

SCOPE AND SEQUENCE

Level 2 (Intermediate)

- Sentence formation
- Pronouns and basic adjectives
- Introduce past and future tense verbs
- Pronunciation of medial and final consonants

LEVEL 2 (INTERMEDIATE)		
Lesson	Primary Focus	Secondary Focus
1	<ul style="list-style-type: none">• People• Parts of the Body• Seasons	<ul style="list-style-type: none">• Colors• Alphabet• Dates
2	<ul style="list-style-type: none">• Classroom Objects• Time• Weather	<ul style="list-style-type: none">• Numbers (1–100)• Professions
3	<ul style="list-style-type: none">• Household	<ul style="list-style-type: none">• Possessive Pronouns
4	<ul style="list-style-type: none">• Food	<ul style="list-style-type: none">• Past Tense• Adjectives
5	<ul style="list-style-type: none">• Professions and Buildings• Neighborhoods	<ul style="list-style-type: none">• Numbers (1 – 1000)• Employment
6	<ul style="list-style-type: none">• Transportation• U.S. Points of Interest	<ul style="list-style-type: none">• Future Tense• Schedules
7	<ul style="list-style-type: none">• Locations• Prepositions of Place	<ul style="list-style-type: none">• “How to” Speeches
8	<ul style="list-style-type: none">• Making Appointments	<ul style="list-style-type: none">• Entertainment• Telephone
9	<ul style="list-style-type: none">• Simple Letters	

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

WHERE DO YOU WORK?

WARM UP

Ask students what job they would like to have one day or what is their current job. Record answers. After the Vocabulary drills, note which occupations are also in the lesson.

HOMEWORK/REVIEW

- Have a volunteer student tell what they ate today using past tense and time references.
- Collect magazine pictures of people working that students brought to class. Use these pictures in combination with Vocabulary Pictures in **VOCABULARY** and **VOCABULARY QUESTIONS** drills.

CONVERSATION *(Student Book Page 1)*

Follow procedure described in Lessons Three and Four.

NOTE: Fill in information that is reasonably true for the student. The first blank refers to the building or location where the student works. The second blank refers to the student's occupation.

Teacher: Good morning. Are you going to work?
Student: Yes, I go to work at 8:00.
Teacher: Where do you work?
Student: I work at the _____. I'm a _____.
Teacher: That sounds interesting. Have a nice day!

VOCABULARY *(Student Book Page 1; Resource Pages 8-32 of 34)*

Follow procedure described in Lessons Three and Four.

NOTE: Add all student occupations to vocabulary list.

Sample sentence:	A _____ works at a/an _____.		
teacher	school	mother	home
postman	post office	gardener	park
doctor	hospital	barber	barber shop
nurse	clinic	pharmacist	pharmacy
policeman	police station	operator	telephone company
fireman	fire station	beautician	hair studio
factory worker	factory	janitor	theater
salesperson	store	writer	newspaper office
waiter	restaurant	disc jockey	radio station
baker	bakery	mechanic	gas station
secretary	office	pastor	church
teller	bank	politician	office
lifeguard	swimming pool		

NOTES:

