

Teaching ESL with *In English*  
and  
Lending Videos to Students  
*Unit 7*

**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](http://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 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

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

**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."

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- 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.

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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.

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- 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*

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([www.videolanguage.com/esl.corner.resource.html](http://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)**

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## *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.”

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**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.

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- 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?”

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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.

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- 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. )