

Teaching ESL with *In English* and Lending Videos to Students

Unit 5

The videos of the *In English* program are available on videocassette, CD-ROM or DVD. Because the video content is the same on each format, this guide may be used with any of them.

This guide is based on one 3-hour class per week. The sequence of activities and assignments in this guide can be easily adjusted to more frequent classes. We also have a guide for distance learning programs in which students meet individually with an instructor for 20 minutes per week. It is available for download from our website:

(www.videolanguage.com/esl.corner.resource.html), click on "Distance Learning Manual."

One of the keys to success that the *In English* series provides is greater time on task for the learner. Viewing the video at home is an enormous benefit. Learners will make rapid progress in reading, writing, listening and speaking skills if they spend the recommended time to master the video lessons and workbook exercises.

During class meetings, give students positive reinforcement for their progress, and urge them to practice their English aloud with family members for at least one hour per day.

Please Note: Unit 5 and subsequent units are formatted differently than Units 1 through 4.

Beginning with Unit 5, each unit is contained on one videocassette or CD-ROM or DVD, and consists of the four core sections: SCENE, VOCABULARY, DIALOG and PRONUNCIATION. Students will spend much more time with this "concentrated" video format than with the earlier format (Units 1-4).

Written exercises do not appear on the videos. Provide your students a workbook or a copy of Unit 5 from your licensed master.

Week 13 meeting of the class:

- 4-U. Complete Unit 4.
 - 1. Ask students to role-play the DIALOG by reading from the workbook on pages 62 and 63.
 - 2. Review and evaluate the WRITING exercise on page 61.
 - 3. Dictate the EVALUATION section on pages 67 and 68. Make fresh copies of the pages from your licensed master and distribute one to each student.

Teaching ESL with *In English*
and
Lending Videos to Students

Unit 5

4. Practice each section of the STRUCTURE exercises on pages 56-59.
 - a) Emphasize the **bold** points.
 - b) Ask additional questions using the same information.
5. Give students the Unit 4 TEST on pages 81-84. Students may have already completed the test in their workbooks while using the videos at home. In that event, ask them to do it again on a fresh copy from the pages of your licensed master.

5-A Assign students Unit 5. (Video #13)

Video #13, Unit 5 consists of:

- SCENE (5-S), pages 1 and 2 in workbook
- VOCABULARY (5-V), pages 3-5 in workbook
- DIALOG (5-D), pages 15-18 in workbook
- PRONUNCIATION (5-P), pages 3-5

The unit also consists of reading and writing exercises in the Volume 2 workbook. These include QUESTIONS (pages 6-8), STRUCTURE (pages 9-12), WRITING (pages 13-14), CONVERSATION (pages 19-21), EVALUATION (pages 22-23) and the Unit 5 TEST on pages 53-58.

- 5-B. At the first class meeting for Unit 5, introduce the new video format contained in units 5 - 12.
 1. Play the SCENE section (5-S) all the way through. Do not stop to ask questions at this point. The students are getting the big picture
 2. Play the VOCABULARY section (5-V) all the way through.
 3. Show the students the connection between the words in the VOCABULARY section and their context in the SCENE section. Assure your students that they will learn the material as they repeat the video material many times over the next few weeks.
 4. Show the students that Unit 5 contains the four video sections: SCENE, VOCABULARY, DIALOG and PRONUNCIATION.
- 5-C. Review the verb *to be* in the present tense.
- 5-D. Return the video to the SCENE section (5-S). Show students the blue triangles and the numbers in the QUESTIONS section of the workbook.
 1. Show them how to ask the questions of each other and find the answers on the video and in the workbook.

Teaching ESL with *In English* and Lending Videos to Students

Unit 5

- 5-E. Ask additional questions about the videos:
1. Examples: “Does the man have a cup in his hand? Yes, he does.” “Is it cold at the festival? Is it hot at the festival?”
 2. Then ask questions about actual weather: “Is it cold today? Is it hot today? Is it cold in the classroom? etc.” “Is this a family?”
 3. Then ask questions about students’ families. “Do you have children? Do you have a daughter? Do you have a son?”
- 5-F. Emphasize the *Do/Does* structure in forming your questions.
- 5-G. **Homework:**
1. **Have students check in the videos they borrowed last week. Check out to each student video #13, Unit 5 to use at home.**
 2. Ask them to watch the video material often and to practice speaking English aloud for one hour per day or until they master the SCENE and VOCABULARY sections.
 3. Encourage students to understand the sections of the video before focusing on the exercises in the workbook.

Week 14 meeting of the class:

- 5-H. Play the SCENE (5-S) section and freeze the video on each of the blue triangles, numbered 1 through 27. The corresponding questions are listed in the workbook on pages 6, 7 and 8. Example: Freeze the video on blue triangle 1, and ask the first question. You may require just a yes or no answer or one-word answers the first time through.
- 5-I. Freeze the video on the blue triangles in the SCENE (5-S) section. Ask additional questions to practice short answers with *Do/Does*. Example: On triangle 10, “What do people do at the festival? Do you eat every day? Do you drink water every day? Do you walk every day? What else do you do every day?”
- 5-J. Play the SCENE (5-S) section again with workbooks open to pages 6-8 (QUESTIONS).
1. Have students answer questions orally first, then have them write the answers in their books. You may ask certain students to write the answers on the board while others are checking their answers in their workbooks. Suggested answers to these questions are in the “Welcome to *In English*, Volume 2” packet.

Teaching ESL with *In English* and Lending Videos to Students

Unit 5

- 5-K. Lead the students in exercises based on the first four sections of the STRUCTURE section in the workbook on pages 9 and 10. They should be able to answer these questions. Examples:
1. Do you drink milk? Yes, I do. / No, I don't.
 2. Does your dog drink water? Yes, it does. / No, it doesn't.
 3. Use the examples written in sections 5, 6 and 7 of the STRUCTURE section of the workbook for oral exercises. Review section 4 on page 10, then emphasize 5, 6 and 7 on page 11.
 4. Ask real questions modeled after these structures. Examples: "Do you ever eat hamburgers? Do you have any time to study? How do you like your coffee?"
- 5-L. **Homework:**
1. Ask students to review VOCABULARY at home until they know the words in Unit 5.
 2. Ask students to review the SCENE section on the video. Tell them to freeze on the questions and correct the answers that they may have written during class.
 3. Ask students to listen to the SCENE section of the video as many times as needed to fully understand it.
 4. Ask students to ask and answer the QUESTIONS on pages 6, 7 and 8 aloud at first with a member of their family or a friend. After that, ask them to write the answers in their workbooks (if they haven't already) or on a separate sheet of paper at home.
 5. Ask students to read and study STRUCTURE, pages 9-12.
 6. Remind students to study for one hour per day at home.

Week 15 meeting of the class:

- 5-M. Engage the students in exercises using the video of Unit 5.
1. Play the SCENE (5-S) section while students' books are open to QUESTIONS on pages 6-8. Students will be able to read the answers to the questions they wrote during the previous exercises.
 2. Play the VOCABULARY section (5-V) on the video, while students' workbooks are open to pages 3, 4 and 5. Have the students listen and repeat. Freeze the video occasionally and ask Yes/No questions, using Do / Does. Also ask What, Where, When, Who, Whose, How Much and How questions.
 3. Review the STRUCTURE section on pages 9 through 12. Extend each exercise by asking Where, What, When, Who, Whose, How much, and

Teaching ESL with *In English* and Lending Videos to Students

Unit 5

- How questions using new verbs in Unit 5 VOCABULARY list, page 4.
Emphasize sections 8-11 on page 12.
4. Play the PRONUNCIATION section (5-P) of the video with the student workbooks closed. Ask students to listen and repeat each word. Urge students to practice their pronunciation at home using the video.
- 5-N. Turn to the WRITING exercises on pages 13 and 14 of the workbook. Have students write the questions and answers. Refer to the “Welcome to In English, Volume 2” packet for suggested answers.
- 5-O. Play the DIALOG section (5-D) of the video all the way through with the students’ workbooks closed.
1. Ask students to open their workbooks to pages 15 through 18. Then play the DIALOG again.
 2. Have students role play (read) the DIALOG in pairs.
 3. You may want students to act out the DIALOG in front of class.
 4. Expand on the DIALOG by asking the students questions using the Expressions from the end of the VOCABULARY list on page 5. (“Would you like-----?” etc.) Have students ask each other questions using these expressions, making their own conversations.
- 5-P. Have students turn to the EVALUATION section, page 22. Dictate the first six paragraphs to them. Read each sentence three times and ask students to fill in the missing words in their books.
1. “Correct” each paragraph by listening to the SCENE section (5-S) of the video paragraph by paragraph. After you have dictated paragraph one, play paragraph one on the video. This allows students to read along and correct their work while having the visual cues available on the video.
- 5-Q. Ask students to open to pages 19 through 21, CONVERSATION section of the workbook. Ask a few students questions 1 through 10. Then have students in pairs ask each other all 27 questions. Circulate, helping students with pronunciation, answering questions, and evaluating student progress.
- 5-R. **Homework:** Help students prepare for the Unit 5 TEST.
1. Ask students to study the STRUCTURE exercises on pages 9-12. Let them know that the **bold** word is the grammatical point for them to learn.
 2. Tell them to listen and repeat during the PRONUNCIATION section.
 3. Have them practice reading all parts of the DIALOG on pages 15-18. Tell them to find a partner with whom they can role play the DIALOG parts.
 4. Have students complete the EVALUATION on page 23 at home and bring it to class.
 5. Ask them to correct their own work on the WRITING section on pages 13 and 14.

Teaching ESL with *In English* and Lending Videos to Students

Unit 6

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During class meetings, give students positive reinforcement for their progress, and urge them to practice their English aloud with family members for at least one hour per day.

Week 16 meeting of the class:

- 5-T. Complete Unit 5.
 - 1. Ask students to role play the DIALOG by reading from the workbook on pages 15-18.
 - 2. Review and evaluate the WRITING exercises on pages 13 and 14.
 - 3. Check the EVALUATION section on pages 22 and 23 by playing the SCENE. Circulate to see that all students have filled in the blanks correctly.
 - 4. Practice each section of the STRUCTURE exercises on pages 9-12 in final preparation for the TEST.
 - a) Emphasize the **bold** points.
 - b) Ask additional questions using the same information.
 - 5. Give students the Unit 5 TEST on pages 53-57. If you notice that students have already completed the test in their workbooks, ask them to do it again on a fresh copy from the pages of your licensed master.

