

# English Interactive For Beginners

Teachers' Resource Book  
Part One

*California Language Laboratories*

[www.esltapes.com](http://www.esltapes.com)

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## Available from California Language Laboratories

### English Interactive for Beginners

This interactive, bilingual, live action DVD can be used for practice by children or adults who speak little to no English. To expand and reinforce the content these teachers' Resource Books are available to download. ALL OF THE PAGES IN THIS BOOK MAY BE PHOTOCOPIED FOR CLASSROOM USE ONLY! *English Interactive for Beginners* is available in these languages:

Amharic	Hebrew	Laotian	Somali
Arabic	Hindi	Mandarin	Spanish
Cambodian	Hmong	Polish	Tagalog
Cantonese	Indonesian	Portuguese	Thai
Farsi	Italian	Punjabi	Urdu
French	Japanese	Russian	Vietnamese
German	Korean	Serbo-Croatian	

### Learning to Speak English, Programs One and Two

English has three times more words than any other language and no consistent grammar system because 80% of our words come from many other languages. We have based these practice CDs on the list of 1000 words which make up 90% of everyday English. The practice sentences are all fully translated by over-qualified native speakers. The translation is spoken and there are read-along books included with the CDs. *Learning to Speak English* is available in these languages:

Amharic	Haitian-Creole	Korean	Somali
Arabic	Hebrew	Laotian	Spanish
Armenian	Hindi	Mandarin	Tagalog
Cambodian	Hmong	Polish	Thai
Cantonese	Ilocano	Portuguese	Urdu
Farsi	Indonesian	Punjabi	Vietnamese
French	Italian	Russian	
German	Japanese	Serbo-Croatian	

### Citizenship Interactive, A Bilingual Overview of United States History and Government

For both limited and fluent new English speakers we have an interactive DVD with answers to all of the most difficult questions on the new citizenship examination. This colorful video won the Silver Screen Award at the U.S. International Film and Video Festival. Each part starts with a topic sentence spoken in both languages. There are captions in English. The starred\* languages have a menu choice of subtitle languages . . . either English or one of the following languages:

Amharic	Haitian-Creole*	Korean	Serbo-Croatian
Arabic*	Hebrew	Laotian	Somali
Cambodian	Hindi*	Mandarin*	Spanish*
Cantonese*	Hmong	Polish	Tagalog*
Farsi	Indonesian	Portuguese	Thai
French	Italian	Punjabi	Urdu
German	Japanese	Russian*	Vietnamese*

For information about our audio and video tapes contact California Language Laboratories at:

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# English Interactive For Beginners

## Introduction

### How can a DVD be Interactive?

During the interactive segments there will be two or three film clips or statements on the screen. The student needs to choose the correct one.

Depending on whether the DVD is seen on a DVD player or a computer, the viewer may use either a mouse or a remote to choose the correct answer. An incorrect response will offer a chance to make another choice. A correct response moves the segment to the next one. These appear many times on the DVD.

### Translation Versus Immersion?

There is a general agreement among linguists at all levels that language acquisition requires **comprehensible input**, **interaction**, and **practice**. Translation is helpful, but not necessary as long as the interaction factor is present. However, we all know that no teacher can interact with all students at all times. As a result, non-English speaking students spend many school hours waiting for attention and some kind of direction they can understand. During these periods, translation is invaluable.

*English Interactive for Beginners* has a translation ratio of 3:48-1 in favor of English. When a sentence is first presented, it is translated. Slight variations of the sentence are illustrated and in English only. Thus, the focus is on English but confusion is kept to a minimum. The pace is slow and sheltered so that students have plenty of time to think about the words, practice them and even read them.

### Many Different Grade Levels?

The lessons in this booklet may be used with students of all ages. They may be used one at a time, as presented, or combined into three or four longer lessons. You may want to use the lessons day after day for the first three weeks or you may prefer to use them one or two days a week over a longer period of time. In any case, *English Interactive for Beginners* is an effective way to keep your ESL students on task and productive while you work with another group or prepare the next activity. There is no “busy-work” here!

### Manuscript Versus Cursive and Upper Versus Upper and Lower Case?

For children learning to read or anyone learning a new language, it is easier to read manuscript for the first few months or even the first year or two. While reading is a transferable skill, some students are preliterate and/or unfamiliar with our alphabet. Students learning our alphabet for the first time may find it easier to start with upper case letters and then move into upper and lower case later on. Imagine yourself trying to read Arabic or Chinese?

### Compatible Programs?

*English Interactive for Beginners* is for young and old students who speak little or no English. You may also want to try our audio practice CDs, *Learning to Speak English, Program One*. These work very well with *English Interactive for Beginners* and have worksheets, flashcard masters, tests, and related activities. The CDs are available in thirty languages. *Learning to Speak English* is fully translated and all of the directions are spoken in the primary language. The accompanying printed material is in English and the content is the same for all languages. These CDs provide hours and hours of productive independent activity for your students of limited English proficiency.

## Part One, Lesson One

The lesson ideas in this book are simple enough to be used by a volunteer or T.A. and require only readily available materials.

### Linguistic Objectives

Demonstrative Adjective - this

Verb "to be" - is

Question Word - what

Nouns - girl, boy, man, woman, roller skate, and various others

### Materials

A pair of roller skates

A toy rabbit

Paste or glue

A stack of magazines to cut up

Large pictures of each of these: boy, girl, man, woman (page 2-5)

*This is a . . .* work sheet (copy page 6, one for each student)

A carrot

An egg

Scissors

Work folders (see directions below)

### Preview Activity

Print on the board THIS IS A GIRL. Repeat the sentence over and over as you show the picture of the girl and move among the girls putting a hand on a girl's shoulder as you say it. (In a class of adults you would start with MAN or WOMAN.)

Follow the same procedure using the picture of the boy and real boys in class. Have students repeat.

Print on the board THIS IS A ROLLER SKATE. Hold up a skate and have the class repeat.

### Watch *English Interactive for Beginners* Disk 1, Chapters 1 and 2

### Follow Up

Review THIS IS A using the pictures, skate, rabbit, carrot, and egg.

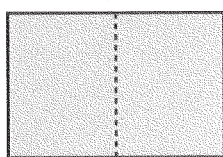
Print on the board WHAT IS THIS? Hold up each object or picture and ask, "What is this?" Let students respond by saying, "This is a . . ."

### Independent Activity

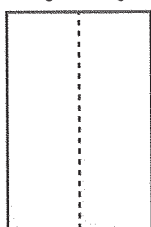
Hand out papers with "This is a \_\_\_\_\_." on the bottom of the page. Help students add their own word to the end of the sentence and draw a picture or paste one from a magazine above the sentence. Save in work folder.

### Directions for Work Folder

Fold one piece of 12"x18" paper in half along the width and set aside.



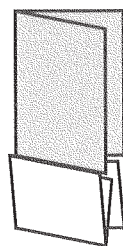
Fold another piece of 12"x18" paper in half along the length.



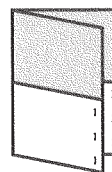
Fold again, along the width.



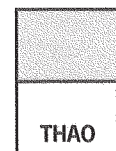
Slip the first sheet of paper inside the second sheet.



Staple along both edges to make pockets.



Write a student's name on the front of the work folder.













Name: \_\_\_\_\_

This is a \_\_\_\_\_

## Part One, Lesson Two

### Linguistic Objectives

Demonstrative Plural - these

Plural Verb "to be" - are

Question Word - where

Plural Nouns - pencils, shoes, pens, roller skates, and various others

### Materials

Work folders

Pens

Shoes

A stack of magazines to cut up

Large pictures of each of these: boy, girl, man, woman (page 2-5)

*These are . . .* work sheet (copy page 8, one for each student)

Roller skates

Pencils

A stack of magazines to cut up

Work folders (see directions below)

### Preview Activity

Review THIS IS A on the board and with objects. Collect student pictures and share with the group. Stress TH sound in THIS. Print on the board THESE ARE \_\_\_\_\_. below THIS IS A \_\_\_\_\_. Hold up a pencil and add PENCIL to THIS IS A \_\_\_\_\_. Hold up 2 or 3 pencils and add PENCILS to THESE ARE \_\_\_\_\_. Ask students to repeat after you. Repeat procedure with roller skates, pens, and shoes.

### Watch *English Interactive for Beginners* Disk 1, Chapters 1-3

During the film take one shoe, one skate, one pencil, one pen, etc. and put them in plain sight around the room.

### Follow Up

Print on the board WHERE IS THE SHOE? Say, "Where is the shoe?" Hold up the other shoe and look around, puzzled. Let a volunteer find and retrieve the shoe. Erase SHOE and print the word PENCIL. Repeat the procedure with SKATE and PEN.

Once all objects are found, review THIS IS A and THESE ARE using various objects.

### Independent Activity

Hand out papers with "These are \_\_\_\_\_." on the bottom of the page. Help students write the plural word that matches the picture they draw or cut from a magazine.

Collect *This is a* \_\_\_\_\_ pictures and display on wall. Save *These are* \_\_\_\_\_ pictures in work folder.

### Notes:

Name: \_\_\_\_\_

These are \_\_\_\_\_

## Part One, Lesson Three

### Linguistic Objectives

Verb “to be” - are  
Question Words - what, who  
Nouns - name, ring, rings, and various others  
Possessive Nouns - boy’s, girl’s, man’s, woman’s  
Subjective Pronouns - he, she  
Possessive Pronoun - my

### Materials

2 or 3 rings	Pencils
Roller skates	Balls, or other familiar objects
Work folder	
<i>Where is the . . . ?</i> work sheet (copy page 10, one for each student)	

### Preview Activity

Review THIS IS A on the board. Use rings. Start with THIS IS A RING. Then write THESE ARE RINGS, using 2 or 3 rings. Repeat with other objects.

Print MY NAME IS \_\_\_\_\_. and your name. Say your name and point to yourself. Ask one or two brave volunteers to point to themselves and say “My name is . . . .”

Print THE BOY’S NAME IS \_\_\_\_\_. THE GIRL’S NAME IS \_\_\_\_\_. and repeat several times using the names of the students. Urge each student to say “My name is . . . .”

Print WHO IS HE? WHO IS SHE? Continue above exercise and after each student says his/her name, call on another student to repeat the name by asking, “Who is he/she?”

### Watch *English Interactive for Beginners* Disk 1, Chapters 1-3

Encourage students to repeat the numbers and sentences spoken in English and to say the highlighted word when it zooms in.

### Follow Up

Review WHERE IS using the names of students, for example:

Teacher - “Where is Thanh?”

Thanh - “My name is Thanh.”

Teacher - “Where is Lupe?”

Lupe - “My name is Lupe.”

Review WHERE IS THE ROLLER SKATE? PENCIL? BALL? etc.

### Independent Activity

Hand out *Where is the . . . ?* work sheets (page 10) for students to match. Collect and display yesterday’s work. Save worksheets in work folder.

Name: \_\_\_\_\_

Where is the \_\_\_\_\_?

Where is the ring?

Where is the rabbit?

Where is the carrot?

Where is the shoe?

Where is the house?

Where is the pen?

Where is the paper?

Where is the book?

Where is the roller skate?

Where is the ball?

Where is the balloon?

Where is the pencil?

Where is the egg?

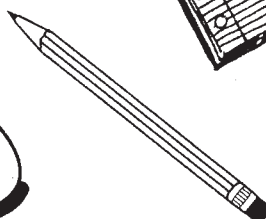
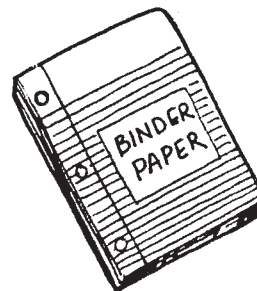
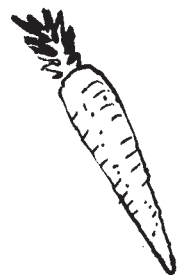
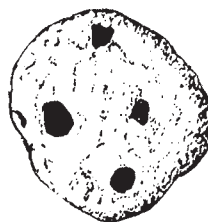
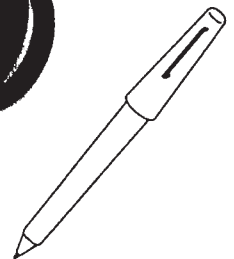
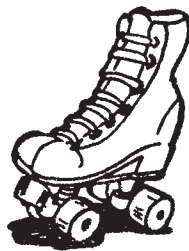
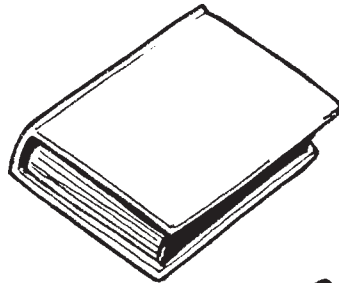
Where is the boy?

Where is the man?

Where is the girl?

Where is the woman?

Where is the cookie?



## Part One, Lesson Four

### Linguistic Objectives

Verb “to be” - are  
 Question Words - how many  
 Nouns - kind and various plural nouns  
 Subjective Pronouns - he, she

### Materials

Work folders  
*How Many?* work sheet (copy page 12, one for each student)  
 Groups of things like a variety of pens, a variety of crackers, shoes, toy animals, etc. . . . whatever is available

### Preview Activity

Review THERE ARE MANY KINDS OF aloud and on the board with objects. Print on the board THERE ARE \_\_\_\_\_ PENS. Count pens with students and write in number. Repeat with other groups of objects.

### Watch *English Interactive for Beginners* Disk 1, Chapters 1-3

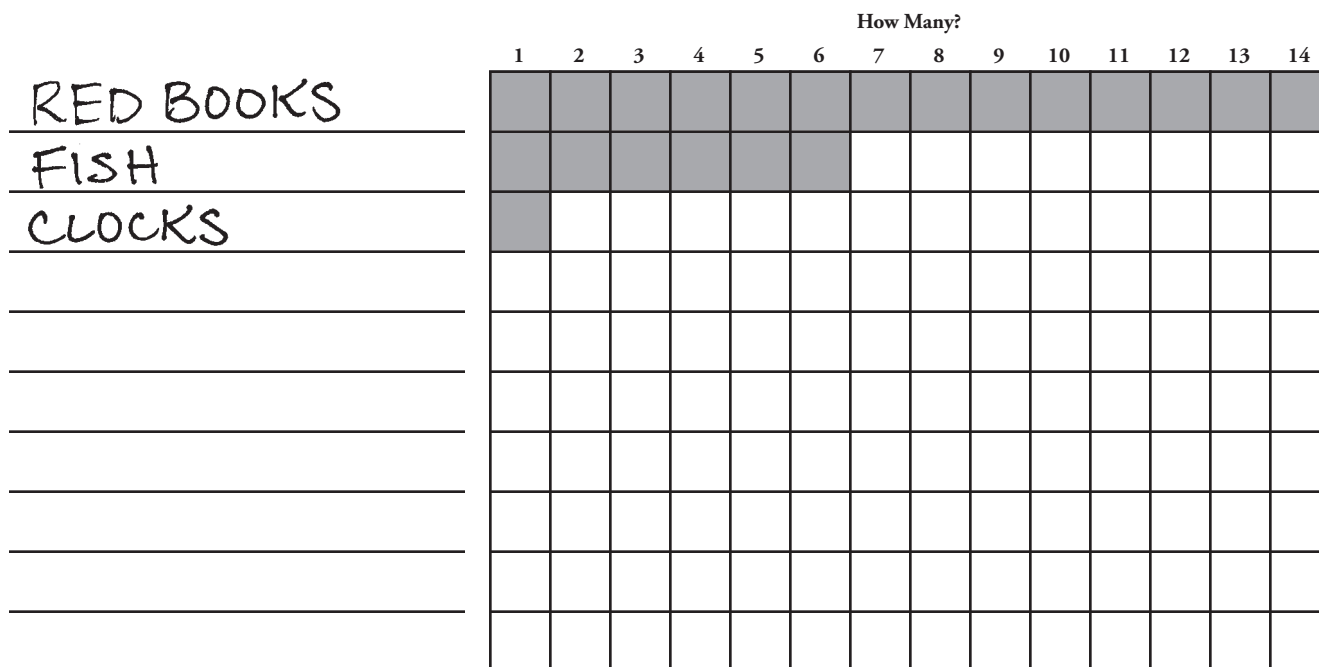
### Follow Up

Print on the board HOW MANY PENS ARE THERE? Ask, “How many pens are there?” Hold up the pens and write the answer. Continue with crackers, animals, etc.

