

BEGINNERS ESL LESSON PLANS BOOK 2



Learning English
Curriculum

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Learning English Curriculum

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Published by:
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ISBN

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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>
Lesson 21	41	47	65
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			
Lesson 22	44	49	68
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>
Lesson 23	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>
Lesson 24	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>
Lesson 24			76

TEST 6

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 25	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>
Lesson 26	52	61	

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>
Lesson 27	55	64	84

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>
Lesson 28	57	66	87

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>
Lesson 29			89

TEST 7

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

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 30	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			

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 31	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>
Lesson 32	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>
Lesson 33			104

TEST 8

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 33	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>
Lesson 34	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

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 35	71	85	
Vocabulary Role-play: Niagara Falls A joke Writing sentence answers Match the meaning Writing tag questions and answers Cloze exercise Word Bingo Oral questions			

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 36	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			

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

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 37	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>
Lesson 38	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>
Lesson 39	79	95	124

Vocabulary
 Role-play: The Lost Wallet
 Small group question, answer and check answers activity
 Match the Meaning
 Cloze exercise
 Writing sentence answers to questions
 Small group activity: Planning a day at Whistler
 Completing a social calendar chart for Whistler
 Word Bingo
 Oral questions review

	<i>Student</i>	<i>Workbook</i>	<i>Guide</i>
Lesson 40			129
	TEST 10		
	Final Test for Book 2		

Printing Instructions for this Document

Student Reader *Pages 13 - 45*
Student Workbook *Pages 48 - 95*
Teacher's Guide *Pages 98 - 163*

BEGINNERS ESL LESSON PLANS BOOK 2



STUDENT READER



Lesson 24

VOCABULARY:

up beautiful idea below extend (to)
stretch (to) food place dictionary

ACTIVITY 1: Role-play the dialogue with your teacher. Then role-play it in small groups.

- Narrator:** Sarah and Peter hike up the mountain.
Peter: It's beautiful.
Sarah: I can see the town below us. It looks small from here.
Peter: Can you see the building where we live?
Sarah: It's the big building on the right.
Peter: It looks like it. I'm sure it is.
- Narrator:** They hike up the mountain.
Sarah: The snow is deep!
Peter: We're near the top.
Sarah: Here we are! Look at those snowy mountains!
Peter: Wow! They stretch on and on.
Sarah: Now we can enjoy them and have something to eat.
Peter: Good idea!

ACTIVITY 2:

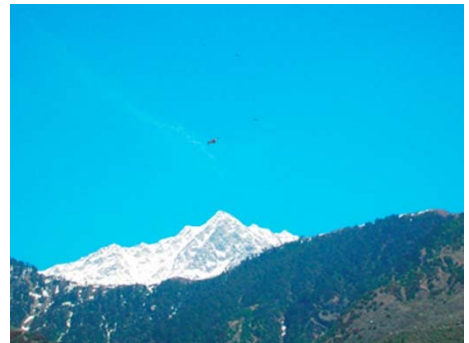
Divide into small groups. Ask and answer the questions. Then look at the answers.

1. What are Sarah and Peter hiking through?
2. What is it like up there?
3. How does the town look?
4. What can they see below them?
5. Where is their building?
6. Is the snow deeper near the top of the mountain?

1. They are hiking through the snow.
2. It' s beautiful.
3. The town looks small.
4. They can see the town.
They can see their building
5. It' s on the right.
6. Yes, it' s deeper near the top.



<https://tinyurl.com/yckzfc9f>



[EXERCISE 1 & 2- WORKBOOK PAGE 51 ACTIVITY 3 & EXERCISE 3 - WORKBOOK PAGE 52](#)
[EXERCISE 4 – WORKBOOK PAGE 53](#)

[TEST 6 TEACHER'S GUIDE PAGES 94-95](#)

BEGINNERS ESL LESSON PLANS BOOK 2



STUDENT WORKBOOK



Lesson 24

EXERCISE 1

MATCH THE MEANING
Write the meaning beside the word.
one - first

EXAMPLE:

neighbors _____	floor _____	sure _____
home _____	a chair _____	great _____
a friend _____	movie _____	lunch _____
dictionary _____	to stretch _____	

your desk is on it	where you live	someone you like	you sit on it
you live beside them	very good	it has words in it	you eat it at 12:00
you see it in a theatre	yes	to extend from place to place	

EXERCISE 2

ANSWER IN SENTENCES

1. Do you have a cat under your table?

2. Where does your neighbor live?

3. What is outside your window?

4. Do you drink water?

5. What is in your hand?

6. Are you at your home now?

7. Do you live on the fifteenth floor?

8. Do you hike in the mountains?

9. How many students are here?

10. Do you volunteer on Sundays?

Lesson 24 Continued

ACTIVITY 3

ASK YOUR PARTNER.

Use a/ an the or some in some of your answers.
Use any for plural negative answers. Use reported speech.

EXAMPLE: Do you have some cats?

Yes, he/she has some cats.

No, he/she doesn't have any cats.

Use "a / an, the" or "some" in your answers.