- 6-A. Assign students Unit 6. (Video #14)

Teaching ESL with *In English* and Lending Videos to Students

Unit 6

Video #14, Unit 6 consists of:

- SCENE (6-S), pages 25-27 in workbook
- VOCABULARY (6-V), pages 28 and 29 in workbook
- DIALOG (6-D), pages 40-43 in workbook
- PRONUNCIATION (6-P), pages 28 and 29.

Provide your students a workbook or a copy of Unit 5 from your licensed master. The unit also consists of reading and writing exercises in the Volume 2 workbook. They include QUESTIONS (pages 30-32), STRUCTURE (page 33-37), WRITING (pages 38 and 39), CONVERSATION (pages 44-47), EVALUATION (pages 48-50) and the Unit 6 TEST on pages 59-65.

6-B. **Introduce** the video for Unit 6.

1. Play the SCENE section (6-S) all the way through. Do not stop to ask questions at this point. The students are getting the big picture
2. Play the VOCABULARY section (6-V) all the way through.
3. Show the students the connection between the words in the VOCABULARY section and their context in the SCENE section. Assure your students that they will learn the material as they repeat the videos many times over the next few weeks.
4. Show the students that Unit 6 contains the four video sections: SCENE, VOCABULARY, DIALOG and PRONUNCIATION.

6-C. Review the verb *to be* in the present tense.

6-D. Return the video to the SCENE section (6-S). Show students the blue triangles and the numbers in the QUESTIONS section of the workbook.

1. Show them how to ask the questions of each other and find the answers on the video and in the workbook.

6-E. Ask additional questions about the videos:

1. Examples: “Is the man walking across the street: Yes, he is. Are they cooking hamburgers? No, they aren’t. Is the cashier opening the cash register? No, she isn’t.”
2. Then ask related questions. “How old is this building? Are there any cars outside? What do you cook? Are you hungry?”
3. Then ask questions about what the students are doing. “What are you doing right now? Are you eating? Are you drinking now?”

6-F. Emphasize the difference between forming questions using *Do/Does* and forming questions using the verb *to be* + verb + *ing* (present continuous). Examples: “Do you eat fish? Yes, I do. No, I don’t. Are you eating fish now? Yes, I am. No, I’m not.”

Teaching ESL with *In English* and Lending Videos to Students

Unit 6

1. Show students this difference (page 33, STRUCTURE sections 1 and 2.)
- 6-G. **Homework:**
1. **Have students check in the videos they borrowed last week. Check out to each student video #14, Unit 6 to use at home.**
 2. Ask them to watch the videos often and to practice speaking English aloud for one hour per day or until they master the SCENE and VOCABULARY sections.
 3. Encourage students to understand the sections of the videos before focusing on the exercises in the workbook.

Week 17 meeting of the class:

- 6-H. Play the SCENE (6-S) section.
1. Freeze the video on each of the blue triangles, numbered 1 through 30. The corresponding questions are listed in the workbook on pages 30-32. Example: Freeze the video on blue triangle 1, and ask the first question. You may require short answers such as: "Yes, he is. No, he isn't. Yes, they do. No, they don't."
 2. Ask additional questions to practice short answers with *Do/Does* and *Is/Are*. Examples: On triangle 15, "Is she taking a picture of them? Do you take pictures of your family?" Freeze on triangle 18, "Is the man smoking? Do you smoke? Is he waiting for a bus? Do you take the bus?" Freeze on triangle 25, "Is she listening to her husband? Do you listen to the radio?"
- 6-I. You may go through the questions orally again and require complete sentences in the answers.
- 6-J. Play the SCENE (6-S) section again with workbooks open to pages 30-32 (QUESTIONS).
1. Have students answer questions orally first, then have them write the answers in their books. You may ask certain students to write the answers on the board while others are checking their answers in their workbooks. Suggested answers to these questions are in the "Welcome to *In English*, Volume 2" packet.
- 6-K. Lead the students in exercises based on the first three sections of the STRUCTURE section in the workbook on pages 33-34. They should be able to answer these questions. Examples:
1. Do you drink milk? Yes, I do. / No, I don't.
 2. Are you drinking milk now? Yes, I am. No, I'm not.
 3. Is your class starting right now? Yes, it is. No, it isn't.
 4. Does your class start at 8 A.M.? Yes, it does. / No, it doesn't.

Teaching ESL with *In English*
and
Lending Videos to Students

Unit 6

5. Use the examples written in sections 4, 5 and 6 of the STRUCTURE section of the workbook on pages 34 and 35 for oral exercises.
 - a) For the “commands” in section 4, ask students to do and not to do certain activities. Examples: “Open your books! Don’t open your books! Close the door! Don’t close the door!”
 - b) In section 5, ask “Do you want a new car? Does your friend want a new car? Who do you want to buy you a new car?”
 - c) In section 6, ask “Are you getting angry? Are you getting hungry? Is it getting hot in here?”

6-L. Homework:

1. Ask students to review VOCABULARY at home until they know the words in Unit 6.
2. Ask students to review the SCENE section on the video. Tell them to freeze on the questions and correct the answers that they may have written during class.
3. Ask students to listen to the SCENE section of the video as many times as needed to fully understand it.
4. Ask students to ask and answer the QUESTIONS on pages 30-32 aloud at first with a member of their family or a friend. After that, ask them to write the answers in their workbooks (if they haven’t already) or on a separate sheet of paper at home.
5. Ask students to read and study STRUCTURE, pages 33-37.
6. Remind students to study for one hour per day at home.
7. Be sure that each student has video #14, Unit 6 to use at home.

Teaching ESL with *In English* and Lending Videos to Students

Unit 6

Week 18 meeting of the class:

- 6-M. Engage the students in exercises using the video of Unit 6.
1. Play the SCENE (6-S) section while students' books are open to QUESTIONS on pages 30-32. Students will be able to read the answers to the questions they wrote during the previous exercises. You may freeze the video from time to time and ask the students questions.
 2. Play the VOCABULARY section (6-V) on the video, while students' workbooks are open to pages 28 and 29. Have the students listen and repeat. Freeze the video occasionally and ask Yes/No questions, using Do / Does. Also ask questions using What, Where, When, Who, Why, Whose, Which, How many, How much and How. Also ask questions using *Is/Are + verb + ing*.
 3. Review the STRUCTURE section on pages 33-37. Extend each exercise by asking Where, What, When, Who, Why, Whose, Which, How much, How many and How questions using new verbs in Unit 6 VOCABULARY list, page 28. Emphasize sections 7 through 10, on pages 35-37. Remind students that the important points are in **bold**.
 4. Play the PRONUNCIATION section (6-P) of the video with the student workbooks closed. Ask students to listen and repeat each word. Urge students to practice their pronunciation at home using the video.
- 6-N. Turn to the WRITING exercises on pages 38 and 39 of the workbook. Have students write the questions and answers. Refer to the "Welcome to In English, Volume 2" packet for suggested answers.
- 6-O. Play the DIALOG section (6-D) of the video all the way through with the students' workbooks closed.
1. Ask students to open their workbooks to pages 40-43. Then play the DIALOG again.
 2. Have students role play (read) the DIALOG in pairs.
 3. You may want students to act out the DIALOG in front of class.
 4. Expand on the DIALOG by asking the students questions about Richard. Examples: "Why is Richard smoking? Why is he nervous? What do you do when you are nervous? Are you nervous now? Who makes you nervous?"
- 6-P. Have students turn to the EVALUATION section, page 48. Dictate the seven paragraphs to them. Read each sentence three times and ask students to fill in the missing words in their books.
1. "Correct" each paragraph by listening to the SCENE section (6-S) of the video paragraph by paragraph. After you have dictated paragraph one, play paragraph one on the video. This technique allows students to read along and correct their work while having the visual cues available on the video.

Teaching ESL with *In English*
and
Lending Videos to Students

Unit 6

- 6-Q. Ask students to open to pages 44-47, CONVERSATION section of the workbook. Ask a few students questions 1 through 11. Then have students in pairs ask each other all 27 questions. Circulate, helping students with pronunciation, answering questions, and evaluating student progress.
- 6-R. **Homework:** Help students prepare for the Unit 6 TEST.
1. Ask students to study the STRUCTURE exercises on pages 33-37. Again, let them know that the **bold** word is the grammatical point for them to learn.
 2. Tell them to listen and repeat during the PRONUNCIATION section.
 3. Have them practice reading all parts of the DIALOG on pages 40-43. Tell them to find a partner with whom they can role play the parts of the DIALOG.
 4. Have students complete the EVALUATION on pages 48-50 at home and bring it to class.
 5. Ask them to correct their own work on the WRITING section on pages 38 and 39.
 6. Remind students to study one hour per day.
- 6-S. Be sure that each student has video #14, Unit 6 to use at home.

(Please see Unit 7 for Week 19 activities, which include the completion of Unit 6.)

Teaching ESL with *In English* and Lending Videos to Students

Unit 7

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Week 19 meeting of the class:

- 6-T. Complete Unit 6.
 - 1. Ask students to role play the DIALOG by reading from the workbook on pages 40-43.
 - 2. Review and evaluate the WRITING exercises on pages 38 and 39.
 - 3. Check the EVALUATION section on pages 48-50 by playing the SCENE. Circulate to see that all students have filled in the blanks correctly.
 - 4. Practice each section of the STRUCTURE exercises on pages 33-37 in final preparation for the TEST.
 - a) Emphasize the **bold** points.
 - b) Ask additional questions using the same information.
 - 5. Give students the Unit 6 TEST on pages 59-65. If you notice that students have already completed the test in their workbooks, ask them to do it again on a fresh copy from the pages of your licensed master.

- 7-A. Assign students Unit 7. (Video #15)

Teaching ESL with *In English* and Lending Videos to Students

Unit 7

Video #15, Unit 7 consists of:

- SCENE (7-S), pages 1-4 in the Volume 3 workbook
- VOCABULARY (7-V), pages 5-7 in workbook
- DIALOG (7-D), pages 22-26 in workbook
- PRONUNCIATION (7-P), pages 5-7

Provide your students a workbook or a copy of Unit 7 from your licensed master. The unit also consists of reading and writing exercises in the Volume 3 workbook. They include QUESTIONS (pages 8-10), STRUCTURE (pages 11-19), WRITING (pages 20-21), CONVERSATION (pages 27-30), EVALUATION (pages 31-35) and the Unit 7 TEST on pages 75-81.