Now use your classroom. Say, “How many chairs are there?” Continue with windows, doors, sinks, etc.

Hand out *How Many?* work sheet (page 12). Along the left side students will print the names of objects in the room as you direct. Be sure to use categories that have no more than 14, i.e. 14 red books on the table, 5 fish in the bowl, 1 clock on the wall, etc. Show them how to make a bar graph from the data.

### Sample of Bar Graph



Name: \_\_\_\_\_

How Many?

How many?

1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														



## Part One, Lesson Five

### Review

### Materials

Pairs of like objects, i.e. gloves, pens, pencils, red crayons, etc.

Picture Sheet (page 14)

Work folders (Continue to use these to save work. Collect and display each day.)

### Procedure

Hide one of each pair in plain sight around the room. Keep the other one in front of you.

Hold up each object. Say, "What is this?" Insist on the answer, "This is a . . ."

Ask, "Will you please help me find the . . . ?" Hold up an object and indicate that the student is to find the matching item and bring it to you. Ask the students to practice aloud, "Will you please help me find the . . . ?"

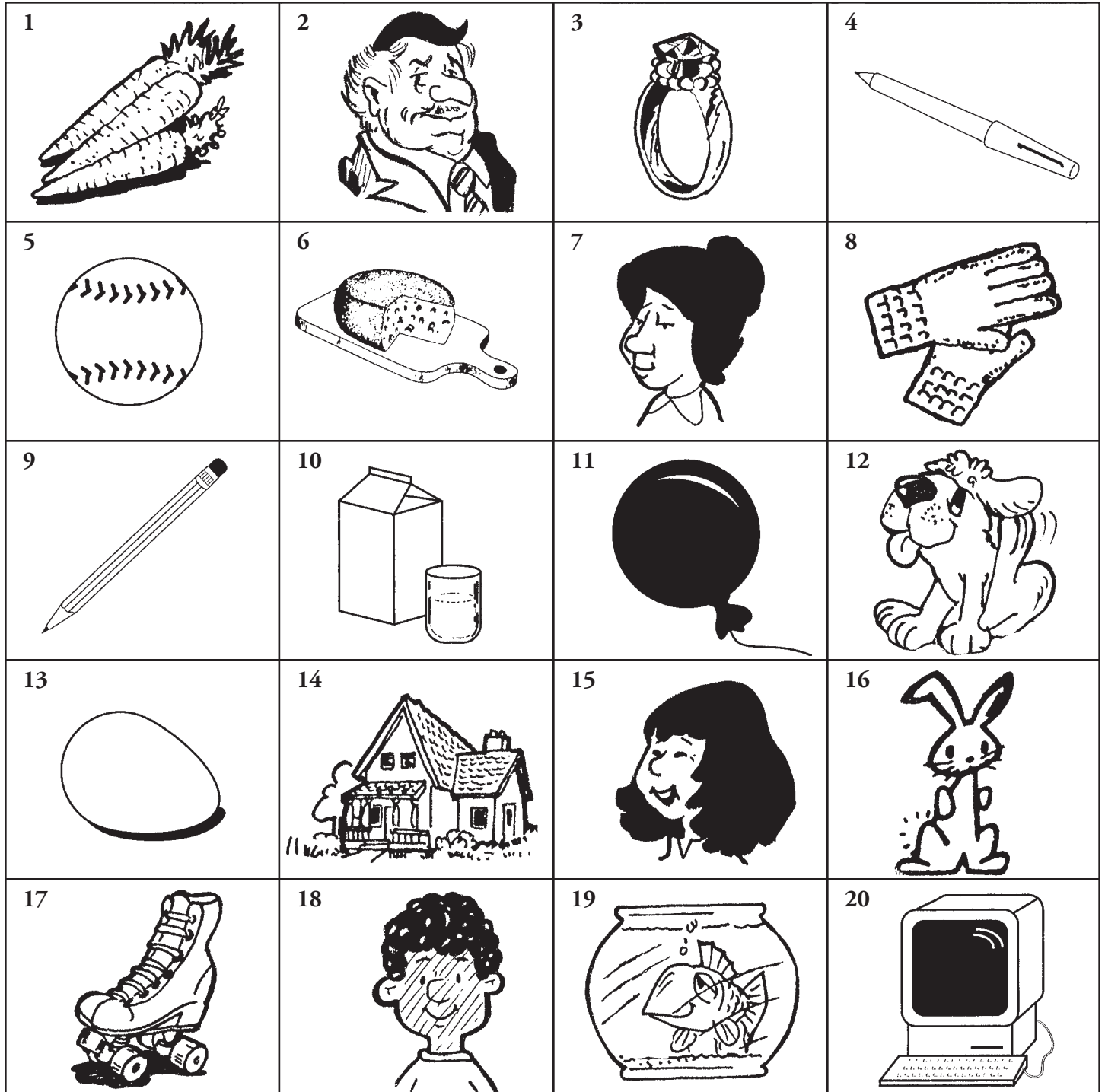
Divide students into pairs. Hand out the *Picture Sheet* (page 14) and let students practice as they take turns and ask each other, "Will you please help me find the carrot? the roller skate? etc." A good way to start is to bring two students to the front of the room and walk them through it in front of the class. Allow ten minutes or so for this exercise.

Watch *English Interactive for Beginners* Disk 1, Chapters 2-4

### Notes:

Name: \_\_\_\_\_

## Picture Sheet



## Part One, Lesson Six

### Linguistic Objectives

Verbs - sit, stand, walk, jump, run, clap, stamp, wink, like

Noun - everyone

Preposition - to

(Use the terms BOYS and GIRLS or MEN and WOMEN, depending on the age group.)

### Materials

*Picture Sheet* (copy page 14, one for each student)

### Preview Activity

Ask students to stand. Demonstrate the above verbs, one by one and ask to repeat the words and do the activity in place.

Seat everyone. Say, "Boys like to stand." (They stand.) Say, "Boys like to run." (They run in place.) Repeat this procedure with all of the verbs listed above. Then have the boys sit and repeat the process with the girls. Have all students stand and use "everyone" with some of the activities.

Variations: Switch from boys to girls at random and try to catch students as in *Simon Says*. Best of all, encourage students to take turns being leader and giving commands.

### Watch *English Interactive for Beginners* Disk 1, Chapters 2-4

### Follow Up

Hand out the *Picture Sheet* (page 14). Question students by asking, "Where is the . . . " or "Can you help me find the . . . ?" They can respond from their seats by telling you the number. Try to have them respond by saying, "Number 4 is the . . . ", etc.

## Part One, Lesson Seven

### Linguistic Objectives

Verbs - has

Nouns - lines, buttons, keys, car, tires, and various others

### Materials

Objects or pictures of objects that have smaller parts (i.e. paper with lines, car with tires, book with pages, computer with keyboard, a tree with leaves, etc.)

