

ENGLISH AS A SECOND LANGUAGE BEGINNER (IN-PERSON)



Innovation Formation et Développement

ENGLISH AS A SECOND LANGUAGE – BEGINNER (IN-PERSON)

Overall Goals:

- 1. Introduce the students, who have basic or no prior knowledge of English, to the basic vocabulary, grammatical rules, and functions necessary for discussing familiar topics like introducing people, talking about their family, telling the time, describing the weather, etc.**
- 2. Provide students with various communicative activities for developing their listening, speaking and reading skills, and thus, enable them to function effectively in simple everyday situations.**

Intended Learning Outcomes:

By the end of this course, students will be able to:

- 1. Introduce themselves and others (names, occupations, and contact information)**
- 2. Identify locations and give directions to reach specific destinations**
- 3. Describe family relationships and talk about relatives**
- 4. Tell the time, identify numbers and talk about birthdays**
- 5. Describe clothes and discuss preferences and problems in colors, sizes and prices**
- 6. Discuss daily routines, leisure activities and household chores**
- 7. Describe neighbourhoods, buildings, furniture and appliances**
- 8. Write few sentences about themselves, their families or their daily routines.**

Methodology:

- Vocabulary activities (flashcards, matching, crosswords, etc.)**
- Modeling and practicing short conversations**
- Pair and group activities**
- Pronunciation activities**
- Listening activities (Listening for gist and for specific information)**
- Reading activities (Skimming and scanning tasks)**
- Grammar activities and games**

Here are many things (in no particular order) you can do to improve your English

Don't be afraid to make mistakes. Mistakes are how we learn. Keep trying new things, keep making mistakes and you'll keep learning.

Practise every day. Decide how much time a week you are going to spend studying and stick to it.

Practise the 4 core skills: reading, writing, speaking and listening. They will all help you to improve in different ways.

Keep a note of new words/phrases you learn. Choose 3 or 4 to practise each day.

Get help! If you don't understand something you've got to ask someone. Ask your teacher, classmates or friends for help

Don't be in such a hurry to move up a level. Learning English is about your progress, not your level. As long as you're progressing, you're in the right level.

When you are on your English course, be prepared for your class. Do your homework as soon as possible and hand it in on time. Review your notes and your last lesson a few minutes before the class. Doing this will refresh your memory and you'll be warmed up for lesson

Make the most of your time in class, be focussed and participate fully. You won't get a second chance!

Use English whenever you can. It's as simple as that!

Last but not least [learn English with infd.ca!](http://infid.ca)

UNIT 1

1. Introduce themselves and others (names, occupations, and contact information)

First Class Interview and Introduction

Activity Type

Speaking Activity:
writing, asking and
answering questions
from prompts, sentence
completion, reading
aloud, presenting (pair
work)

Focus

Getting to know you
questions

Aim

To create getting to know
you questions to ask
a new classmate and
then to interview the
classmate and use the
information to introduce
them to the class.

Preparation

Make one copy of the
two-page worksheet for
each student.

Level

Elementary (A1-A2)

Time

60 minutes

Introduction

This getting to know you activity is ideal for the first day of class. In the activity, students write get to know you questions to ask a new classmate and then interview them and use the information to introduce them to the class.

Procedure

Give each student a copy of the two-page worksheet.

First, students read five interview questions on the worksheet and create five more getting to know you questions of their own to ask a partner.

When the students have finished, go around and check their questions.

Next, divide the students into pairs.

The students then take it in turns to ask their partner the questions on the worksheet and note down their answers in the spaces provided.

Afterwards, students use their partner's answers to complete the introductory text on the worksheet. Students also create five sentences of their own using the third-person singular.

When the students have finished, pairs stand up and introduce their partner to the class by reading the text aloud.

As the other students listen to the introductions, they write down follow-up questions they would like to ask the person being introduced. These questions can then be asked at the end of each introduction.