- 7-B. Introduce the video format contained in the Unit 7 video.
1. Play the SCENE section (7-S) all the way through. Do not stop to ask questions at this point. The students are getting the big picture
 2. Play the VOCABULARY section (7-V) all the way through.
 3. Show the students the connection between the words in the VOCABULARY section and their context in the SCENE section. Assure your students that they will learn the material as they repeat the videos many times over the next few weeks.
 4. Show the students that Unit 7 contains the four video sections: SCENE, VOCABULARY, DIALOG and PRONUNCIATION.
- 7-C. Review the use of verbs in the present continuous. Example: I am asking you a question now. What are you doing right now?
- 7-D. Return the video to the SCENE section (7-S). Show students the blue triangles and the numbers in the QUESTIONS section of the workbook.
1. Show them how to ask the questions of each other and find the answers on the video and in the workbook.
- 7-E. Ask additional questions about the videos:
1. Examples: “Is there any fish at the market? Yes, there is. What is the man behind the counter doing? What is the man pulling? What is in the bag?”
 2. Then ask related questions. “Do you ever eat at a cafeteria? What do you usually order? Do you ever go to a library?”
 3. Then ask questions about students’ activities. Do you use an automatic teller? How often do you use an automatic teller? What are you doing right now? How often do you come here?
- 7-F. Emphasize difference between forming questions using *Do/Does* and forming questions using the verb *to be* + verb + *ing* (present continuous). Example: “Do

Teaching ESL with *In English*
and
Lending Videos to Students

Unit 7

you eat breakfast at home? Yes, I do. No, I don't. Are you eating breakfast now? Yes, I am. No, I'm not."

Teaching ESL with *In English* and Lending Videos to Students

Unit 7

7-G. Homework:

1. **Have students check in the videos they borrowed last week. Check out to each student video #15, Unit 7 to use at home.**
2. Ask them to watch the videos often and to practice speaking English aloud for one hour per day or until they master the SCENE and VOCABULARY sections.
3. Encourage students to understand the sections of the videos before focusing on the exercises in the workbook.

Week 20 meeting of the class:

7-H. Play the SCENE (7-S) section.

1. Freeze the video on each of the blue triangles, numbered 1 through 30. The corresponding questions are listed in the workbook on pages 8-10. Example: Freeze the video on blue triangle 1, and ask the first question. You may require complete sentences for most of the answers.
2. Ask additional questions to practice short answers with *Do/Does* and *Is/Are*. Examples: On triangle 10, “Do you like apples? Do you eat an apple a day? Do you like avocados? What else do you do every day?” On triangle 27, “Do you use an automatic teller every day? Are you using one now?”

7-I. Play the SCENE (7-S) section again with workbooks open to pages 8-10 (QUESTIONS).

1. Have students answer questions orally first, then have them write the answers in their books. You may ask certain students to write the answers on the board while others are checking their answers in their workbooks. Suggested answers to these questions are in the “Welcome to *In English*, Volume 3” packet.

7-J. Lead the students in exercises based on the first four sections of the STRUCTURE section in the workbook on pages 11-13. They should be able to answer these questions. Examples:

1. “Were you here yesterday? Yes, I was. No, I wasn’t.”
2. “Was your sister here last night? Yes, she was. No, she wasn’t.”
3. Are you going to be here tomorrow? Yes, I am. No, I’m not.
4. Is your brother going to be here tomorrow? Yes, he is. No, he isn’t.”

Teaching ESL with *In English* and Lending Videos to Students

Unit 7

- 7-K. Use the examples written in sections 5-9 of the STRUCTURE section of the workbook for oral exercises.
1. In section 5, ask: “What are some things people (you) need to do every day? You need to . . . “
 2. In section 6, ask: “Do you have time to go to a movie tonight? Do you have the money to go to San Francisco this weekend? Do you have enough time to study your English an hour every day? Do you have time to study more than that?”
 3. In section 7, ask: “Is there anything in your pocket? What? Do you have something on your shirt?”
 4. In section 8, ask: “How do you get to your place (house, apartment) from here? Give me directions.”
 5. For the commands in section 9, ask students to “Turn on the lights. Turn off the lights.”
- 7-L. **Homework:**
1. Ask students to review VOCABULARY at home until they know the words in Unit 7.
 2. Ask students to review the SCENE section on the video. Tell them to freeze on the questions and correct the answers that they may have written during class.
 3. Ask students to listen to the SCENE section of the video as many times as needed to fully understand it.
 4. Ask students to ask and answer the QUESTIONS on pages 8-10 aloud at first with a member of their family or a friend. After that, ask them to write the answers in their workbooks (if they haven’t already) or on a separate sheet of paper at home.
 5. Ask students to read and study STRUCTURE, pages 11-19.
 6. Remind students to study for one hour per day at home.

Week 21 meeting of the class:

- 7-M. Engage the students in exercises using the video of Unit 7.
1. Play the SCENE (7-S) section while students’ books are open to QUESTIONS on pages 8-10. Students will be able to read the answers to the questions they wrote during the previous exercises. You may freeze the video from time to time and ask the students questions.

Teaching ESL with *In English* and Lending Videos to Students

Unit 7

2. Play the VOCABULARY section (7-V) on the video, while students' workbooks are open to pages 5-7. Have the students listen and repeat. Freeze the video occasionally and ask Yes/No questions, using Do / Does. Also ask What, Where, When, Who, Whose, How, How much, How many, How far, How long and How often questions. Also, ask questions using *Was/Were*.
3. Review the STRUCTURE section on pages 11-19. Extend each exercise by asking Where, What, When, Who, Whose, How, How much, How many, How far, How long, How often, and Do you mind questions using new verbs in Unit 7 VOCABULARY list, page 5. Emphasize sections 10-17.
4. Play the PRONUNCIATION section (7-P) of the video with the student workbooks closed. Ask students to listen and repeat each word. Urge students to practice their pronunciation at home using the video.
- 7-N. Turn to the WRITING exercises on pages 20 and 21 of the workbook. Have students write the questions and answers. Refer to the "Welcome to In English, Volume 3" packet for suggested answers.
- 7-O. Play the DIALOG section (7-D) of the video all the way through with the students' workbooks closed.
 1. Ask students to open their workbooks to pages 22-26. Then play the DIALOG again.
 2. Have students role play (read) the DIALOG in pairs.
 3. You may want students to act out the DIALOG in front of class.
 4. Expand on the DIALOG by asking the students questions using the Expressions from the end of the VOCABULARY list on page 7. Have students ask each other questions using these expressions, making their own conversations. Examples: "How often do you go shopping? Why? Do you mind if I smoke? Do you mind if I eat in class? Do you mind if I sleep in class?"
- 7-P. Have students turn to the EVALUATION section, page 31. Dictate the five paragraphs to them. Read each sentence three times and ask students to fill in the missing words in their books.
 1. "Correct" each paragraph by listening to the SCENE section (7-S) of the video paragraph by paragraph. After you have dictated paragraph one, play paragraph one on the video. This technique allows students to read along and correct their work while having the visual cues available on the video.

Teaching ESL with *In English*
and
Lending Videos to Students

Unit 7

- 7-Q. Ask students to open to pages 27-30, CONVERSATION section of the workbook. Ask a few students questions 1 through 15. Then have students in pairs ask each other all 30 questions. Circulate, helping students with pronunciation, answering questions, and evaluating student progress.
- 7-R. **Homework:** Help students prepare for your Unit 7 TEST.
1. Ask students to study the STRUCTURE exercises on pages 11-19. Let them know that the **bold** word is the grammatical point for them to learn.
 2. Tell them to listen and repeat during the PRONUNCIATION section.
 3. Have them practice reading all parts of the DIALOG on pages 22-26. Tell them to find a partner with whom they can role play the parts of the DIALOG.
 4. Have students complete the EVALUATION on pages 31-35 at home and bring it to class.
 5. Ask them to correct their own work on the WRITING section on pages 20-21.
 6. Remind students to study one hour per day.
- 7-S. Be sure that each student has video #15, Unit 7 to use at home.

(Please see Unit 8 for Week 22 activities, which include the completion of Unit 7.)

Teaching ESL with *In English* and Lending Videos to Students

Unit 8

The videos of the *In English* program are available on videocassette, CD-ROM or DVD. Because the video content is the same on each format, this guide may be used with any of them.

This guide is based on one 3-hour class per week. The sequence of activities and assignments in this guide can be easily adjusted to more frequent classes. We also have a guide for distance learning programs in which students meet individually with an instructor for 20 minutes per week. It is available for download from our website:

(www.videolanguage.com/esl.corner.resource.html), click on "Distance Learning Manual."

One of the keys to success that the *In English* series provides is greater time on task for the learner. Viewing the video at home is an enormous benefit. Learners will make rapid progress in reading, writing, listening and speaking skills if they spend the recommended time to master the video lessons and workbook exercises.

During class meetings, give students positive reinforcement for their progress, and urge them to practice their English aloud with family members for at least one hour per day.

Week 22 meeting of the class:

- 7-S. Complete Unit 7.
1. Ask students to role play the DIALOG by reading from the workbook on pages 22-26.
 2. Review and evaluate the WRITING exercises on pages 20 and 21.
 3. Check the EVALUATION section on pages 31-35 by playing the SCENE. Circulate to see that all students have filled in the blanks correctly.
 4. Briefly practice each section of the STRUCTURE exercises on pages 11-19 in final preparation for the TEST.
 - a) Emphasize the **bold** points.
 - b) Ask additional questions using the same information.
 5. Give students the Unit 7 TEST on pages 75-81. If you notice that students have already completed the test in their workbooks, ask them to do it again on a fresh copy from the pages of your licensed master.

8-A. Assign students Unit 8. (Video #16)

Teaching ESL with *In English* and Lending Videos to Students

Unit 8

Video #16, Unit 8 consists of:

- SCENE (8-S), pages 37-40 in Volume 3 workbook
- VOCABULARY (8-V), pages 41 and 42 in workbook
- DIALOG (8-D), pages 59-64 in workbook
- PRONUNCIATION (8-P), pages 41 and 42

Provide your students a workbook or a copy of Unit 8 from your licensed master. The unit also consists of reading and writing exercises in the Volume 3 workbook. They include QUESTIONS (pages 43-46), STRUCTURE (pages 47-55), WRITING (pages 56-58), CONVERSATION (pages 65-68), EVALUATION (pages 69-73) and the Unit 8 TEST on pages 83-89.

