

# English Interactive For Beginners

## Teachers' Resource Book Part Two

*California Language Laboratories*  
www.esltapes.com  
Tel: 1 800 327 1147  
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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 Two, Lesson One

### Linguistic Objectives

Possessive Adjectives - my, your

Verb - to be

Nouns - street, road, avenue, drive, address, house, apartment, mobile home, ambulance, fire truck

### Materials

*Homes Picture Sheet* (page 2)

2 heavy glasses - one filled with water

Matches

List of student addresses, if possible

### Preview Activity

Print on the board 911. Say it aloud. Ask, "What is 911? When do we use 911?" Some may respond. Whether students respond or not, print FIRE. Draw a house and print HOUSE. Say each word. Say, "My house is on fire." Crumple a sheet of paper and light it. Put the burning paper in the empty glass - hold it up and say, "My paper is on fire." (Use the water in the other glass to put it out!) Ask students to repeat, "My house is on fire."

### Watch *English Interactive for Beginners* Disk 2, Chapter 1

### Follow Up

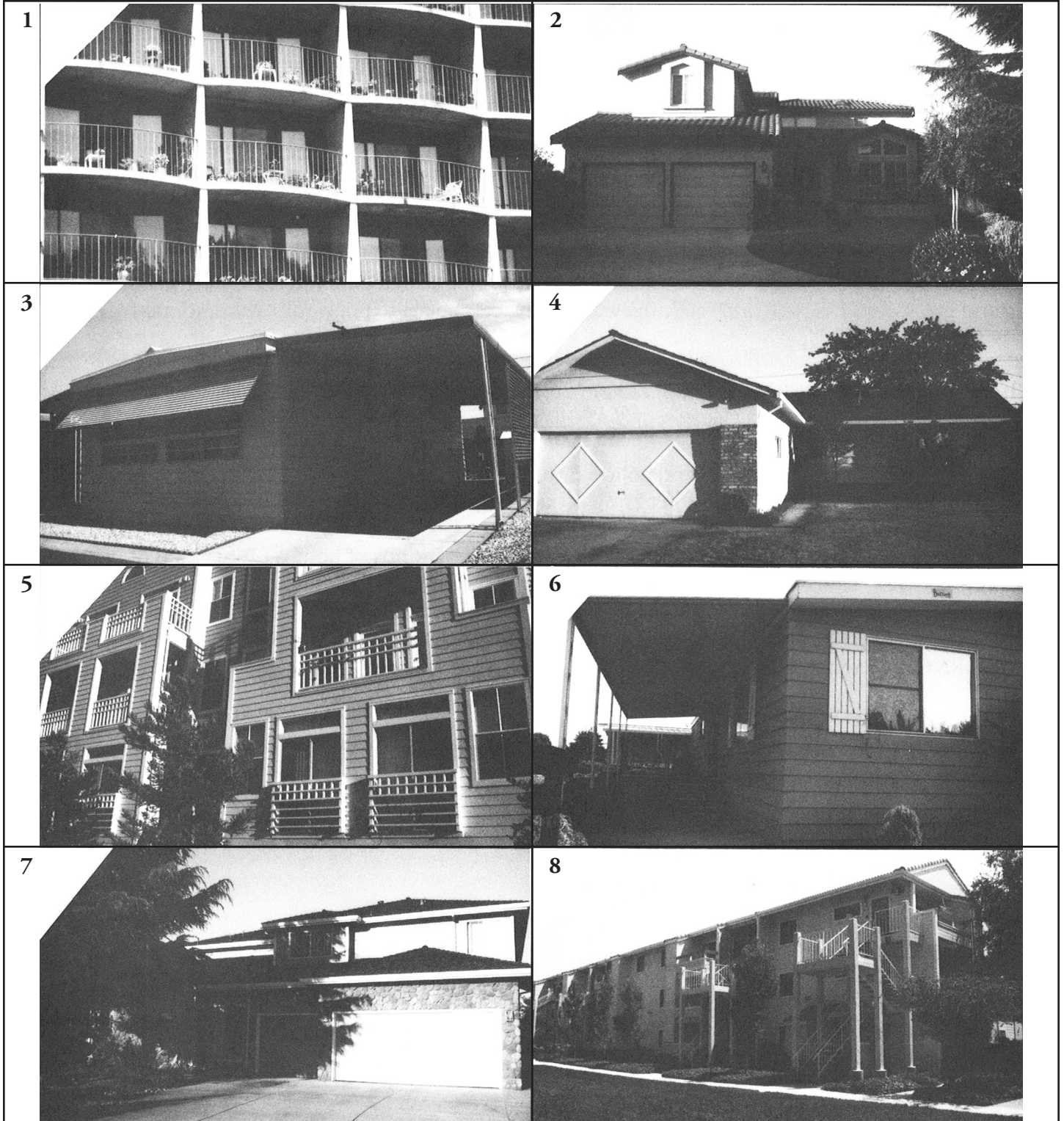
Review fire, fire truck, ambulance, and police. Say, "My address is \_\_\_\_\_. What is your address?" Ask as many as possible. If they don't know, coach them, using the list of addresses.

Hand out the *Homes Picture Sheet* (page 2). Say, "These are kinds of homes. What kind of home is Number 1? Yes, Number 1 is a picture of apartments." Follow the same pattern with all eight, i.e. "Number 2 is a picture of a house. Number 3 is a picture of a mobile home." Go through all eight and then skip around. Print on the board HOUSE, APARTMENT, MOBILE HOME, NUMBER 1 IS A PICTURE OF APARTMENTS, NUMBER 2 IS \_\_\_\_\_.



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

## Homes Picture Sheet



## Part Two, Lesson Two

### Linguistic Objectives

Verbs - are, call, hurry, help, need

Nouns - telephone, emergency

### Materials

Telephone (disconnected)

*Alphabet Work Sheet* (page 4)

### Preview Activity

Review please and thank you. Say, "Please stand up." Gesture. "Please sit down." Follow each action with "Thank you." Include: jump, go away, come here.

Put the telephone where all can see it. Say, "Do you like phones? What do you say when you answer the phone? What do you call when you need help?" (911) Say, "There is a fire in my house. What do I say? What do I need?" "My mother is hurt. What do I say? What do I need?" Elicit the need for giving your address, phone number, type of house and problem. "I need a fire truck" etc. Allow brave students to practice, using the phone.

