, and explains it to a partner.
2. Divide into groups of four. Each group writes a short play about a family. Each member plays a character using the idioms above.
For example, one student’s character would be a “black sheep,” and another student’s character would be a “family man,” etc.
3. Discuss marriage and divorce in local culture. Start by answering the questions below.
Questions:
 1. How are marriage partners found?
 2. What are local wedding customs?
 3. Is divorce allowed and how is it viewed?
4. Discuss what a typical family household looks like in this culture?
For example, number of kids, grandparents in home, etc.?

Describing self and others:

Potential vocabulary:

appearance	weight	height
average	build	stature
attractive	inner beauty	outer beauty

1. Write students’ names on index cards. Have each student draw a name. Students don’t tell what name they have drawn. Have students pretend that their classmates are meeting the person on their cards for the very first time and have no idea what the person on their card looks like. Students take turns describing the person on their cards to the class so that the class would be able to recognize him when they met.

2. Describe someone considered “very attractive” in this culture. What are considered standards of attractiveness or beauty in this culture?

3. Divide the students into groups. Pass out magazine pictures or advertisements that contain a group of people. In their groups, students describe the pictures in as much detail as possible.

4. Read 1 Peter 3:3-4. Discuss examples of inner beauty and outer beauty. Students discuss if these differences are important to them.

Jobs:

Potential vocabulary:

vocation profession labor union

training employment unemployed

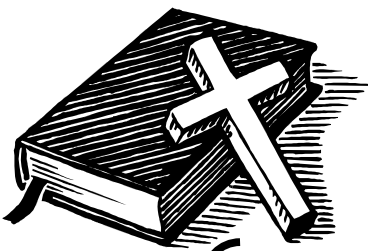
1. Students discuss what jobs they have held and what training was needed to obtain that employment.
2. Discuss whether students or other family members have been unemployed. What was that experience like for the family? How are the unemployed viewed in your community?
3. As a group brainstorm jobs commonly found in this community. List the jobs on the board. Divide into pairs. Using list of jobs, have each pair select a job. Assign one student as “employer” and one student as “applicant.” Each pair conducts a “mock” (or pretend) job interview. Have “employer” explain why or why not they would hire the applicant for the job.
4. Have each pair select a different job from the list. Trade roles and conduct a second “mock” interview. Again, the “employer” explains why or why not they would hire the applicant for the job.

Another idea is to have a “Job Fair.”

Students sit in 2 rows of chairs, facing each other. One row is “employers,” the other row is “job seekers.” The employers conduct short interviews for a minute or two. Then the job seekers move one chair to the right, and are interviewed by a new employer. Continue as the time allows, providing lots of opportunity for speaking with different people.

Topic 2: What Am I Doing Today?

Topic Objective: Student will use verbs common in daily life.
Intermediate student will identify places in home and community.



Key Verse

I Corinthians 10:31 So eat and drink and do everything else for the glory of God.

When Jesus was on earth He did everything any man did, but was fully God. He walked on water as only God could do. He ate with his disciples (friends) just like any man.

Topic 2 - Beginner (remember the importance of repetition!)

	Vocabulary	Statements & Questions	Resources
Home	Clean Wake up Eat Take a bath Take a shower Sleep Cook Live Dress	I live in (<u>place: city/ neighborhood</u>). Ex. I live in McAllen. I (<u>verb</u>). Ex. I eat. I take a shower	Flashcards with vocab words written on them. Bean bag or small ball.
		Where do you live? Ex. I live in McAllen. Do you (<u>verb</u>)? Ex. Do you clean? Yes/No, I (<u>verb</u>)? Ex. Yes, I take a bath. No, I do not take a shower.	
School/Work	Go to school Go to work Play Ride Talk Watch Read Write Listen	I go to (<u>school/work</u>). Ex. I go to work. Yes/no, I (<u>verb</u>). Ex. Yes, I ride. No, I do not listen.	
		Do you (<u>verb</u>)? Ex. Do you play?	
Movement	Walk Run Stand Sit Jump Dance Stop	I can (<u>verb</u>). Ex. I can jump.	
		Can you (<u>verb</u>)? Ex. Can you run?	
		Command Ex. Stand.	

Beginner Conversation Activities

CHARADES

Give each student an index card with a vocabulary word on it. Students act out the word on the card. The class guesses what the student is doing.

BEAN BAG TOSS

Begin by tossing the bean bag to a student. The student catches the bean bag and says a sentence using one of the vocab words, ex. "I wake up." The first student then tosses the bean bag to another student who says a sentence using another vocab word before tossing the bean bag to another student. Continue until all of the students have said a sentence.

INTERVIEW

Write the following questions on the board.

"Where do you live?"

"Where do you go to work or school?"

"Do you dance?"

Divide the students into pairs. Have the students interview their partner to learn the answers to the questions written on the board. Each student reports to the class what he learned from his partner.

Topic 2 - Intermediate

	Vocabulary	Statements & Questions	Resources
Home	<p>Review vocab from beginner lesson</p> <p>Living room Bedroom Bathroom Kitchen Dining room Couch Chair (armchair) Bed Shower Table Chair Desk</p>	<p>I live at (<u>address</u>). Ex. I live at 123 Elm Street.</p> <p>I (<u>verb</u>) in/at the (<u>location</u>). Ex. I eat at the table.</p> <hr/> <p>Where do you live?</p> <p>Where do you (<u>verb</u>)? Ex. Where do you sleep?</p>	<p>Flashcards with vocab words written on them.</p> <p>Paper and pens.</p>
School/Work	<p>Review vocab</p> <p>Vocab based on students' jobs</p> <p>Store Post office Bank Church Restaurant Mall Park Hospital/clinic</p>	<p>I (<u>verb</u>) in/at (<u>location</u>). Ex. I ride in the park.</p> <p>I go to the (<u>location</u>). Ex. I go to the bank.</p> <hr/> <p>Where do you (<u>verb</u>)? Ex. Where do you talk?</p> <p>Where do you go?</p>	
Movement	<p>review beginner vocab</p> <p>slowly quickly up down across in front behind on in next to between</p>	<p>I (<u>verb</u>) (<u>adverb</u>). Ex. I run slowly.</p> <p>I (<u>verb</u>) (<u>descriptor</u>) (<u>location</u>). Ex. I stand next to the church.</p> <hr/> <p>How do you (<u>verb</u>)? Ex. How do you walk?</p> <p>Where do you (<u>verb</u>)? Ex. Where do you stand?</p>	

Intermediate Conversation Activities

VOCABULARY FLASHCARDS

Divide students into groups of 3 or 4. Give each group a variety of flashcards. Make sure that each group has some verbs, some locations and some descriptors such as next to and on. Have students make as many different sentences from the words as they can. Groups report back to the class the sentences they have created. Teacher can correct any errors in the students' sentences.

