

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

Unit 2

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 4 meeting of the class:

- 1-T. Complete Unit 1:
 - 1. Ask students to role play the DIALOG by reading from the workbook on pages 10 and 11.
 - 2. Review and evaluate the WRITING section on page 9. Ask students to write answers from the WRITING section without seeing the answers on the video.
 - 3. Dictate the EVALUATION section on pages 12 and 13. You may use a copy of the page from your licensed master.
 - 4. Practice each section of the STRUCTURE exercises on pages 6 and 7.
 - a) Emphasize the **bold** points.
 - b) Ask additional questions using the same information.
 - 5. Give students the Unit 1 TEST on pages 71 and 72. Students may have already completed the test in their workbooks while using the videos. Ask them to do it again on a fresh sheet..
- 2-A. Congratulate students for completing the first unit of *In English*. **Assign and preview Unit 2, Lessons 1 and 2 (Video #4).**

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Contents of video #4, Unit 2, Lessons 1 and 2:

- Lesson 1 30 minutes
 - Introduction and Welcome
 - SCENE 1, pages 15 and 16
 - VOCABULARY, pages 17 and 18
 - Repeat SCENE, pages 15 and 16
 - VOCABULARY, pages 17 and 18 (Basic, Verbs)
 - Homework / Closing
- Lesson 2 30 minutes
 - Introduction
 - VOCABULARY, pages 17 and 18 (Nouns 1-43, Basic through Expression)
 - Oral exercises with QUESTIONS regarding SCENE, pages 19-21
 - Repeat SCENE, pages 15 and 16
 - Homework / Closing

2-B. Show the 30-minute Unit 2, Lesson 1. Pause after the video is finished and ask questions to determine how much your students understand and can speak. For example, ask them to count from 1 to 10. Ask some Who, What and Where questions using the verb *to be*.

2-C. Show Unit 2, Lesson 2 all the way through (30 minutes).

1. Return to the VOCABULARY section. Replay the VOCABULARY. Ask questions as it is playing. "Is this a dollar? Yes, it is. No, it isn't. Are these jeans? Yes, they are. No, they aren't." etc.
2. Remind students that the full text of all the video sections (SCENE, VOCABULARY, DIALOG, and PRONUNCIATION) is in the workbook.

2-D. If time permits, replay the SCENE and VOCABULARY sections and get class participation by asking questions.

2-E. **Homework:**

1. Ask them to view both of the video lessons several times until they know the vocabulary and can give an oral response to each question asked on the video. The QUESTIONS are on pages 19-21 of the workbook.
2. **Have students check in the videos they borrowed last week. Check out to each student video #4, Unit 2, Lessons 1 and 2 to use at home.**
3. Ask them to watch the video often, and to practice speaking English aloud for one hour per day or until they master the SCENE and VOCABULARY.

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Week 5 meeting of the class:

- 2-F. View Lesson 2 with students.
1. Freeze the video and ask questions or lead exercises to check their comprehension and their speaking ability. For example, after reviewing *this, that, these* and *those*, ask questions such as: “Is this a dollar? Is that a clock? Are these books? Are those shoes?” Ask students to use complete sentences in their answers.
 2. Play the section of Lesson 2 that asks the QUESTIONS orally about the SCENE section. Freeze the video after each question is answered on the screen. Ask the same question of your students.
- 2-G. Ask your students to turn to pages 15 and 16 in the workbook. Have a number of students read paragraphs from the SCENE aloud.
- 2-H. **Assign students Unit 2, Lessons 3 and 4 (Video #5).**

Contents of video #5, Unit 2, Lessons 3 and 4:

- Lesson 3 30 minutes
 - Introduction
 - PRONUNCIATION, pages 17 and 18
 - QUESTIONS on SCENE, pages 19-21 (written response required)
 - VOCABULARY, page 18 (Other, Expression)
 - Homework / Closing
- Lesson 4 30 minutes
 - Introduction
 - DIALOG in context, page 25
 - VOCABULARY, page 18 (Verbs, Other, Expression)
 - DIALOG in context, page 25
 - DIALOG, page 25 (modeling by teacher)
 - WRITING, page 24
 - VOCABULARY, page 17 (Basic)
 - EVALUATION, page 28 (first four paragraphs)
 - Homework / Closing

2-I. Show the students Unit 2, Lesson 3. Do not pause the video during the QUESTIONS section. Ask students to answer orally while they are watching the answers being written. (Students will write these answers at home.)

2-J. Show Unit 2, Lesson 4.