- 8-B. At the first class meeting for Unit 8, introduce the video format contained in the Unit 8 video.
1. Play the SCENE section (8-S) all the way through. Do not stop to ask questions at this point. The students are getting the big picture
 2. Play the VOCABULARY section (8-V) all the way through.
 3. Show the students the connection between the words in the VOCABULARY section and their context in the SCENE section. Assure your students that they will learn the material as they repeat the videos many times over the next few weeks.
 4. Show the students that Unit 8 contains the four video sections: SCENE, VOCABULARY, DIALOG and PRONUNCIATION.
- 8-C. Review the verb *to be* in the past tense (Was/Were).
- 8-D. Return the video to the SCENE section (8-S). Show students the blue triangles and the numbers in the QUESTIONS section of the workbook.
1. Show them how to ask the questions of each other and find the answers on the video and in the workbook.
- 8-E. Ask additional questions about the videos:
1. Example: “Why are they wearing shorts? Because it is hot. Is it hot today?”
 2. Then ask related questions: “Do you ever wear shorts? Where do you wear them?”
 3. Then ask questions about students’ activities. “Do you ever play baseball? How often do you go to the grocery store? Do you ever go to the mountains? Do you ever go to the park?”
- 8-F. Emphasize the difference between forming questions using *Do/Does* and forming questions using the verb *to be* in the past (*was/were*). Example: “Do you go to the park every Saturday? Yes, I do. No, I don’t. Were you at the park yesterday? Yes, I was. No, I wasn’t.”

Teaching ESL with *In English*
and
Lending Videos to Students

Unit 8

8-G. Homework:

1. **Have students check in the videos they borrowed last week. Check out to each student video #16, Unit 8 to use at home.**
2. Ask them to watch the videos often and to practice speaking English aloud for one hour per day or until they master the SCENE and VOCABULARY sections.
3. Encourage students to understand the sections of the videos before focusing on the exercises in the workbook.

Week 23 meeting of the class:

8-H. Play the SCENE (8-S) section.

1. Freeze the video on each of the blue triangles, numbered 1 through 37. The corresponding questions are listed in the workbook on pages 43-46. Example: Freeze the video on blue triangle 1, and ask the first question. You may require complete sentences for most of the answers the first time through.
2. Ask additional questions to practice making complete sentences. Example: On triangle 10, “What do people do in the park? What do you do in the park? Do you play baseball? Did you play baseball yesterday?”

8-I. Play the SCENE (8-S) section again with workbooks open to pages 43-46 (QUESTIONS).

1. Have students answer questions orally first, then have them write the answers in their books. You may ask certain students to write the answers on the board while others are checking their answers in their workbooks. Suggested answers to these questions are in the “Welcome to *In English*, Volume 3” packet.

8-J. Lead the students in exercises based on the first four sections of the STRUCTURE section in the workbook on pages 47 and 48. They should be able to answer these questions. Examples:

1. Do you listen to the radio every day? Yes, I do. / No, I don't.
2. Are you listening to the radio now? Yes, I am. No, I'm not.
3. Did you listen to the radio last night? Yes, I did. No, I didn't.
4. Are you going to listen to the radio tomorrow? Yes, I am. No, I'm not.

Teaching ESL with *In English* and Lending Videos to Students

Unit 8

- 8-K. Use the examples written in sections 5 and 6 of the STRUCTURE section of the workbook for oral exercises.
1. In section 5, ask: “What did you watch on TV last night? Who did you help yesterday? What did you decide to do last night? Who did you invite to dinner last month?”
 2. In section 6, ask: “Where did you go last Friday night? Who came to your house last weekend? Where did you put your car keys last night?”
- 8-L. **Homework:**
1. Ask students to review VOCABULARY at home until they know the words in Unit 8.
 2. Ask students to review the SCENE section on the video. Tell them to freeze on the questions and correct the answers that they may have written during class.
 3. Ask students to listen to the SCENE section of the video as many times as needed to fully understand it.
 4. Ask students to ask and answer the QUESTIONS on pages 43-46 aloud at first with a member of their family or a friend. After that, ask them to write the answers in their workbooks (if they haven’t already) or on a separate sheet of paper at home.
 5. Ask students to read and study STRUCTURE, pages 47-55.
 6. Remind students to study for one hour per day at home.

Week 24 meeting of the class:

- 8-M. Engage the students in exercises using the video of Unit 8.
1. Play the SCENE (8-S) section while students’ books are open to QUESTIONS on pages 43-46. Students will be able to read the answers to the questions they wrote during the previous exercises.
 2. Play the VOCABULARY section (8-V) on the video, while students’ workbooks are open to pages 41 and 42. Have the students listen and repeat.
 - a) Freeze the video occasionally and ask Yes/No questions, using *Do/Does* and *Was/Were*.
 - b) Ask What, Where, When, Who, Whose, How, How Much, How many, How far, How long, and How often questions.
 - c) When you get to the Basic words 9-14, ask questions comparing things to each other. Example: “Who is taller, Maria or Jose? Who is the tallest person in the class? Which is more expensive, your English book or your television? What is the most expensive car?”

Teaching ESL with *In English* and Lending Videos to Students

Unit 8

3. Review the STRUCTURE section on pages 47-55. Emphasize sections 7-13. Extend each exercise by asking Where, What, When, Who, Whose, How, How much, How many, How far, How long, and How often questions using the new verbs in Unit 8 VOCABULARY list, on page 41.
 - a) Extend the STRUCTURE section 14 by having students write the answer in their workbooks or copies from their licensed masters.
4. Play the PRONUNCIATION section (8-P) of the video with the student workbooks closed. Ask students to listen and repeat each word. Urge students to practice their pronunciation at home using the video.
- 8-N. Turn to the WRITING exercises on pages 56-58 of the workbook. Have students write the questions and answers. Refer to the “Welcome to In English, Volume 3” packet for suggested answers.
- 8-O. Play the DIALOG section (8-D) of the video all the way through with the students’ workbooks closed.
 1. Ask students to open their workbooks to pages 59-64. Then play the DIALOG again.
 2. Have students role play (read) the DIALOG, or parts of it, in pairs.
 3. You may want students to act out the DIALOG in front of class.
 4. Expand on the DIALOG by asking the students questions using the Expressions from the end of the VOCABULARY list on page 42. Have students ask each other questions using these expressions, making their own conversations. Examples: “What’s wrong? What’s the matter? That’s too bad. Do you want to talk about it?”
- 8-P. Have students turn to the EVALUATION section, page 69. Dictate the first six paragraphs to them. Read each sentence three times and ask students to fill in the missing words in their books.
 1. “Correct” each paragraph by listening to the SCENE section (8-S) of the video paragraph by paragraph. After you have dictated paragraph one, play paragraph one on the video. This technique allows students to read along and correct their work while having the visual cues available on the video.
- 8-Q. Ask students to open to pages 65-68, CONVERSATION section of the workbook. Ask students questions 1 through 14. Then have students in pairs ask each other all 29 questions. Circulate, helping students with pronunciation, answering questions, and evaluating student progress.

Teaching ESL with *In English*
and
Lending Videos to Students

Unit 8

- 8-R. **Homework:** Help students prepare for your Unit 8 TEST.
1. Ask students to study the STRUCTURE exercises on pages 47-55. Let them know that the **bold** word is the grammatical point for them to learn.
 2. Tell them to listen and repeat during the PRONUNCIATION section.
 3. Have them practice reading all parts of the DIALOG on pages 59-64. Tell them to find a partner with whom they can role play the parts of the DIALOG.
 4. Have students complete the EVALUATION on pages 69-73 at home and bring it to class.
 5. Ask them to correct their own work on the WRITING section on pages 56-58.
 6. Remind students to study one hour per day.
- 8-S. Be sure that each student has video #16, Unit 8 to use at home.

(Please see Unit 9 for Week 25 activities, which include the completion of Unit 8.)

Teaching ESL with *In English* and Lending Videos to Students

Unit 9

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This guide is based on one 3-hour class per week. The sequence of activities and assignments in this guide can be easily adjusted to more frequent classes. We also have a guide for distance learning programs in which students meet individually with an instructor for 20 minutes per week. It is available for download from our website:

(www.videolanguage.com/esl.corner.resource.html), click on "Distance Learning Manual."

One of the keys to success that the *In English* series provides is greater time on task for the learner. Viewing the video at home is an enormous benefit. Learners will make rapid progress in reading, writing, listening and speaking skills if they spend the recommended time to master the video lessons and workbook exercises.

During class meetings, give students positive reinforcement for their progress, and urge them to practice their English aloud with family members for at least one hour per day.

Week 25 meeting of the class:

- 8-S. Complete Unit 8.
 - 1. Ask students to role play the DIALOG by reading from the workbook on pages 59-64.
 - 2. Review and evaluate the WRITING exercises on pages 56-58.
 - 3. Check the EVALUATION section on pages 69-73 by playing the SCENE. Circulate to see that all students have filled in the blanks correctly.
 - 4. Briefly practice each section of the STRUCTURE exercises on pages 47-55 in final preparation for the TEST.
 - a) Emphasize the **bold** points.
 - b) Ask additional questions using the same information.
 - 5. Give students the Unit 8 TEST on pages 83-89. If you notice that students have already completed the test in their workbooks, ask them to do it again on a fresh copy from the pages of your licensed master.

- 9-A. Assign students Unit 9. (Video #17)

Teaching ESL with *In English* and Lending Videos to Students

Unit 9

Video #17, Unit 9 consists of:

- SCENE (9-S), pages 1-3 in the Volume 4 workbook
- VOCABULARY (9-V), pages 4-6 in workbook
- DIALOG (9-D), pages 20-27 in workbook
- PRONUNCIATION (9-P), pages 4-6.

Provide your students a workbook or a copy of Unit 9 from your licensed master. The unit also consists of reading and writing exercises in the Volume 4 workbook. They include QUESTIONS (pages 7-10), STRUCTURE (pages 11-16), WRITING (pages 17-19), CONVERSATION (pages 28-31), EVALUATION (pages 32-34) and the Unit 9 TEST on pages 75-81.