Drawing paper

### Preview Activity

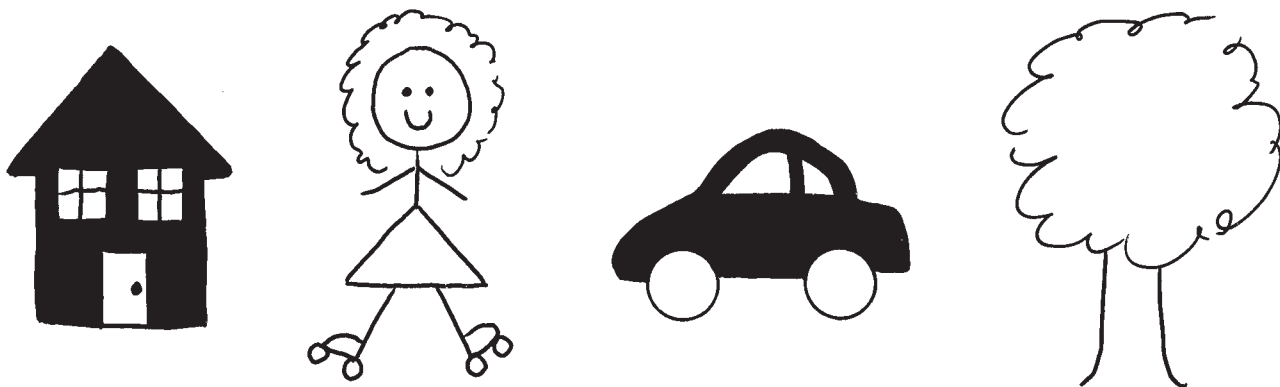
Hold up pictures or point to objects, one by one. Say, "The paper has many lines. The car has many tires." Ask the students to repeat after you and you may want to print the basic sentence on the board and change the word as you say it. You may want to combine real objects and pictures, i.e. you might have a picture of a tree and some real leaves.

### Watch *English Interactive for Beginners* Disk 1, Chapters 2-5

### Follow Up

Ask students to draw the picture you describe. Then tell them what's in the picture, based on words and objects that are familiar to your group. For example, say, "You make a picture like this." (Make a house.) "The house has many windows." (Make a girl.) "The girl has roller skates." (Make a car.) "This car has tires." (Write each sentence on the board and repeat as many times as needed.)

### Sample of Drawings



### Other Ideas

A hand has many fingers.

A foot has many toes.

A flower has many petals.

## Part One, Lesson Eight

### Linguistic Objectives

Adjectives - next, last

Verb “to be” - is, will be, was

Nouns - days of the week, months of the year, week, year

### Materials

Butcher paper charts of the days of the week or months or the year or . . .

Tagboard Wheel Charts to be used as permanent bulletin board and turned each day/month. (See drawing on page 18.)

### Preview Activity

Draw a simple house on the board and print THIS IS A HOUSE. Say it aloud and have students repeat after you. Now draw a part of the same house and print THIS WILL BE A HOUSE. Again, practice aloud. Next, erase a stripe through the first house and change IS to WAS. Say, “This was a house.” and practice.

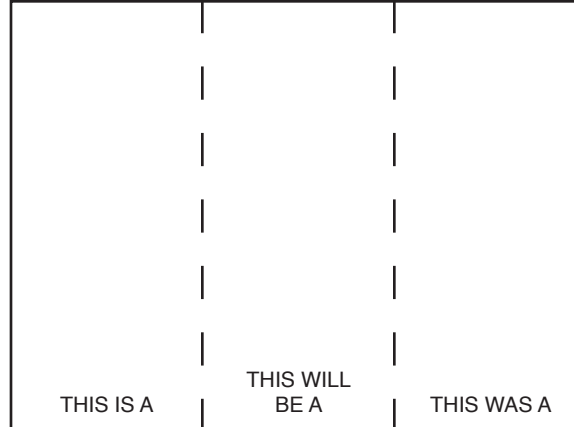
### Watch *English Interactive for Beginners* Disk 1, Chapters 3-5

### Follow Up

Use charts mentioned above or print on the board TODAY IS \_\_\_\_\_, TOMORROW WILL BE \_\_\_\_\_, YESTERDAY WAS \_\_\_\_\_. Model and elicit correct statements. Make this a daily routine.

### Independent Activity

Hand out blank 9”x12” paper and model folding it in thirds like this.

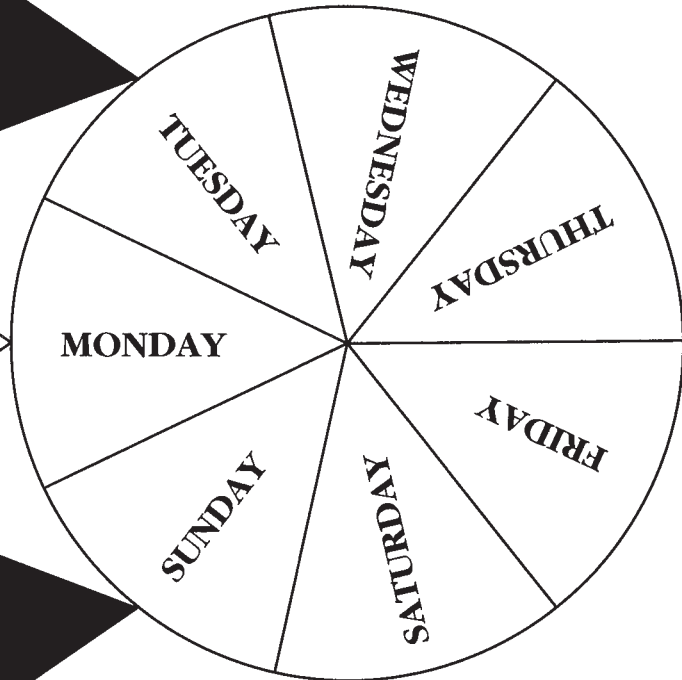


At the bottom of each third they will print, in this order: THIS IS A, THIS WILL BE A, THIS WAS A. Ask students to draw or find any picture they like to illustrate. Collect later or the next day and display.

**Tomorrow Will Be:**

**Today Is:**

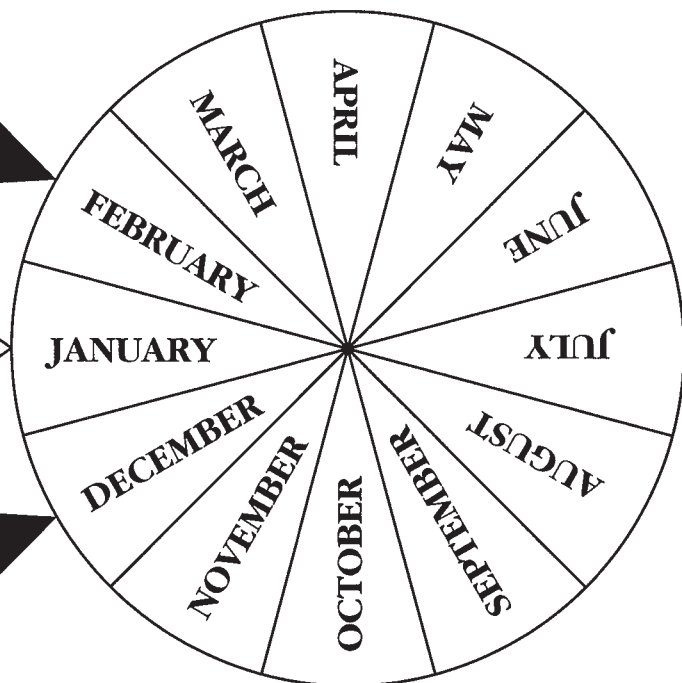
**Yesterday Was:**



**Next Month Will Be:**

**This Month Is:**

**Last Month Was:**



## Part One, Lesson Nine

### Linguistic Objectives

Verbs - come, go

Nouns - balloon, rain, submarines, kites, birds, airplanes, falling leaves, rockets, falling snow

Adverbs - up, down

### Materials

Pictures of the above nouns (labeled) or *Up and Down Picture Sheet* (page 20)

Lined paper folded in half, lengthwise

Matches

### Preview Activity

Print on the board UP and DOWN. Use gestures to practice both words. Hold up the large pictures or point to the small ones. Print on the board BALLOONS GO UP, RAIN COMES DOWN, etc., and say aloud. Be sure to encourage students to repeat each sentence.