### Watch *English Interactive for Beginners* Disk 2, Chapter 1

### Follow Up

Print on the board HELP, NEED, CALL. Review the letters of the alphabet and say, "Which word comes first?" Explain alphabetical order by the first letter.

### Independent Activity

Hand out *Alphabet Work Sheet* (page 4) for students to complete alone.

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

## Alphabet Work Sheet

CAR  
WOMAN  
TODAY  
EGG  
LIKE

BOY  
STREET  
FOOD  
POLICE  
ON

MAN  
ADDRESS  
YELLOW  
DOG  
ROOM

GIRL  
ROAD  
HOUSE  
IT  
UP

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

14. N \_\_\_\_\_

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

15. O \_\_\_\_\_

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

16. P \_\_\_\_\_

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

17. Q \_\_\_\_\_

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

18. R \_\_\_\_\_

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

19. S \_\_\_\_\_

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

20. T \_\_\_\_\_

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

21. U \_\_\_\_\_

9. I \_\_\_\_\_

22. V \_\_\_\_\_

10. J \_\_\_\_\_

23. W \_\_\_\_\_

11. K \_\_\_\_\_

24. X \_\_\_\_\_

12. L \_\_\_\_\_

25. Y \_\_\_\_\_

13. M \_\_\_\_\_

26. Z \_\_\_\_\_



## Part Two, Lesson Three

### Linguistic Objectives

Verbs - go, find, see

Question Words - which, where

Nouns - north, south, east, west, right, left, hand, order, way

Prepositions - to, of, toward, from

### Materials

*Direction Sheet* (page 6)

*Direction Work Sheet* (page 7)

Student work from *Part Two, Lesson Two* (*Alphabet Work Sheet*)

4 or 5 familiar objects small enough to move around

Wall map of the world

Alphabet display chart of front wall

### Preview Activity

Print on the board ALPHABET and explain, show students the alphabet display. Go over their *Alphabet Work Sheets* from *Lesson Two* as a group, saying and possibly printing each correct answer.

Add letters on the board to ALPHABET and make it ALPHABETICAL ORDER. Explain and practice saying it aloud.

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

### Follow Up

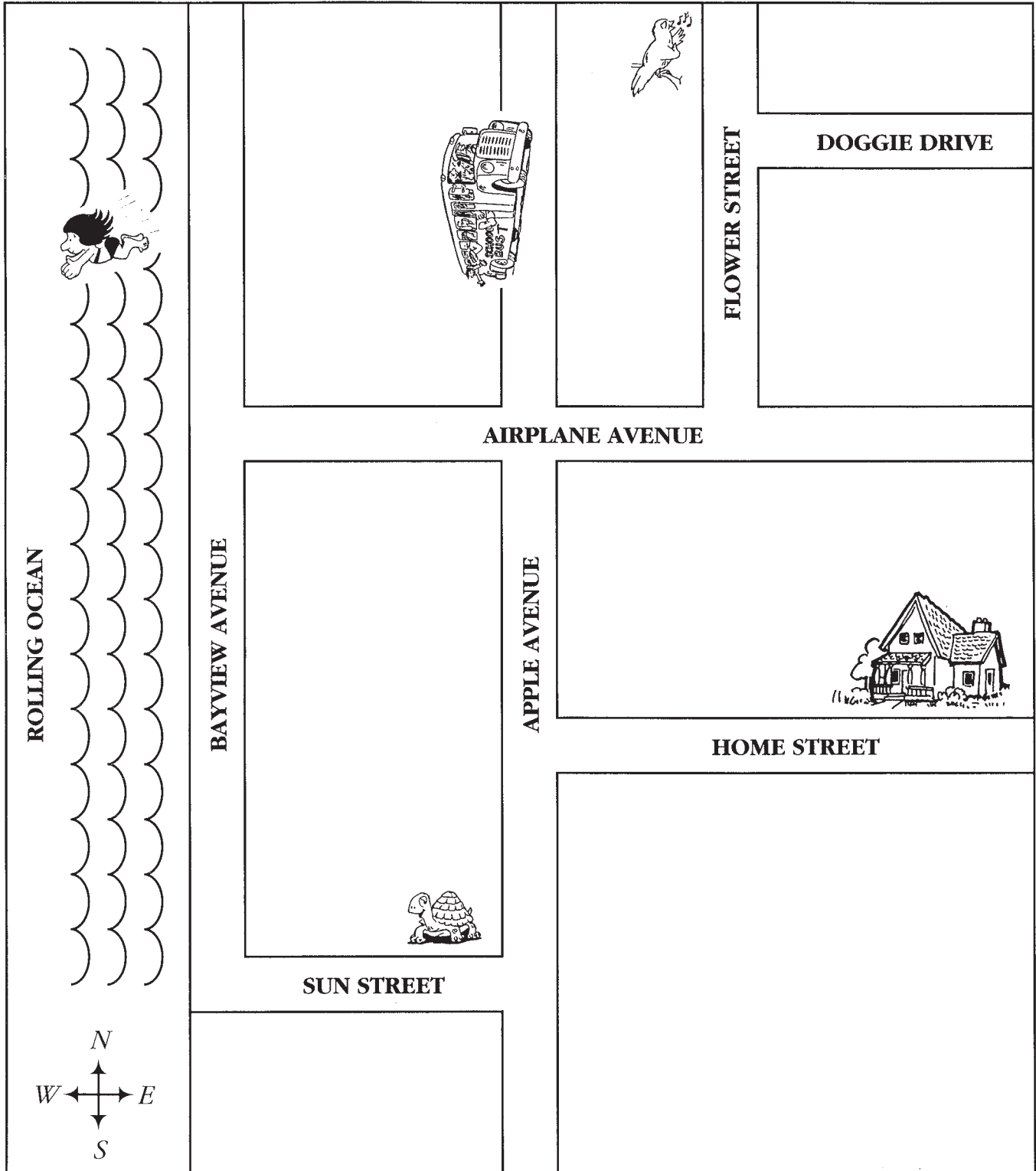
Teach or reteach right and left using Simon Says type directions for right hand, left hand, right foot, left foot, etc.