CHARADES

Give each student an index card with a vocabulary word on it. Students act out the word on the card. The class guesses what the student is doing.

FLOOR PLAN

Have each student draw the floor plan of his home on a piece of paper. Teachers should have an example to show their students. Have students tell one another about their floor plans. Ask students about what they do in each room on their floor plan.

TOPIC 2—ADVANCED DISCUSSION TOPICS

Daily routine:

Potential vocabulary:

Schedule routine leisure

Commute free time work/life balance

1. Students should define the vocabulary words and create sentences using the vocabulary.
2. In partners, have each person describe daily routine or schedule.
3. As class, talk about a typical day in your community.
4. Divide into groups of 4-5. Each group creates a story based on the first sentence “It was a dark and stormy morning when John woke up.” Each student repeats the previous sentence(s) and adds an additional sentence. The last person repeats the entire story. Each group tells their story to the entire class.
5. In the United States, “work/life balance” is an important idea. What does that mean in this culture? Is it important to have leisure or free time?
6. Brainstorm and discuss ways people spend their free time in this culture.

Community life:

Potential vocabulary:

Shopping consumer purchase expense

Religion faith tradition

Health care insurance

1. What are the biggest expenses in your household? Are these items costing more or less than they used to in your community?
2. Have students survey each other to find out where they buy their groceries, clothing and household items. Have students discuss why they prefer one store over another, or why they do not shop at certain stores.
3. Name religions and/or denominations represented in the local community. List them on the board. Ask students to discuss examples of how religion impacts their community. What role does religious tradition play in holidays and cultural events?

NOTE: this discussion would be a good opportunity for teacher to talk about Christianity and faith in Jesus Christ.

4. As a group, discuss the following questions.

Questions

1. Do you feel that health care is available to most people in the local community? Why or why not?
2. What factors determine whether or not a person in this community receives health care?
3. Is there private or government health insurance available in this community? Who pays for health care?

Break into small groups. Have each group discuss ways that might improve health care in their community.

Travel:

Potential vocabulary:

destination itinerary attraction
transportation recommendation fantasy

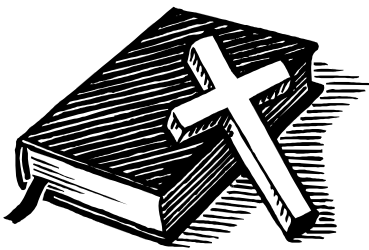
1. As a group, discuss the following questions.

Questions:

1. Do you travel?
 2. What is the favorite place you've travelled to?
 3. Who has travelled the farthest from home?
2. In small groups, students come up with the itinerary for a fantasy vacation, where money is not important! Groups report where they would go, how they would travel, what they would do there.
3. I want to travel more in your country. Have students recommend where I should go, what I should see, and how I would get there.

Topic 3: What Do I See Around Me?

Topic Objective: Student will use the names of clothing and colors to describe what people are wearing. In addition, advanced student will discuss famous people, the environment and clothing trends in their country.



Key Verse

Genesis 9:17 So God said to Noah, "The rainbow is the sign of my covenant. I have made my covenant between me and all life and earth."

The rainbow is the sign of the promise God will never again destroy His creation or leave His children. God always keeps His promises.

Topic 3 - Beginner

	Vocabulary	Statements & Questions	Resources
People	Review man, woman, girl and boy	(Pronoun/noun) is (noun/pronoun). Ex. Mary is a girl.	Flashcards with vocab words written on them. Different colored clothes. You take your suitcase to class and use the clothes you have brought with you. If you need other colors, borrow from other team members.
	Person Teacher Tall Short People Student Skinny/thin Fat/heavy	(Pronoun/noun) is (adjective). Ex. Mike is thin.	
Clothing	Shirt Pants Shorts Skirt Dress Shoes Socks Jacket Wearing	Is (pronoun/noun) (adjective)? Ex. Is Jesse thin?	Pictures of people wearing distinctive clothing. Flashcards with colors, not the word of the color.
		Is (pronoun/noun) a (noun)? Ex. Is David a man?	
Clothing	Red Orange Yellow Blue Green Purple Black White Brown Color	(Pronoun/noun) is wearing (color) & (clothing) & (color) (clothing). Ex. He is wearing blue pants and white socks.	
		The (clothing) is (color). Ex. The shirt is yellow.	
		What is (pronoun/noun) wearing? Ex. What is Emma wearing?	
		What color is the (clothing)? Ex. What color is the jacket?	

Beginner Conversation Activities

GUESS WHO IT IS

Divide the students into pairs. Have one partner describe someone in the class using the vocabulary words. The other partner has to guess who it is. Have the partners switch roles.

DESCRIBE YOUR CLASSMATE

The teacher calls out the name of a student and the other students in the class describe that student.

DESCRIBE YOURSELF

Have each student write a description of themselves on a piece of paper. Have the students hand the papers to the teacher. Teacher reads the description and the students have to guess who it is.

TWENTY QUESTIONS

Teacher identifies a student in the room, but doesn't tell the class. The class then asks questions to figure out who the teacher is thinking of.

WHAT IS IN THE PICTURE?

Divide the students into small teams. Hold up a picture and have each team make a list of what they see in the picture. The team that has the longest list wins.