### Watch *English Interactive for Beginners* Disk 1, Chapters 3-5

### Follow Up

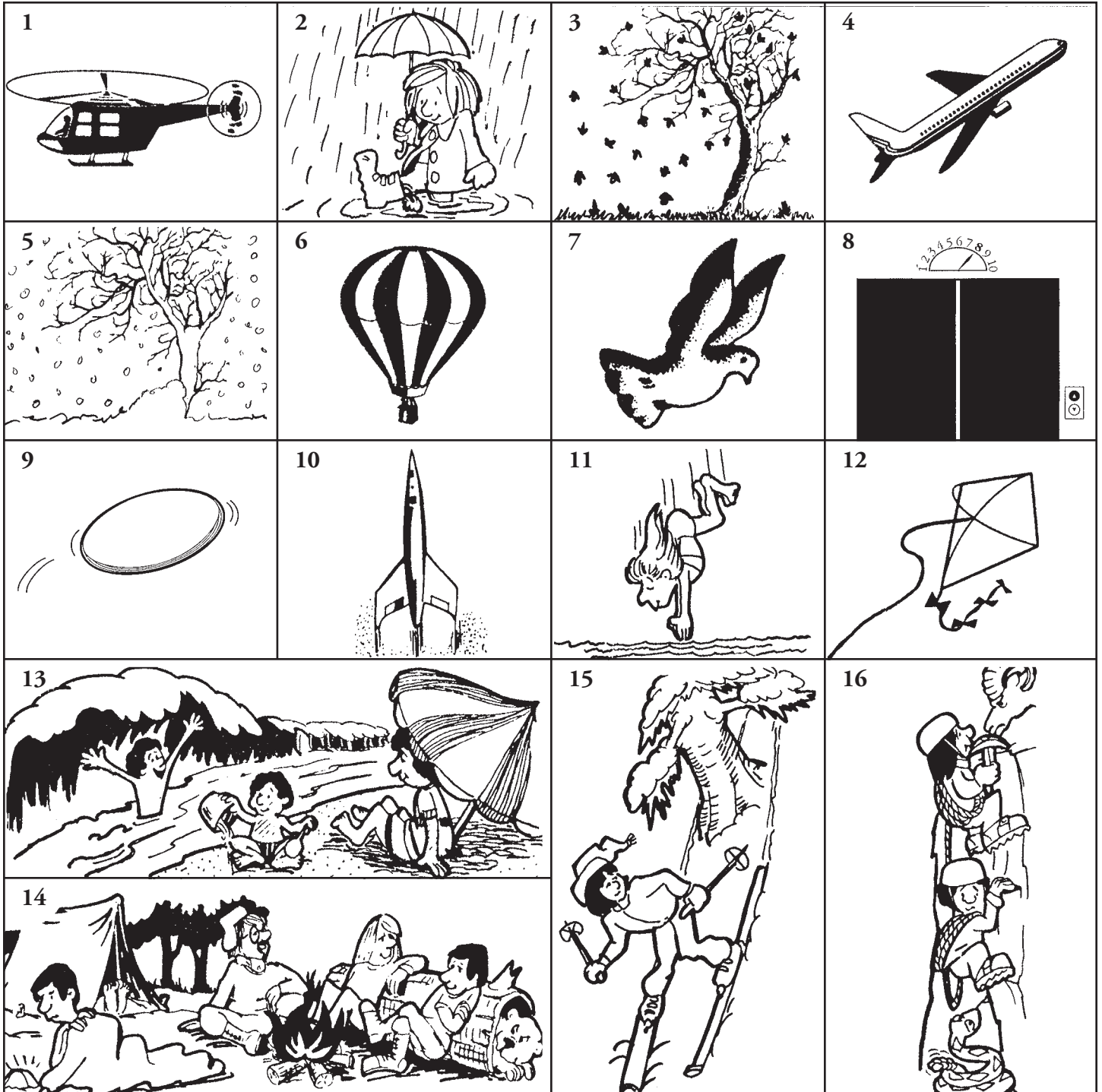
Give every student a copy of the *Up and Down Picture Sheet* (page 20). Build a word bank on the board by asking about the numbers at random. Say, "What is number 6?" The response should be, "Number 6 is a balloon." Print BALLOON on the board. Light a match to demonstrate "flame" for number 14. Continue with other numbers until all of the pictures have their names on the board. Be careful to mix up the words on the list so they are not in the same order as the pictures on the page.

Ask students to label each picture and then print UP and DOWN on the top of the two sides of the folded paper. Under the words they will print the names of things that go up or come down. Some items can do both and may be listed on either side or both sides of the page. Collect later and display on wall.

### Notes:

Name: \_\_\_\_\_

## Up and Down Picture Sheet





## Part One, Lesson Ten

### Linguistic Objectives

Verb “to be” - is  
Question Phrase - what kind of?  
Nouns - sandwich, cheese, and various foods

### Materials

Samples of various foods: bread, cheese, peanut butter, egg, fruit, vegetables  
Old magazines

### Preview Activity

Print on the board WHAT KIND OF FOOD IS THIS? THIS IS (A) \_\_\_\_\_. Model and practice aloud, holding up one type of food after another. Use the cheese and then the peanut butter to show different types of sandwiches. Print on the board THIS IS A CHEESE SANDWICH. THIS IS A \_\_\_\_\_ SANDWICH, etc. and say aloud.

### Watch *English Interactive for Beginners* Disk 1, Chapters 5 and 6

### Follow Up

Provide old magazines and ask students to find and cut out pictures of kinds of food. Collect these and ask a student aide (fluent in English) to use Post-It-Notes and make **simple** labels for each picture, i.e. SOUP, not GOULASH! Collect and save these for the next lesson.

### Notes:

## Part One, Lesson Eleven

### Linguistic Objectives

Verb - made

Nouns - various types of food

Preposition - from

### Materials

Post-It-Notes

Felt markers

Glue

Poster board or butcher paper

Pictures of food from magazines (cut out by students during Lesson Ten)

9"x2" strips of tag paper or white drawing paper for labels

### Preview Activity

Use the pictures. Print on the board \_\_\_\_\_ IS MADE FROM \_\_\_\_\_. Choose appropriate pictures from the stack and change the first and last words, i.e.

CHEESE IS MADE FROM MILK.

CANDY IS MADE FROM SUGAR.

Do three or four of these before the film.

### Watch *English Interactive for Beginners* Disk 1, Chapters 5 and 6

During the film, label foods that have not been labeled and put up three to five large sheets of poster board or butcher paper. Label each one with a category. For example: DESSERTS, FRUITS AND VEGETABLES, MEATS, FOOD MADE WITH MILK, OTHER.

### Follow Up

Demonstrate gluing a picture on the correct chart and then use the Post-It-Note to copy the name and print a label on a 9"x2" strip with a felt marker. Glue the label under the food.

Allow students to work together and finish the collages. (This is not a quiet activity! Encourage the students to find more pictures as needed. Give them help with the labels.)

When they finish (or you've heard enough noise!) go over the words, reading each one aloud and asking them to repeat at least once. Leave these up for awhile and add to them. Students remember more when they are involved in the process.

### Notes:

## Part One, Lesson Twelve

### Linguistic Objectives

Verb “to be” - is, are

Nouns - color

Adjectives - red, yellow, blue, green, white, purple, black, brown

Pronouns - it, they

### Materials

Food charts made by students

*Food Picture Sheet* (page 24)

Simple color chart made of colored paper squares on tagboard with the names of colors (add colors to the above list if you like)

### Preview Activity

Print on the board WHAT COLOR IS IT? WHAT COLOR ARE THEY? THE \_\_\_\_\_ IS \_\_\_\_\_. THE \_\_\_\_\_S ARE \_\_\_\_\_. Ask, “What color is it?” Point to a lemon and write THE LEMON IS YELLOW. Model and have students repeat. Ask, “What color are they?” Point to the lemons and write THE LEMONS ARE YELLOW. Again, model and practice. Repeat the procedure with other foods and/or objects in the room, items of clothing, etc. Refer to the color chart each time. Stress the difference between IS and ARE as they relate to singular and plural.

### Watch *English Interactive for Beginners* Disk 1, Chapters 5-7

### Follow Up

Hand out *Food Picture Sheet* (page 24).

Give the following verbal directions:

(Use food charts to help students who are confused.)

Put 1 on the hot dog.

Put 2 on the fish.

Put 3 on the hamburger.

Put 4 on the French fries.

Put 5 on the **big** sandwich.

Put 6 on the **little** sandwich.

Put 7 on the egg.

Put 8 on the ice cream cone.

Put 9 on the bread.

Put 10 on the cookies.

Put 11 on the cheese.

Put 12 on the grapes.

Put 13 on the lemons.

Put 14 on the pizza.