Name:

First Class Interview and Introduction

A. Read the five interview questions and then create five more *get to know you* questions of your own to ask a partner.

1. Q: What is your name?

A:

2. Q: Where do you come from?

A:

3. Q: Where do you live?

A:

4. Q: What are your hobbies?

A:

5. Q: What do you want to learn from this class?

A:

6. Q:

A:

7. Q:

A:

8. Q:

A:

9. Q:

A:

10. Q:

A:

B. Now, work with a partner, take it in turns to ask your partner the questions. Note down your partner's answers in the spaces provided.

Name:

First Class Interview and Introduction

C. Use your partner's answers from the previous page to complete the introductory text below.

I'd like to introduce you all to my new friend. His/Her name is

He/She comes from

He/She lives

His/Her hobbies are and

He/She wants to learn from this class.

.....

.....

.....

.....

.....

Does anyone have any questions for my new friend?

D. Now, use the text to introduce your partner to the rest of the class.



E. As you listen to other introductions, write down follow-up questions you would like to ask the person being introduced. You may ask your questions at the end of each introduction.

.....

.....

.....

.....

.....

.....

HOMEWORK

- What are your goals for learning English?
- Why do you need to learn English?
- What do you want to learn about?
- What are your interests outside of the class?
- What are some things that don't interest you?

ESL

**ENGLISH AS A SECOND LANGUAGE
BEGINNER (IN-PERSON)**



Innovation Formation et Développement

UNIT 2

Review Of Last Class And The Homework

Problems Encountered by Learners and How to Deal with Them in Learning English

Evaluate a lesson's success:

- Did the students enjoy the lesson?
- What problems were there during the lesson?
- Which activities were successful, and which were not?
- Did I manage to achieve the aim of the lesson? How do I know this?
- Will I teach this lesson again in the same way?

2. Identify locations and give directions to reach specific destinations

Let's Take the Subway

In this getting around information gap activity, students practice asking for and giving directions using a train system map. This activity can be used to help students learn language for getting around on a train or subway system. In pairs, students take it in turns to ask for and give directions from one train or subway station to another using a system map and phrases given in a box. The students listen to their partner's directions, follow them and write the destination station name on their map. When the students have finished, they check their answers by comparing maps

Let's Take the Subway

Activity Type

Speaking Activity:
information gap (pair
work)

Focus

Getting around

Asking for and giving
directions

Train/subway systems

Aim

To practice asking for and
giving directions using a
train system map.

Preparation

Make one copy of the two
worksheets for each pair
of students.

Level

Elementary (A1-A2)

Time

25 minutes

Introduction

In this getting around information gap activity, students practice asking for and giving directions using a train system map. This activity can be used to help students learn language for getting around on a train or subway system.

Procedure

Divide the students into pairs (Student A and B).

Give each student a corresponding worksheet.

Tell the students not to show their worksheet to their partner.

Go through the meanings of the phrasal verbs used to give directions in the activity, i.e. *get on*, *get off*, *change to*, *bound for* and *ride for*.

Students then take it in turns to ask for and give directions from one train or subway station to another using a system map and phrases given in a box.

Students listen to their partner's directions, follow them and write the destination station name on their map.

When the students have finished, they check their answers by comparing maps with their partner.

Name:

Let's Take the Subway

Student A



Take it in turns to ask your partner how to get to each destination below using the phrases in the box. Listen to your partner's directions and write each station name on the train map above.

A: I'm at*Sunset*..... How do I get to*Stadium*.....?

B: Get on the*Red*..... Line bound for*Old Town*...

Change to the*Yellow*..... Line bound for*Star Hill*..... at*Park*.....