Use "any" for plural negative answers.

1. Do you have some dogs?

2. Do you have some lamps?

3. Do you have some cats?

4. Do you have a book?

5. Do you have some pencils?

6. Do you have a sister?



<https://tinyurl.com/muxb6bbe>



EXERCISE 3

Use these words to complete the sentences.

town
deep

cold
mountain

eat
warm

hike
beautiful

small

Sarah and Peter _____ through the snow. As they go up the _____

the snow gets deeper. It is _____ up there but they have _____ clothes.

When they look down they can see their _____ below. It looks very _____

from up there. The snow is _____ at the top of the mountain. They can see the

_____ snowy mountains that stretch on and on. They decide to enjoy them

and have something to _____.

LESSON 24 CONTINUED

EXERCISE 4

Look at the dialogue on Page 44. Answer these questions in sentences.

1. Where are Sarah and Peter?

2. Can they see the town below?

3. How does the town look?

4. Can they see the building where they live?

5. Where is their building?

6. What is the snow like at the top of the mountain?

7. Do they get to the top of the mountain?

8. What do they see on the other side of the mountain?

9. Do you live beside a mountain?

10. Who has a good idea?

11. What is her good idea?



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TEACHER'S GUIDE

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Lesson 24

Review the Oral Questions for Lessons 21 to 24 as needed.

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ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 1

neighbors	<i>you live beside them</i>	floor	<i>your desk is on it</i>	sure	<i>yes</i>
home	<i>where you live</i>	a chair	<i>you sit on it</i>	great	<i>very good</i>
a friend	<i>someone you like</i>	movie	<i>you see it in a theatre</i>	lunch	<i>you eat it at 12:00</i>
dictionary	<i>it has words in it</i>	to stretch	<i>to extend from place to place</i>		

PAGE 51

ANSWERS TO THE WORKBOOK QUESTIONS

EXERCISE 2

1. Do you have a cat under your table? *No, I don't have a cat under my table.*
2. Where does your neighbor live? *My neighbor lives at (number) on (no number)
My neighbor lives beside me.*
3. What is outside your window? *A _____ is outside my window.
There is a tree outside my window.*
4. Do you drink water? *Yes, I drink water.*
5. What is in your hand? *A _____ is in my hand. Some _____ are in my hand.*
6. Are you at your home now? *No, I'm not at home now.*
7. Do you live on the fifteenth floor? *Yes, I live on the fifteenth floor.
No, I don't live on the fifteenth floor.*
8. Do you hike in the mountains? *Yes, I hike in the mountains. / No, I don't hike...*
9. How many students are here? *There are _____ students here. / _____ students are here.*
10. Do you volunteer on Sundays? *Yes, I volunteer on Sundays.
No, I don't volunteer on Sundays.*

PAGE 52

ANSWERS TO THE WORKBOOK QUESTIONS

ACTIVITY 3

1. *Yes, he/ she has some dogs.
No, he / she doesn't have any dogs.*
2. *Yes, she has some lamps.
No, she doesn't have any lamps.*
3. *Yes, he / she goes to the theater in the city.
No, he / she doesn't go to the theater in the city.*
4. *Yes, _____ has a dictionary.
No, _____ doesn't have a dictionary.*
5. *The teacher is _____.*
6. *Yes, my friend has some cats.
No, my friend doesn't have any cats.*
7. *Yes, my friend has a book/some books.*
8. *Yes, my friend has some pencils.
No, my friend doesn't have any pencils.*
9. *Yes, he/she has a sister. / No, he/she doesn't have a sister.*
10. *Yes, he/she buys some food in the supermarket.*
11. *Yes, he/she can run.*
12. *No, he/she can't fly.*

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- **Student Workbook** - role play, written activities
- **Teacher Guide** - full instructions, answers to written activities, and conversational activities



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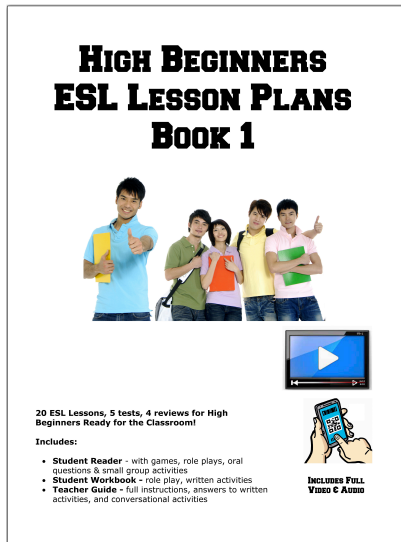
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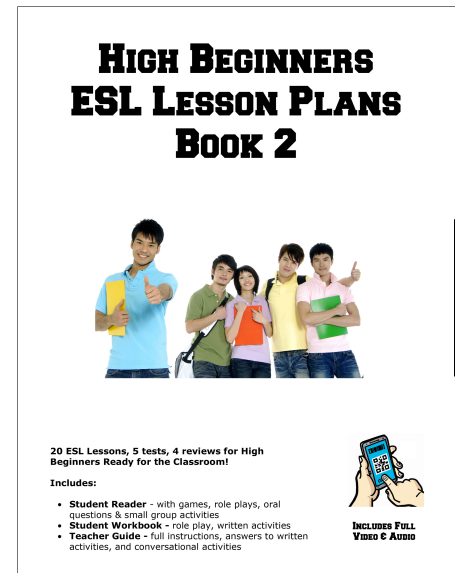