- 9-B. At the first class meeting for Unit 9, introduce the video format contained in the Unit 9 video.
1. Play the SCENE section (9-S) all the way through. Do not stop to ask questions at this point. The students are getting the big picture
 2. Play the VOCABULARY section (9-V) all the way through.
 3. Show the students the connection between the words in the VOCABULARY section and their context in the SCENE section. Assure your students that they will learn the material as they repeat the videos many times over the next few weeks.
- 9-C. Review a few verbs from Unit 8, asking questions in the past tense using Did. Examples: “Did you study English last night?”
1. Also ask some questions in the future tense. Example: “Are you going to watch TV tonight?”
- 9-D. Return the video to the SCENE section (9-S). Show students the blue triangles and the numbers in the QUESTIONS section of the workbook.
1. Tell them to ask the questions of each other and find the answers on the video and in the workbook.
- 9-E. Ask additional questions about the videos:
1. Example: “Do you ever go to the movies? Did you go to the movies last night?”
 2. Then ask related questions about students’ activities: “What did you see at the movies? What do you do on weekends? How often do you go to the movies?”

Teaching ESL with *In English* and Lending Videos to Students

Unit 9

- 9-F. Emphasize the difference between forming questions using Do/Does and forming questions using Did. Example: “Do you go to the movies every weekend? Yes, I do. No, I don’t. Did you go to the movies last weekend? Yes, I did. No, I didn’t. Do you watch your English video every day? Yes, I do. No, I don’t. Did you watch your video yesterday? Yes, I did. No, I didn’t.”
- 9-G. **Homework:**
1. **Have students check in the videos they borrowed last week. Check out to each student video #17, Unit 9 to use at home.**
 2. Ask them to watch the videos often and practice speaking English aloud for one hour per day or until they master the SCENE and VOCABULARY sections.
 3. Encourage students to understand the sections of the videos before focusing on the exercises in the workbook.

Week 26 meeting of the class:

- 9-H. Play the SCENE (9-S) section.
1. Freeze the video on each of the blue triangles, numbered 1 through 37. The corresponding questions are listed in the workbook, pages 7-10. Example: Freeze the video on blue triangle 1, and ask the first question. Require your students to answer using complete sentences.
 2. Ask additional questions to practice making complete sentences. Example: On triangle 16, ask: “Would you like to have dinner at this restaurant? Where are you going to have dinner tonight?”
- 9-I. Play the SCENE (9-S) again with workbooks open to pages 7-10 (QUESTIONS).
1. Have students answer questions orally first, then have them write the answers in their books. You may ask certain students to write the answers on the board while others are checking their answers in their workbooks. Suggested answers to these questions are in the “Welcome to *In English*, Volume 4” packet.
- 9-J. Lead the students in exercises based on the first three sections of the STRUCTURE section in the workbook on pages 11 and 12. They should be able to answer these questions. Examples:
1. Do you work every weekday? Yes, I do. No, I don’t.
 2. Are you working right now? Yes, I am. No, I’m not.
 3. Did you work yesterday? Yes, I did. No, I didn’t.
 4. Are you going to work tomorrow? Yes, I will. No, I won’t.
 5. Will you work tomorrow? Yes, I will. No, I won’t.

Teaching ESL with *In English* and Lending Videos to Students

Unit 9

- 9-K. Use the examples written in sections 4, 5 and 6 of the STRUCTURE section of the workbook for oral exercises.
1. In section 4, ask: “Do you know how to cook? Do you know how to drive? What do you know how to do well?”
 2. In section 5 and 6, ask: “Can you swim? Can you play baseball? Can you speak English?”
- 9-L. **Homework:**
1. Ask students to review VOCABULARY at home until they know the words in Unit 9.
 2. Ask students to review the SCENE section on the video. Tell them to freeze on the questions and correct the answers that they may have written during class.
 3. Ask students to listen to the SCENE section of the video as many times as needed to fully understand it.
 4. Ask students to ask and answer the QUESTIONS on pages 7-10 aloud at first with a member of their family or a friend. After that, ask them to write the answers in their workbooks (if they haven’t already) or on a separate sheet of paper at home.
 5. Ask students to read and study STRUCTURE, pages 11-16.
 6. Remind students to study for one hour per day at home.

Week 27 meeting of the class:

- 9-M. Engage the students in exercises using the video of Unit 9.
1. Play the SCENE (9-S) section while students’ books are open to QUESTIONS on pages 7-10. Students will be able to read the answers to the questions they wrote during the previous exercises.
 2. Play the VOCABULARY section (9-V) on the video, while students’ workbooks are open to pages 4-6. Have the students listen and repeat.
 - a) Freeze the video occasionally and ask Yes/No questions using Did, Can and Will.
 - b) Ask What, Where, When, Who, Whose, How, how much, How many, How far, How long and How often questions using Did. Examples: “What did you do? How far did you walk?”
 - c) When you get to the Basic words 5 and 6, ask questions comparing things to each other. Examples: “Is English different than Spanish? Is English more difficult than Spanish? Is your home town bigger than Los Angeles? How is your home town different from this town?”
 3. Review the STRUCTURE section on pages 11-16. Emphasize sections 7-13.

Teaching ESL with *In English* and Lending Videos to Students

Unit 9

- a) Extend each exercise by asking questions that will get students to answer what the sections emphasize in **bold**.
- 4. Play the PRONUNCIATION section (9-P) of the video with the student workbooks closed. Ask students to listen and repeat each word. Urge students to practice their pronunciation at home using the video.
- 9-N. Turn to the WRITING exercises on pages 17-19 of the workbook. Have students write the questions and answers. Refer to the “Welcome to In English, Volume 4” packet for suggested answers.
- 9-O. Play the DIALOG section (9-D) of the video all the way through with the students’ workbooks closed.
 - 1. Ask students to open their workbooks to pages 20-27. Then play the DIALOG again.
 - 2. Have students role play (read) the DIALOG, or parts of it, in pairs.
 - 3. You may want students to act out the DIALOG or parts of it in front of the class.
 - 4. Expand on the DIALOG by asking the students questions using the Expressions from the end of the VOCABULARY list on page 6. Have students ask each other questions using these expressions, making their own conversations. Examples: “What are you suppose to do in class? What are you suppose to do at home to study for the next class? Do you care what other people think of you? Does it matter if you don’t watch the videos? What difference does it make?”
- 9-P. Have students turn to the EVALUATION section, page 32. Dictate the first six paragraphs to them. Read each sentence three times and ask students to fill in the missing words in their books.
 - 1. “Correct” each paragraph by listening to the SCENE section (9-S) of the video paragraph by paragraph. After you have dictated paragraph one, play paragraph one on the video. This technique allows students to read along and correct their work while having the visual cues available on the video.
- 9-Q. Ask students to open to pages 28-31, CONVERSATION section of the workbook. Ask students questions 1-12. Then have students in pairs ask each other all 28 questions. Circulate, helping students with pronunciation, answering questions, and evaluating student progress.
- 9-R. **Homework:** Help students prepare for your Unit 9 TEST.
 - 1. Ask students to study the STRUCTURE exercises on pages 11-16. Remind them that the **bold** word is the grammatical point for them to learn.
 - 2. Tell them to listen and repeat during the PRONUNCIATION section.
 - 3. Have them practice reading all parts of the DIALOG on pages 20-27. Tell them to find a partner with whom they can role play the parts of the DIALOG.

Teaching ESL with *In English*
and
Lending Videos to Students

Unit 9

4. Have students complete the EVALUATION on pages 32-34 at home and bring it to class.
5. Ask them to correct their own work on the WRITING section on pages 17-19.
6. Remind students to study one hour per day.
7. Be sure that each student has video #17, Unit 9 to use at home.

(Please see Unit 10 for Week 28 activities, which include the completion of Unit 9.)

Teaching ESL with *In English* and Lending Videos to Students

Unit 10

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During class meetings, give students positive reinforcement for their progress, and urge them to practice their English aloud with family members for at least one hour per day.

Week 28 meeting of the class:

9-S. Complete Unit 9.

1. Ask students to role play the DIALOG by reading from the workbook on pages 20-27.
2. Review and evaluate the WRITING exercises on pages 17-19.
3. Check the EVALUATION section on pages 32-34 by playing the SCENE. Circulate to see that all students have filled in the blanks correctly.
4. Briefly practice each section of the STRUCTURE exercises on pages 11-16 in final preparation for the TEST.
 - a) Emphasize the **bold** points.
 - b) Ask additional questions using the same information.
5. Give students the Unit 9 TEST on pages 75-81. If you notice that students have already completed the test in their workbooks, ask them to do it again on a fresh copy from the pages of your licensed master.

10-A. Assign students Unit 10. (Video #18)

Video #18, Unit 10 consists of:

- SCENE (10-S), pages 35-38 in the Volume 4 workbook
- VOCABULARY (10-V), pages 39-42 in workbook
- DIALOG (10-D), pages 59-64 in workbook
- PRONUNCIATION (10-P), pages 39-42 in workbook

Teaching ESL with *In English* and Lending Videos to Students

Unit 10

Provide your students a workbook or a copy of Unit 10 from your licensed master. The unit also consists of reading and writing exercises in the Volume 4 workbook. They include QUESTIONS (pages 43-46), STRUCTURE (pages 47-55), WRITING (pages 56-58), CONVERSATION (pages 65-67), EVALUATION (pages 68-72) and the Unit 10 TEST on pages 83-90.

- 10-B. At the first class meeting for Unit 10, introduce the video format contained in the Unit 10 video.
1. Play the SCENE section (10-S) all the way through. Do not stop to ask questions at this point. The students are getting the big picture
 2. Play the VOCABULARY section (10-V) all the way through.
 3. Remind the students that the new words in the SCENE section and are presented in the VOCABULARY section. Assure your students that they will learn the material as they watch the videos many times over the next few weeks.
- 10-C. Review a few verbs from Unit 9, asking questions using *Did*, *Can* and *Will*.
Examples:
1. “Did you read your English book yesterday?”
 2. “Can you see without your glasses?”
 3. “Will you eat anything after class today?”
- 10-D. Return the video to the SCENE section (10-S). Show students the blue triangles and the numbers in the QUESTIONS section (pages 43-46) of the workbook.
1. Show them how to ask the questions of each other and find the answers on the video and in the workbook.
- 10-E. Ask additional questions about the videos:
1. Example: “How do you spell your name? How do you spell Sunset Boulevard?”
 2. Then ask related questions: “Are there any billboards on the street outside this classroom? What do they advertise?”
 3. Then ask questions about students’ likes and dislikes. Examples:
 - a) “Do you like the latest style in clothes?”
 - b) “Do you like rock music? What kind of music do you like?”
 - c) “Do you ever get food from vending machines?”
 - d) “Do you like fast food? What kind of food do you like?”