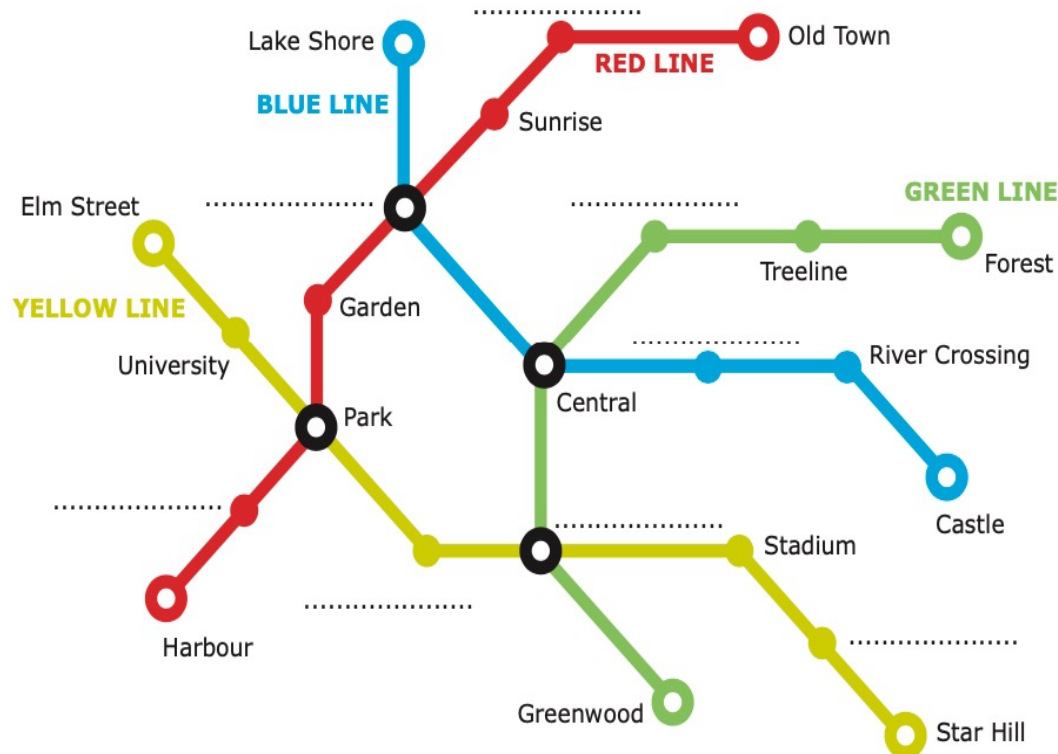
Ride for*three*..... stop(s). Get off at*Stadium*.....

1. You are at **Forest**. You want to get to **Central**.
3. You are at **Greenwood**. You want to get to **River Crossing**.
5. You are at **Lake Shore**. You want to get to **Park**.
7. You are at **Market Street**. You want to get to **Stadium**.
9. You are at **River Crossing**. You want to get to **Sunrise**.
11. You are at **Sunset**. You want to get to **Treeline**.
13. You are at **Old Ferry**. You want to get to **University**.
15. You are at **Treeline**. You want to get to **Garden**.

Name:

Let's Take the Subway

Student B



Take it in turns to ask your partner how to get to each destination below using the phrases in the box. Listen to your partner's directions and write each station name on the train map above.

B: I'm at*Sunset*..... How do I get to*Stadium*.....?

A: Get on the*Red*..... Line bound for*Old Town*.....

Change to the*Yellow*..... Line bound for*Star Hill*..... at*Park*.....

Ride for*three*..... stop(s). Get off at*Stadium*.....

2. You are at **Old Town**. You want to get to **Second Street**.
4. You are at **Lake Shore**. You want to get to **Market Street**.
6. You are at **Castle**. You want to get to **Ben's Farm**.
8. You are at **Central**. You want to get to **Sunset**.
10. You are at **Market Street**. You want to get to **Old Ferry**.
12. You are at **Old Ferry**. You want to get to **Seven Sisters**.
14. You are at **River Crossing**. You want to get to **East Hill**.
16. You are at **Sunrise**. You want to get to **Mornington**.

At the Shopping Mall

In this prepositions of place activity, students listen to clues that contain prepositions of place and work out where various places are located in a shopping mall. Students take it in turns to read out their clues to the group. The group then tries to work out where the various places are located and an assigned student marks their answers on a floor plan. When the groups have completed the floor plan, check the answers with the class

At the Shopping Mall

Activity Type

Vocabulary and Listening
Activity: listening for
locations (group work)

Focus

Prepositions of place

Aim

To listen to clues that
contain prepositions of
place and work out where
various places are located
in a shopping mall.

Preparation

Make one copy of the
worksheet for each
group of four. Cut out the
floor plan and cards as
indicated. If you have a
group of three, give one
student two cards.

Level

Pre-intermediate (A2)

Time

20 minutes

Introduction

In this prepositions of place activity, students listen to clues that contain prepositions of place and work out where various places are located in a shopping mall.

Procedure

Divide the class into groups of four.

Give each group a shopping mall floor plan and give each student a set of clues.

Students choose one person in their group to be responsible for marking the various places on the floor plan.

Explain that the students are not allowed to write any clues down or show their cards to each other.

The students then take it in turns to read out their clues to the group.

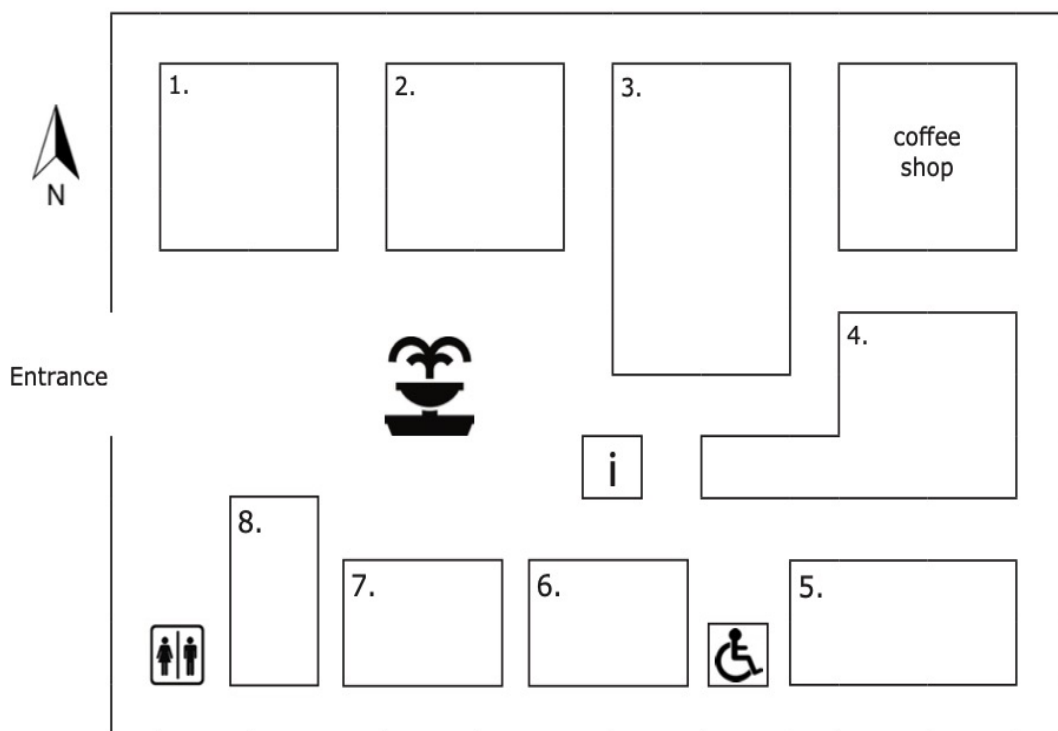
The group then tries to work out where the various places are located and the assigned student marks their answers on the floor plan.

When the groups have completed the floor plan, check the answers with the class.

Answer key

1. Italian restaurant
2. women's clothes shop
3. gift shop
4. computer center
5. sushi bar
6. toy store
7. language center
8. phone shop

At the Shopping Mall



The sushi bar is next to the computer center.