Topic 3 -- Intermediate

	Vocabulary	Statements & Questions	Resources
People	Review vocab Long -er, -est Short -er, -est Tall -er, -est Short -er, -est Skinny/thin -er, -est Fat/heavy -er, -est First Last	<p>(Pronoun/noun) is (adjective) than (noun/pronoun). Ex. Mary is shorter than Mike.</p> <p>(Pronoun/noun) is the (adjective). Ex. Mike is the tallest.</p> <p>(Pronoun/noun) is a (adjective) (type of person). Ex. He is tall.</p> <p>Who is the (adjective)? Ex. Who is the shortest?</p> <p>Is/Are (pronoun/noun) a (adjective) (type of person)? Ex. Is David a tall man?</p>	Flashcards with vocab words written on them. Different colored clothes. You take your suitcase to class and use the clothes you have brought with you. If you need other colors, borrow from other team members. Pictures of people wearing distinctive clothing.
Clothing	Review vocab Short Long Sleeves (Name's) clothing Jeans Hat Sandals Boots T-shirt Pajamas	<p>(Student's name) is wearing (adjective) (clothing). Ex. Alex is wearing a short sleeved shirt.</p> <p>(Student's name)'s wearing (adjective) (clothing). Ex. Jane's wearing a short sleeved shirt.</p> <p>The (clothing) is (adjective). Ex. The T-shirt is long sleeved.</p> <p>What is (student's name) wearing? Ex. What is Olivia wearing?</p> <p>Describe (student's name)'s clothing. Ex. Describe Manny's clothing.</p>	(remember to explain the difference between the adjective "short" and the noun "shorts.")
Color	Review vocab Light Dark Striped Patterned Plaid Checked Solid Floral/flowered Pink Tan Gray	<p>Use answers from the clothing section and include colors as adjectives. Ex. Alex is wearing a gray shirt.</p> <p>Use questions from the clothing section and include colors as adjectives.</p>	

Intermediate Conversation Activities

GUESS WHO IT IS

Divide the students into pairs. Have one partner describe someone in the class using the vocabulary words. The other partner has to guess who it is. Have the partners switch roles.

MEMORY

A volunteer from your team comes into the room wearing a variety of odd, multi-colored clothes- the busier and sillier the better. The volunteer stands at the front of the room for a short period of time then leaves the room. Once the volunteer leaves, students shout out what the volunteer was wearing. Encourage students to use complete sentences such as "John was wearing plaid shorts." List the descriptions on the board. Have the volunteer return to the room and double check what the students had listed.

DESCRIBE YOUR CLASSMATE

The teacher calls out the name of a student and the other students in the class describe that student.

DESCRIBE YOURSELF

Have each student write a description of himself on a piece of paper. Have the students hand the papers to the teacher. Teacher reads the description and the students have to guess who it is.

TWENTY QUESTIONS

Teacher identifies a student in the room, but doesn't tell the class. The class then asks questions to figure out who the teacher is thinking of.

WHAT IS IN THE PICTURE?

Divide the students into small teams. Hold up a picture and have each team make a list of what they see in the picture. The team that has the longest list wins. Have the teams compare their lists. Have teams cross off descriptions that appear on another team's list. The team with the most unique words (words that appear only on their list) wins.

TOPIC 3—ADVANCED DISCUSSION TOPICS

People:

Potential vocabulary:

famous celebrity politician athlete
biography historic military adolescence

1. Have each student think about a famous person from their country, but not tell who they are thinking of. Have student write a short biography of this person, and then read it to have other students guess who it is. After guessing, the student will explain to the class why they chose that person.
2. In pairs, have students tell their own biography, including history of their childhood, adolescence, and adulthood.
3. Students can invite three people to dinner, living or dead, from any time in history. Who would they invite and why? Discuss as a class.

Environment:

Potential vocabulary:

environment steward creation pollution

1. Genesis 1:1 reads, “In the beginning God created the heavens and the earth.” As a class, discuss whether students agree or disagree with that statement?
2. Is protecting the environment and animals important in this culture? Give examples of how this is shown in the community.
3. Divide into two groups. One group discusses how the government is promoting a healthy environment. The other group discusses how the government is not promoting a healthy environment. A representative from each side reports the opinions from their group.

Clothing and fashion:

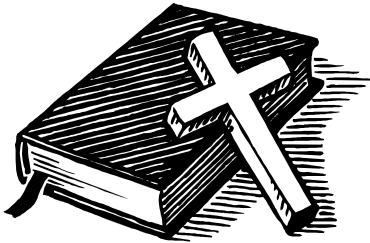
Potential vocabulary:

fashion style trend fad

1. What is considered the most traditional dress for a man and a woman in this culture? Do many people still wear this style in everyday wear?
2. Divide into three groups. Assign each group to talk about clothing styles from a time period, either 50, 25, or 5 years ago. Report to entire class.
3. Are these changes good or bad?
4. Describe the current fashion trends in your community right now. What are the latest fads among youth in your community?

Topic 4: When Am I Going?

Topic Objective: Student will use the clock and calendar to discuss time and seasons.



Key Verse

Ecclesiastics 3:1 There is a time for everything. There's a time for everything that is done on earth.

All days, weeks and years are under God's control.

Topic 4 - Beginner

	Vocabulary	Statements & Questions	Resources
Clock	Review numbers 1-60	It is (<u>actual time</u>). Ex. It is five o'clock.	Flashcards with months written on them. Play clock or clock with adjustable time
	___ o'clock ___ fifteen ___ thirty ___ forty-five Morning Evening Afternoon Night Midnight Am & pm	It is (<u>period of day</u>). Ex. It is morning. <hr/> What time is it? What time of day is it?	
Calendar	Sunday Monday Tuesday Wednesday Thursday Friday Saturday Week Day Calendar Weekend Before After	It is (<u>day</u>). Ex. It is Friday. (Day) is before/after (<u>day</u>). Ex. Sunday is before Monday	
		What day is it today? What day is before/after (<u>day</u>)? Ex. What day is before Monday? What day is it? (while holding up calendar and pointing to a day)	
Seasons	Month January February March April May June July August September October November December Season Winter Spring Summer Fall	It is (<u>month</u>). Ex. It is March. (Month) is in the (<u>season</u>). Ex. July is in the summer.	
		What month is it? (while holding up calendar and pointing to a month) What is (<u>pronoun/noun</u>) wearing? Ex. What is Emma wearing? What color is the (<u>clothing</u>)? Ex. What color is the jacket?	

Beginner Conversation Activities

BIRTHDAYS

Students discuss what month their birthday is in. Students get in line in order of when their birthday is with January being first and December being last.

CLOCK COUNTDOWN

Have the class count in 15 minute intervals from noon to midnight. Start with the first student and have them say noon, the next student would say 12:15. Continue around the room until you reach midnight. Then have the group countdown backwards from midnight to noon.

WHAT TIME IS IT?

Draw a clock on the board and draw in different times while the students tell you what time it is. If there is a clock that you can change the time on in the room, you could use that instead.