Teaching ESL with *In English*
and
Lending Videos to Students

Unit 10

- 10-F. Emphasize the difference between forming questions using *Did* and forming questions using *Can*. Examples:
1. “Did you speak English yesterday? Yes, I did. No, I didn’t. Can you speak English? Yes, I can. No, I can’t.”
 2. “Did you drive last night? Yes, I did. No, I didn’t. Can you drive? Yes, I can. No, I can’t.”
- 10-G. **Homework:**
1. **Have students check in the videos they borrowed last week. Check out to each student video #18, Unit 10 to use at home.**
 2. Ask them to watch the videos often and to practice speaking English aloud for one hour per day or until they master the SCENE and VOCABULARY sections.
 3. Encourage students to understand the sections of the videos before focusing on the exercises in the workbook.

Week 29 meeting of the class:

- 10-H. Play the SCENE (10-S) section.
1. Freeze the video on each of the blue triangles, numbered 1 through 32. The corresponding questions are listed in the workbook on pages 43-46. Example: Freeze the video on blue triangle 1, and ask the first question. Require your students to answer using complete sentences.
 2. Ask additional questions to practice making complete sentences. Example: On triangle 13, ask: “What is the speed limit on the street outside class?”
- 10-I. Play the SCENE (10-S) section again with workbooks open to pages 43-46 (QUESTIONS).
1. Have students answer questions orally first, then have them write the answers in their books. You may ask certain students to write the answers on the board while others are checking their answers in their workbooks. Suggested answers to these questions are in the “Welcome to *In English*, Volume 4” packet.

Teaching ESL with *In English* and Lending Videos to Students

Unit 10

- 10-J. Lead the students in exercises based on the first five sections of the STRUCTURE section in the workbook on pages 47-49. They should be able to answer these questions. Examples:
1. “Can you count all of the cars in your city? Yes, I can. No, I can’t.”
 2. “Should you smoke? No, I shouldn’t.”
 3. “Should you exercise? Yes, I should.”
 4. “Do you have to sleep? Yes, you do.” (It is necessary.)
 5. “Do you have to eat? Yes, you do.” (It is necessary.)
 6. “Do you have to play cards? No, you don’t?” (It isn’t necessary.)
- 10-K. Use the examples written in sections 6-9 of the STRUCTURE section of the workbook for oral exercises.
1. In section 6, ask: “Whose book is that? Whose class is this?”
 2. In section 7, ask: “Is your car the same as hers (his)? Is his car different from yours?”
 3. In section 8, ask: “Is your book as big as hers (his, mine)? Is that pen as expensive as this one?”
 4. In section 9, ask: “Do you have as many pieces of paper as the person next to you? Do you have as much money in your pocket as she (he) does?”
- 10-L. **Homework:**
1. Ask students to review VOCABULARY at home until they know the words in Unit 10.
 2. Ask students to review the SCENE section on the video. Tell them to freeze on the questions and correct the answers that they may have written during class.
 3. Ask students to listen to the SCENE section of the video as many times as needed to fully understand it.
 4. Ask students to ask and answer the QUESTIONS on pages 43-46 aloud at first with a member of their family or a friend. After that, ask them to write the answers in their workbooks (if they haven’t already) or on a separate sheet of paper at home.
 5. Ask students to read and study STRUCTURE, pages 47-55.
 6. Remind students to study for one hour per day at home.

Teaching ESL with *In English*
and
Lending Videos to Students
Unit 10

Week 30 meeting of the class:

- 10-M. Engage the students in exercises using the video of Unit 10.
1. Play the SCENE (10-S) section while students' books are open to QUESTIONS on pages 43-46. Have students ask and answer the questions with each other while you freeze the video on each blue triangle.
 2. Play the VOCABULARY section (10-V) on the video, while students' workbooks are open to pages 39-42. Have the students listen and repeat.
 - a) Freeze the video occasionally and ask Yes/No questions using *Did, Can, Will, Should* and *Do you have to*.
 - b) Ask What, Where, When, Who, Whose, How, How Much, How many, How far, How long and How often questions using *Can* and *Should*.
 - c) When you get to the Basic words 6, 7 and 8, ask questions comparing things to each other. Examples:
 - (1) "Is your home town like this city?"
 - (2) "Is your car similar to her (his) car?"
 - (3) "Is your present job as good as your old job, or is it better?"
 - (4) "Do you have as much free time now as you had two years ago?"
 3. Review the STRUCTURE section on pages 47-55. Emphasize sections 10-16. Extend each exercise by asking questions that will get students to answer what the sections emphasize in **bold**.
 - a) Extend the STRUCTURE section 10 by having students write the answer in their workbooks or copies from their licensed masters.
 4. Play the PRONUNCIATION section (10-P) of the video with the student workbooks closed. Ask students to listen and repeat each word. Urge students to practice their pronunciation at home using the video.
- 10-N. Turn to the WRITING exercises on pages 56-58 of the workbook. Have students write the questions and answers. Refer to the "Welcome to In English, Volume 4" packet for suggested answers.
- 10-O. Play the DIALOG section (10-D) of the video all the way through with the students' workbooks closed.
- 10-P. Ask students to open their workbooks to pages 59-64. Then play the DIALOG again.
1. Have students role play (read) the DIALOG, or parts of it, in pairs.
 2. You may want students to act out the DIALOG or parts of it in front of the class.

Teaching ESL with *In English* and Lending Videos to Students

Unit 10

3. Expand on the DIALOG by asking the students questions using the expressions from the end of the vocabulary list on page 42. Have students ask each other questions using these expressions, making their own conversations. Examples: "I'm not sure that I can study an hour a day. Does it really matter? When are we going to be through with this class? Is it really up to me if I learn English? Should I study for the fun of it? I'm not quite ready."
- 10-Q. Have students turn to the EVALUATION section, page 68. Dictate the first six paragraphs to them. Read each sentence three times and ask students to fill in the missing words in their books.
 1. "Correct" each paragraph by listening to the SCENE section (10-S) of the video paragraph by paragraph. After you have dictated paragraph one, play paragraph one on the video. This technique allows students to read along and correct their work while having the visual cues available on the video.
- 10-R. Ask students to open to pages 65-67, CONVERSATION section of the workbook. Ask students questions 1-10. Then have students in pairs ask each other all 26 questions. Circulate, helping students with pronunciation, answering questions, and evaluating student progress.
- 10-S. **Homework:** Help students prepare for your Unit 10 TEST.
 1. Ask students to study the STRUCTURE exercises on pages 47-55. Remind them that the **bold** word is the grammatical point for them to learn.
 2. Tell them to listen and repeat during the PRONUNCIATION section.
 3. Have them practice reading all parts of the DIALOG on pages 59-64. Tell them to find a partner with whom they can role play the parts of the DIALOG.
 4. Have students complete the EVALUATION on pages 68-72 at home and bring it to class.
 5. Ask them to correct their own work on the WRITING section on pages 56-58.
 6. Remind students to study one hour per day.
 7. Be sure that each student has video #18, Unit 10 to use at home.

(Please see Unit 11 for Week 31 activities, which include the completion of Unit 10.)

Teaching ESL with *In English* and Lending Videos to Students

Unit 11

The videos of the *In English* program are available on videocassette, CD-ROM or DVD. Because the video content is the same on each format, this guide may be used with any of them.

This guide is based on one 3-hour class per week. The sequence of activities and assignments in this guide can be easily adjusted to more frequent classes. We also have a guide for distance learning programs in which students meet individually with an instructor for 20 minutes per week. It is available for download from our website:

(www.videolanguage.com/esl.corner.resource.html), click on "Distance Learning Manual."

One of the keys to success that the *In English* series provides is greater time on task for the learner. Viewing the video at home is an enormous benefit. Learners will make rapid progress in reading, writing, listening and speaking skills if they spend the recommended time to master the video lessons and workbook exercises.

During class meetings, give students positive reinforcement for their progress, and urge them to practice their English aloud with family members for at least one hour per day.

Week 31 meeting of the class:

- 10-S. Complete Unit 10.
1. Ask students to role play the DIALOG by reading from the workbook on pages 59-64.
 2. Review and evaluate the WRITING exercises on pages 56-58.
 3. Check the EVALUATION section on pages 68-72 by playing the SCENE. Circulate to see that all students have filled in the blanks correctly.
 4. Briefly practice each section of the STRUCTURE exercises on pages 47-55 in final preparation for the TEST.
 - a) Emphasize the **bold** points.
 - b) Ask additional questions using the same information.
 5. Give students the Unit 10 TEST on pages 83-90. If you notice that students have already completed the test in their workbooks, ask them to do it again on a fresh copy from the pages of your licensed master.

Assign students Unit 11. (Video #19)

Teaching ESL with *In English* and Lending Videos to Students

Unit 11

Video #19, Unit 11 consists of:

- SCENE (11-S), pages 1-3 in the Volume 5 workbook
- VOCABULARY (11-V), pages 4-7 in workbook
- DIALOG (11-D), pages 21-31 in workbook
- PRONUNCIATION (11-P), pages 4-7 in workbook.

Provide your students a workbook or a copy of Unit 11 from your licensed master. The unit also consists of reading and writing exercises in the Volume 5 workbook. They include QUESTIONS (pages 8 and 9), STRUCTURE (pages 10-17), WRITING (pages 18-20), CONVERSATION (pages 32-35), EVALUATION (pages 36-38) and the Unit 11 TEST on pages 77-82.

- 11-B. At the first class meeting for Unit 11, introduce the video format contained in the Unit 11 video.
1. Play the SCENE section (11-S) all the way through. Do not stop to ask questions at this point. The students are getting the big picture
 2. Play the VOCABULARY section (11-V) all the way through.
 3. Remind the students of the connection between the words in the VOCABULARY section and their context in the SCENE section. Assure your students that they will learn the material as they repeat the videos many times over the next few weeks.
 4. Show the students that Unit 11 contains the four video sections: SCENE, VOCABULARY, DIALOG and PRONUNCIATION.
- 11-C. Review a few verbs from Unit 10, asking questions using *Can, Should, Did, and Do you have to*. Examples:
1. “Can you spell telephone? Can you run a mile?”
 2. “Should you wear warm clothes in the winter?” Should you write to your family?”
 3. “Did you write anything in your book last night? Did you get enough sleep last night?”
 4. “Do you have to pay your rent this week? Do you have to telephone anyone before tomorrow?”
- 11-D. Return the video to the SCENE section (11-S). Show students the blue triangles and the numbers in the QUESTIONS section of the workbook.
1. Show them how to ask the questions of each other and find the answers on the video and in the workbook.