The gift shop and the women's clothes shop are next to each other.

If you're facing south in the coffee shop, you'll have a good view of the computer center.

The gift shop is next to the coffee shop.

Can you tell me the way to ...?

In this giving directions activity, students practice asking for and giving directions to places on a map. The students' task is to ask their partner for directions to eight places and write the locations on the map. One student goes first and asks their partner for directions to one of the places written on the worksheet. The student listens to their partner's directions and marks the location by writing the name of the place on the map. When the student has found all eight places, the students swap roles. Afterwards, students compare their maps and check to see if they have marked the places correctly.

Can you tell me the way to ...?

Activity Type

Speaking Activity: asking for and giving directions, freer practice (pair work)

Focus

Asking for and giving directions

Prepositions of place

Aim

To ask for and give directions to places on a map.

Preparation

Make one copy of the two worksheets for each pair of students.

Level

Pre-intermediate (A2)

Time

25 minutes

Introduction

In this giving directions activity, students practice asking for and giving directions to places on a map.

Procedure

Begin by asking the students for directions to places near the school. As the students are giving you directions, write the target language the students will use on the board, e.g. go straight, go along, turn left/right, go past, in front of, opposite, across from, etc.

Then, review how to give directions and prepositions of place with the class.

Next, tell the students that they are going to practice asking for and giving directions to places on a map.

Ask the students what question they would use to ask for directions.

Elicit the question: Can you tell me the way to...?

Divide the class into pairs (Student A and B).

Give each student a corresponding worksheet.

Tell the students that they must keep their worksheet secret until they have finished the activity.

Explain that both students have the same map, but each student has different places missing.

The students' task is to ask their partner for directions to eight places and write the locations on the map.

Check the students know where they are on the map (at the top of North Road). This is where they start giving directions from each time.

Student A goes first and asks Student B for directions to one of the places written on the worksheet.

Student A listens to their partner's directions and marks the location by writing the name of the place on the map. When Student A has found all eight places, the students swap roles.

Afterwards, the students compare their maps and check to see if they have marked the places correctly.

Can you tell me the way to ...?

A. Ask Student B for directions to the places below and mark the locations on the map.

swimming pool police station phone shop school
book shop hospital pub art gallery

MARKET

LIBRARY

George Street

Street

OASIS HOTEL

GIFT SHOP

Park Street

South Road

BANK

SCIENCE MUSEUM

POST OFFICE

Central Avenue

SHOE SHOP

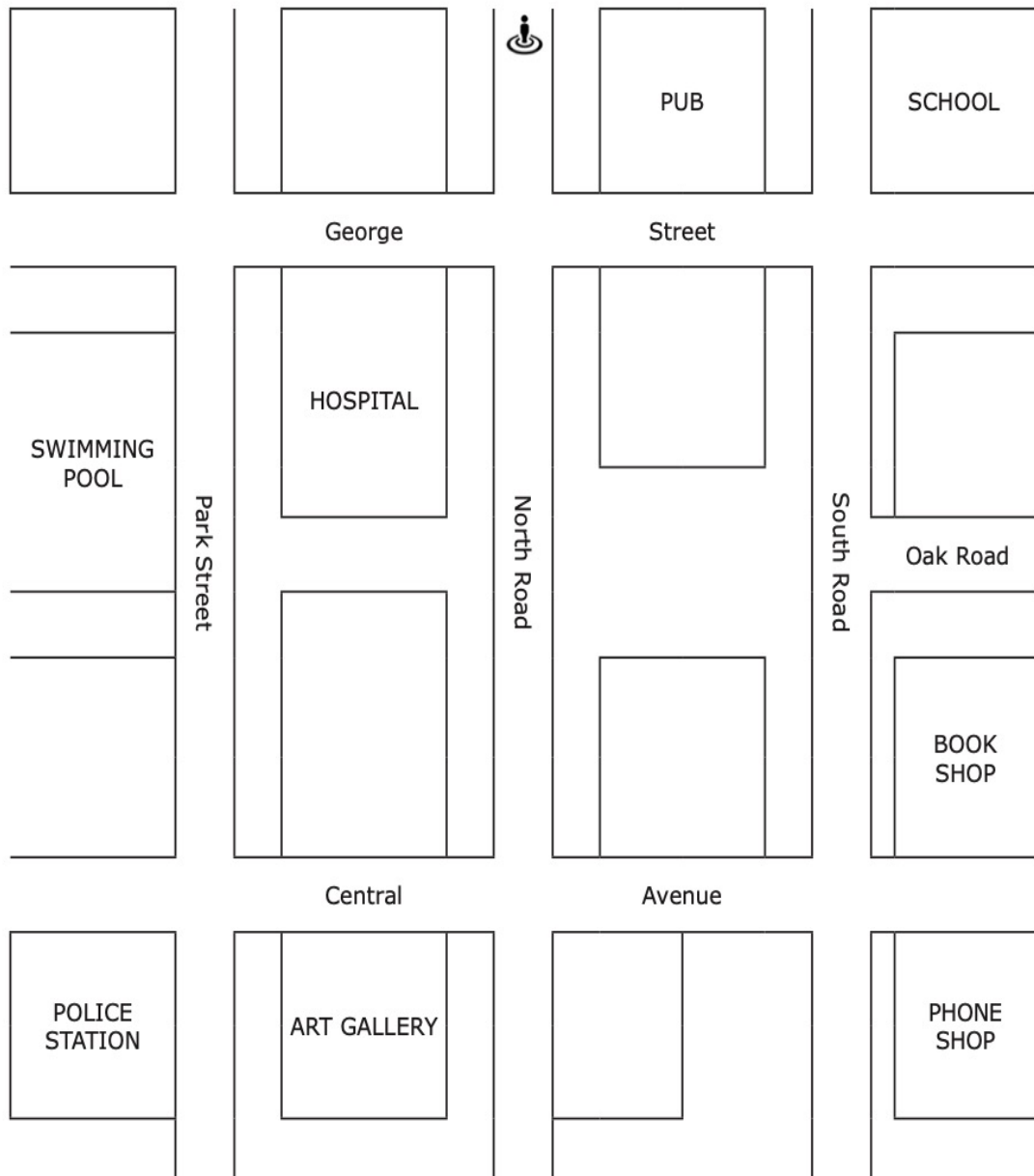
B. Now, give Student B directions to the places on your map.

Name:

Can you tell me the way to ...?

Student B

A. Give Student A directions to the places on your map.



B. Now, ask Student A for directions to the places below and mark the locations on the map.

shoe shop	gift shop	library	science museum
Oasis Hotel	post office	market	bank

HOMEWORK

ESL

**ENGLISH AS A SECOND LANGUAGE
BEGINNER (IN-PERSON)**



Innovation Formation et Développement

UNIT 3

Review Of Last Class And The Homework

Problems Encountered by Learners and How to Deal with Them in Learning English

Evaluate a lesson's success:

- Did the students enjoy the lesson?
- What problems were there during the lesson?
- Which activities were successful, and which were not?
- Did I manage to achieve the aim of the lesson? How do I know this?
- Will I teach this lesson again in the same way?

3. Describe family relationships and talk about relatives

Names of Family Members and Relatives in English

The subject of family and relatives is always appropriate since they are close to us and something is always happening in their lives: someone is getting married, another is moving to another city, still another is looking for a new job. Perhaps someone bought a new car, and someone else has new children or grandchildren.

In most countries, the nuclear family is a central part of life, and having the vocabulary to speak about it is a central part of language learning. If you have ever had to speak about your family or relatives in English, you know how important it is to have the necessary vocabulary of English words in order to freely speak about the subject of family.

So today we will learn – and for some, it will be a review – helpful words and phrases about family and relatives: immediate family, extended family, and more.