SEASONS

Designate one corner of the room for each of the four seasons. Hand out index cards with the months written on them. Each student should receive a card. Repeat saying months out loud if necessary. One by one have students say what month is written on their cards and then say what season that month is in and then go to that corner of the room. You can redistribute cards and repeat.

Topic 4 - Intermediate

	Vocabulary	Statements & Questions	Resources
Clock	Review vocab	It is (<u>actual time</u>). Ex. It is a quarter after five.	Flashcards with vocab words written on them. Schedule from Appendix Topic 4 Index cards with seasons written on them
	Quarter after Quarter 'til/to Half past Schedule End Begin Leave Arrive Before After	I (<u>verb</u>) in the (<u>period of day</u>). Ex. I leave for work in the morning. I (<u>verb</u>) at (<u>time</u>). Ex. I leave work at half past six.	
Calendar	Review vocab	What time is it? What do you do in the (<u>period of day</u>)? Ex. What do you do in the morning? When do you (<u>verb</u>)? Ex. When do you leave work?	
	Every Never Always Sometimes Rarely Once a week Twice a week Three times a week	On (<u>day</u>) I (<u>frequency</u>) (<u>verb</u>). Ex. On Saturday I always clean. I (<u>frequency</u>) (<u>verb</u>) on (<u>period of day</u>).} Ex. I rarely vacuum. Ex. I rarely vacuum on Sunday.	
Seasons	Rainy Snowy Windy Hot Cold Warm Cool Humid Sunny Cloudy Weather Temperature Degrees F and C	What do you do on (<u>day</u>)? How often do you (<u>verb</u>)? What do you (<u>period of day</u>) on (<u>day</u>)? Ex. What do you sometimes do on Monday?	
		The weather is (<u>type of weather</u>). Ex. The weather is cloudy. The temperature is (<u>temperature</u>) degrees. In (<u>month or season</u>) it's (<u>type of weather</u>). Ex. In July it's humid. What/How is the weather today? What is the temperature today? What is the weather in (<u>month or season</u>)? Ex. What is the weather in the fall?	

Intermediate Conversation Activities

MY SCHEDULE

Divide the students into pairs. Have one partner describe his daily schedule in as much detail as possible. Switch roles.

TODAY'S SCHEDULE

Write the schedule in the Appendix on the board. Ask the students questions about the schedule such as "What did Maria do on Saturday?", "When did Maria shop?", and "What did Maria do every day?" As a group add activities to each day on the schedule. Divide the class into pairs. Have the first partner ask a question about the revised schedule and his partner respond. Once the first partner has asked several questions have the students trade roles and have the second partner ask the questions while the first partner answers.

AFTER AND BEFORE CHAIN DRILL

The teacher tells the class "In the morning I get up." The first student says "After that I _____" filling in the blank with the next activity that he does. The second student says "After that I _____." Continue around the room until someone says, "I go to bed." You can reverse the activity by saying, "At night I go to bed." And have the students say "Before that I _____" until someone says, "I get up."

WHAT TO WEAR

Place a stack of flashcards with the seasons written on them at the front of the room. You will want to write the seasons more than once. Have the first student come to the front of the room and draw a card. The student then tells the class what type of clothing you would wear during that season.

FAVORITE MONTH

Divide the class into small groups. In the groups the student tell what their favorite month is and why.

HOW OFTEN

Write the words "always", "sometimes", "rarely", and "never" across the top of the board. Draw lines between the words to create columns. Have students tell what they always, sometimes, rarely or never do and write that activity on the board under the appropriate column.

HOLIDAYS

Have the class brainstorm a list of holidays. (Remember that these may be the holidays unique to this culture.) Write the holidays on index cards. Have each student draw a card. Have students get into a line with the holidays in order. Then go down the line and have each student say what month a holiday occurs in.

TOPIC 4—ADVANCED DISCUSSION TOPICS

Time:

Potential vocabulary:

“time out” “out of time” “time’s up” “on time”
“give a hard time” “race against time” “time flies”
“only a matter of time” “big time” “just in time”

1. Introduce each idiom in the potential vocabulary and discuss meaning. Have students each generate three sentences, using a different idiom. Share with class.
2. Break students into groups of 4-5. Using the first sentence, “Sarah couldn’t believe that she had so much to do today...,” each group will create a story to tell what happened during Sarah’s day, using at least 4 of the time idioms. Each student repeats the story and adds an additional sentence. The last person repeats the entire story to the class.
3. These idioms reflect the very American idea that time moves quickly. Is this a similar idea in your culture? How important is a clock, and being “on time” in this culture? If time is not as important, what other value is?

Calendar/Holidays:

Potential vocabulary:

day off holiday celebration
federal holiday religious holiday event

1. Divide students into four groups. Assign each group three months of the calendar (ex: January, February, and March). Have each group write all of the holidays their culture celebrates during those three months. Have each group choose one holiday and tell the class, in detail, how the day is celebrated.
2. Have each student interview three other students to find out what they would do on a day off from work. Discuss findings with class.
3. In pairs, tell your partner what your favorite holiday is and why. Ask students to share with class.

Seasons/Weather:

Potential vocabulary:

seasons	habits	traditions	
extreme	weather	hurricane	tornado
blizzard	hail	gusts	flood

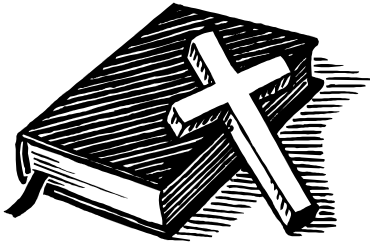
1. Explain that in the United States there are four seasons, winter, spring, summer, and fall. There are habits and traditions that change depending on the season. Have students discuss the following questions.

Questions:

1. What are the seasons in your country and what months do they fall in?
 2. What habits come with each season? List as many as possible for each season.
2. Have each student write three questions to interview the teacher about seasons in the United States. Teacher answers interview questions. Encourage students to comment about differences in their country.
 3. What are some examples of extreme weather in your country or area? Have students report the most extreme weather they have experienced. Tell what season it occurred, and their opinion about it.

Topic 5: What Did I Do?

Topic Objective: Student will use the past tense of common verbs.



Key Verse

Luke 19:10 For the Son of Man came to seek and to save the lost.

Jesus did many things while on earth, but the most important was dying on the cross to save his people.