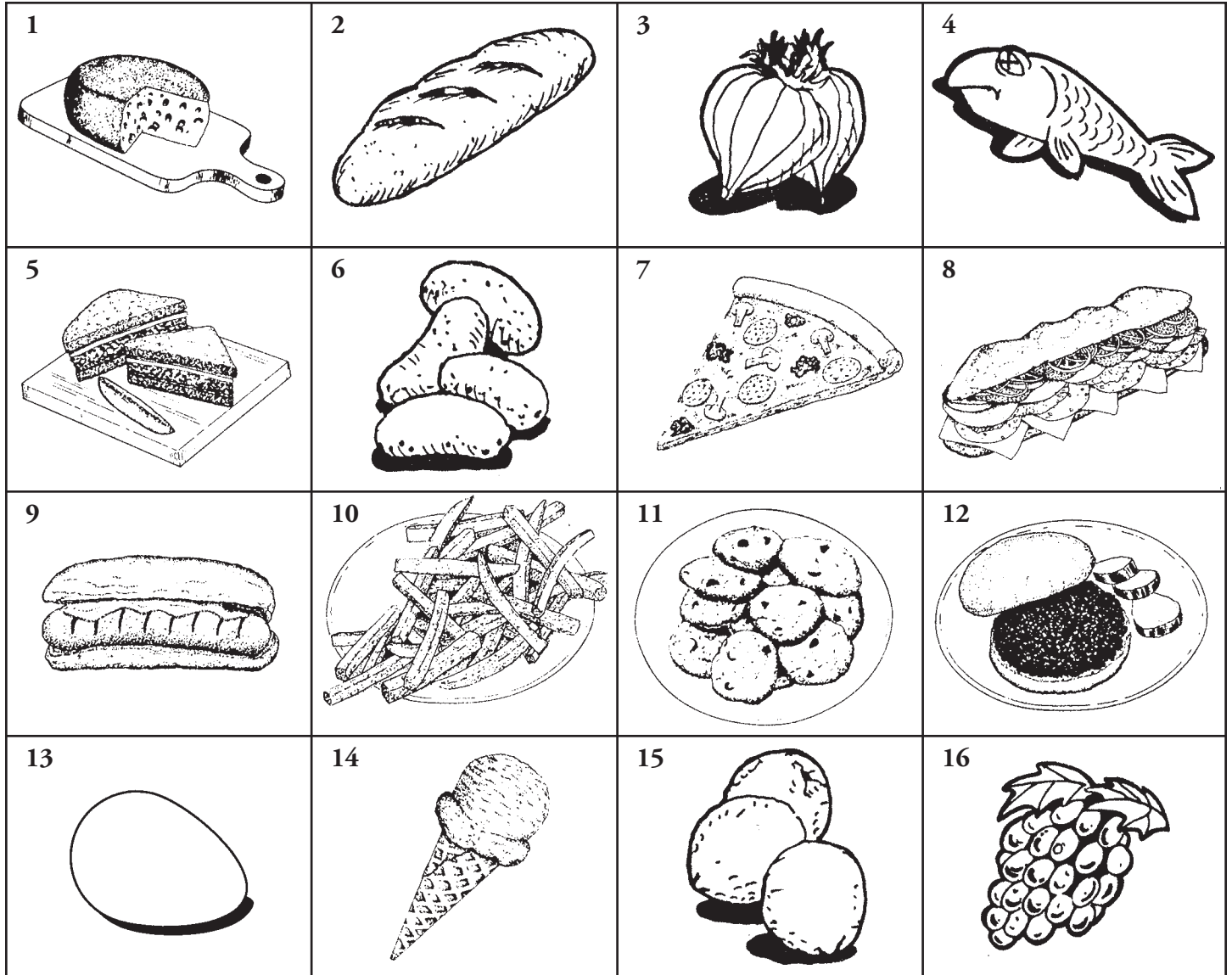
Put 15 on the onions.

Put 16 on the potatoes.

Be sure all students find the right picture.

Name: \_\_\_\_\_

## Food Picture Sheet



## Part One, Lesson Thirteen

### Linguistic Objectives

Verbs - do, eat, don't, like

Nouns - various types of food

### Materials

Charts with labeled food pictures from Lesson Eleven

*Things to Eat* work sheet (page 26)

### Preview Activity

Review kinds of food, using charts. Try to give each student a chance to name at least two foods, repeating after you as follows:

Say, "Mei lin, what **do** you like to eat?" Point to different foods and wait for a favorable response.

Say, "I **do** like to eat \_\_\_\_\_." and encourage her to repeat. Move from one to another, trying to give each student a chance to respond to **do** and **don't** like to eat.

### Watch *English Interactive for Beginners* Disk 1, Chapters 5-8

### Follow Up

Print on the board DO and DON'T and review by pointing to the chart again and pointing out foods you do and don't like. Point to DO and DON'T each time.

### Independent Activity

Hand out *Things to Eat* work sheet (page 26). Ask students to write the names of foods they do like and don't like in the appropriate columns. Offer to help by printing on the board any foods not on the chart.

Save in work folder. Collect and display the next day.

Name: \_\_\_\_\_

Things to Eat

I do like to eat this.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

I don't like to eat this.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

## Part One, Lesson Fourteen

### Linguistic Objectives

Nouns - ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one-hundred, indoors, outdoors  
Prepositions - in, on

### Materials

Familiar small objects  
A shoebox

**Scene Sheet One** (page 28)  
A shopping bag

### Preview Activity

Print on the board numbers by 10's to 100. Say each one and ask students to repeat. Print the work next to each number and go through them again, asking students to repeat each one.

10      TEN  
20      TWENTY  
30      THIRTY  
40      FORTY  
50      FIFTY  
etc.

Print on the board ON and IN. Demonstrate **on** and **in** by putting an object **on** the box and then putting it **in** the box. Put another **on** the bag and then **in** the bag. Continue this, asking, "Where is the \_\_\_\_\_? Is it **on** the box? Is it **in** the box?" Elicit, "The \_\_\_\_\_ is **in** the box."

### Watch *English Interactive for Beginners* Disk 1, Chapters 6-8

### Follow Up

Print on the board INDOORS AND OUTDOORS. Say, "The desks are **indoors**. The car is **outdoors**." Then ask, "Where is the slide?" or other familiar object outside. "Where is the map?" (Point to each.) Continue with other familiar objects.

Distribute *Scene Sheet One* (page 28).

Say, "Look at picture 1. Are the people **outdoors**? Where are the people?"

"Look at picture 2. Are the people **outdoors**?"

"Look at picture 3. Is the boy **on** the slide? Is the girl **on** the swing?"

"Look at picture 4. Are the people **in** the pool? Is the pool **inside**?"

"Look at picture 5. Is the baby **in** the car? Is the woman **on** the car?"