Use the wall map to teach or reteach north, south, east, west. Establish directions within the classroom. Use objects to practice left, right, north, south, east, west. For example, say, "Where is my right hand? Where is my left hand? Where is the ball? Where is the shoe? Which way would Maria go to find the box?" etc. Model by saying, "Yes, the shoe is west of the map. Yes, the ball is north of Tuan."

### Independent Activity

Do numbers 1-3 of *Direction Work Sheet* (page 7) together and then let students try to rest alone.

# Direction Sheet



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

## Direction Work Sheet

**NORTH**

**SOUTH**

**EAST**

**WEST**

1. Go \_\_\_\_\_ from the ocean to Flower Street.
2. Sun Street is \_\_\_\_\_ of Bayview Avenue.
3. Go \_\_\_\_\_ on Airplane Avenue to see the ocean.
4. Go \_\_\_\_\_ on Home Street to find the house.
5. Go \_\_\_\_\_ on Apple Avenue to find the school bus.
6. Go \_\_\_\_\_ on Doggie Drive to see the bird.
7. Go \_\_\_\_\_ on Apple Avenue to find the turtle.
8. Apple Avenue is \_\_\_\_\_ of Flower Street.
9. Airplane Avenue is \_\_\_\_\_ of Home Street.
10. Go \_\_\_\_\_ on Flower Street to find Airplane Avenue.
11. Go \_\_\_\_\_ from the ocean to Apple Avenue.
12. The school is \_\_\_\_\_ of Flower Street.

## Part Two, Lesson Four

### Linguistic Objectives

Verbs - live, play, brought, doing

Nouns - mother, father, grandmother, grandfather, sister, brother, baby

Pronoun - you

Preposition - with

### Materials

*Family Picture Sheet* (page 9)

*Family Work Sheet* (page 10)

### Preview Activity

Review house, apartment and mobile home. Print WHERE DO YOU LIVE? on the board and ask the question aloud. Continue by printing and asking WHAT KIND OF HOME DO YOU HAVE? Model by saying, "I live in a house." Add townhouse, duplex, etc. as needed.

Ask and print WHO LIVES WITH YOU? Elicit mother, father, sister, brother, grandmother, grandfather, and baby. Print these on the board.

### Watch *English Interactive for Beginners* Disk 2, Chapters 3 and 4

### Follow Up

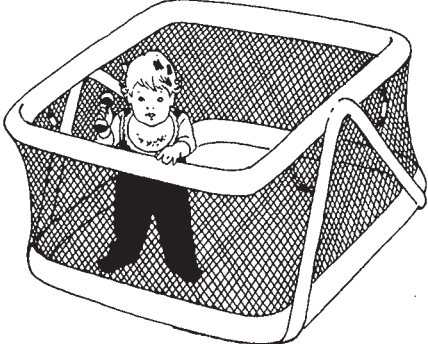


Hand out *Family Picture Sheet* (page 9). Ask questions appropriate to your group. For example, say, "Look at Picture 1. Who is in the picture? What will the baby do? Look at Picture 2. How many people are in the picture? Who is the man on the right? On the left? Look at Picture 3. Who is that? Where is Grandmother? What is she doing?" Continue with all eight pictures. Point to the words on the board as they come up.

### Independent Activity

Hand out *Family Work Sheet* (page 10). Demonstrate drawing a line from picture to sentence. Allow students to finish independently.

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

## Family Picture Sheet

<p>1</p> 	<p>2</p> 
<p>3</p> 	<p>4</p> 
<p>5</p> 	<p>6</p> 
<p>7</p> 	<p>8</p> 

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

## Family Work Sheet

1. Grandmother is at the laundromat.
2. The baby likes to play.
3. Mother brings the food to the house.



4. Mother holds the baby.
5. Grandfather has a big book.



6. Grandmother and Grandfather like the baby.

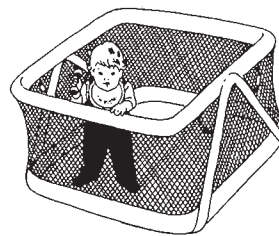


7. This is father.



8. These people are Mother, Father, Grandmother and Grandfather.

9. Mother and Father look at the baby.





## Part Two, Lesson Five

### Linguistic Objectives

Verbs - to be, to wear, make

Nouns - articles of clothing

Pronouns - I, you, she, he

### Materials

*Clothing Picture Sheet* (page 12)

Shoes

Shirt

Other articles of clothing

Blouse

Pants

Coat

### Preview Activity

Hold up articles of clothing, one at a time, and say, "This is a \_\_\_\_\_." Print the word on the board. Then say, "I am wearing a \_\_\_\_\_." Point to a student and say, "She is wearing a \_\_\_\_\_." Continue until you have a list of items on the board. Try to include the items on the Clothing Work Sheet (page 47).

### Watch *English Interactive for Beginners* Disk 2, Chapters 4 and 5

Ask students to look for things you can buy in a store and write them on a piece of paper.

### Follow Up

Use the list on the board and point to the word as you ask questions and model statements as follows: "Who is wearing a jacket? He is wearing a jacket. You are wearing a vest. Am I wearing a vest?" Continue through the list and be sure to mention a **pair** of shoes and a **pair** of pants.

Add color to your sentences, e.g. a blue sweater or a red coat.

### Independent Activity

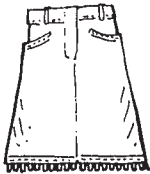

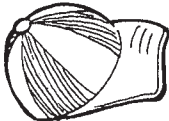

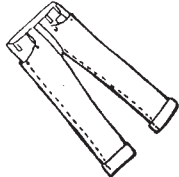




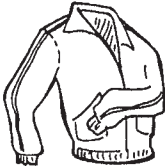

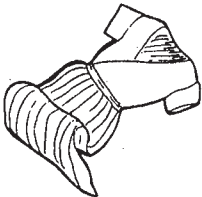
Hand out *Clothing Picture Sheet* (page 12) and allow students to use the word bank to label each item.

If there is time, print instructions for color on the board as follows. Provide crayons (the colors are printed on them!)

1. Make the vest brown.
2. Make the hat red.
3. Make the skirt green and blue.
4. Make the dress grey and purple.
5. Make the blouse pink.
6. Make the sweater blue and white.
7. Make the pair of pants tan.
8. Make the shorts blue.
9. Make the coat yellow.
10. Make the pair of shoes black.
11. Make the shirt brown and yellow.
12. Make the jacket orange.

