

# **BEGINNERS ESL LESSON PLANS BOOK 2**



**Learning English  
Curriculum**  
**Since 1999**

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Learning English Curriculum

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Learning English Curriculum  
Victoria, B.C. Canada  
E-mail: [info@efl-esl.com](mailto:info@efl-esl.com)

# TEACHING PHILOSOPHY

Our teaching philosophy means that the students and teachers can combine fun and learning, while communicating in English. This is a structured approach, meaning that each new concept is mastered in a conversational English environment before another is introduced. During the past decade, research has shown that the students learn more effectively if the teaching of grammar is integrated with a communicative approach to the learning of the English language.



This program is written for students 13 years and older. We introduce the basic tenses and other structures in a logical sequence, integrating them with light hearted activities that provide practice in a conversational setting. The combination achieved in our curriculum has proved to be popular with the students and successful in achieving its goals.

## TIMING AND LESSON STRUCTURE

The most successful order of presentation for the lessons is outlined below:

- Greeting the students in English
- Oral questions (20 to 30 minutes)

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

The order suggested in the Student's Book should be adapted to the needs of the group.

- Introduction of a new lesson or continuation of a past lesson.
- Completion of exercises and / or partner activities
- Ending with a more relaxed conversational activity

## VOCABULARY

The new words introduced in each lesson are listed under the title and may be introduced in any of the following ways:

- The teacher may write the words on the blackboard and use them in sentences.
- The teacher can dramatize, draw or use the pictures to explain the words.
- The students can work in small groups with their dictionaries.

## ORAL QUESTIONS

The oral questions are designed to provide practice in speaking.

The questions and answers stress grammatical structure, and word order of the English language.

When our students completed surveys where Oral Questions were rated "helpful / not helpful" on a scale of 1 to 10, **Oral Questions were consistently rated as "10 - very helpful".**

**Teaching this Conversational English program without using the oral questions will result in the lessons becoming too difficult for the students.**

These questions provide the basic models of the English Language.

They are a vital part of the program, giving practice, review and an opportunity for the teacher to expand the language to talk about local events.

## TESTS

The tests are a part of the learning process. They allow the students to identify the areas they need to study. When marking the sentence answers, subtract one mark for each error.

- If a student has one mistake, he or she will get 3 marks for that answer
- If a student has two mistakes, he or she will get 2 marks for that answer
- If a student has three mistakes, he or she will get 1 mark for that answer
- If a student has four or more mistakes, he or she won't get any marks

### **GIVE SPECIAL ATTENTION TO INDIVIDUAL NEEDS WHEN MARKING**

The teacher should use discretion when marking. Some students work very hard but have difficulty. They should be given the best possible mark. Some students learn easily but become careless, so they should be marked down for their mistakes. In other words, the teacher needs to be aware of the needs of the students. The tests are designed to make most of the students feel good about their English but also give a clear signal to those who aren't making satisfactory progress.

### **WHAT KIND OF MISTAKES SHOULD BE CONSIDERED?**

Marks should be deducted for:

- not knowing the right vocabulary
- word order mistakes
- grammatical errors
- no marks are given if the student doesn't understand the question

Do **not** deduct marks for spelling mistakes if you can understand what the student means.

Students with marks above 80% are ready to continue with the program.

Test answers are included in the Guide.

### **ANSWERS TO THE ORAL TEST QUESTIONS**

The teachers have the choice of having the students answer orally or in writing. As some of the teachers are speaking English as a second language, it might be difficult for them to test pronunciation. If the teacher can understand what the student is saying then the pronunciation should be accepted.

Internationally, it is acceptable if the speaker is understood.

The tests are out of 50 except for the last test in Part 1 and in Part 2.

There are no absolutes when assessing test marks. Many factors always enter into the mark. These can range from the student being sick that day to some problem at home. It's also possible that the student missed a lot of classes due to illness.

The purpose of these tests is to allow the students to see where they are having difficulty. This lets them know where they should spend their time when they study.

**This is the most important aspect of the tests.**

### **ANSWERS**

Answers in the Guide are written in italics. The suggested answers are the most likely, but others are possible.