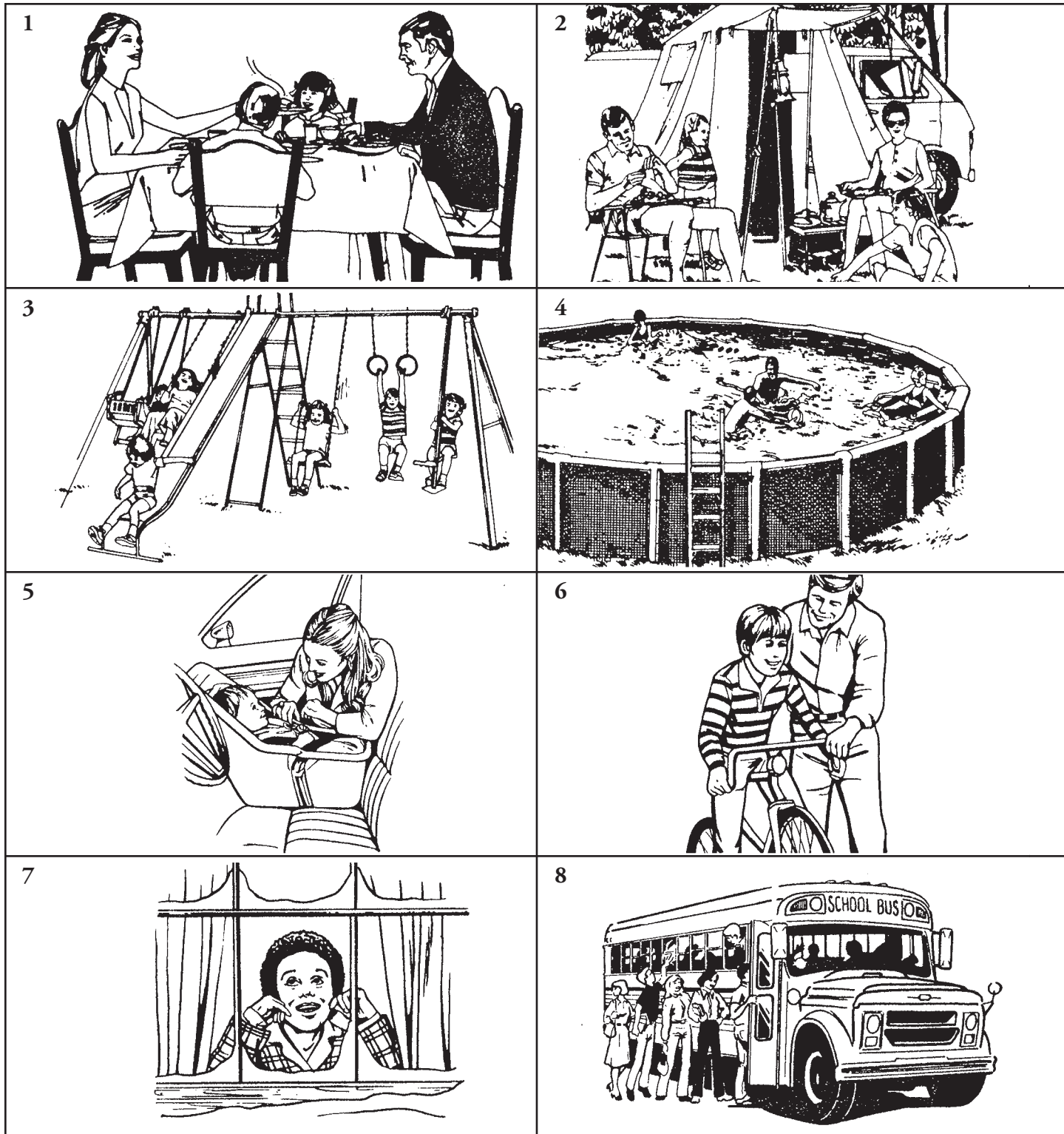
"Look at picture 6. Is a boy **on** the bicycle? Is a man **on** a bicycle? Are the man and boy **outside**?"

"Look at picture 7. Is the boy **indoors**? Is the boy **on** the house? Is the boy **in** the house?"

"Look at picture 8. Is the bus **indoors**? Are the boys and girls **outdoors**?" (Yes and no, some are outdoors, some are in/on the bus.)

Name: \_\_\_\_\_

## Scene Sheet One





## Part One, Lesson Fifteen

### Linguistic Objectives

Verbs - ride, rides, riding, running, sitting, driving, walking

Nouns - bicycle, horse, bus, boat, train, ship, trolley, car

Prepositions - in, on

### Materials

*Scene Sheet Two* (page 30)

*Things To Ride Picture Sheet* (page 32)

*Food and Things to Ride* work sheet (copy page 31, one for each student)

### Preview Activity

Review, using *Scene Sheet Two* (page 30). Distribute sheet and then ask these questions, adding your own if you like. When students respond with a single word, show approval for correct answers and then model a simple sentence with the same answer and encourage the student to repeat the sentence after you. For example:

Teacher - "Who has flowers?"

Student - "The girl."

Teacher - "The girl has flowers."

Student - "The girl has flowers."

(Repeat, if needed, and gesture to the student to repeat.)

Picture 1: "Who is sitting down? Who has a book? Who is with the girl?"

Picture 2: "Who is sitting? Who is standing? Who has flowers? Who has a newspaper?"

Picture 3: "What goes up? How many children are there? Are they indoors or outdoors?"

Picture 4: "What goes up? How many children are there? Are they indoors or outdoors?"

Picture 5: "How many children are there? Who has ice cream? Is ice cream **on** the girl?"

Picture 6: "Who is indoors? Who is outdoors? Is the dog **on** the house? Is the girl **in** the house?"

### Watch *English Interactive for Beginners Disk 1, Chapters 7-9*

Distribute *Food and Things to Ride* work sheet (page 31). Say, "Watch the video. Write the names of food and things to ride on this page."

### Follow Up

Distribute *Things to Ride Picture Sheet* (page 32). Ask the following questions and elicit short sentences as answers. For example:

Teacher - "Where is the horse?"

Student - "The horse is in picture 2."

Picture 1: "The woman is **in** the boat. Where is the boat? Is the woman riding **in** the boat or **on** the boat?"

Picture 2: "The man is **on** the horse. Is the horse running or walking?"

Picture 3: "The people are riding **in** the car. How many people are in the car?"

Picture 4: "The people are getting **on** the bus. Who is driving the bus?"

Picture 5: "The people are getting **off** the train. People are getting **on** the train. Who rides on the train?"

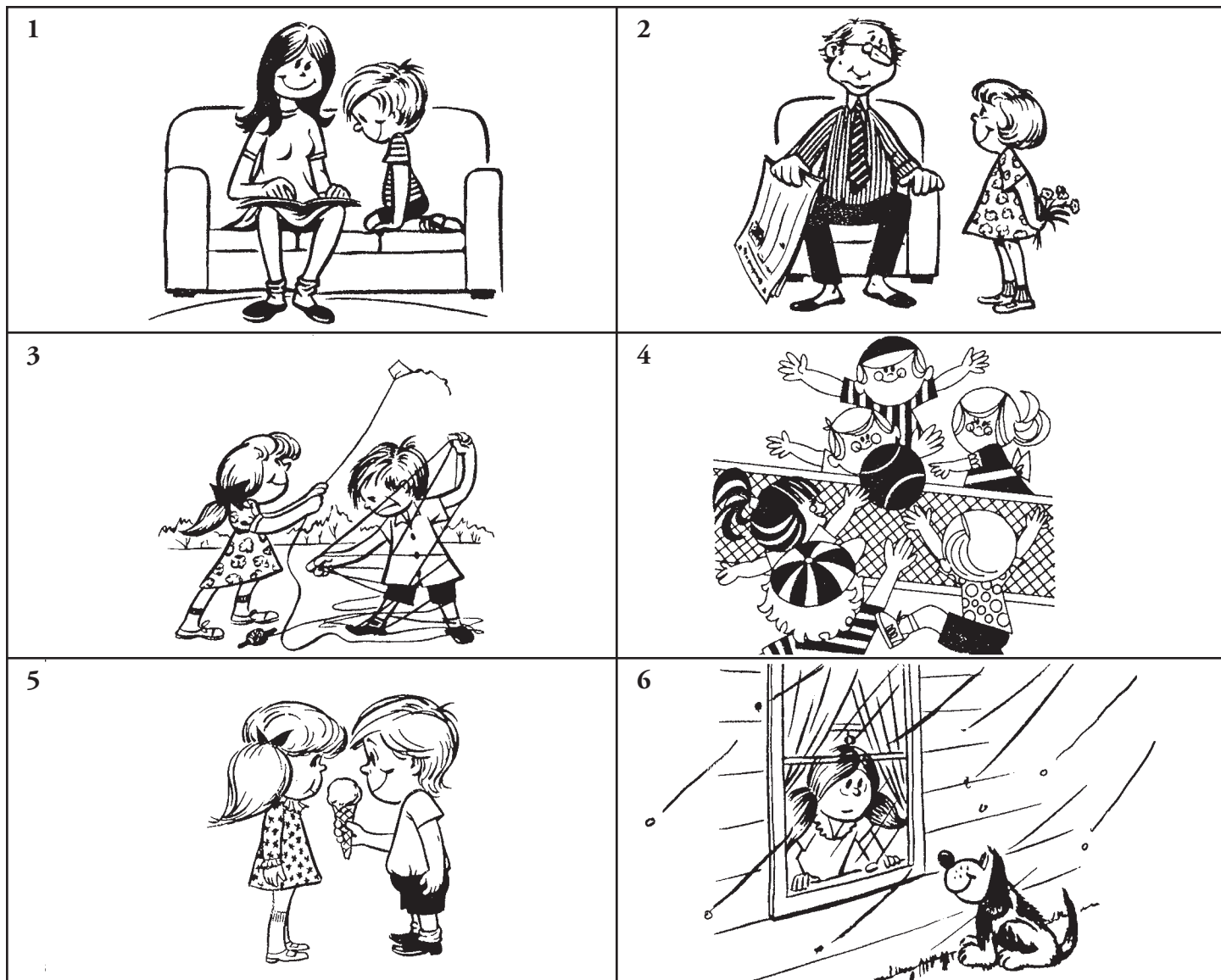
Picture 6: "People ride **on** the trolley car (or cable car). Are the people sitting on the trolley? Are the people standing on the trolley?"