Teaching ESL with *In English*
and
Lending Videos to Students

Unit 11

- 11-E. Ask additional questions about the videos:
1. Example: “Are the streets around the class ever closed to traffic? Why?”
 2. Then ask related questions: “Are there any clothing stores near here? Are there any movie theaters near here?”
 3. Then ask questions about students’ activities:
 - a) “How often do you go shopping for clothes?”
 - b) “How often do you go grocery shopping? Where do you shop?”
 - c) “How are the prices there? Can you get good deals there?”
 - d) “Where can you find the best prices in town?”
 - e) “Should everyone shop there?”
 - f) “Why?”
- 11-F. Emphasize the difference between forming questions using *Should* and forming questions using *Have to*. Examples:
1. “Should you telephone your family from time to time? Yes, you should. Do you have to telephone your family? No, you don’t.”
 2. “Should you get 8 hours of sleep a night? Yes, you should. Do you have to get 8 hours of sleep a night? No, you don’t.”
- 11-G. **Homework:**
1. **Have students check in the videos they borrowed last week. Check out to each student video #19, Unit 11 to use at home.**
 2. Ask them to watch the videos often and to practice speaking English aloud for one hour per day or until they master the SCENE and VOCABULARY sections.
 3. Encourage students to understand the sections of the videos before focusing on the exercises in the workbook.

Teaching ESL with *In English*
and
Lending Videos to Students

Unit 11

Week 32 meeting of the class:

- 11-H. Play the SCENE (11-S) section.
1. Freeze the video on each of the blue triangles, numbered 1 through 20. The corresponding questions are listed in the workbook on pages 8 and 9. Example: Freeze the video on blue triangle 1, and ask the first question. Require your students to answer using complete sentences.
 2. Ask additional questions to practice making complete sentences. Example: On triangle 17, ask:
 - a) “How much of L.A. have we already seen on the videos so far?”
 - b) “Would you like to see more?”
 - c) “Have you ever been to L.A.?”
 - d) “Have you ever been to San Francisco?”
- 11-I. Play the SCENE (11-S) section again with workbooks open to pages 8 and 9 (QUESTIONS).
1. Have students answer questions orally first, then have them write the answers in their books. You may ask certain students to write the answers on the board while others are checking their answers in their workbooks. Suggested answers to these questions are in the “Welcome to *In English*, Volume 5” packet.
- 11-J. Lead the students in exercises based on the first six sections of the STRUCTURE section in the workbook on pages 10-12. They should be able to answer these questions. Examples:
1. “Have you lived in this town since 1997? Yes, I have. No, I haven’t.”
 2. “Were you here yesterday? Yes, I was. No, I wasn’t.”
 3. “How long have you been here today? I have been here since . . .”
 4. “How many minutes have you been here? I have been here for ...”
 5. “Have you talked to anyone in your family today? Yes, I have talked to my sister and mother. No, I haven’t talked to anyone in my family today.”
 6. “Have you studied your English since yesterday? Yes, I have. No, I haven’t.”
 7. “Have you watched TV today? Yes, I have. No, I haven’t.”

Teaching ESL with *In English* and Lending Videos to Students

Unit 11

11-K. Use the examples written in sections 7-10 of the STRUCTURE section of the workbook for oral exercises. Require your students to use complete sentences in their answers.

1. In section 7, ask:
 - a) “Have you studied English for more than 30 weeks?”
 - b) “Have you known the person next to you for more than 30 weeks?”
2. In section 8, ask:
 - a) “Have you watched your English videos more than twice this week?”
 - b) “Have you gone to the beach this year? How many times?”
 - c) “Have you seen more than one movie this year?”
 - d) “Have you seen any movies this month?”
3. In section 9, ask:
 - a) “How many times did you watch your English video last week?”
 - b) “How many times have you watched it this week?”
4. In section 10, ask:
 - a) “How many letters have you written this year?”
 - b) “How has the weather been this week so far?”
 - c) “How many times have you watched TV today?”
 - d) “Did you watch it in English?”

11-L. **Homework:**

1. Ask students to review VOCABULARY at home until they know the words in Unit 11.
2. Ask students to review the SCENE section on the video. Tell them to freeze on the questions and correct the answers that they may have written during class.
3. Ask students to listen to the SCENE section of the video as many times as needed to fully understand it.
4. Ask students to ask and answer the QUESTIONS on pages 8 and 9 aloud at first with a member of their family or a friend. After that, ask them to write the answers in their workbooks (if they haven't already) or on a separate sheet of paper at home.
5. Ask students to read and study STRUCTURE, pages 10-17.
6. Remind students to study for one hour per day at home.

Teaching ESL with *In English* and Lending Videos to Students

Unit 11

Week 33 meeting of the class:

- 11-M. Engage the students in exercises using the video of Unit 11.
1. Play the SCENE (11-S) section while students' books are open to QUESTIONS on pages 8 and 9. Have students ask and answer the questions with each other while you freeze the video on each blue triangle."
 2. Play the VOCABULARY section (11-V) on the video, while students' workbooks are open to pages 4-7. Have the students listen and repeat.
 - a) Freeze the video occasionally and ask Yes/No questions using *Did, Can, Should, Do you have to* and *Have you ever*.
 - b) Ask What, Where, When, Who, Whose, How, How Much, How many, How far, How long and How often questions with *Have you*. Example: "How many letters have you written this year?"
 - c) When you get to the Basic words 1-4, ask: "How long have you been in this class? Have you finished all of the lessons yet? Do you still need to study?"
 3. Review the STRUCTURE section on pages 10-17. Emphasize sections 11-15. Extend each exercise by asking questions that will get students to answer what the section emphasizes in **bold**.
 4. Play the PRONUNCIATION section (11-P) of the video with the student workbooks closed. Ask students to listen and repeat each word. Urge students to practice their pronunciation at home using the video.
- 11-N. Turn to the WRITING exercises on pages 18-20 of the workbook. Have students write the questions and answers. Refer to the "Welcome to In English, Volume 5" packet for suggested answers.
- 11-O. Play the DIALOG section (11-D) of the video all the way through with the students' workbooks closed.
1. Ask students to open their workbooks to pages 21-31. Then play the DIALOG again.
 2. Have students role play (read) the DIALOG, or parts of it, in pairs.
 3. You may want students to act out the DIALOG, or parts of it, in front of class.
 4. Expand on the DIALOG by asking the students questions using the expressions from the end of the vocabulary list on page 7. Have students ask each other questions using these expressions, making their own conversations. Examples:
 - a) "I got a good deal on my car. I can pay on time. I paid cash."
 - b) "What's going on? You seem sad."

Teaching ESL with *In English*
and
Lending Videos to Students

Unit 11

- 11-P. Have students turn to the EVALUATION section, page 36. Dictate the first six paragraphs to them. Read each sentence three times and ask students to fill in the missing words in their books.
1. “Correct” each paragraph by listening to the SCENE section (11-S) of the video paragraph by paragraph. After you have dictated paragraph one, play paragraph one on the video. This technique allows students to read along and correct their work while having the visual cues available on the video.
- 11-Q. Ask students to open to pages 32-35, CONVERSATION section of the workbook. Ask students questions 1 through 14. Then have students in pairs ask each other all 22 questions. Circulate, helping students with pronunciation, answering questions, and evaluating student progress.
- 11-R. **Homework:** Help students prepare for your Unit 11 TEST.
1. Ask students to study the STRUCTURE exercises on pages 10-17. Remind them that the **bold** word is the grammatical point for them to learn.
 2. Tell them to listen and repeat during the PRONUNCIATION section.
 3. Have them practice reading all parts of the DIALOG on pages 21-31. Tell them to find a partner with whom they can role play the parts of the DIALOG.
 4. Have students complete the EVALUATION on pages 36-38 at home and bring it to class.
 5. Ask them to correct their own work on the WRITING section on pages 18-20.
 6. Remind students to study one hour per day.
 7. Be sure that each student has video #19, Unit 11 to use at home..

(Please see Unit 12 for Week 34 activities, which include the completion of Unit 11.)

Teaching ESL with *In English* and Lending Videos to Students

Unit 12

The videos of the *In English* program are available on videocassette, CD-ROM or DVD. Because the video content is the same on each format, this guide may be used with any of them.

This guide is based on one 3-hour class per week. The sequence of activities and assignments in this guide can be easily adjusted to more frequent classes. We also have a guide for distance learning programs in which students meet individually with an instructor for 20 minutes per week. It is available for download from our website:

(www.videolanguage.com/esl.corner.resource.html), click on "Distance Learning Manual."

One of the keys to success that the *In English* series provides is greater time on task for the learner. Viewing the video at home is an enormous benefit. Learners will make rapid progress in reading, writing, listening and speaking skills if they spend the recommended time to master the video lessons and workbook exercises.

During class meetings, give students positive reinforcement for their progress, and urge them to practice their English aloud with family members for at least one hour per day.

Week 34 meeting of the class:

- 11-S. Complete Unit 11.
 1. Ask students to role play the DIALOG by reading from the workbook on pages 21-31.
 2. Review and evaluate the WRITING exercises on pages 18-20.
 3. Check the EVALUATION section on pages 36-38 by playing the SCENE. Circulate to see that all students have filled in the blanks correctly.
 4. Briefly practice each section of the STRUCTURE exercises on pages 10-17 in final preparation for the TEST.
 - a) Emphasize the **bold** points.
 - b) Ask additional questions using the same information.
 5. Give students the Unit 11 TEST on pages 77-82. If you notice that students have already completed the test in their workbooks, ask them to do it again on a fresh copy from the pages of your licensed master.

Teaching ESL with *In English* and Lending Videos to Students

Unit 12

12-A. Assign students Unit 12. (Video #20)

Video #20, Unit 12 consists of:

- SCENE (12-S), pages 39-42 in the Volume 5 workbook
- VOCABULARY (12-V), pages 43-46 in workbook
- DIALOG (12-D), pages 60-67 in workbook
- PRONUNCIATION (12-P), pages 43-46 in workbook.