Topic 5 – Beginner

	Vocabulary	Statements & Questions	Resources
Home	Cleared Cooked Woke up Lived Dressed Ate Took a bath/shower Slept Yesterday	<p>I (<u>past tense verb</u>) yesterday. Ex. I ate yesterday.</p> <p>Yes, I (<u>past tense verb</u>) yesterday. Ex. Yes, I slept yesterday.</p> <p>No, I did not (<u>verb</u>) yesterday. Ex. No, I did not sleep yesterday.</p> <p><i>NOTE: When you answer with a no response you do not change the verb to past tense. The words “did not” are what change for past tense.</i></p>	Flashcards with vocab written on them. Pictures showing action 2 clean flyswatters
		<p>What did you do yesterday?</p> <p>Did you (<u>verb</u>) yesterday? Ex. Did you sleep yesterday?</p>	
School/Work	Went to school/work Played Rode Talked Watched Read Wrote Listened Last week	<p>I went to (<u>work/school</u>) last week. Ex. I went to work last week.</p> <p>Yes, I (<u>past tense verb</u>) last week. Ex. Yes, I read last week.</p> <p>No, I did not (<u>verb</u>) last week. Ex. No, I did not read last week.</p>	
		<p>Where did you go last week?</p> <p>Did you (<u>verb</u>) last week? Ex. Did you read last week?</p>	
Movement	Walked Ran Stood Sat Jumped Lay Danced Stopped Last month	<p>Yes, I (<u>past tense verb</u>) last month. Ex. Yes, I jumped last month.</p> <p>No, I did not (<u>verb</u>) last month. Ex. No, I did not jump last month.</p>	
		<p>I (<u>past tense verb</u>) last month. Ex. I ran last month.</p> <p><i>Note: Use all the verbs from this topic when asking about last month’s activities.</i></p> <p>Did you (<u>verb</u>) last month? Ex. Did you jump last month?</p> <p>What did you do last month?</p>	

Beginner Conversation Activities

WHAT IS HAPPENING IN THE PICTURE?

Show students a picture that has lots of action in it. Ask students questions about what is happening in the picture.

FLY SWATTER GAME

Write the past tense of two vocab words on the board. Give two students flyswatters and have them stand an equal distance away from the board. When you say the present tense of one of the verbs on the board, students race to hit the past tense of the verb you said. The first one to hit it correctly wins.

INTERVIEW

Each student asks 3 people what they did yesterday and reports back to the class what they learned.

Topic 5 - Intermediate

	Vocabulary	Statements & Questions	Resources
Home	<p>Review vocab</p> <p>If you need additional vocab add: Last night Yesterday morning Yesterday afternoon Yesterday evening</p>	<p>I (<u>past tense verb</u>) yesterday. Ex. I ate yesterday.</p> <p>Yes, I (<u>past tense verb</u>) yesterday. Ex. Yes, I slept yesterday.</p> <p>No, I did not (<u>verb</u>) yesterday. Ex. No, I did not sleep yesterday.</p> <hr/> <p>What did you do yesterday?</p> <hr/> <p>Did you (<u>verb</u>) yesterday? Ex. Did you sleep yesterday?</p>	<p>Flashcards with vocab written on them.</p> <p>Pictures showing action</p> <p>2 clean flyswatters</p>
Community	<p>Review places from Topic 2</p> <p>Review vocab</p>	<p>I (<u>past tense verb</u>) at the (<u>location</u>) (<u>period of time</u>). Ex. I read at the library last week.</p> <p>I (<u>past tense verb</u>) (<u>period of time</u>). Ex. I read last night.</p> <hr/> <p>Where did you (<u>verb</u>) (<u>period of time</u>). Ex. Where did you read last week?</p> <hr/> <p>When did you (<u>verb</u>)? Ex. When did you read?</p>	
Movement	Review Vocab	<p>Yes, I (<u>past tense verb</u>) (<u>period of time</u>). Ex. Yes, I walked yesterday afternoon.</p> <p>No, I did not (<u>verb</u>) (<u>period of time</u>). Ex. No, I did not walk yesterday afternoon.</p> <p>I (<u>past tense verb</u>) (<u>period of time</u>).</p> <p>I (<u>past tense verb</u>) at the (<u>location</u>) (<u>period of time</u>).</p> <hr/> <p>Did you (<u>verb</u>) (<u>period of time</u>). Ex. Did you walk yesterday afternoon?</p> <p>When did you (<u>verb</u>)?</p> <p>Where did you (<u>verb</u>) (<u>period of time</u>).</p> <p>What did you do (<u>period of time</u>)? Ex. What did you do last night?</p>	

Intermediate Conversation Activities

WHAT IS HAPPENING IN THE PICTURE?

Show students a picture that has lots of action in it. Divide students into pairs and ask each other questions about what is happening in the picture.

FLY SWATTER GAME

Write the past tense of two vocab words on the board. Give two students flyswatters and have them stand an equal distance away from the board. When you say the present tense of one of the verbs on the board, students race to hit the past tense of the verb you said. The first one to hit it correctly wins.

VOCABULARY FLASHCARDS

Divide students into groups of 3 or 4. Give each group a variety of flashcards. Make sure that each group has some verbs, some locations and some descriptors such as next to and on. Have students make as many different sentences from the words that they have. Groups report back to the class the sentences they have created. Teacher can correct any errors in the students' sentences.

INTERVIEW

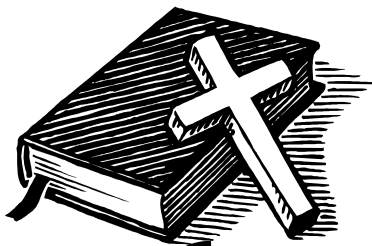
Each student interviews three people to find out as much information as he can about what they did yesterday. Encourage students to find out what the people they are interviewing did in the morning, afternoon and evening.

TOPIC 5—ADVANCED DISCUSSION TOPICS

This topic is a review of Topic 3. Review pronunciation of the vocabulary. Go back and review or complete any activities that were not previously finished. This would also be a good lesson to introduce idioms or slang vocabulary that corresponds to the vocabulary.

Topic 6: How Do I Do That?

Topic Objective: Student will give instructions to complete basic tasks and use a map.



Key Verse

Romans 10:9 Say with your mouth, "Jesus is Lord." Believe in your heart that God raised him from the dead. Then you will be saved.