Picture 7: "A man and a woman are **on** the ship. Where does a ship go? Does a ship go on the land or on the water?"

Picture 8: "Who is riding **on** a bicycle? Who is standing by a bicycle? How many bicycles are there in picture 8?"

Name: \_\_\_\_\_

## Scene Sheet Two



Name: \_\_\_\_\_

## Food and Things to Ride

### Food

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

### Things to Ride

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

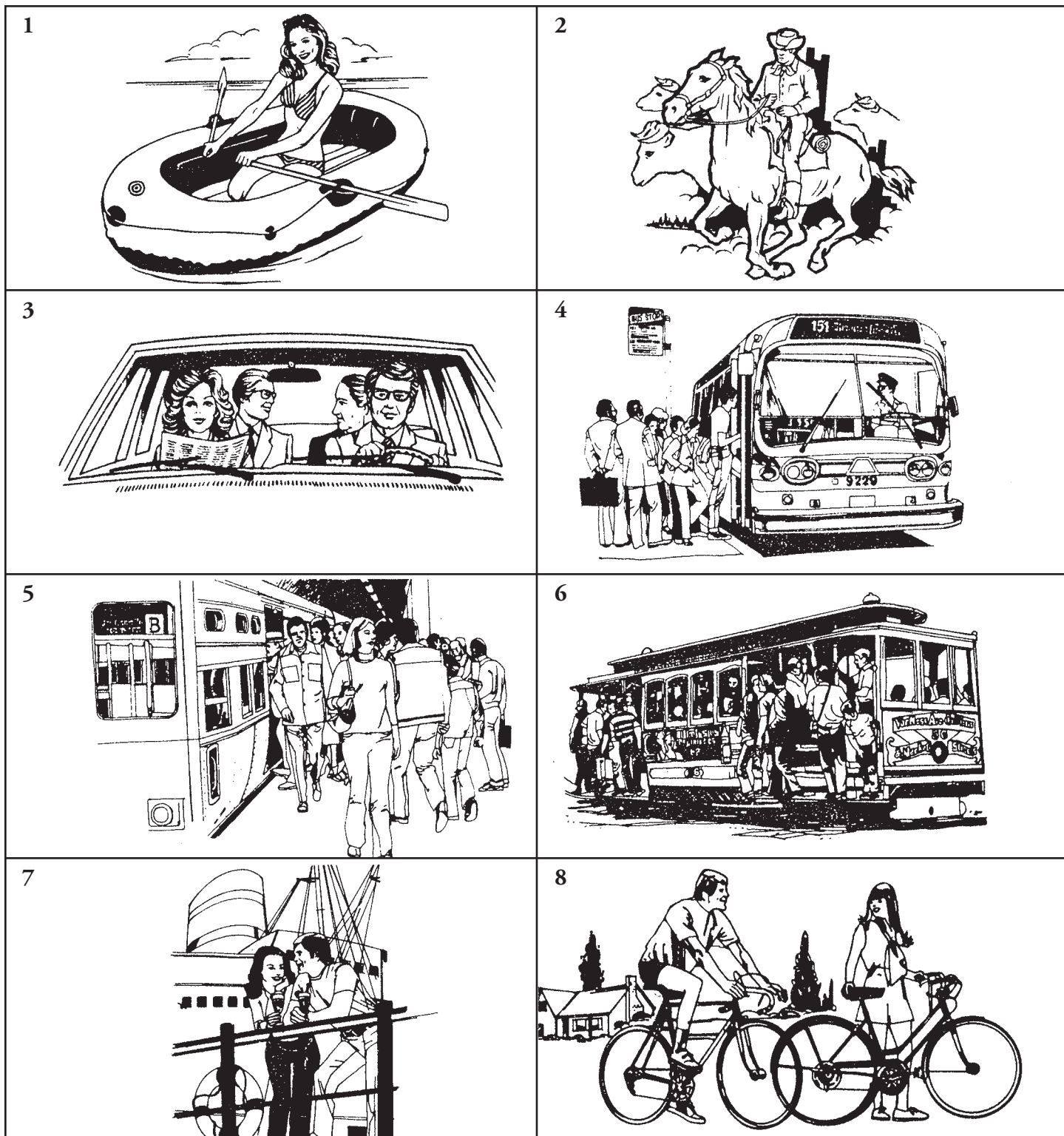
6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

Name: \_\_\_\_\_

## Things to Ride Picture Sheet



## Part One, Lesson Sixteen

### Review

### Materials

*Scene Sheet Three* (page 34)

*Scene Sheet Four* (page 35)

A box filled with familiar objects such as a toy rabbit, a roller skate, a ball, a pen, and egg, etc.

### Preview Activity

Reach into the box. Find an object and describe it, using easy, familiar words and gestures. Give one clue at a time. For example: "What is this? It is little. It is yellow." Hand the object to the first student who guesses correctly.

When all objects have been guessed, collect them like this: Point to a student who doesn't have one and say, "Who has the \_\_\_\_\_?" Elicit the answer in a sentence like, "Chan has the \_\_\_\_\_." Then say, "Chan, will you please give me the \_\_\_\_\_?" Continue this procedure until all the items are returned.

### Watch *English Interactive for Beginners* Disk 1, Chapters 7-9

### Follow Up

Hand out *Scene Sheet Three* (page 34) or *Scene Sheet Four* (page 35). *Scene Sheet Three* is better for very young children and *Scene Sheet Four* is better for adults. However, either or both may be used for many groups. Use these pictures for discussion, asking the questions below and any other questions you feel are appropriate for your particular group. If no one can answer the question, tell them the answer and then come back to it later.

*Scene Sheet Three* (page 34)

Start each number by saying, "Look at picture 1, etc."

Picture 1: "Who is this? How many people are in the picture? Who is big? Who is little?"

Picture 2: "Who is little? Who will eat the food? Are the man and the girl indoors or outdoors?"

Picture 3: "How many people are in the picture? Who are they? What is the girl eating?"

Picture 4: "Who are the people? What are the people doing? What do you see out on the lake? Are the people indoors or outdoors?"

Picture 5: "How many people are in the picture? What do the people like to do?"

Picture 6: "Who is reading the book? Is it a big book or a little book?"

Picture 7: "Who has a birthday? How old is he?"

Picture 8: "Where is the girl? What is she doing? What does a library have?"

*Scene Sheet Four* (page 35)

Start each number by saying, "Look at picture 1, etc."

Picture 1: "How many people are in the picture? What are they doing? Are they indoors or outdoors?"

Picture 2: "How many people are in the picture and what are the people doing? Are the people indoors or outdoors?"

Picture 3: "How many people are in the picture? Who stands up? What does he have? What is on the table?"

Picture 4: "Who is in this picture? Where are they? What are they doing?"

Picture 5: "Who is in this picture? Where is the man? What does he have?"

Picture 6: "Who is in this picture? What are they riding? Are they indoors? Where are they?"

Picture 7: "How many people are there? What are they doing? or Why are they on this corner?"

Picture 8: "What stopped on the corner? What are the people doing now?"

Name: \_\_\_\_\_

### Scene Sheet Three





Name: \_\_\_\_\_

## Scene Sheet Four