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includes 3 Textbooks plus video and audio

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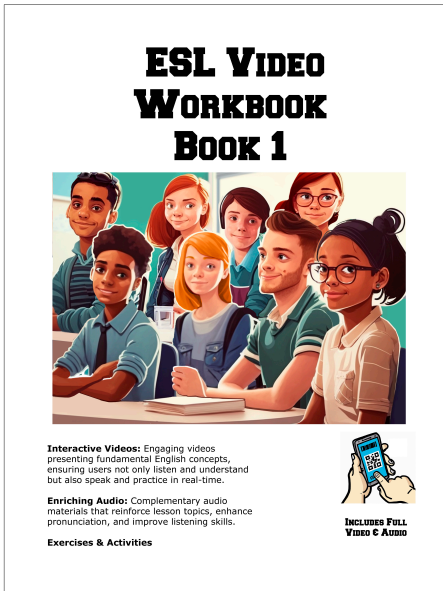


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Beginners ESL Video Workbook

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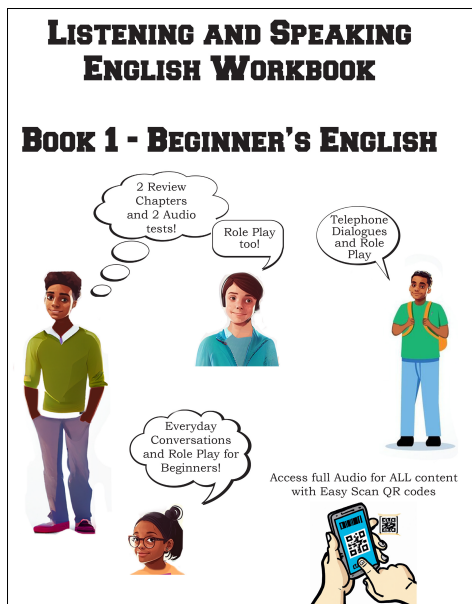
Interactive Videos: Engaging videos presenting fundamental English concepts, ensuring users not only listen and understand but also speak and practice in real-time.

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

Exercises & Activities: A variety of exercises including:

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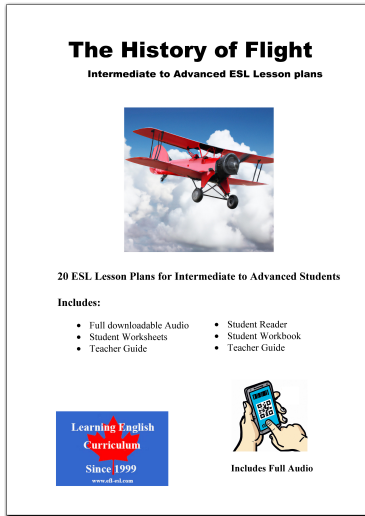


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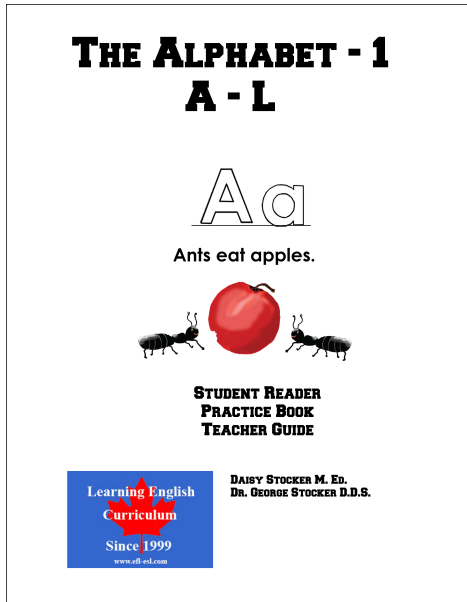
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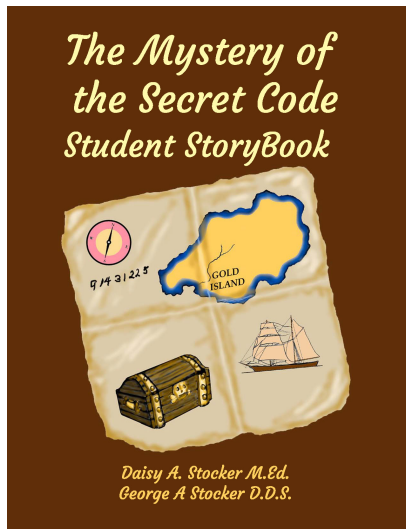


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They contain high interest stories, written in the graphics novel format that children love. This is very suitable for supplementary study, home school, as well as for summer camps.

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