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

## Clothing Picture Sheet

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

### Word Bank:

VEST

BLOUSE

COAT

HAT

SWEATER

SHOES

SKIRT

PANTS

SHIRT

DRESS

SHORTS

JACKET

## Part Two, Lesson Six

### Linguistic Objectives

Nouns - northeast, northwest, southeast, southwest, Japan, China, Russia, Egypt, India, France, Italy, Mexico, Spain, Canada, Germany, United States, England, Australia, Vietnam, country, place

### Materials

Wall map of the world

Class set of world maps or books with a political map of the world

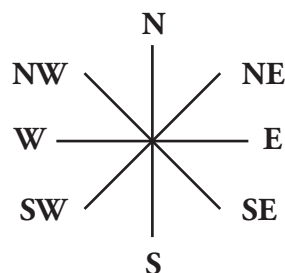
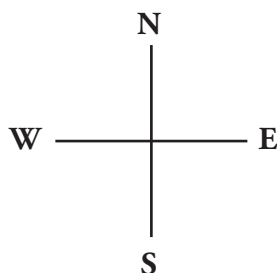
*Countries Picture Sheet* (page 14)

*Countries Work Sheet* (page 15)

### Preview Activity

Hand out Countries Picture Sheet (page 14).

Draw the beginning of a Compass Rose on the board and review NORTH, SOUTH, EAST, and WEST. One by one, add NORTHEAST, NORTHWEST, SOUTHEAST, and SOUTHWEST, printing each word on the board.



Use the wall map to point out locations, elicit the name of each country as follows:

- |           |           |           |
|-----------|-----------|-----------|
| 1. INDIA  | 2. RUSSIA | 3. EGYPT  |
| 4. JAPAN  | 5. ITALY  | 6. SPAIN  |
| 7. FRANCE | 8. CHINA  | 9. MEXICO |

Your older students may know some, but may use a different name or pronunciation.

Print each name on the board and instruct students to label the pictures on their Countries Picture Sheet (page 14)

### Watch *English Interactive for Beginners* Disk 2, Chapters 5 and 6

Ask students to write words from the video that start with a, e, i, o, u. Start them by writing IS, AN, EMERGENCY, ADDRESS, ATTACK, OUR, ON on the board.

### Follow Up

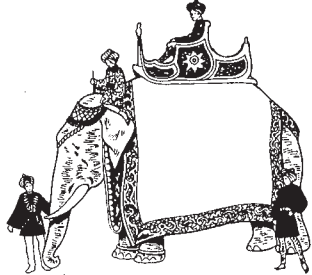
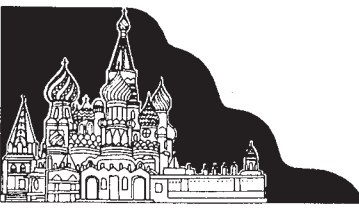
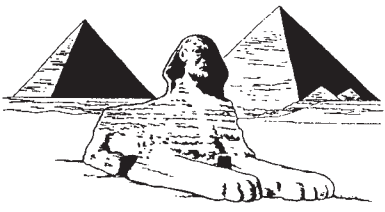

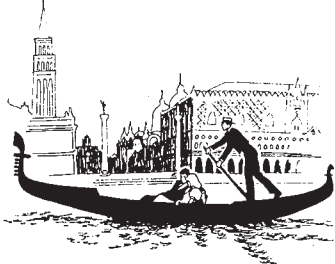

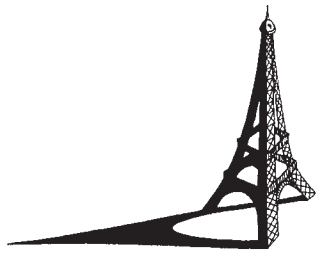
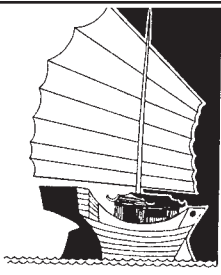

Collect words that start with vowels and save for *Part Four, Lesson Four*.

Using the wall map, individual maps and the *Countries Picture Sheet* (page 14), ask, “Where is Japan from China?” Say, “Japan is **east** of China.” Print this on the board.

Hand out *Countries Work Sheet* (page 15) and walk students through numbers 1-4, using intermediate directions when you can, i.e. northeast, southwest. Allow students to finish on their own.

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

## Countries Picture Sheet

<p>1</p>  <p>_____</p>	<p>2</p>  <p>_____</p>	<p>3</p>  <p>_____</p>
<p>4</p>  <p>_____</p>	<p>5</p>  <p>_____</p>	<p>6</p>  <p>_____</p>
<p>7</p>  <p>_____</p>	<p>8</p>  <p>_____</p>	<p>9</p>  <p>_____</p>

### Word Bank:

INDIA

ITALY

EGYPT

JAPAN

FRANCE

SPAIN

MEXICO

RUSSIA

CHINA

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

## Countries Work Sheet

NORTH

SOUTH

EAST

WEST

NORTHEAST

NORTHWEST

SOUTHEAST

SOUTHWEST

1. Japan is \_\_\_\_\_ of China.

2. Russia is \_\_\_\_\_ of Egypt.

3. Egypt is \_\_\_\_\_ of Spain.

4. France is \_\_\_\_\_ of Italy.

5. Mexico is \_\_\_\_\_ of Peru.

6. Italy is \_\_\_\_\_ of Russia.

7. Egypt is \_\_\_\_\_ of Spain.

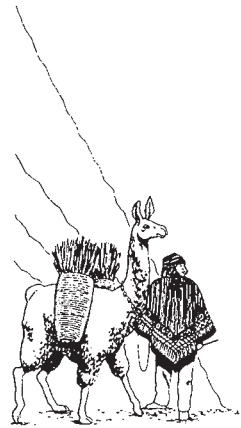
8. Canada is \_\_\_\_\_ of Germany.