We have talked about many things during this ESL class. The most important thing that we want to talk to you about is knowing Jesus in a personal way. (This is a great time for the teacher to share a simple personal testimony with the students.) Close by reminding your students that as they believe Jesus is Lord and that God raised Him from the dead, they will be saved. In closing give a simple pray for your students' salvation and offer to privately answer any questions they might have.

Topic 6 – Beginner

	Vocabulary	Statements & Questions	Resources
Sandwich	Sandwich Bread Meat Cheese Put Cut Make Knife Plate Piece Next Slice Spread	It's a/an (<u>object</u>). Ex. It's a knife. (<u>Command</u>) the (<u>object</u>). Ex. Cut the meat. Put the meat on the bread.	Flashcards with vocab written on them. Sandwich makings and the tools needed to make the sandwich Dishes and silverware, etc. for table setting
		What is it? How do I make it? What do I do next?	Paper and pens <i>NOTE: The type of sandwich and dishes will depend on what is common in the community you are working in. Adjust objects and vocab based on locality.</i>
Place Setting	Table Place Bowl Cup Glass Knife Fork Spoon Napkin Placemat Tablecloth On Next to In between Beside Left Right Above Below	It's a/an (<u>object</u>). Ex. It's a knife. Put the (<u>object</u>) (<u>direction</u>) (<u>object</u>). Ex. Put the spoon next to the bowl.	Map from Appendix Topic 6
		What is it? Where do I put it? What do I do next?	
Movement	Street On the corner Across from Store House Church School Park Building Block Review beside, between and next to	It's (<u>direction</u>) (<u>place</u>). Ex. It's across from the school.	
		Where is the (<u>place</u>)?	

Beginner Conversation Activities

CHAIN DRILL

The first student says the first step in making a sandwich or setting the table. The second student says the second step. Continue around the room until all the steps have been identified.

GIVE INSTRUCTIONS

A student gives the teacher instructions to make a sandwich or set the table. Teacher does EXACTLY what the student says, even if it is silly or wrong. Class identifies errors and corrects instructions.

FIX THE PROBLEM

The teacher sets the table incorrectly. The class tells the teacher where to move the items so that the table is set correctly.

DRAW A MAP

Each student draws a map of their town or neighborhood. Students tell where the following locations are on the map.

1. Home
2. Favorite Store
3. School
4. Church
5. Park

Teacher asks students where different places in their community are and students explain using map.

WHERE AM I?

Using the map from Appendix Topic 6, one student chooses a location, and the other students guess "where" the student is located.

Topic 6 - Intermediate

	Vocabulary	Statements & Questions	Resources
Sandwich	Review vocab	Use Beginner statements.	Flashcards with vocab written on them.
		Use Beginner questions.	
Place Setting	Review vocab	Use Beginner statements.	Sandwich makings and the tools needed to make the sandwich
		Use Beginner questions.	
Locate on Map	Review vocab	(Verb) (direction) (location). Ex. Turn right at the gas station.	Dishes and silverware, etc. for table setting <i>NOTE: The type of sandwich and dishes will depend on what is common in the community you are working in. Adjust objects and vocab based on locality.</i>
	Cross Stop Go Turn Excuse me Gas station Bus stop Pharmacy Airport Market Here There	The (location) is (direction) (second location). Ex. The grocery store is next to the library.	
		How do you get to (location)? Ex. How do you get to the airport? Where is the (location)? Ex. Where is the bus stop?	

Intermediate Conversation Activities

GIVE INSTRUCTIONS

Divide the class into pairs. One partner gives the other instructions on how to make a sandwich or set the table. The second partner does EXACTLY what the first partner says, even if it is silly or wrong. First partner identifies errors and corrects instructions.

A NEW RECIPE

Ask for a student volunteer to give instructions for a recipe that hasn't been discussed in class. Volunteer gives instructions and class asks questions to make sure they understand how to make the recipe.

FIX THE PROBLEM

The teacher sets the table incorrectly. The class tells the teacher where to move the items so that the table is set correctly.

GIVE DIRECTIONS

The teacher goes around the room and asks students to give directions from the location of class to another location in the town or neighborhood. Students give instructions.

Or, using the map from Appendix Topic 6, students ask each other for directions from one location to another.

DRAW A MAP

Each student draws a map of their town or neighborhood. Students describe the map and the locations on it. Teacher asks students where different places in their community are and students explain using map.

20 QUESTIONS

Divide the class into pairs. Have partners take turns playing 20 Questions to identify a location in town. The first partner thinks of a location and the other partner asks Yes/No questions to figure out what the location is. It might be helpful to do the first one as a whole class with the teacher thinking of the location and answering the questions.

WHERE AM I?

Using the map from Appendix Topic 6, students choose a location (without telling anyone except the teacher). The other students then guess the location by asking questions.

Ex: Is it on Main Street?

Is it across from the bank?

Is it next to the gas station?

TOPIC 6—ADVANCED DISCUSSION TOPICS

Food:

Potential vocabulary:

recipe instructions dish (food, not plate)

1. Individually, have students write down a recipe or instructions for making their favorite sandwich. Have students share their recipe with the class, being sure to listen for missed steps. If possible, bring sandwich supplies to class and allow students to demonstrate how to make their sandwich.
2. In small groups, have students create a menu for a traditional dinner party in their community. Include food, drink, and music or entertainment.
3. As a class have students generate a list of foreign or non-native foods. Vote for favorites and talk about preferences and dislikes among the list. Are there foods that some have never tried? Are there foods that are unavailable in your country?

Etiquette/Manners:

Potential vocabulary-

etiquette table manners polite

reservation prefer rude

1. What are table manners that children are taught in your country? Is this considered important to learn?
2. In pairs, have students role play making reservations at a restaurant, including what time, how many people, what type of seating they prefer, and how to respond if their first choice is not available.
3. In small groups discuss what actions, behaviors and attitudes are considered very rude in your culture? Report back to the class.

Directions:

Potential vocabulary-

directions geography region guide

1. In pairs, have one student give directions from the school to his favorite restaurant. The other student draws the directions to create a map. Students exchange roles.
2. As a class, ask students to name the geographical regions of their country. Break into small groups and assign each group a region to describe, including geography and major cities. Write directions from your location to that region.
3. We use a map to help us find which way to go when we drive or travel. What do you use as a guide to help you make decisions in life?

