

SCOPE AND SEQUENCE

Level 1 (Beginner)

- Recognition of words
- Primarily nouns
- Present tense verbs
- Pronunciation of initial consonants

LEVEL 1 (BEGINNER)		
Lesson	Primary Focus	Secondary Focus
1	• People	• Alphabet
2	• School	• Numbers (1–100)
3	• Days and Seasons	• Dates
4	• Parts of the Body	
5	• Clothing and Colors	
6	• Occupations and Time	
7	• Questions	• Personal Information • A/AN
8	• Descriptions	• Nouns and Adjectives • This/That • Upper and Lower Case Letters
9	• Symbols	• Present Tense Verbs • Time Phrases

TEACHING STRATEGIES

Consider the teaching strategies outlined in the following pages so that students will learn the most amount of English in a short period of time.

If you have a teaching partner, **plan *with* your teaching partner**. If you divide responsibilities, you are teaching alone, rather than together. Students have a better chance of learning if both language helpers are teaching. One can lead while the other supports. Students will quickly understand that both language helpers are willing and capable of helping them succeed.

HIS English lessons have **two main types of learning activities**: instructional and practice.

Instructional segments

CONVERSATIONS

VOCABULARY

VOCABULARY QUESTIONS

PRONUNCIATION

Practice segments

COMMUNICATION PRACTICE

EXPANDED COMMUNICATION PRACTICE

DIALOG JOURNAL

Each segment is specifically considered in the following pages.

WARM UP

Warm up ideas are at the beginning of every lesson. They are correlated to the lesson topic and **intended to prepare students** for the lesson focus. A **WARM UP** is not an instructional segment. It is more of a practice segment but brief, to pique student interest.

TOTAL PHYSICAL RESPONSE (TPR)

Total Physical Response is a teaching technique that was developed by James Asher from San Jose State University. It is based on the concept that second language acquisition can be significantly accelerated through using the kinesthetic sensory system. Long term recall is the result of **learning new language with physical movements**. There are TPR activities in most of the lessons.

Below are step-by-step instructions:

1. The **teacher gives a command** and **models the action** while **students listen and observe**.
2. The **teacher gives a command** and **models the action**. Then **students perform the action**.
3. The teacher gives a command. **Students perform the action**.
4. The teacher gives a command. Students perform the action **and repeat the command**.
5. A **student gives a command**. Students and teacher perform the action and repeat the command.

LESSON FIVE

CLOTHING AND COLORS

WARM UP (Supplies – several articles of clothing)

Wear layers of clothing. Describe each item. Set aside in preparation for relay during **COMMUNICATION PRACTICE**.

HOMEWORK/REVIEW

- Ask students:

What day is today?

What is today's date?

What day was yesterday?

What is the weather?

What will tomorrow be?

- Articles of clothing that students brought to class will be used in the **Best Dressed Relay** activity in **COMMUNICATION PRACTICE**.

CONVERSATION

(*Student Book Page 1; Resource Pages 1-3 of 37*)

Follow procedure described in Lessons One and Two.

NOTE: The first blank refers to a color. The second blank refers to an article of clothing.

Your blue skirt looks good on you.

Teacher: You look nice today.

Student: Thank you.

Teacher: Your ___ ___ looks good on you.

Student: These are my birthday clothes.

Teacher: How wonderful!

VOCABULARY (*Student Book Pages 1-3; Resource Pages 4-6, 16-36 of 37.*)

Follow procedure described in Lessons One and Two.

NOTE: Additional vocabulary can be added if students ask about a particular item of clothing or accessory.

Sample sentences: *I'm wearing a ___.*
He's/She's wearing a ___.

cap	jacket	vest	blouse
T-shirt	coat	purse	belt
shirt	dress	watch	tie
skirt			

or

I'm wearing ___. *He's/She's wearing ___.*

glasses	boots	jeans	shorts
sandals	pants	shoes	

VOCABULARY QUESTIONS

(*Student Book Page 1; Lesson 4 - Resource Page 18 of 49; Resource Pages 16-36 of 37*)

Use vocabulary sentences to answer questions.

Follow procedure described in Lessons One and Two.

NOTE: The first blank refers to an article of clothing. The second blank refers to the corresponding body part.

Sample questions:

Where does a person wear a ___?

Answers:

A person wears a ___ on his/her ___.

cap	jacket	vest	blouse
T-shirt	coat	purse	belt
shirt	dress	watch	tie
skirt			

Where does a person wear ___?

A person wears ___ on his/her ___.

glasses	boots	jeans	shorts
sandals	pants	shoes	

NOTES:

