

# Esperanza Center

## ESL Curriculum and Teacher Guide

Fall 2015

**PLEASE DO NOT  
TAKE. USE IN CLASS  
ONLY!**

PLEASE DO NOT TAKE. USE IN CLASS ONLY!  
\*NOTE: SHADED ITEMS INTERMEDIATE-ADVANCED LEVELS

# Week 1: FAMILY / BASICS

Yellow indicates goal is also intermediate level

1. <u>Students will be able to:</u>	<u>Necessary Vocabulary and Phrases</u>
<ol style="list-style-type: none"> <li>1. Identify and use alphabet, colors, numbers</li> <li>2. Understand picture-word correlation</li> <li>3. Respond to questions about pictures</li> <li>4. Respond to/ask basic personal information questions</li> <li>5. Understand order of names and dates</li> <li>6. Write name, address, phone number, dates (birth, current date, e.g.)</li> <li>7. Request/respond to information and/or clarification</li> <li>8. Understand and use appropriate basic verbal and non-verbal language in social situations (greetings, leave-taking, introductions, e.g.)</li> <li>9. Talk about family relationships (daughter, e.g.)</li> <li>10. Describe people (physical features, e.g.)</li> <li>11. Interpret clock time; digital and analog</li> <li>12. Talk about personal interests</li> <li>13. Use appropriate language for informational purposes (e.g. to identify, describe, ask for information/permission, state needs, command, agree/disagree)</li> <li>14. Jokes and Slang</li> </ol> <p><b>15. Grammar Verb Focus</b></p> <ol style="list-style-type: none"> <li>16. Ø Gram 1 – “To be” + contractions</li> <li>17. Ø Gram 2 – Regular verbs + contractions</li> <li>18. Ø Gram 3 – Auxiliary verb “do” / “do not” + contractions</li> </ol>	<ul style="list-style-type: none"> <li>• Respond to questions about pictures               <ul style="list-style-type: none"> <li>◦ Where do you hear this?; What’s happening here?; etc.</li> </ul> </li> <li>• Request/ Response concerning basic information               <ul style="list-style-type: none"> <li>◦ What’s your name?; Where are you from?; Where were you born?; What’s your birthday?; What is your date of birth?; What’s your address?; Where do you live?; What’s your zip code/phone number?; When did you come here?; How old are you?</li> </ul> </li> <li>• My first/middle/last name is ____; It’s ____; My name is spelled ____; I’m from ____; I was born in ____; I live at ____; my birthday/address/zip code/ phone number is ____; I’m ____years old; etc.</li> <li>• Family Relationships               <ul style="list-style-type: none"> <li>◦ Son; brother; wife; child; my/ your/ his/ her/ their; I/ you/ he/ she/ we/ they; etc.</li> </ul> </li> <li>• Describing people               <ul style="list-style-type: none"> <li>◦ He has ____; How tall are you?; I’m 5’(feet) 6”(inches) (and/or just 5’6”). Weight in pounds (lbs); etc.</li> <li>◦ Can you describe the man/ woman/ child, etc?; He was wearing a dark suit, a white shirt, and a bow tie (or tie); He had dark hair and a moustache/ beard; He is bald); etc.</li> </ul> </li> <li>• Time               <ul style="list-style-type: none"> <li>◦ Meet me at a quarter to two (is the same as 1:45)/ 1:15 (is the same as quarter after one); etc.</li> </ul> </li> <li>• Talk about daily activities</li> <li>• How was your weekend?; I visited friends; That sounds nice; How about you?; How was your weekend?; I was sick; Oh, I’m sorry; Are you feeling better?; etc.</li> <li>• My brother got laid off (response is “I’m sorry to hear that”, not “That’s good news, or “Wonderful”); It’s hot in here; Why don’t you take off your jacket? (not “Turn off the fan” or “Close the window”); Would you prefer to come in at 3:00 or 4:00? (response is “I’ll come at three” not “Yes, thank you” or “OK, I’ll be there.”</li> </ul>

Goal	Level	Textbook Reference
<b>Goal #1: Identify and use alphabet, colors, and numbers.</b>	<b>Literacy</b>	<b>The Basic Oxford Picture Dictionary</b> p: 9 - shapes and colors
	<b>Beginner 1</b>	<b>English in Action 1, 2nd Ed.</b> p: 4 - Visual of uppercase and lowercase letters in the alphabet p. 14 - Visual of numbers 1-20 p. 29 - Visual of numbers 1-1000 with writing and spelling practice p. 129 - Colors/clothing  <b>Interactive English 1A</b> pp. 2-5 - Names and greetings  <b>Speak Out in English</b> p: 9-21 - Alphabet exercises with focus on vowels vs. consonants p: 60-61 - Numbers 1-10 with exercise  <b>Impact Listening 1</b> -- p. 14-15 describing clothes using colors.
	<b>Beginner 2</b>	<b>Interactive English 1B</b> p. 4, 10-13 - Alphabet with a few examples, phone numbers
	<b>Intermediate 1</b>	<b>English in Action 3</b> p. 16-17 - The Average American; includes description of a typical American's habits and physical features using many numbers  <b>Interactive English 2A</b> p.8 - numbers <b>Exercises in English</b> p: 6-8 (colors)
	<b>Intermediate 2</b>	<b>Interactive English 2B</b> -- p. 2 World Map: Discuss where the student has from, other places in the world they have visited -- p. 66-70 Temperature Degree Numbers (Also in Interactive English 2A p. 8), practice activities on questions about the weather -- p. 82 Description/ Color of Clothing (Also in English in Action 1, 2nd Ed. p.128-129), Activity K, describe the clothing of people in the room

## **Suggested games/activities for goal #1**

- Games:

- Game #1 - Alphabet Flash Cards
- Game #1 - Alphabet "Go-Fish" - Fun reinforcement. Teach/write on board "Do you have \_\_\_? Yes, I do. No, I don't. Go fish." Play as usual, but note there are 3 of each letter - see directions for ideas.
- Game #2 - Alphabet Bingo
- Game #4 - Number Flash Cards Tarjetas
- Game #40 - You've Been Sentenced Game - conversation, following directions, and forming sentences. Directions are on the inside cover of the game box.

- Youtube Videos - go to Online Resources Tab in the Curriculum Binder

- Manipulatives

- Bean Bag Colors
- Picture Cubes

- Visuals

- ABC's Poster
- Ordinal Numbers
- Nouns - See "Grammar" file
- Adverbs 1 and 2 - See "Grammar" file
- Alphabet Chart
- Colors Poster

- Hanging Files:

- Ordinal Numbers
- Phonics Sounds
- Alphabet Sounds
- Writing Letters & Numbers

Goal	Level	Textbook Reference
<b>Goal #2: Understand picture-word correlation</b>	<b>Literacy</b>	<b>The Basic Oxford Picture Dictionary</b> Whole book connects pictures and words.
	<b>Beginner 1</b>	<b>English in Action 1</b> p: 2 - Counting people in pictures: p. 18 - Classroom Objects p: 32 - Family tree p. 46-47 objects around the home <b>Interactive English 1A</b> p: 4-8 - (Basic greetings, asking questions) Recognition of name tags in drawings and sample questions. <b>Speak Out in English</b> p: 2-4 - Names, pronouns, and greetings with illustrations
	<b>Beginner 2</b>	<b>Basic OPxford Picture Dictionary</b> p: 42-43 table setting and restaurant <b>Interactive English 1B</b> p. 14 -- I Have Four Sisters; Image of a family tree
	<b>Intermediate 1</b>	<b>Basic Oxford Picture Dictionary</b> p: 23, 26 & 27 apartment building, bedroom, bathroom <b>Interactive English 2A</b> p. 5 "Fill in the blank" world map activity
	<b>Intermediate 2</b>	<b>Interactive English 2B</b> p. 56 Pie Chart of Daily Activities with Fill in the Blank Activity Pie charts of physical activities. Have student discuss their own activities, the duration and frequency they perform them. <b>English in Action 4</b> p. 66-70 Tourist Statistics with Fill in the Blank Activity; Descriptions of climate and practice of more/many/less...than, have student discuss the climate here versus in their home country

## **Suggested games/activities for goal #2**

- Games:
  - Game #0 Pictionary
  - Game #1 - Alphabet Flash Cards
  - Game #2 - Story Cubes
  - Game #5 - What Goes Together: paired puzzle pieces that describe relationships - words on back (ex. bird/nest)
  - Game #12 - Sentence Scramble
  - Game #14 - Action Words. Each card has a picture, English translation, and the word used in a sentence. Useful to discuss and possibly act out J
  - Game #22 - Money Flash Cards
  - Game #28 - What Comes Next?
  - Game #29 - Sequencing Cards
  - Game #36 - Homonyms (Intermediate)
  - Game #50 - Guess Who?
  - Colors, alphabet, ABC's writing chart
  - *The Riddle Book*
  - Story Cubes #2

- Youtube Videos - go to Online Resources Tab in the Curriculum Binder

Goal	Level	Textbook Reference
<b>Goal #3: Respond to questions about pictures.</b>	<b>Literacy</b>	<b>The Basic Oxford Picture Dictionary</b> p. 16-21 most dictionary pages have questions about new vocabulary. family, feelings, life events
	<b>Beginner 1</b>	<b>English in Action 1, 2nd Edition</b> p. 2-6 Recognition of name tags in drawings and sample questions. Cartoon strip of people greeting one another and asking about the people in the cartoon (Basic greetings, asking questions)  <b>Interactive English 1A</b> p. 2 - 13 - Recognition of name tags in drawings and sample questions Cartoon strip of people greeting one another and asking about the people in the cartoon (Basic greetings, asking questions) ( <i>More in depth than the English in Action above</i> )  <b>Speak Out in English</b> p. 51- 53 - Family near and far; images of family living in the US and abroad.
	<b>Beginner 2</b>	<b>English in Action 2</b> p. 6 - 11. Conversations about people.  <b>Interactive English 1B</b> p. 15 - Respond to questions about image of family tree on page 14.
	<b>Intermediate 1</b>	<b>English in Action 3-1st Edition</b> p. 18 -- Looking at Charts -- Pie charts with information about typical behaviors of Americans (for example, what percentage wear a seat belt, etc.)  p. 24 -- The Big Picture: The Shaw Family -- Images of family engaging in various daily activities, with fill-in-the-blank activities about those images on page 25.  <b>Interactive English 2A</b> -- p. 4 -- Look at picture of family/nationality-- ask/respond to questions
	<b>Intermediate 2</b>	<b>English in Action 4-1st Edition</b> -- p 43 "A Happy Life," section D at bottom of page. Write sentences based on the pictures.  p. 10 Ask and/or write questions about the pictures to a partner

### **Suggested games/activities for goal #3**

- Games:

- Game #4 - Around the Home - picture & word interlocking cards
- Game #5 - What Goes Together? - interlocking images
- Game #6 - Home Sweet Home - Household Items Puzzle Pieces
- Game #34 - Granny's Candies Card Set 3
- Game #0 - Pictionary
- Game #22 - Fake Money Game
- Game #2 - Story Cubes
- Game #50 - Guess Who?

- Visuals:

- Verbs - In "Grammar" file
- Nouns - In "Grammar" file
- Visual Activities Collection
- Pictures, Please! Book
- MISC. Visuals

Goal	Level	Textbook Reference
<p><b>Goal #4: Ask/Respond to basic personal information questions.</b></p>	<p><b>Literacy</b></p>	<p><b>The Basic Oxford Picture Dictionary</b> -- p: 11-13 - questions about age and appearance.</p>
	<p><b>Beginner 1</b></p>	<p><b>English in Action 1, 1st Edition</b>-- p: 3-11 - Practice with introductory phrases such as "Hello, my name is..." Sample dialogue of asking someone their first and last name. Asking and answering "Where are you from?" p. 44-Identifying/talking about other people</p> <p><b>English in Action 1, 2nd Edition</b> -p. 43 questions about basic personal inf-name, marital status, birthdate, phone numbers</p> <p><b>Interactive English 1A</b> -- p: 1-12 Contains various activities for spelling, greetings, and responding to greetings. Very basic conversations.</p> <p><b>Speak Out in English</b> -- Units 1- The Alphabet (pgs. 9-21) and Getting To Know You (Pronouns, Possessives, etc. pgs 21-33.) Unit 2- the Classroom and Ffamily. Related communication and dialogues pgs. 36-58</p> <p>Impact Listening 1 -- p. 8-9 Introductions, basic greetings. p.10-11 personal information, address, phone number, etc.</p>
	<p><b>Beginner 2</b></p>	<p><b>English in Action 2, 1st Edition</b> -- p: 4 - Sample personal information passages and an introduction activity--p: 6 - Picture of people with questions about their personal information and more introductory questions for the student</p> <p><b>Interactive English 1B</b> -- p. 2-3 -- What is Your Name? -- Images, charts, and questions focusing on introducing oneself and meeting and greeting others.</p>
	<p><b>Intermediate 1</b></p>	<p><b>English in Action 3, 1st Edition</b> -- p. 22 -- A Class Survey -- Questionnaire with ten questions about preferences, with an opportunity to collect and discuss data from the class.</p> <p><b>Interactive English 2A</b> -- p. 2,3 Greetings/To Be verbs-- basic info questions</p>
	<p><b>Intermediate 2</b></p>	<p><b>English in Action 4</b>, p. 144--Looking at Careers--Activity C, D, &amp; E</p>

#### **Suggested games/activities for goal #4**

- Games:

- Game #50 - Guess Who?
- Game #8 - Family/ Basics Game
- Game #2.5 - First Phrases and Questions
- Game #34 - Granny's Candies Card Set 3
- Game #42 - Speaker's Box
- Game #5 - What goes together?

- Manipulatives:

- Mad libs - this can fit into any topic. It would be fun to work through several with advanced students. Discussion is important here

- Hanging Files:

- Sentence wheel
- Family Q&A Game

- Who I Am Interview Game:

- The instructor asks questions to the students to model for them. The instructor encourages the students to ask questions to one another, and make up their own questions. The instructor asks

- each student to introduce another student based on the information they learned.
- Sample Questions:  
What is your name? Where do you live?  
What is your nationality? How long have you been in the United States?  
What is your favorite color, food, place?
- Youtube Videos - go to Online Resources Tab in the Curriculum Binder

Goal	Level	Textbook Reference
<b>Goal #5: Understand order of names and dates.</b>	<b>Literacy</b>	<b>The Basic Oxford Picture Dictionary</b> -- pp. 4-5 -- Calendar Practice
	<b>Beginner 1</b>	<p><b>English in Action 1, <u>1st Edition</u></b> -- p. 5 - Practice asking for and spelling first and last names; p: 36 - Monthly calendar and days of the week, writing out dates</p> <p><b>English in Action 1, <u>2nd Edition</u></b> -- p. 35 - Asking and answering questions about ID cards p. 43 - Filling out a sample basic information sheet</p> <p><b>Interactive English 1A</b> -- pp. 2-3 - Contains various sentences for completion using names; pp. 8-9, 13, 15 - What's his/ her name-</p> <p><b>Speak out in English</b> -- p. 7 - First vs. Last names</p>
	<b>Beginner 2</b>	<p><b>English in Action 2, <u>1st Edition</u></b> -- p: 49 - Reading a driver's license and answering questions about it</p> <p><b>Interactive English 1B</b> -- p. 60 -- When is Your Birthday -- image of calendar and list of all of the names of the months.</p>
	<b>Intermediate 1</b>	<p><b>English in Action 3, <u>1st Edition</u></b>- pgs. 2-3- Answering questions about yourself <b>Interactive English 2A</b>-pgs. 6-13-Naming/Describing activities</p>
	<b>Intermediate 2</b>	<p><b>Discussion:</b> Have student make a short list of life events, then describe what has changed since they occurred</p>

### **Suggested games/activities for goal #5**

- Games:
  - Game #1 - The Alphabet
  - Bingo Games - Topic #2: Days, Months, Seasons, Weather Terms
  
- Visuals:
  - Calendar
  - Informational Forms
  - Ordering Bears
  - Alphabet Organizer
  
- Youtube Videos - go to Online Resources Tab in the Curriculum Binder

Goal	Level	Textbook Reference
<b>Goal #6: Write name, address, phone number, dates (birth, current date)</b>	<b>Literacy</b>	<b>The Basic Oxford Picture Dictionary</b> -- pp. 70-71 --Post office and bank images; forms; envelope with name and address; checks and other banking slips.
	<b>Beginner 1</b>	<b>English in Action 1, 1st Edition</b> -- p: 37 - Filling out a basic personal info form <i>For related exercises see English in Action 1, 1st Ed. p: 15, 53</i>  <b>Interactive English 1A</b> -- pp. 14-15, 17 -- Phone numbers and addresses (images, question trees (with various options to change the sentence's meaning)), -- pp. 20-21 -- Calendar and dates -- Days of the week sentences; image of calendar  <b>Speak Out in English</b> -- pp. 63 -- Emergency phone calls --distinguishing emergencies: medical emergencies, house fire; work/home/cell phone number distinction-- p. 65 -- Zip Code Map -- Student finds the zip code for neighborhoods on the map  Impact Listening 1-- p. 10-11 personal information such as address, phone number, etc.
	<b>Beginner 2</b>	<b>English in Action 2, 1st Edition</b> -- p: 7, 8 - filling out a simple registration form  <b>Interactive English 1B</b> -- p. 8 -- I am a Student -- Image of a classroom, focuses on introducing one's name, giving a phone number. p. 60 -- When is Your Birthday -- image of calendar and list of all of the names of the months
	<b>Intermediate 1</b>	<b>English in Action 3, 1st Edition</b> -- p. 126 -- Preposition Review -- Practice choosing in/on/at with time expressions.-- p. 112-113 -- Moving -- Questions and short story about a couple's move and student's move to this county.  <b>Interactive English 2A</b> -- pp. 7 -- Reading (B)-- Ana's ad of her personal info <b>Interactive English 2A</b> --pp. 53 "Welcome to My Home" Fill in the blanks of your address, describing a house
	<b>Intermediate 2</b>	<b>Interactive English 2B</b> -- p. 4 -5 "Welcome to English Class" Complete the blank forms regarding basic personal info  <b>Even More True Stories-</b> p. 38-43 "Misunderstandings" - story about English words that sound similar and the confusion they create in social situations, with vocabulary and comprehension questions - <b>2nd ed.</b> -p. 43-47

## Suggested games/activities for goal #6

- Writing Activities:

- Make sure students can read and write:
  - Their own and someone else's name
  - Informational forms (i.e. Write name, address, phone number, etc in proper location)
  - A letter (including the date at the top)
  - Address an envelope
  - Their former and current addresses

- Writing a Poem:

- First, the instructor introduces poetry as a writing genre. The student will then write an "I Am From" poem about his/her identity and cultural background.
- Vocabulary: to have, to be, to need, to agree, to disagree; people, places, poem, identity
- Sample (suggested format, can be modified depending on the student's level):
  - I am... *your first name*
  - I am... *three words describing yourself*
  - I am from... *community, country, region, etc.*
  - I miss... *two things you miss from your country of origin*
  - I love to... *three things you love or activities you love to do*

- I am taking this class because...  
*reason you are here*

- Youtube Videos - go to Online Resources Tab in the Curriculum Binder

### Hanging Files:

- Basic Questions

Goal	Level	Textbook Reference
<b>Goal #7: Request/ respond to information and or clarification.</b>	<b>Literacy</b>	<b>The Basic Oxford Picture Dictionary</b> -- Consider pp. 66-67 -- Images of a medical office including related vocabulary and verbs
	<b>Beginner 1</b>	<b>English in Action 1, 2nd Ed.</b> -- p: 36 - Yes/no questions to get personal information  <b>Interactive English 1A</b> -- p: 44-45 - Alphabet review, asking for clarification/ spelling of names  <b>Speak Out in English</b> -- p. 53 -- Communication Dialogues -- Devise dialogues for the family situation pictured, focusing on modes of communication (email, letter, phone, in person) for people communicating over large distances; people are family members  <b>Shopping Mall Words</b> p. 1, 6 Basic Vocabulary matching: word to description
	<b>Beginner 2</b>	<b>English in Action 2</b> -- p: 7, 8 - asking for names/ addresses, filling out basic info forms  <b>Interactive English 1B</b> -- p. 9, p. 15 -- Page 9 has forms of verb to be and clarifying questions using those verbs; page 15 has forms of the verb to have and clarifying questions using those verbs.-- p. 76 -- Extra! Extra! -- Activity to draw a monster described by the teacher; opportunity to ask for more information to complete the drawing.  <b>Signs &amp; Labels</b> -- Unit 5 pp. 88-102 Many useful exercises on reading labels for home products, e.g. food containers, temperature controls, medicine labels, chemicals.-  <b>Forms and Messages p. 57</b> Leaving directions for a babysitter
	<b>Intermediate 1</b>	<b>English in Action 3</b> -- p. 9 -- Questions about class expectations, with opportunity for student to develop additional related questions.  <b>Signs &amp; Labels</b> -- Unit 5 pp. 88-102 Many useful exercises on reading labels for home products, e.g. food containers, temperature controls, medicine labels, chemicals  <b>Forms and Messages</b> -- p. 57 Leaving directions for a babysitter
<b>Intermediate 2</b>	<b>Even More True Stories (2nd Ed.)</b> -- p: 43 - "Misunderstandings" - story about English words that sound similar and the confusion they create in social situations, with vocabulary and comprehension questions <b>(1st Ed.)</b> -p.39  <b>Get with it! 101-plus pop culture idioms &amp; expression.</b> Great for extending knowledge of nuances, conversation	

## **Suggested games/activities for goal #7**

- Games:

- Game #10 - Cathy's Cards - Instant Conversation in the Classroom.
- Game #11 - Build-A-Sentence
- Game #12 - Sentence Scramble
- Game #50 - Guess who?
- Game #37 - English Volley - four sets of cards relating to a different culture. Cards in each set tell a story. Student must determine which preposition of four choices correctly completes the sentence.
- Game #52 - Go to the Press
- Game #36 - Homonym Bingo - review homonyms for words such as to/too/two, way/weigh, etc and have students use them in
- Game #34 - Granny's Candies Card Set 3
- Game #33 Synonyms Bingo

- Speaking Activities:

- Ask questions using the present and the past about anything that interests the student(s).

- Youtube Videos - go to Online Resources Tab in the Curriculum Binder

### Hanging Files:

- Basic Questions and Clarifications

Goal	Level	Textbook Reference
<p><b>Goal #8: Understand and use appropriate verbal and nonverbal language in social situations (greetings, leave-taking, introductions)</b></p>	<p><b>Literacy</b></p>	<p><b>The Basic Oxford Picture Dictionary</b> -- Consider using the image of the grocery store on pages 40-41 as a particular social situation requiring verbal and non-verbal language.</p>
	<p><b>Beginner 1</b></p>	<p><b>Interactive English 1A</b> -- p: 2, 3, 8, 9 - Greetings, names, how are you, asking for names of others</p> <p><b>English in Action 1, 2nd Ed.</b> -- 1st Ed. pp. 90-91 2nd Ed pp. 88-90 -- Maps of cities with government and business buildings -- Conversational questions about how to find locations on the map. --1st Ed. 98-99 2nd Ed. p. 94 -- The Big Picture (Downtown) -- Image of people going about daily lives in a city with questions</p> <p><b>Speak Out in English</b> -- p. 8 -- Nice to Meet You -- Chart focusing on first and last name and greetings of introduction.</p>
	<p><b>Beginner 2</b></p>	<p><b>English in Action 2</b> -- pp. 2-10 - basic introductions/nice to meet you, introducing other people</p> <p><b>Interactive English 1B</b> -- p. 28 -- Real Life -- Create an interactive map with opportunity for student to ask teacher for directions to various points on the map, or instead to give directions.</p>
	<p><b>Intermediate 1</b></p>	<p><b>English in Action 3</b> -- pp. 214 - "A Job Interview" - nonverbal communication in job interview, p.182 -- Facial Expressions, describing feelings/emotions</p>
<p><b>Intermediate 2</b></p>	<p><b>English in Action 4</b> -- p: 117-125 - discusses changes that have occurred in the past or over time using different verb tenses</p>	

## **Suggested games/activities for goal #8**

- Games:
    - Game #11 - Build-A-Sentence
    - Game #34 - Granny's Candies Card Set 3
    - Game #9 - My Word! Junior
    - Game #8 - Flash Cards Tarjetas
    - Game #1.5 Vowels and Vowel Teams Flash Cards
  
  - Writing Activities:
    - Write a dialogue together or have students write their own. Double check comprehension. Use choral/individual repetition for pronunciation.
    - *Get With It*: expressions and idioms
    - *Speaking Naturally*
  
  - Speaking Activities:
    - Understanding basic gestures-make sure Ss can understand the following: hand shake, head nod/shake (yes/no), and shrug (I don't know)
    - Ask student(s) to describe situations (in past and present) in which a person would use different kinds of nonverbal communication (e.g. smile, frown, rolling eyes, shrug, wave, anger, sighing,etc)
    - Pictures, please! Book
- Youtube Videos - go to Online Resources Tab in the Curriculum Binder

Goal	Level	Textbook Reference
<p><b>Goal #9: Talk about family relationships</b></p>	<p><b>Literacy</b></p>	<p><b>Oxford Picture Dictionary</b> -- p: 16 - nuclear family and extended family; pp. 20-21 life events often concerning family (birth, marriage, moving, death)</p>
	<p><b>Beginner 1</b></p>	<p><b>English in Action 1, 1st Edition</b> -- p: 32-33 - Family tree and family relations; p: 38 - Activity of creating a family tree</p> <p><b>English in Action 1, 2nd Edition</b> --1st Ed. pp32, 2nd Ed. p: 30-31 - Family tree and family relations exercises</p> <p><b>Interactive English 1A</b> -- p: 54 - Illustrated vocabulary for nuclear family and basic descriptions</p> <p><b>Speak out in English</b> -- p: 49-52 - Illustrated exercises for basic family relationships, goes through concepts of family near and far &amp; communicating with them</p> <p>Impact Listening 1 -- p. 20-21 questions about family; identifying family members and matching pictures with titles.</p>
	<p><b>Beginner 2</b></p>	<p><b>English in Action 2</b> -- p: 46, 47, 52, 54, 55 - nuclear/ extended family relationships including in-laws, identifying family relations based on pictures</p> <p><b>Interactive English 1B</b> -- p: 14-15 - family tree, extended family including nieces/nephews</p> <p><b>True Stories in the News</b> -- p: 2-4; "Love on the Ferris Wheel" - Story of an unusual wedding. Discussion of marriage and non-traditional gender roles.</p> <p><b>Workplace Plus: Living and Working in English</b> -- p. 84 Familial relationships</p>
	<p><b>Intermediate 1</b></p>	<p><b>English in Action 3</b> -- p: 144-147, 150-153, 177 - Wedding planning vocabulary, related grammar lesson on the verb to have and should vs. shouldn't</p> <p><b>Interactive English 2A</b> -- pp. 26 -- Family Tree</p> <p><b>More True Stories (Second edition)</b> -- p: 7 - "Surprise! It's Your Wedding" - story about a wedding with vocabulary and comprehension questions--</p>

### **Suggested games/activities for goal #9**

- Games:
    - Game #2 - Story Cubes
    - Game #5 - What goes together?
  - Writing Activities:
    - *English in Action* pgs. 1 - p. 32, family tree, creating a family tree
    - Have students draw their own family tree and discuss the family relationships.
  - Speaking Activities:
    - Talk about family relationships and housework. Have students create a list of who does what chores in the home, and how often.
  - Hanging Files:
    - Family Names
- Youtube Videos - go to Online Resources Tab in the Curriculum Binder

Goal	Level	Textbook Reference
<b>Goal #10: Describe people (e.g. physical features)</b>	<b>Literacy</b>	<b>Oxford Picture Dictionary</b> -- p: 11-13 - descriptors of gender, age, size, basic appearance
	<b>Beginner 1</b>	<p><b>Interactive English 1A</b> -- p: 26, 28 - Basic descriptions and a sample dialogue</p> <p><b>English in Action 1, 1st Edition</b> -- p: 40, 41 - Picture of family, practice using adjectives to describe 2nd Ed. pp. 38-39</p> <p><b>True Stories in the News, A Beginning Reader</b> -- p: 13-17; Before and After - A young, shy girl becomes an actress. Good for teaching basic descriptions.</p> <p><b>Speak Out in English</b> -- p. 30 -- Married or Single -- Images of people in couples or singly; conversation on this topic. pp.31</p> <p><b>English in Action 1, 1st ed.</b> -- pp. 33-35 - Describing age, physical features pp: 40-41 - Picture of family, practice using adjectives to describe them.</p> <p><b>English in Action 1, 2nd Ed.</b> -- p: 32-33 - Describing physical features</p>
	<b>Beginner 2</b>	<p><b>English in Action 2</b> -- p: 10 - activity for describing famous people, p: 49 - eye color, hair.</p> <p><b>True Stories in the News</b> -- p. 77-80; "A Big Family" - A family with a lot of adopted children. Has a lot of descriptive words, touches on physical problems.</p> <p><b>True Stories in the News</b> -- p: 22-24; "Lost and Found" - A story about the reunion of triplets. Use to teach about some family relationships and descriptions.</p> <p><b>Interactive English 1B</b> -- p. 14 (family tree) -- various images of people; p. 50 -- various images of clothing</p>
	<b>Intermediate 1</b>	<p><b>English in Action 3</b> -- pp. 97-99 Comparative Adjectives</p> <p><b>Interactive English 2A</b> -- pp. 30-31 Descriptive words</p>
	<b>Intermediate 2</b>	<p><b>Even More True Stories (1st and 2nd ed.)</b> --p. 3 - "Brats" - story about a contest to find the world's biggest brat, discusses bad behavior of children, with vocabulary and comprehension questions --p. 21 - "The World's Largest Family" - story about Argentinian couple with 64 children, with vocabulary and comprehension questions - 1st ed., p. 19 - 2nd ed.</p> <p><b>Readings in English 3</b> -- "The Good Samaritan" - p. 12 Discussion of homelessness and how one can help. Good for discussion and reading level.</p>

### **Suggested games/activities for goal #10**

- Games:
    - Game #50 - Guess who? - Practice making descriptions, listening, asking questions, etc.
    - Game #2 - Story Cubes
  - Speaking Activities:
    - Use any pictures to ask/answer simple descriptions of people. "What color hat is he wearing?" "Is she bald?" etc.
    - Have students describe themselves and or/people they know.
    - Have students name body parts
- Youtube Videos - go to Online Resources Tab in the Curriculum Binder

Goal	Level	Textbook Reference
<b>Goal #11: Interpret clock time - digital and analog</b>	<b>Literacy</b>	<b>Oxford Picture Dictionary</b> -- pg. 7 - The Clock
	<b>Beginner 1</b>	<b>English in Action 1, 2nd Ed</b> -- pg. 146-148 - The clock, telling time and verbs in the present  <b>Interactive English 1A</b> -- pgs. 84-85 - practice telling time and expressing it
	<b>Beginner 2</b>	<b>English in Action 2</b> -- pg. 36 (listening and identifying the time), 78 (daily schedule)  <b>Interactive English 1B</b> -- pgs. 54-59 - time telling and scheduling
	<b>Intermediate 1 and 2</b>	<b>Putting it Together</b> -- <b>pg. 30.</b>  <b>Interactive English 2A</b> -- pp. 60-62 - When Does the Store Open?, p. 65 - Listening to times and drawing what you hear on an analog clock face

**Suggested games/activities for goal #11**

- Games:

- Game #20 - Judy mini Judy Clock Class Pack
- Game #17/18 - Telling Time Flash Cards
- Game #19 - What Time Is It?

- Visuals:

- Telling Time - See "Daily Routine" file
- Time Facts - See "Daily Routine" file

- Youtube Videos - go to Online Resources Tab in the Curriculum Binder

Goal	Level	Textbook Reference
<b>Goal #12: Talk about personal interests</b>	<b>Literacy</b>	<b>Oxford Picture Dictionary</b> -- pp.92-95 - Leisure activities and holidays
	<b>Beginner 1</b>	<b>English in Action 1, 2nd ed.</b> -- pgs. 58-63 - Routines and leisure activities, dialogue practice
	<b>Beginner 2</b>	<b>English in Action 2</b> -- pgs. 200-209 - activities, likes and dislikes, planning future events
	<b>Intermediate 1 and 2</b>	<b>English in Action 4</b> -- pp.48- 49 - Internet dating service, pp. 78-79 - Reading: Stamp Collecting

**Suggested games/activities for goal #12**

● Games:

- Game #22 - Fake Money Game
- Game #10 - Conversation Cubes
- Game #14 - Action Words Cards
- Game # 48 qa- Conversation cubes
- Game # 42 Speaker's Box

● Individual Books:

- *Discussion Starters*
- *Conversation Inspirations*

- Youtube Videos - go to Online Resources Tab in the Curriculum Binder

Goal	Level	Textbook Reference
<b>Goal #13: Use appropriate language for informational purposes (e.g. to identify, describe, ask for information, state needs, command, agree or disagree, ask permission.)</b>	<b>Literacy</b>	<b>Oxford Picture Dictionary</b> -- pg. 14-15, 88-89 - daily routine and community actions
	<b>Beginner 1</b>	<b>English in Action 1, 2nd ed</b> -- pgs. 144- 155 - daily routines and declarative sentences  <b>Interactive English 1A</b> -- pgs 26-31 - Descriptions and declaratives
	<b>Beginner 2</b>	<b>English in Action 2</b> -- pgs. 3-10 - adjectives, declarations, and identification documents  <b>Interactive English 1B</b> -- pgs 2-6 - basic greetings and information sharing  <b>English on a Roll</b> -- Basic Grammar **Goes with game #43**
	<b>Intermediate 1</b>	<b>English in Action 3</b> - pgs. 2-11 - overview of sharing basic information and a grammar review <b>Three Little Words</b> Whole book- teaches a, an, the
	<b>Intermediate 2</b>	<b>English in Action 4</b> -- pgs. 84-88 - relaying information through a driving theme, p. 87 make a to do list and prioritize the items, what do they need to do to complete the list  <b>Interactive English 2B</b> - pgs. 2-6 relaying basic information and reading identification cards

### **Suggested games/activities for goal #13**

- Games:
  - Game #11 - Build-A-Sentence
  - Game #34 - Granny's Candies Card Set 3
  - Game #8 Flash Cards Tarjetas
  - Game #23 - Bank Account
  - Game #24 - Let's Go Shopping
  - Game #30 - Job Interview
  - Game #43 Grammar Cubes \*goes with english on a roll book (see above)\*
  
- Speaking Activity:
  - Pictures, please! Book

Goal	Level	Textbook Reference
<b>Goal #14: Jokes and Slang</b>	<b>Literacy</b>	<b>Oxford Picture Dictionary</b> -- pp.92-93 - Leisure activities
	<b>Beginner 1</b>	
	<b>Beginner 2</b>	
	<b>Intermediate 1 and 2</b>	<b>Get With It: 101-PLUS Pop Culture Idioms <i>and</i> Expressions</b> - the entire book  <b>Essential Idioms in English</b> - the entire book

**Suggested games/activities for goal 14**

- Writing Activities:
  - Madlibs

- Youtube Videos - go to Online Resources Tab in the Curriculum Binder