### **GLOSSARY**

The glossary contains the vocabulary.

The verbs are shown in the infinitive form: do (to.

The past tenses are included for reference in the glossary, shown as: infinitive, past tense.



## CONTENTS      LESSONS 21 – 40

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

*This Table of Contents includes exercises and activities in the Student Reader, Workbook and Teacher's Guide. It also lists the new concepts, oral activities, written exercises and large and small group activities. Answers are included for all questions and discussions. Unit and final tests are provided.*

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
<b>Lesson 21</b>	<b>41</b>	<b>47</b>	<b>65</b>
Vocabulary			
Short article: Terry Fox			
Map			
Whole class vocabulary activity			
Small group question, answer and check answers activity			
Using "even though" and "although"			
Using "un" in a word			
Using "although" and "even though" in sentences			
Match the meaning			
Sentence answers to questions			
Cloze exercise			
Oral questions			
	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
<b>Lesson 22</b>	<b>44</b>	<b>49</b>	<b>68</b>
Vocabulary			
Article continued			
Small group question, answer and check answers activity			
Conditional sentences			
Whole class activity using "would, could and should"			
Role-play			
Tag questions using the conditional			
Using "a" and "the"			
Word Bingo			
Oral questions			

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
<b>Lesson 23</b>	47	51	70

Article: Rick Hansen  
 Small group question, answer and check answers activity  
 Sentence word order  
 Order of adjectives  
 Whole class: pictures and questions  
 Writing sentences using adjectives  
 Adjective picture exercise  
 Understanding a joke  
 Crossword puzzle  
 Oral questions

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
<b>Lesson 24</b>	49	54	73

Vocabulary  
 Whole class discussion of pictures  
 Role-play  
 Written exercise: frequency adverbs  
 Written exercise: tag questions  
 Written exercise: cloze exercise  
 Word Bingo  
 Oral questions

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
<b>Lesson 24</b>			<b>TEST 6</b> 76

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
<b>Lesson 25</b>	50	56	78

Vocabulary  
 Listening and reading orally  
 Word order for adjectives  
 Naming body parts  
 Small group question, answer and check answers activity  
 Written exercises  
 Writing sentences to describe pictures  
 Oral questions

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
<b>Lesson 26</b>	<b>52</b>	<b>61</b>	

Vocabulary  
 Listening and reading orally: Flying in a balloon  
 Role-play  
 Small group question, answer and check answers activities  
 Conditional sentences: untrue fact in the present tense  
 Conditional sentences: untrue fact in the future tense  
 Match the meaning  
 Written exercises  
 Crossword puzzle  
 Oral questions

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
<b>Lesson 27</b>	<b>55</b>	<b>64</b>	<b>84</b>

Vocabulary  
 Article: Wright brothers  
 Small group question, answer and check answers activity  
 Question and answer picture activity  
 Match the meaning  
 Written exercise using “and, even though, although”  
 Oral questions  
 Picture enrichment activity

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
<b>Lesson 28</b>	<b>57</b>	<b>66</b>	<b>87</b>

Vocabulary  
 Article: Wright brothers continued  
 Role-play  
 Whole class discussion of questions  
 Small group question, answer and check answers activity  
 Picture activity  
 Writing sentence answers  
 Word order - written  
 Oral questions

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
<b>Lesson 29</b>			<b>89</b>

## **TEST 7**

## Lesson 29

Student	Workbook	Guide
59	68	91

Vocabulary  
Article: Gordon Lightfoot – a Canadian artist  
Role-play  
Using “because”  
Using “but”  
Small group question, answer and check answers activity  
Using “too”  
Whole class activity: adding “too” to a sentence.  
Match the meaning  
Cloze exercise  
Writing sentence answers  
Oral questions  
Competitive team activity

## Lesson 30

Student	Workbook	Guide
61	70	95

Vocabulary  
Article: Neil Young – a Canadian musician  
Using “get”  
Role-play  
Writing sentence answers  
Completing sentences – using “get”  
Match the meaning  
Word Bingo  
Partner activity – writing sentence answers  
Oral questions

## Lesson 31

Student	Workbook	Guide
63	74	98

Vocabulary  
Article: The Beatles  
Whole class activity using “and, but, because or too”  
Small group activity: favorite Beatle songs  
Small group question, answer and check answers activity  
Cloze exercises  
Match the meaning  
Writing sentence answers  
Oral questions

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
<b>Lesson 32</b>	66	76	100

Vocabulary  
Article: People Helping People  
Small group question, answer and check answers activity  
Whole class activity: brainstorming question answers  
Article: Earthquake in Haiti  
Writing sentence answers  
Match the meaning  
Partner activity using “if”  
Crossword puzzle  
Oral questions  
Small group activity – arranging cut out words in sentence order

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
<b>Lesson 33</b>			104

### TEST 8

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
<b>Lesson 33</b>	67	79	105

Vocabulary  
Role-play: Australia  
Legend: Kangaroo  
Small group question, answer and check answers activity  
Match the meaning  
Using descriptive adjectives  
Writing sentence answers  
Writing a paragraph – guided by questions  
Crossword puzzle  
Oral questions

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
<b>Lesson 34</b>	69	82	

Vocabulary  
Role-play: Taj Mahal - India  
Small group question, answer and check answers activity  
Writing sentence answers  
Completing sentences using: “by, about. To, in”  
Small group activity: planning a trip  
Writing a paragraph about the trip  
Crossword puzzle  
Oral questions

<b>Lesson 35</b>	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
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Vocabulary			
Role-play: Niagara Falls			
A joke			
Writing sentence answers			
Match the meaning			
Writing tag questions and answers			
Cloze exercise			
Word Bingo			
Oral questions			

<b>Lesson 36</b>	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
	73	88	
Vocabulary			
Role-play: Flying to Whistler in Vancouver, Canada			
Small group question, answer and check answers activity			
Review: conditional sentences			
Using “get”			
Completing sentences using “and, but, although, even though, because”			
Crossword puzzle			
Oral questions review			

<b>Lesson 36</b>	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
<b>TEST 9</b>			117

<b>Lesson 37</b>	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
	75	90	118
Vocabulary			
Role-play: Shopping at Whistler			
Map of Whistler			
Reading and following a map			
Small group question, answer and check answers activity			
Writing sentence answers			
Small group activity: Writing sentences that tell locations in Whistler			
Small group activity: Shopping at Whistler			
Writing a paragraph about the shopping trip			
Whole class activity: Recording what others bought at Whistler			
Oral questions			

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
<b>Lesson 38</b>	77	93	119

Vocabulary  
 Role-play: Skiing at Whistler  
 Small group question, answer and check answers activity  
 Whole class oral reading: adding adjectives orally  
 Small group brainstorming  
 Cloze exercise: completing paragraph with past tense verbs  
 Match the Meaning  
 Whole class activity: sharing and writing interests using role cards  
 Oral questions

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
<b>Lesson 39</b>	79	95	124

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 Role-play: The Lost Wallet  
 Small group question, answer and check answers activity  
 Match the Meaning  
 Cloze exercise  
 Writing sentence answers to questions  
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 Completing a social calendar chart for Whistler  
 Word Bingo  
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<b>Lesson 40</b>			129
<b>TEST 10</b>			
<b>Final Test for Book 2</b>			

### *Printing Instructions for this Document*

<i>Student Reader</i>	<i>Pages 13 - 45</i>
<i>Student Workbook</i>	<i>Pages 48 - 95</i>
<i>Teacher's Guide</i>	<i>Pages 98 - 163</i>

# **BEGINNERS ESL LESSON PLANS BOOK 2**



## **STUDENT READER**





## Lesson 31

### VOCABULARY:

stop (to)	these	dinner	laugh (to)	paint (to)
sleep (to)	radio	day-off	work (to)	ride (to)
foot (singular)	feet (plural)	syllable	computer	while
swim (to)	wear (to)	feel (to)	consonant	vowel

### SPELLING

#### One vowel and two consonants:

sit + t + ing = sitting

stop + p + ed = stopped

#### EXERCISE 1 [WORKBOOK PAGE 67](#)

#### Two vowels and one consonant:

meet + ing = meeting

look + ed = looked

see + ing = seeing

need + ed = needed

#### EXERCISE 2 [WORKBOOK PAGE 67](#)

#### EXERCISE 3 [WORKBOOK PAGE 67](#)

#### EXERCISE 4 [WORKBOOK PAGE 67](#)

When the verb ends in a silent single "e",  
drop the "e" before adding "ing" (live - living)

#### EXERCISE 5 [WORKBOOK PAGE 67](#)

## ORAL QUESTIONS TEACHER'S GUIDE

#### EXERCISES 6 AND 7 [WORKBOOK PAGE 68](#)

#### ACTIVITY 3 [WORKBOOK PAGE 69](#)

#### SPELLING FOR SOME VERBS WITH "ED" AND "ING".

(The irregular forms are underlined.)

answer	answering	answered	arrive	arriving	arrived
be	being	<u>was/were</u>	come	coming	<u>came</u>
close	closing	closed	cook	cooking	cooked
drink	drinking	<u>drank</u>	drive	driving	<u>drove</u>
eat	eating	<u>ate</u>	have	having	<u>had</u>
meet	meeting	<u>met</u>	phone	phoning	phoned
put	putting	<u>put</u>	rain	raining	rained
sit	sitting	<u>sat</u>	stop	stopping	stopped
swim	swimming	<u>swam</u>	wear	wearing	<u>wore</u>

## Lesson 31 Continued

### ACTIVITY 1:

First watch the video - answer the questions in unison. Next, Divide into small groups. Ask and answer these questions, then look at the answers in the box.

1. Is it raining outside?
2. Did it snow yesterday?
3. Were you at home last night?
4. Did you have a day-off from school last week?
5. Did you stop beside the road this morning?
6. Were you sleeping last night?
7. Were you eating chicken for dinner last night?
8. Did you learn to swim last year?



<https://tinyurl.com/3xhtnmyd>



Yes, it' s raining outside.  
No, it isn' t raining outside.  
. Yes, it snowed yesterday.  
No, it didn' t snow yesterday.  
. Yes, I was at home last night.  
No, I wasn' t at home last night.  
. Yes, I had a day-off from school last week.  
No, I didn' t have a day-off from school last week.  
. Yes, I stopped beside the road this morning.  
No, I didn' t stop beside the road this morning.  
. Yes, I was sleeping last night.  
No, I wasn' t sleeping last night.  
. Yes, I was eating chicken for dinner last night.  
No, I wasn' t eating chicken for dinner last night.  
. Yes, I learned to swim last year.  
No, I didn' t learn to swim last year.

### ACTIVITY 2 FIND A PARTNER; ANSWER ORALLY IN SENTENCES

You can answer all the questions?

How do you feel?

# **BEGINNERS ESL LESSON PLANS BOOK 2**



## **STUDENT WORKBOOK**



## Lesson 31

### SPELLING

Spelling one-syllable words with **ING** or **ED**.

**One vowel and two consonants:**

sit + t + ing = sitting

stop + p + ed = stopped

#### EXERCISE 1

Add **ing** to these words:

put \_\_\_\_\_

swim \_\_\_\_\_

stop \_\_\_\_\_

**Two vowels and one consonant:**

meet + ing = meeting

look + ed = looked

#### EXERCISE 2

Add **ing** to these words:

eat \_\_\_\_\_ wear \_\_\_\_\_

cook \_\_\_\_\_ rain \_\_\_\_\_

#### EXERCISE 3

Add **-ed** to these words:

cook \_\_\_\_\_

look \_\_\_\_\_

rain \_\_\_\_\_

#### EXERCISE 4

Complete the sentences using "ing" or "ed"

1. It is \_\_\_\_\_ outside. (rain)
2. He is \_\_\_\_\_ dinner. (cook)
3. It \_\_\_\_\_ yesterday. (rain)
4. She is \_\_\_\_\_ her friend. (meet)
5. They are \_\_\_\_\_ at the table. (sit)
6. She is \_\_\_\_\_ her book on the table. (put)
7. He is \_\_\_\_\_ at the corner. (stop)
8. She is \_\_\_\_\_ in the water. (swim)
9. They are \_\_\_\_\_ their friends. (meet)
10. Are you \_\_\_\_\_ a coat? (wear)
11. The car \_\_\_\_\_ at the corner. (stop)

**NOTE:** When the verb ends in a silent single "e", drop the "e" before adding "ing" (live - living)

#### EXERCISE 5

Add "ing" to these verbs:

use \_\_\_\_\_ write \_\_\_\_\_ ride \_\_\_\_\_ have \_\_\_\_\_

come \_\_\_\_\_ phone \_\_\_\_\_ close \_\_\_\_\_ arrive \_\_\_\_\_

## Lesson 31 Continued

### EXERCISE 6

Answer these questions using the present progressive tense.

1. Are you practicing basketball now?

2. Are you reading a book?

3. Is your mother living in this city?



4. Are you wearing a T-shirt today?

5. Are you talking to a friend?

6. Are you eating dinner?

### EXERCISE 7

Make sentences using all of these words.

1. are, classroom, the, We, in

2. the, He, radio, listens, to

3. go, They, work, to

4. wearing, jeans, He, blue, is

5. fish, are, They, frying, a

6. arrived, day, yesterday, the, They, before

7. She, ten, ate, minutes, breakfast, ago

8. wasn't, at, She, home

9. laughing, He, was

10. in, She, wrote, notebook, her

# **BEGINNERS ESL LESSON PLANS BOOK 2**



## **TEACHER'S GUIDE**



## LESSON 31

### ORAL QUESTIONS

#### Review all oral questions from Lessons 25 and 26.

Did a dog follow you today?	<i>Yes, a dog followed me today. No, a dog didn't follow me today.</i>
Are you eating dinner now?	<i>No, I'm not eating dinner now.</i>
Is it dinner time now?	<i>Yes, it's dinner time now. No, it isn't dinner time now.</i>
Are you listening to music?	<i>Yes, I'm listening to music. No, I'm not listening to music.</i>
Is your friend sleeping now?	<i>Yes, my friend is sleeping now. No, my friend isn't sleeping now.</i>
Are you writing in your notebook?	<i>Yes, I'm writing in my notebook. No, I'm not writing in my notebook.</i>
Are you usually using computers at work?	<i>Yes, I'm (usually) using computers at work. No, I'm not (usually) using computers at work.</i>
Are you having a day off today?	<i>Yes, I'm having a day off today. No, I'm not having a day off today.</i>
Are you having Chinese food today?	<i>Yes, I'm having Chinese food today. No, I'm not having Chinese food today.</i>
Are you wearing a pair of gloves?	<i>Yes, I'm wearing a pair of gloves. No, I'm not wearing a pair of gloves.</i>
Are you wearing a pair of shoes?	<i>Yes, I'm wearing a pair of shoes. No, I'm not wearing a pair of shoes.</i>
Did you eat breakfast today?	<i>Yes, I ate breakfast today. No, I didn't eat breakfast today.</i>
Did you cook dinner yesterday?	<i>Yes, I cooked dinner yesterday. No, I didn't cook dinner yesterday.</i>
Do you have two feet?	<i>Yes, I have two feet.</i>
Did you run to class today?	<i>Yes, I ran to class today. No, I didn't run to class today.</i>
Did it rain today?	<i>Yes, it rained today. No, it didn't rain today.</i>
Do you have another English class today?	<i>Yes, I have another English class today. No, I don't have another English class today.</i>
Did you have a party last night?	<i>Yes, I had a party last night. No, I didn't have a party last night.</i>
Did you phone your friend today?	<i>Yes, I phoned my friend today. No, I didn't phone my friend today.</i>

## Lesson 31 Continued

**PAGE 67**

### ANSWERS TO THE WORKBOOK QUESTIONS

Add ing to these words:

put - *putting*    swim - *swimming*    stop - *stopping*

### EXERCISE 1

**PAGE 67**

### ANSWERS TO THE WORKBOOK QUESTIONS

Add ing to these words:

eat - *eating*  
cook - *cooking*

### EXERCISE 2

wear - *wearing*  
rain - *raining*

**PAGE 67**

### ANSWERS TO THE WORKBOOK QUESTIONS

Add -ed to these words:

cook - *cooked*

look - *looked*

### EXERCISE 3

rain - *rained*

**PAGE 67**

### ANSWERS TO THE WORKBOOK QUESTIONS

1. It is *raining* outside.
2. He is *cooking* dinner.
3. It *rained* yesterday.
4. She is *meeting* her friend.
5. They are *sitting* at the table.
6. She is *putting* her book on the table.

7. He is *stopping* at the corner.
8. She is *swimming* in the water.
9. They are *meeting* their friends.
10. Are you *wearing* a coat?
11. The car *stopped* at the corner.

### EXERCISE 4

**PAGE 67**

### ANSWERS TO THE WORKBOOK QUESTIONS

use / *using*  
come - *coming*

write - *writing*  
phone - *phoning*

ride / *riding*  
close - *closing*

### EXERCISE 5

have - *having*  
arrive - *arriving*

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### ANSWERS TO THE WORKBOOK QUESTIONS

1. Are you practicing basketball now?
2. Are you reading a book?
3. Is your mother living in this city?
4. Are you wearing a T-shirt today?
5. Are you talking to a friend?
6. Are you eating dinner?

*No, I'm not practicing basketball now.*  
*Yes, I'm reading a book.*  
*Yes, my mother is living in this city.*  
*No, my mother isn't living in this city.*  
*Yes, I'm wearing a T-shirt today.*  
*No, I'm not wearing a T-shirt today.*  
*Yes, I'm talking to a friend. / No, I'm not talking to a...*  
*No, I'm not eating dinner.*

### EXERCISE 6

**PAGE 68**

### ANSWERS TO THE WORKBOOK QUESTIONS

1. *We are in the classroom.*
2. *He listens to the radio.*
3. *They go to work.*
4. *He is wearing blue jeans.*
5. *They are frying a fish.*

6. *They arrived the day before yesterday.*
7. *She ate breakfast ten minutes ago.*
8. *She wasn't at home.*
9. *He was laughing.*
10. *She wrote in her notebook.*

### EXERCISE 7

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### ANSWERS TO THE BINGO

- 15 lunch
- 4 days off
- 7 pair of gloves
- 17 plane (airplane)
- 1 weekend
- 20 inside

- 8 to stop
- 3 pair of shoes
- 2 Chinese food
- 14 fish
- 13 store
- 10 library

- 18 sleep
- 12 notebook
- 23 television
- 6 to fry
- 5 breakfast
- 9 pictures

### ACTIVITY 2

- 21 sure
- 11 work
- 16 feet
- 24 mango juice
- 19 an hour
- 22 game



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## **BEGINNERS ESL LESSON PLANS BOOK 1**



20 ESL Lessons, 5 tests, 4 reviews for Beginners  
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**Includes:**

- **Student Reader** - with games, role plays, oral questions & small group activities
- **Student Workbook** - role play, written activities
- **Teacher Guide** - full instructions, answers to written activities, and conversational activities



**INCLUDES FULL AUDIO**

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- Glossary
- Download PDF or Paperback

[Book 1 Overview](#)

## **BEGINNERS ESL LESSON PLANS BOOK 2**



20 ESL Lessons, 5 tests, 4 reviews for Beginners  
Ready for the Classroom!

**Includes:**

- **Student Reader** - with games, role plays, oral questions & small group activities
- **Student Workbook** - role play, written activities
- **Teacher Guide** - full instructions, answers to written activities, and conversational activities



**INCLUDES FULL AUDIO**

### **BEGINNERS LESSON PLANS BOOK 2**

**20 complete lesson plans  
3 Textbooks plus  
Downloadable Audio and  
Video**

**Includes:**

- Student Reader
- Student Workbook
- Teachers Guide
- 20 lessons
- 5 tests
- 4 reviews
- Glossary
- Download PDF or Paperback

[Book 2 Overview](#)



## **Teach Your Students Online**

**You provide the Students**

**We provide the curriculum and platform**

- **Level 1 Beginners – Book 1 now available**
- **Teachers – FREE**
- **Students – \$19.99/month**
- **Our commission – 30%**
- **Fully Customizable**

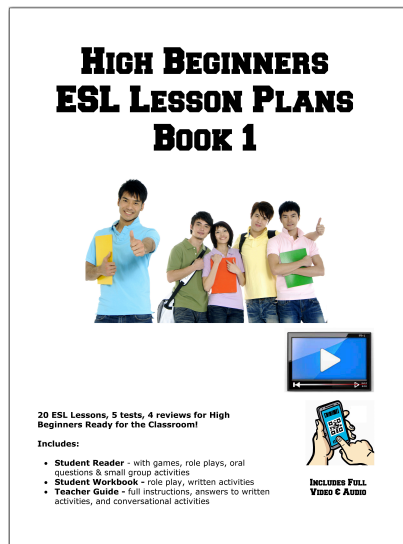
**<https://teacher.efl-esl.com>**

## **Online ESL Teaching Platforms – The Complete Guide**

**Learn:**

- Challenges of online teaching
- Certification Options
- What to look for in an online ESL teaching platform
- Tips for online promotion

**<https://efl-esl.com/teach-your-students-online/>**

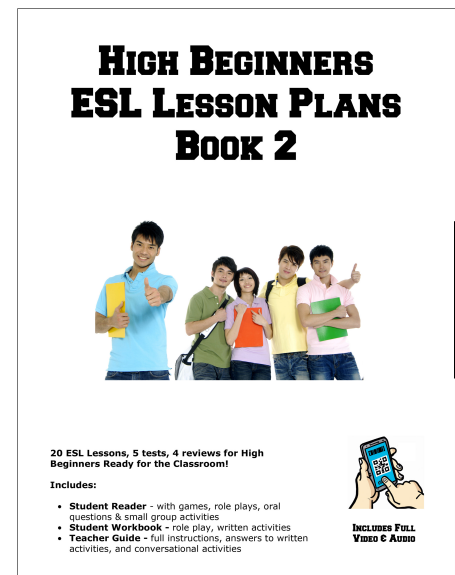


## High Beginners ESL Book 1

includes 3 Textbooks plus video and audio

- Full Audio and Video
- Complete Lesson Plans ready for the classroom
- Student Reader
- Student Workbook
- Teachers Guide
- 20 lessons
- 5 tests
- 4 reviews
- Glossary
- Download PDF or paperback

### [Book 1 Overview](#)



## High Beginners ESL Book 2

includes 3 Textbooks plus video and audio

- Full audio and video
- Student Reader
- Student Workbook
- Teacher's Guide
- 20 lessons
- 5 tests
- 2 review lessons
- Glossary
- PDF Format Download
- Download PDF or Paperback

### [Book 2 Overview](#)

## ESL VIDEO WORKBOOK Book 1



**Interactive Videos:** Engaging videos presenting fundamental English concepts, ensuring users not only listen and understand but also speak and practice in real-time.

**Enriching Audio:** Complementary audio materials that reinforce lesson topics, enhance pronunciation, and improve listening skills.

**Exercises & Activities**



INCLUDES FULL  
VIDEO & AUDIO

# Beginners ESL Video Workbook

innovative ESL Video Workbook designed especially for beginners learning English as a second language! This comprehensive toolkit integrates:

**Interactive Videos:** Engaging videos presenting fundamental English concepts, ensuring users not only listen and understand but also speak and practice in real-time.

**Enriching Audio:** Complementary audio materials that reinforce lesson topics, enhance pronunciation, and improve listening skills.

**Exercises & Activities:** A variety of exercises including:

- **Role Plays:** Develop conversational skills through real-life scenarios.
- **Match the Meaning:** Connect words with their respective meanings to build vocabulary.
- **Fill in the Blank:** Improve grammar and context understanding by completing sentences.
- **Question and Answer:** Boost comprehension through interactive Q&A sessions.

Learn More <https://efl-esl.com/video-workbooks/>

## LISTENING AND SPEAKING ENGLISH WORKBOOK

### BOOK 1 - BEGINNER'S ENGLISH



## Listening and Speaking Workbook

Complete Listening and Speaking English Workbook – includes full downloadable audio!

- Vocabulary for each Lesson
- Everyday Conversations – Listen to full audio then role-play!
- 14 Lessons
- 2 Review Chapters
- 2 Full Audio Tests with Answer Key
- Role Play
- Telephone Conversations and role play
- Question and Answer Dialogues

<https://efl-esl.com/listening-speaking-english/>

## The History of Flight

Intermediate to Advanced ESL Lesson plans



20 ESL Lesson Plans for Intermediate to Advanced Students

**Includes:**

- Full downloadable Audio
- Student Worksheets
- Teacher Guide
- Student Reader
- Student Workbook
- Teacher Guide



Includes Full Audio

## Intermediate to Advanced ESL Lesson Plans for Adults

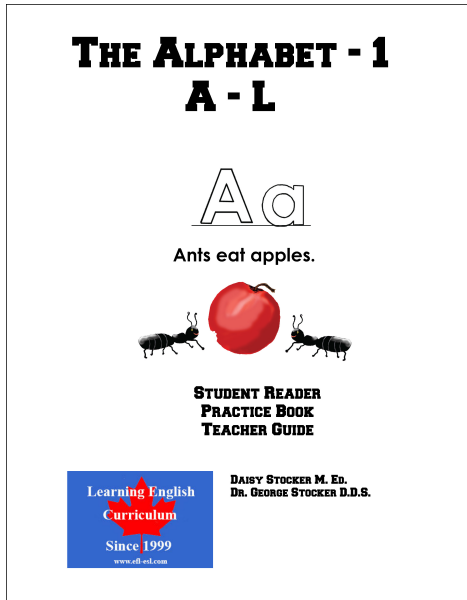
From the Ancient Greeks to Leonardo Da Vinci's flying machines, to Orville and Wilbur Wright, to WWII flying Ace, the Red Baron, to modern day space travel!

### Includes:

- **Full audio**
- 20 Lessons – 40 hours of classroom time!
- Print as many Copies as Required!
- Teacher's guide
- Student Reader
- Student Workbook
- Complete instructions — ready for the classroom
- No preparation

<https://efl-esl.com/curriculum/flight/>

# Children's ESL

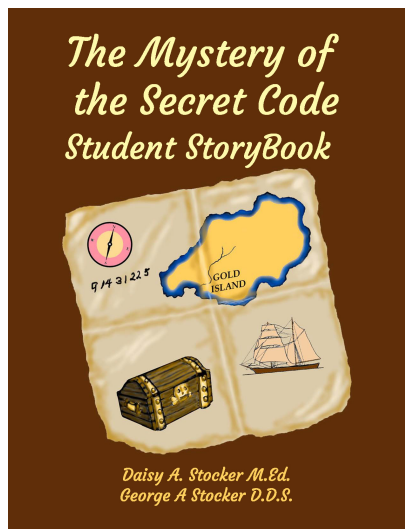


This book introduces the alphabet from A to L and the numbers from 1 – 10.

## Includes:

- Student book – 37 pages
- Student Workbook – 24 pages
- Teacher's Guide Book – 50 pages
- Glossary — 142 new words
- Colorful games and activities suitable for lamination –use over and over!

<https://efl-esl.com/alphabet-activities-for-esl-students/>



## ESL Graphic Novels for Kids (Comic Books)

These books offer an oral approach for young ESL / EFL students aged 6 - 10.

They contain high interest stories, written in the graphics novel format that children love. This is very suitable for supplementary study, home school, as well as for summer camps.

<https://efl-esl.com/esl-graphic-novels-for-children/>