9. Mexico is \_\_\_\_\_ of the United States.

10. England is \_\_\_\_\_ of China.

11. Australia is \_\_\_\_\_ of Japan.

12. India is \_\_\_\_\_ of Vietnam.



## Part Two, Lesson Seven

### Linguistic Objectives

Vowel Sounds - ā, ē, ě, ī, ĭ, ō, ŏ, ŭ

### Materials

*Picture Sheet One* (page 17)

*Picture Sheet Two* (page 18)

*Category Work Sheet* (page 19)

### Preview Activity

Teach or review alphabet song and print alphabet on the board. Underline the vowels. Print on the board (or do ahead on a chart).

PEN

YES

IT

NAME

HE

KIND

RUN

UP

IS

GO

PLAY

CHEESE

SNOW

MAN

HAVE

RIDE

Say each word in unison. Underline the vowel in each word as you say it, skipping the silent E.

Ask students to pair words with the same vowel sound. You should end up with:

PEN - YES

HE - CHEESE

MAN - HAVE

IT - IS

KIND - RIDE

GO - SNOW

NAME - PLAY

RUN - UP

Watch *English Interactive for Beginners* Disk 2, Chapters 6 and 7

### Follow Up

Hand out *Picture Sheets One and Two* (pages 17 and 18). Point to each picture and ask students to identify. Print the word on the board and have students find the picture and label it.

After all pictures have been labeled, hand out *Category Work Sheet* (page 19) and demonstrate listing words in the correct category. "Where is the pan, at home or at school? Yes, the pan is at home." Some items may be found in both places.

### Independent Activity

Allow students to finish listing words and add any other words they can to the list. More advanced students may group words with the same vowel sound, i.e.:

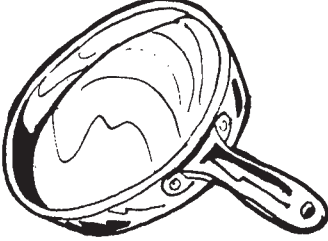
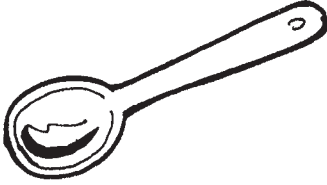
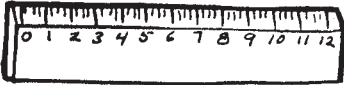
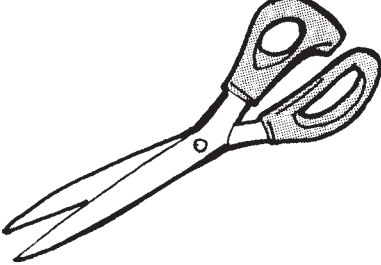
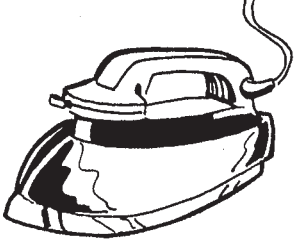
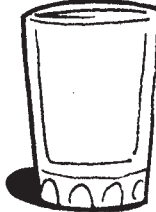
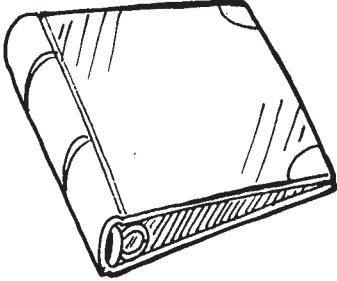
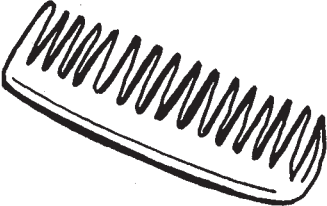

CAT - PAN - GLASS

IRON - BINDER



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

## Picture Sheet One

1  _____	2  _____	3  _____
4  _____	5  _____	6  _____
7  _____	8  _____	9  _____

### Word Bank:

IRON

DOG

RULER

PAN

BINDER

GLASS



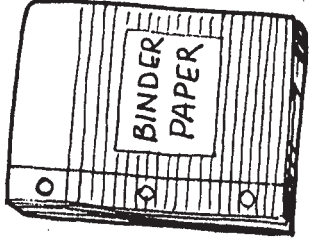

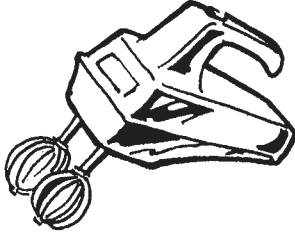
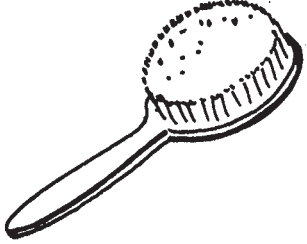
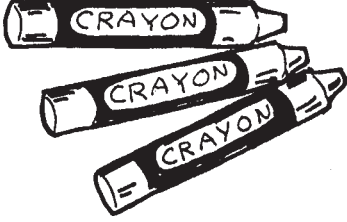
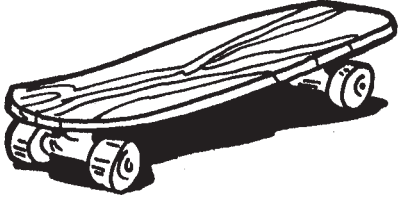
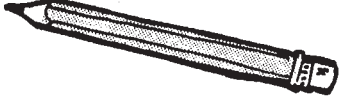
COMB

SCISSORS

SPOON

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

## Picture Sheet Two

1  _____	2  _____	3  _____
4  _____	5  _____	6  _____
7  _____	8  _____	9  _____

### Word Bank:

PAPER

SKATEBOARD

BRUSH

CAT

PENCIL

CUP

CRAYONS

SLIDE

MIXER

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

Category Work Sheet

Home

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

School

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

## Part Two, Lesson Eight

### Linguistic Objectives

Adjectives - small, short, tall, big  
Nouns - Review frequently used nouns  
Adverbs - near, far  
Suffixes - -er, -est

### Materials

Class set of copies of <i>ER Work Sheet</i> (page 21)	
Large book	Smaller book of different color
Pencil	Pencil eraser
Piece of chalk	Chalkboard eraser
Small piece of colored paper	Large (12"x18") piece of paper
Sheet of binder paper	Any other available objects of varying sizes

### Preview Activity

Choose three students of varying heights to stand up. Indicate the shortest of the three and say, "Miguel is tall." Print TALL on the board. Look at the next to tallest and say, "Carla is taller." Print TALLER. Finally say, "Jaffa is tallest." Print TALLEST. Underline ER and EST.