Psalm 119:105 reads, "Your word is a lamp unto my feet and a light unto my path."

Have you ever considered using God's Word, the Bible, as a guide for your life? Tell why or why not?

Appendix

Sample Lesson Plan

Date: ex. Day 1, Short-term team, Summer 2012)

Beginner level class

Pray for your students

Name of book, lesson title, pages: from *English Classes for Short-term Mission Teams*, Lesson 1A- “Who Am I?” pp. 7-8.

Lesson objective: Student will introduce self, review numbers 1-100, and describe gender and age.

Visual or teaching aids needed: flashcards with vocabulary words written on them (three different colors of ink), paper and pens for students to create name cards, bean bag or small ball.

Greeting, Scripture, and Prayer (approx. 10 minutes):

Introduce self. Write your full name on the board (or point to your name tag), point to your name (“Kristy”).

Start with short prayer- example: “Lord, thank you for today and thank you for these students. Help them to learn well today. Help me to teach well today. I pray that you will be glorified in all we say and do. In Jesus’ name I pray. Amen.”

Introduce lesson with Scripture verse- example: “Today we are going to learn words to tell “who I am.” In the Bible, Jesus told us that “I am the way and the truth and the life. No one comes to the Father except through me.” (John 14:6)

“Let’s practice saying this verse...”

Teacher says one phrase, students repeat, working through verse.

Teacher says entire verse, students repeat.

(Teacher makes corrections or helps with pronunciation as necessary.)

Introduce new vocabulary (approx. 20 minutes)

(Visuals, mime, Total Physical Response, repetition, dictation):

Introduce or review numbers 1-100

name	first name	last name	“nice to meet you”
age	“years old”	man	woman
boy	girl		

Show how to introduce yourself- point to your name on the board (or nametag) and say "first name."
Add examples of other helpers or students in the classroom.

Sentences using new vocabulary: list sentences and questions (approx 20 minutes):

Introduce self and others	I am (name). My name is (name). My first name is (first name). My last name is (last name). Nice to meet you. What is your name? What is your first name? What is your last name?
---------------------------	--

Age	I am (age number). I am (age number) years old. How old are you?
-----	--

Gender	I am (gender). Ex. I am a girl. Are you a (gender)? Ex. Are you a woman?
--------	---

Additional pronunciation practice: none the first day. (On following days, maybe take a few minutes to work on hard words from previous lessons or common pronunciation errors or struggles)

Communication practice activities (remember to model activity for class) (approx.40 minutes):

Name tags: Students will write their names on a name card for desk, or name tag if desks/tables are not available. Student will say their name, and spell it for the class.

Introductions: Each student introduces himself to 5 other students or people in the class. Students should practice using the phrase "nice to meet you" during the introductions.

Ex. "Hello. My name is Kristy"
"Hello Kristy. My name is Nicki."
"Nice to meet you."
"Nice to meet you."

Chain introductions:

1. First student will say, "I am (name)." The first student will then turn to the next person and ask, "What is your name?" The next person will say "My name is (name)," then ask the next person "What is your name?" Repeat until all students have had a turn.

2. Next, the first student will say, "I am (name)." The next student says, "That is (name)," "I am (name)." Continue around the room adding one student at a time. Each student will repeat the names of all the students before them and add their own name.

Review new words, homework assignment, and prayer (approx. 5 minutes):

Quickly go over vocabulary words for the day, perhaps asking a question to the class ("What is your name?") and having the class answer in unison ("My name is _____.") "Homework" can be as simple as "introduce yourself to your family or your friends in English when you get home tonight." Close in a simple prayer. (ex. "Thank you Lord for today and for these students. Please guard us as we travel home tonight, and bring us back safely tomorrow. In Jesus' name I pray, Amen.")

Additional activities if kids are part of your ESL camp:

Physical activity time (approx. 20 minutes):

"Red Rover" game:

Divide kids into two teams.

One team stands at one end of yard. The other team stands at the other end.

Everyone holds hands with each other to form a chain and stretch their arms out.

One team sings "Red Rover, red rover who do you send over?"

The other team sings "We call (name) over."

The child named then runs across the playground and tries to break through one part of the chain of arms. If the child breaks through, she goes back to her team, and gets to choose one other child to take with her. If she doesn't break through, she joins that team.

The winner of the game is the team with the most people in it.

Spelling Jump (requires a long rope):

One person is chosen to be "on" and the others should stand in a large circle around them, far enough away to be able to spin the rope along the ground.

The person who is "on" should spin the rope around in a circle.

Each of the children in the circle takes a turn to jump in and spell their name.

When the child has spelt their name, they jump out and the next child jumps in.

Word Ball (requires ball to throw and catch):

Children will stand in a circle and throw a ball to one another.

The child throwing the ball will say another child's name and then throw them the ball.

The child receiving the ball will say "My name is (name)." and then say the name of another child and throw the ball.

The game continues but if you drop the ball, or forget to say "My name is (name)" before throwing the ball, the child is out of the game.

Continue until just a few children are left.

John 14:6 clap, clap, clap:

Teacher and children practice today's Scripture verse:

John 14:6 (when you say "6" hold up six fingers)

Jesus says (clap clap clap)

I am the Way (clap clap clap)

I am the Truth (clap clap clap)
I am the Life (clap clap clap)
No one comes to the Father (clap clap clap)
Except through Me (clap clap clap)

Craft time (approx. 20 minutes):

Name jewelry (requires string, alphabet beads and other assorted colored beads):

Create jewelry out of string and alphabet beads, stringing their names and adding other beads to create a necklace.

Name sign (requires old magazine ads to find letters, paper glue, and scissors):

Have children cut letters from old magazines and glue them onto the paper name tag. Children can also cut images of activities or other things they enjoy and are interested in, creating a collage name tag.

I AM bookmark (requires fun foam bookmark or precut card stock):

Print out the words of John 14:6 and cut to fit bookmark. Allow kids to decorate the bookmarks, including writing their name on the opposite side of the verse. With a hole punch, mark the top of the bookmark, and thread a piece of ribbon or yarn through the top.

Topic 1A

DEAR ABBY: I recently bought a small travel trailer that I use for weekend fishing trips. My dog, "Goldie," accompanies me on these short trips and sleeps with me on the only bed in the trailer.

My wife, "Shirley," is now expecting to go on some of my fishing trips with Goldie and me. The problem is, Goldie is used to sleeping with me, and I believe she should have first dibs on the bed since she was there first.