Provide your students a workbook or a copy of Unit 12 from your licensed master. The unit also consists of reading and writing exercises in the Volume 5 workbook. They include QUESTIONS (pages 47-49), STRUCTURE (pages 50-56), WRITING (pages 57-59), CONVERSATION (pages 68-71), EVALUATION (pages 72-75) and the Unit 12 TEST on pages 83-90.

12-B. At the first class meeting for Unit 12, introduce the video format contained in the Unit 12 video.

1. Play the SCENE section (12-S) all the way through. Do not stop to ask questions at this point. The students are getting the big picture
2. Play the VOCABULARY section (12-V) all the way through.
3. Remind the students of the connection between the words in the VOCABULARY section and their context in the SCENE section. Assure your students that they will learn the material as they watch the videos many times over the next few weeks.
4. Show the students that Unit 12 contains the four video sections: SCENE, VOCABULARY, DIALOG and PRONUNCIATION.

12-C. Review a few verbs from Unit 11, asking questions using *Can*, *Should*, *Did*, *Do you have to*, and *Have you ever*. Examples:

1. “Can you write in English? Can you borrow money from your friend?”
2. “Should you borrow money from friends?”
3. “Did you borrow money last year?”
4. “Do you have to buy anything before you go home?”
5. “Have you been to the grocery store today? Have you ever quit a job? Why?”

Teaching ESL with *In English*
and
Lending Videos to Students
Unit 12

- 12-D. Return the video to the SCENE section (12-S).
1. Have students ask the questions of each other and find the answers on the video and in the workbook.
- 12-E. Ask additional questions about the videos:
1. Example: “What is the name of this building?”
 2. Then ask related questions: “What should you remember to bring to the class?”
 3. Then ask questions about students’ activities.
 - a) “Do you ever go to a museum?”
 - b) “Have you been in a swimming pool this year?”
 - c) “Have you taken your children to a playground this month?”
 - d) “Have you seen a movie this month?”
 - e) “How often do you go to the movies?”
 - f) “What kind of movies do you like?”
 - g) “Why?”
- 12-F. Emphasize the difference between forming questions using *Did* (past) and forming questions using *Have* + past participle (present perfect). Examples:
1. “Did you see a movie last night? Yes, I did. No, I didn’t.”
“Have you seen a movie this month? Yes, I have. No, I haven’t.”
 2. “Did you go to the store yesterday? Yes, I did. No, I didn’t.”
“Have you been to the store today? Yes, I have. No, I haven’t.”
- 12-G. **Homework:**
1. **Have students check in the videos they borrowed last week. Check out to each student video #20, Unit 12 to use at home.**
 2. Ask them to watch the videos often and to practice speaking English aloud for one hour per day or until they master the SCENE and VOCABULARY sections.
 3. Encourage students to understand the sections of the videos before focusing on the exercises in the workbook.

Teaching ESL with *In English*
and
Lending Videos to Students
Unit 12

Week 35 meeting of the class:

- 12-H. Play the SCENE (12-S) section.
1. Freeze the video on each of the blue triangles, numbered 1 through 20. The corresponding questions are listed in the workbook on pages 47-49. Example: Freeze the video on blue triangle 1, and ask the first question. Require your students to use complete sentences in their answers.
 2. Ask additional questions to practice making complete sentences. Example: On triangle 5, ask:
 - a) "What do you hear right now?"
 - b) "Can you hear traffic?"
 - c) "What else do you hear?"
 - d) "Is it too cold in here? Is it cold outside?"
 - e) "When does it get warmer?"
- 12-I. Play the SCENE (12-S) section again with workbooks open to pages 47-49 (QUESTIONS).
1. Have students answer questions orally first, then have them write the answers in their books. You may ask certain students to write the answers on the board while others are checking their answers in their workbooks. Suggested answers to these questions are in the "Welcome to *In English*, Volume 5" packet.
- 12-J. Lead the students in exercises based on the first six sections of the STRUCTURE section in the workbook on pages 50-51. They should be able to answer these questions. Examples:
1. "How long have you been studying English?"
 2. "Did you watch T.V. last night?"
 3. "Did you study last night?"
 4. "How much have you studied this week so far?"
 5. "What are you doing right now?"
 6. "Have you talked on the telephone today yet?"
 7. "Has it rained much this year?"
 8. "How long have you been living in this town?"

Teaching ESL with *In English*
and
Lending Videos to Students
Unit 12

12-K. Use the examples written in sections 7-9 the STRUCTURE section of the workbook for oral exercises.

1. In sections 7 and 8, ask one student a question similar to a question in the workbook, then ask another student to tell you what you just asked the first student and how he answered. Examples:
 - a) Ask a student: "Do you like ice cream?"
Student answers: "Yes, I do."
Then ask another student: "What did I just ask the student and how did he answer?"
Student answers: "You asked him if he liked ice cream. He answered that he did."
This is reported speech.
2. In section 9, ask students for reported speech, similar to the examples in section 9. Example:
 - a) Ask one student to do something: "Please turn on the lights."
Student answers: "OK, I will turn on the lights."
Ask another student: "What did I ask the student and how did she answer?"
Student answers: "You asked her to turn on the lights. She said she would"
This is reported speech in the past.

12-L. **Homework:**

1. Ask students to review VOCABULARY at home until they know the words in Unit 12.
2. Ask students to review the SCENE section on the video. Tell them to freeze on the questions and correct the answers that they may have written during class.
3. Ask students to listen to the SCENE section of the video as many times as needed to fully understand it.
4. Ask students to ask and answer the QUESTIONS on pages 47-49 aloud at first with a member of their family or a friend. After that, ask them to write the answers in their workbooks (if they haven't already) or on a separate sheet of paper at home.
5. Ask students to read and study STRUCTURE, pages 50-56.
6. Remind students to study for one hour per day at home.

Teaching ESL with *In English*
and
Lending Videos to Students
Unit 12

Week 36 meeting of the class:

- 12-M. Engage the students in exercises using the video of Unit 12.
1. Play the SCENE (12-S) section while students' books are open to QUESTIONS on pages 47-49. Have students ask and answer the questions with each other while you freeze the video on each blue triangle.
 2. Play the VOCABULARY section (12-V) on the video, while students' workbooks are open to pages 43-46. Have the students listen and repeat.
 - a) Freeze the video occasionally and ask Yes/No questions using *Did*, *Have you ever* and *Have you*.
 - b) Ask What, Where, When, Who, Whose, How, How Much, How many, How far, How long and How often questions using *Have you*. Examples:
 - (1) "Have you visited friends this month?"
 - (2) "Have you gone to bed early this week?"
 - c) When you get to the Basic words 1-5, ask questions that students can use to practice these words. Example:
 - (1) "Do you like hamburgers or hot dogs?"
Possible answers: "I don't like either hamburgers or hot dogs. I like neither hamburgers nor hot dogs."
"I like both hamburgers and hot dogs."
 - (2) "How often do you look at yourself in a mirror?"
"I look at myself in the mirror many times during the day."
 3. Review the STRUCTURE section on pages 50-56. Emphasize sections 10-15. Extend each exercise by asking questions that will get students to answer what the section emphasize in **bold**.
 4. Play the PRONUNCIATION section (12-P) of the video with the student workbooks closed. Ask students to listen and repeat each word. Urge students to practice their pronunciation at home using the video.
- 12-N. Turn to the WRITING exercises on pages 57-59 of the workbook. Have students write the questions and answers. Refer to the "Welcome to In English, Volume 5" packet for suggested answers.

Teaching ESL with *In English*
and
Lending Videos to Students

Unit 12

- 12-O. Play the DIALOG section (12-D) of the video all the way through with the students' workbooks closed.
1. Ask students to open their workbooks to pages 60-67. Then play the DIALOG again.
 2. Have students role play (read) the DIALOG, or parts of it, in pairs.
 3. You may want students to act out the DIALOG, or parts of it, in front of class.
 4. Expand on the DIALOG by asking the students questions using the expressions from the end of the vocabulary list on page 46. Have students ask each other questions using these expressions, making their own conversations. Examples:
 - a) "Is he in a good mood? Why not? Why don't you ask him why he's in a bad mood?"
 - b) "Do you happen to have five dollars that I can borrow? Why not? You're kidding!"
- 12-P. Have students turn to the EVALUATION section, page 72-75. Dictate the first seven paragraphs to them. Read each sentence three times and ask students to fill in the missing words in their books.
1. "Correct" each paragraph by listening to the SCENE section (12-S) of the video paragraph by paragraph. After you have dictated paragraph one, play paragraph one on the video. This technique allows students to read along and correct their work while having the visual cues available on the video.
- 12-Q. Ask students to open to pages 68-71, CONVERSATION section of the workbook. Ask students questions 1 through 13. Then have students in pairs ask each other all 21 questions. Circulate, helping students with pronunciation, answering questions, and evaluating student progress.

Teaching ESL with *In English* and Lending Videos to Students

Unit 12

- 12-R. **Homework:** Help students prepare for your Unit 12 TEST.
1. Ask students to study the STRUCTURE exercises on pages 50-56. Remind them that the **bold** word is the grammatical point for them to learn.
 2. Tell them to listen and repeat during the PRONUNCIATION section.
 3. Have them practice reading all parts of the DIALOG on pages 60-67. Tell them to find a partner with whom they can role play the parts of the DIALOG.
 4. Have students complete the EVALUATION on pages 72-75 at home and bring it to class.
 5. Ask them to correct their own work on the WRITING section on pages 57-59.
 6. Remind students to study one hour per day.
 7. Be sure that each student has video #20, Unit 12 to use at home.

Week 37 meeting of the class:

- 12-S. Complete Unit 12.
1. Ask students to role play the DIALOG by reading from the workbook on pages 60-67.
 2. Review and evaluate the WRITING exercises on pages 57-59.
 3. Check the EVALUATION section on pages 72-75 by playing the SCENE. Circulate to see that all students have filled in the blanks correctly.
 4. Briefly practice each section of the STRUCTURE exercises on pages 50-56 in final preparation for the TEST.
 - a) Emphasize the **bold** points.
 - b) Ask additional questions using the same information.
- 12-T. Give students the Unit 12 TEST on pages 83-90. If you notice that students have already completed the test in their workbooks, ask them to do it again on a fresh copy from the pages of your licensed master.

Students who have completed the *In English* program through Unit 12 have demonstrated persistence in their desire to learn English. Congratulate them on their progress and encourage them to use English at every opportunity in everyday life.