Give each student a sheet of paper. Say, "Look at the video and find words with ER or EST at the end." Print ER and EST on the board.

### Watch *English Interactive for Beginners* Disk 2, Chapters 6-8

### Follow Up

Ask for words and print each on the board. Arrange objects on a table in the front of the room. Hold up an object and say, "The \_\_\_\_\_ is big. What is bigger? What is biggest? The \_\_\_\_\_ is near. What is nearer to Carlos? What is nearest to Nguyen?" Continue this, eliciting complete sentence answers. Print NEARER, FAR, FARTHER, FARTHEST, SMALLER, BIGGER etc. as you use them.

### Independent Activity

Hand out *ER Work Sheet* (page 21) and read directions for those who need that extra help.

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

## ER Work Sheet

Draw these things in the box and follow the directions below:

A HOUSE

A TREE

A BOY

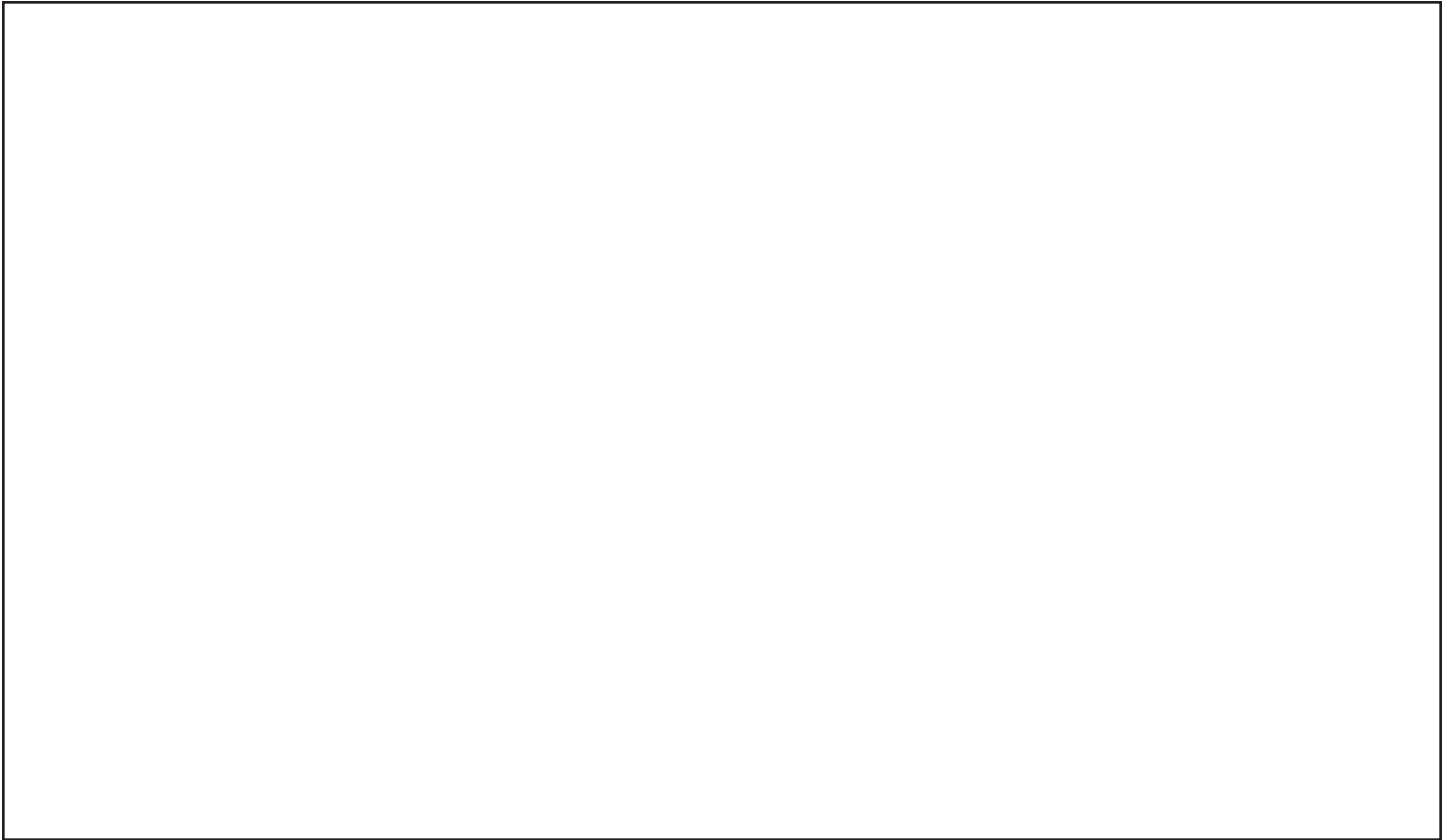
A FLOWER

A CAR

AN AIRPLANE

THE SUN

A KITE



1. The house is bigger than the tree.
2. The tree is taller than the house.
3. The car is near the house.
4. The flower is nearer to the house.
5. The boy is smaller than the car.
6. The kite is bigger than the flower.
7. The airplane is far from the house.
8. The sun is farther from the house.

## Part Two, Lesson Nine

### Linguistic Objectives

Verb - made  
Suffixes - -ed, -ing

### Materials

Completed *ER Work Sheets*  
Newspapers

### Preview Activity

Circulate among students and pick up completed *ER Work Sheets* at random. Ask questions like, “Is the tree bigger than the house? Is it smaller than the house? Look at the boy, the house and the car. What is tallest?” Do not comment on any errors students may have made in their drawings.

Ask a student to jump (demonstrate). Say, “Riva is jumping.” Demonstrate **wave**, **smile**, **frown**, and **laugh**. (Elicit a laugh by making a silly face at the class clown!)

### Watch *English Interactive for Beginners* Disk 2, Chapters 6-8

Ask students to find and write words ending in -ED and -ING.

### Follow Up

Allow one student at a time to print the words they found on the board.

### Independent Activity

Distribute newspapers and ask students to find words to add to their lists.

If you have time to circulate, try to catch non-suffix examples. For instance, if a student finds **bring**, print BR + ING = BRING? on the board. Then draw a line through BR and say, “BR is **not** a word.”