When I informed Shirley that she'd be sleeping in the back of the truck, she came unglued. Now, Shirley and I are hardly speaking. Goldie is a young Lab pup who is my very best friend, constant companion and never nags. I think my wife is being selfish and inconsiderate, but I'd like your opinion. Am I out of line here? -- GOIN' FISHIN' IN MIDLAND, TEXAS

DEAR GOIN' FISHIN': If you're expecting sympathy from me, you're barking up the wrong tree. You are not only out of line, but it appears you're also in the doghouse. A real Texas gentleman would let Shirley and Goldie share the bed while *he* slept in the truck, and that's what I'm urging you to do.

Reprinted from the Dear Abby Column found at http://www.uexpress.com/printable/print.html?uc_full_date=20110916&uc_comic=da dated September 16, 2011

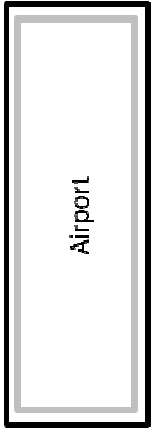
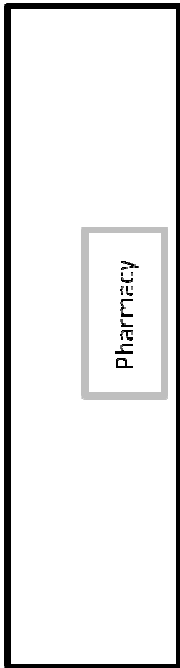
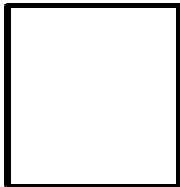
Topic 4

MARIA'S SCHEDULE

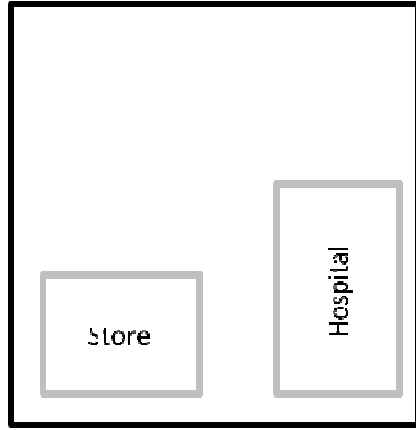
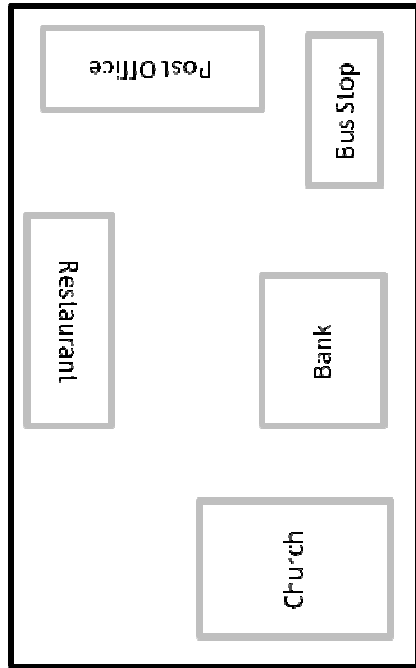
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Wash windows	Make Lunch	Paint Kitchen	Make Lunch	Wash the floor	Fix the window	Make Lunch
Make Lunch	Plant flowers in the garden	Make Lunch	Relax and watch TV	Make Lunch	Make Lunch	Relax and watch TV

Topic 6

MAP ON NEXT PAGE.



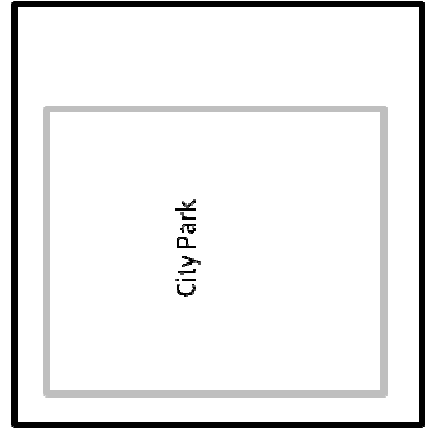
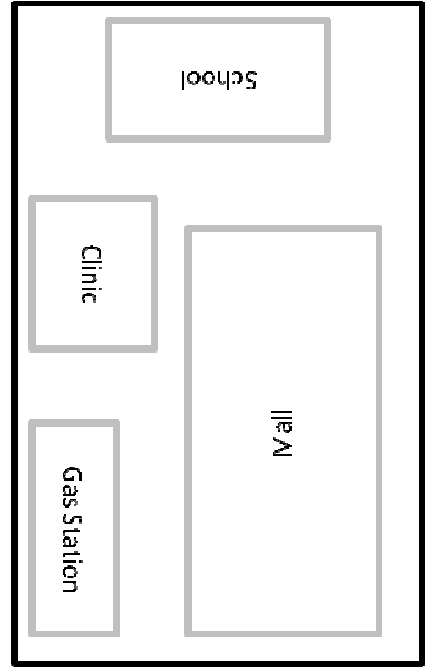
Main Street



First Street

Elm Street

Resources



South Street

Oak Street

Basic Information on Teaching ESL—this book provides a great background on the basics of teaching English and how to teach English with the gospel in mind. This book can be downloaded from the North American Mission Board Website, <http://www.namb.net>.

Teaching English Language Learners the Good News, by Kendale Moore, North American Mission Board of the Southern Baptist Convention, 2005

Supplemental Materials

Jazz Chants—Jazz chants are a way to help students practice the rhythm and intonation of English speech. They are short, fun poems and can be a nice break from the repetition of learning vocabulary and conversation practice. These books can be ordered from several on-line retailers.

Below we have list specific jazz chants that would work well with the material in this curriculum and the books in which they are found.

Jazz Chants, by Carolyn Graham Oxford University Press, 1978.

“Meet Me in the Morning,” p. 17

“Tell Me Your Name,” p. 45

Small Talk- More Jazz Chants by Carolyn Graham, Oxford University Press, 1986.

“What’s Your First Name? How Do You Spell It?,” p. 9

“Saying Goodbye,” p. 12

“I’d Like a Sandwich,” p. 46

“Clear, Blue Sky,” p. 56

“Walk Two Blocks and Turn Right,” p. 61