1. Ask your own questions of students during the VOCABULARY section. Ask Where, What and Who questions?

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2. During the DIALOG section, have the students listen for understanding. When the teachers on the video read the DIALOG, have your students watch and listen to the role-playing.
 3. During the WRITING section, have students respond to the exercises orally.
 4. In the EVALUATION section, students may begin filling in the blanks, but do not pause the video. (Students will complete the first four paragraphs of the EVALUATION at home.)
- 2-K. Explain that Lessons 3 and 4 will give them additional opportunities to learn the Unit 2 material at home. **Homework:**
1. Ask students to complete the QUESTIONS (pages 19-21) in the workbook or on a separate sheet of paper and bring them to class.
 2. Ask students to complete the WRITING exercise (page 24) in their workbooks or on separate sheets of paper and bring them to class.
 3. Ask students to practice reading all parts of the DIALOG (page 25). Ask students to find a partner with whom to practice and role play the parts of the DIALOG.
 4. Ask them to watch the video lessons often and to practice speaking English aloud for one hour per day or until they master the DIALOG and QUESTIONS sections.
 5. **Have students check in the videos they borrowed last week. Check out to each student video #5, Unit 2, Lessons 3 and 4 to use at home.**

Week 6 meeting of the class:

- 2-L. Evaluate any writing students have done for Lessons 3 and 4.
- 2-M. Review the QUESTIONS, pages 19-21 in the workbook. Play the video of Unit 2, Lesson 3.
1. During the QUESTIONS on the SCENE section, pause the video just before the written answers appear on the screen. Ask students to write each answer, then watch the answers on the video.
- 2-N. Role-play the DIALOG on page 25 in the workbook.
1. Ask students to role play the DIALOG.
- 2-O. Review the WRITING exercise on page 24. Ask the students to respond orally to the WRITING exercise. Ask students to write answers from the WRITING exercise without seeing the answers on the video.
- 2-P. **Assign students Unit 2, Lessons 5 and 6 (Video #6).**

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Contents of video #6, Unit 2, Lessons 5 and 6:

- Lesson 5 30 minutes
 - Introduction
 - PRONUNCIATION, page 17 (Basic 11-20, Verbs)
 - VOCABULARY, page 17 (Basic 11-20, Verbs, Expression)
 - DIALOG in context, page 25
 - DIALOG, page 25 (teacher/student interaction)
 - EVALUATION, pages 28 and 29
 - Homework / Closing
 - Lesson 6 30 minutes
 - Introduction
 - SCENE, pages 15 and 16 (captioned/scrolling)
 - PRONUNCIATION, pages 17 and 18
 - STRUCTURE, pages 22 and 23 (5-7)
 - STRUCTURE, page 23 (5-7, **bold** only)
 - VOCABULARY, page 17 (Nouns 44-65)
 - CONVERSATION, pages 26 and 27 (modeling by teacher and student)
 - Test, Unit 2, pages 73-75
 - Homework / Closing
- 2-Q. Show Unit 2, Lesson 5, and follow the instructions of the teacher on the video.
1. Ask students to respond to the PRONUNCIATION section by listening and repeating the words orally.
 2. Freeze the VOCABULARY section occasionally and ask questions using the present tense of the verb *to be*. Also ask Where, What and Who questions.
 3. Ask students to respond to the teacher on the video when asked to read parts of the DIALOG.
 4. In the EVALUATION section, students may begin filling in the blanks, but do not pause the video. (Students will complete the EVALUATION section at home.)
- 2-R. Show the students Unit 2, Lesson 6.
1. In the STRUCTURE section, pause the video after each of the numbered exercises. Ask questions of the students emphasizing the words that are in **bold**, using the present tense of the verb *to be*.
 2. Freeze the video during the VOCABULARY section and ask questions about the video using the verb to be with Where, Who and What. For example: “Where is the bench? Who is he? What is this? What are those? What are these?”

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3. During the CONVERSATION section, pause occasionally and ask students questions.
 4. Show the TEST section of the video. Stop the video after the second question. (Students will complete the TEST for Unit 2 at home, and complete it again during their next class session.)
- 2-S. Homework: Ask students to watch the lessons at home and do each section:
1. Listen and repeat during the PRONUNCIATION section.
 2. Practice reading all parts of the Dialog and find a partner with whom they can role play the parts of the DIALOG on page 25.
 3. Complete the WRITING exercise on page 24 in their workbooks or on separate sheets of paper and bring it to class.
 4. Study the STRUCTURE section on pages 22 and 23. Let the students know that the **bold** word is the grammatical point for them to learn.
 5. Complete the EVALUATION section on pages 28 and 29.
 6. Ask students to watch the video lessons often and practice speaking English aloud for one hour per day or until they master the STRUCTURE, DIALOG and VOCABULARY of Unit 2.
 7. **Have students check in the videos they borrowed last week. Check out to each student video #6, Unit 2, Lessons 5 and 6 to use at home.**