## Part Two, Lesson Ten

### Linguistic Objectives

Nouns - Review common nouns

Articles - a, an

### Materials

An egg

An umbrella

A shoe

A pen

Words starting with vowels from *Part Two, Lesson Six*

*A and An Picture Sheet* (page 24)

### Preview Activity

Print A E I O U across the front board. Hand back the students' lists of words starting with vowels. Ask a student to come up and write a word starting with A under the vowel A. Continue with other students and other vowels. Move quickly and help those who need help.

### Watch *English Interactive for Beginners Disk 2, Chapters 7-9*

Find words that start with N, T, C, M, and G.

### Follow Up

Print N T C M G on the board and repeat the above procedure, helping those who need help.

Now go back and circle only the nouns on all lists. Put the letter A before nouns beginning with consonants. Say each one aloud and ask students to repeat.

Move back to the words starting with vowels. Circle the nouns. Put AN before each noun and say it. Ask students to repeat.

Hold up the pen. Write PEN on the board. Say, "Is it a pen or an pen?" Write A. Say, "Yes it's a pen." Now hold up the egg. Say, "Yes, it's an egg because egg starts with E and E is a what? What is E? Yes, E is a vowel."

Continue with the umbrella and the shoe.







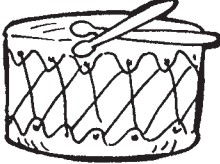


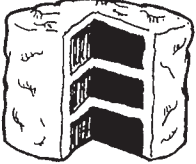


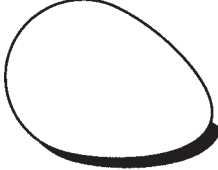
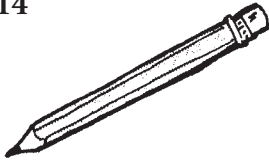
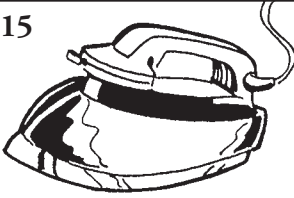


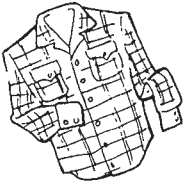
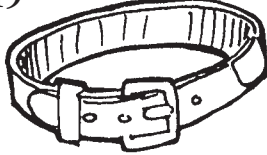
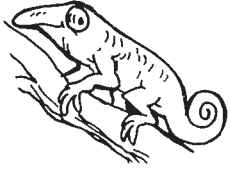
### Independent Activity

Hand out the *A and An Picture Sheet* (page 24). Walk the students through the first three, then allow them to finish alone.

At some point check these as a group, allowing each student to hold his/her own papers as the whole class repeats, "a banana, an apple", and so on.

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

## A and An Picture Sheet

1  ____ BANANA	2  ____ APPLE	3  ____ FISH	4  ____ ROLLER SKATE
5  ____ UMBRELLA	6  ____ ICE SKATE	7  ____ DRUM	8  ____ BALL
9  ____ TURTLE	10  ____ CAKE	11  ____ ORANGE	12  ____ OIL CAN
13  ____ EGG	14  ____ PENCIL	15  ____ IRON	16  ____ BIRD
17  ____ OPENER	18  ____ SHIRT	19  ____ BELT	20  ____ IGUANA

## Part Two, Lesson Eleven

### Linguistic Objectives

Verbs - give, offer, write, grow, buy

Question Words - how much?

Nouns - dollar, savings, bank, (dollar) bill, check

### Materials

Real money (four ones and three fives) or play money (page 26)

Several small items with familiar names

Price tags (page 26)

*Money Picture Sheet* (page 27)

*Money Work Sheet* (page 28)

*Opposites Work Sheet* (page 29)

### Preview Activity

Put price tags on items including something for \$1.00, \$3.00, \$5.00, \$10.00, \$14.00, and \$15.00. Hold up an item. Say, "How much is the pen? The pen is one dollar." Combine with other items, asking students to come up in twos and take turns asking and answering each other. Model the phrases, "I will give you \$\_\_\_\_\_." and "I will offer you \$\_\_\_\_\_."

Be sure students pick up the correct amount of money.

Describe *Opposites Work Sheet* (page 29). Print OPPOSITE on the board. Say, "Up is the opposite of down." Use gestures. Say, "Big is the opposite of \_\_\_\_\_."

Look at *Opposites Work Sheet* (page 29) and do the first one together.

### Watch *English Interactive for Beginners* Disk 2, Chapters 7-9

Ask students to look for the rest of the answers.

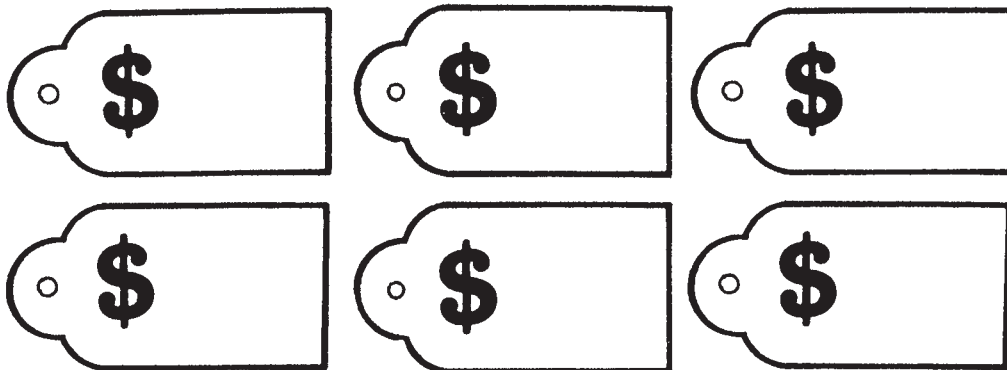
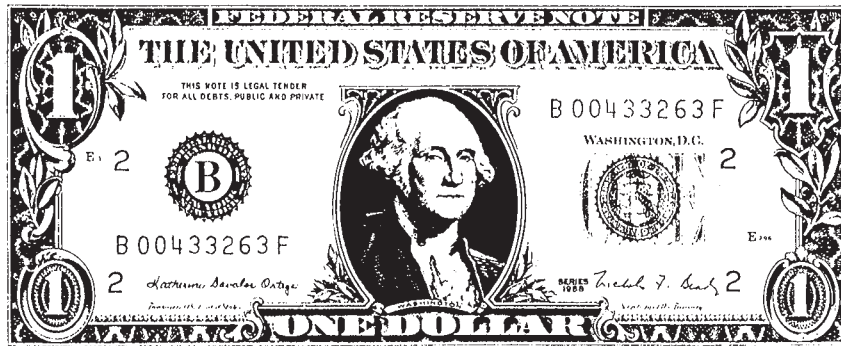
### Follow Up



Check *Opposites Work Sheet* (page 29), allowing students to check their own and say each one aloud, i.e., "Fast is the opposite of slow. Open is the opposite of close."

### Independent Activity

Distribute *Money Picture Sheet* (page 27) and *Money Work Sheet* (page 28). If your students are adults, you may wish to use the blank check (page 26) to teach them how to fill out a check.

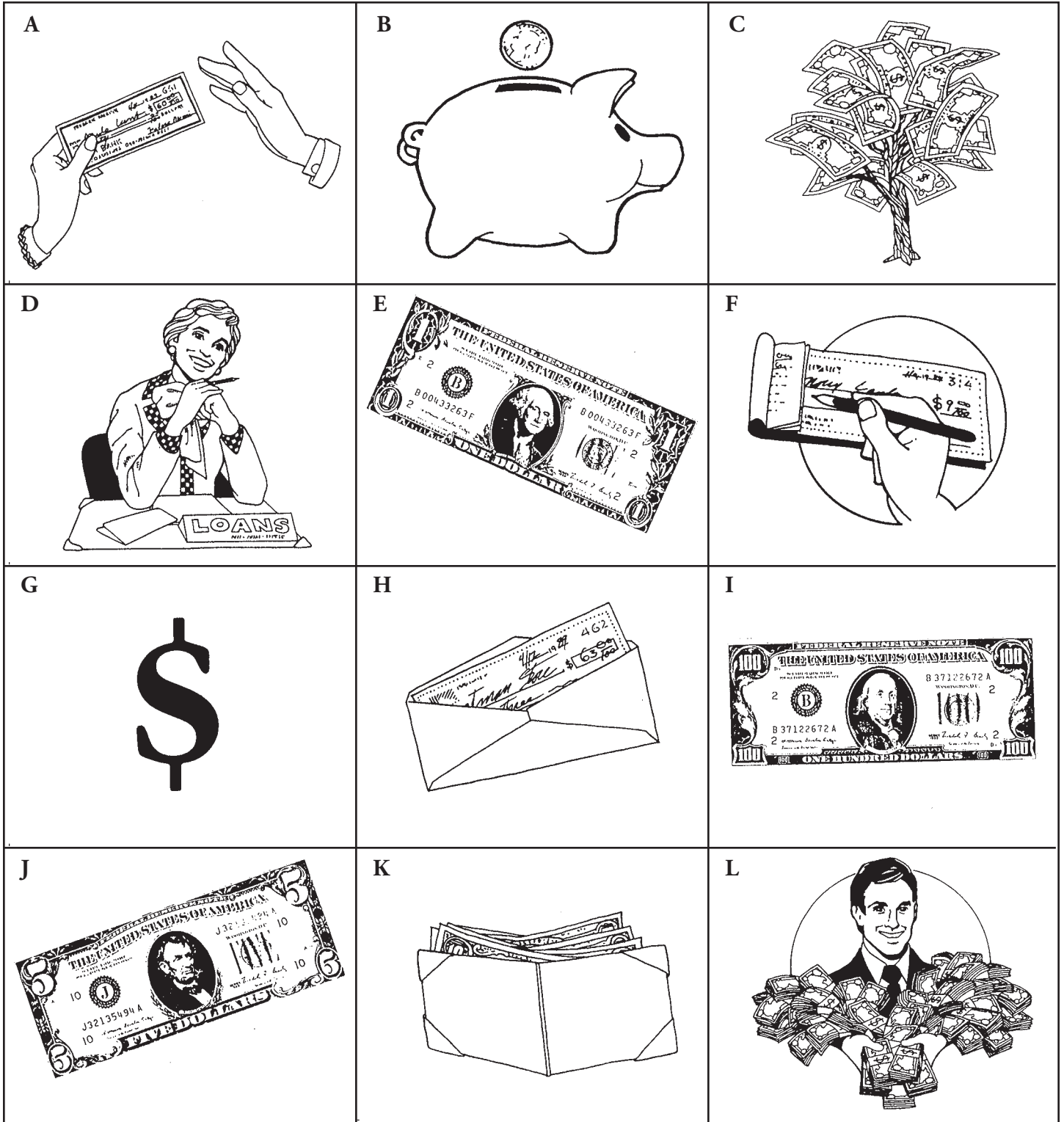
Walk students through number 1 of the *Money Work Sheet* (page 28), eliciting G as the answer. Allow students to finish alone.



Name _____ Address _____ _____		No. _____ _____ 19____	4-703 506
Pay to the order of _____ \$ _____ _____ Dollars _____ Cents			
<b>SunShine Savings</b>			
Memo _____	_____		
			

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

## Money Picture Sheet



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

## Money Work Sheet

Write the letter of the picture from the Money Picture Sheet on the line next to the sentence that best describes each picture.

\_\_\_\_\_ 1. This is a United States' dollar sign.

\_\_\_\_\_ 2. This is a savings bank.

\_\_\_\_\_ 3. I will write a check.

\_\_\_\_\_ 4. This is a dollar bill.

\_\_\_\_\_ 5. Do you offer loans to students?

\_\_\_\_\_ 6. This is money to buy a car.

\_\_\_\_\_ 7. This is a one-hundred dollar bill.

\_\_\_\_\_ 8. I will give you a check.

\_\_\_\_\_ 9. Does money grow on trees?

\_\_\_\_\_ 10. This is money to buy a hamburger.

\_\_\_\_\_ 11. I will send you a check.

\_\_\_\_\_ 12. I have money in my wallet.



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

## Opposites Work Sheet

**Find the opposite word.**

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

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

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

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

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

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

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

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

9. EAST \_\_\_\_\_

10. NEAREST \_\_\_\_\_

11. WARMEST \_\_\_\_\_

12. LEFT \_\_\_\_\_

13. HIGH \_\_\_\_\_

14. SOUTH \_\_\_\_\_