I'll also give you some sample sentences which you can adjust and use when speaking about your own family and relatives.

- **Mother**
- **Father**
- **Parents**
- **Wife**
- **Husband**
- **Son**
- **Daughter**
- **Children**
- **Brother**
- **Sister**
- **Siblings**
- **Cousins**
- **Relatives**
- **Aunt**
- **Uncle**

- **Nephew**
- **Niece**
- **Grandparents**
- **Grandmother**
- **Grandfather**
- **Grandson**
- **Granddaughter**
- **Grandchildren**
- **Spouse**
- **Stepmother / Stepfather**
- **Stepson /stepdaughter**
- **Stepsister/stepbrother**
- **Half-sister**
- **Half-brother**
- **Sister-in-law**
- **Brother-in-law**
- **Father-in-law**
- **Mother-in-law**

Brief Things to Say about Family in English

Now let's look at some ways to describe the family. If you change a few words in each sentence, you can use them as a basis to talk about your own family and relatives.

Brief Things to Say about Family in English

- I come from a small/big family.
- There are (*number*) people in my family.
- My brother/sister (*name*) lives in (*place*). He/She is an (*occupation*).
- I look like my Dad. We both have blue eyes and fair hair.
- I'm very different from my Mum. She is talkative and doesn't like to wait for anything. But I'm very shy and patient.
- My sister likes staying at home and cooking, but I prefer gardening and outdoor activities.
- My brother enjoys playing sports, but I prefer reading and watching movies.

Brief Things to Say about Family in English

- We always have lunch/dinner together at the weekend. Sometimes we go away for the weekend.
- We don't see each other very often, but I try to call my parents once a week/day.
- I live near my sister/cousin, so we meet for coffee every week.
- My brother lives far away, but I go to visit him and his family sometimes/every summer.

There really is no limit to the number of sentences you can make. You can talk about their personalities, appearance, or the things they like to do.

Brief Things to Say about Family in English

Possible things to talk about are:

- 1. Brief facts about your family (how many people, a large or small family)**
- 2. The names of each family member and how they are related to you**
- 3. Appearance and personality**
- 4. What kind of relationship you have with each family member (for example, common interests or hobbies)**

family Battleships

In this free family vocabulary game, students play battleships to practice vocabulary related to family.

Students begin by writing seven family words on their grid.

Students then play a game of battleships where they have to find seven family-related words on their partner's grid.

Students take it in turns to call out coordinates from their partner's grid on the worksheet. If their partner has a letter in that square, they say 'hit' and tell the student the letter.

The student then writes the letter in the grid and has another turn. If their partner doesn't have a letter in that square, they say 'miss'. The student then draws an X in the grid and play passes to their partner. The first student to find all seven family words wins the game.

Family Battleships

Activity Type

Listening and speaking activity, pair work

Focus

Family vocabulary

Aim

To play a game of battleships to practice family-related vocabulary.

Preparation

Make one copy of the two worksheets for each pair of students.

Level

Beginner (A1)

Time

25 minutes

Introduction

In this family vocabulary game, students play battleships to practice vocabulary related to family.

Procedure

Divide the students into pairs (Student A and B).

Give each student a corresponding worksheet.

Have the students sit back to back so they can't see each other's worksheet.

Explain that the students are going to play a game of battleships where they have to find seven family-related words on their partner's battleship grid.

Students begin by writing the seven family words on their worksheet somewhere in the grid marked 'You'. Students can write the words horizontally, vertically or diagonally.

The students then take it in turns to call out coordinates from the 'Your partner' grid on the worksheet, e.g. b 4.

If their partner has a letter in that square, they say 'hit' and tell the student the letter. The student then writes the letter in the grid and has another turn.

If their partner doesn't have a letter in that square, they say 'miss'. The student then draws an X in the grid and play passes to their partner.

The first student to find all seven family words wins the game.

NAME :

Family Battleships

Student A

Write these family words in the grid marked 'You'.

father sister uncle grandmother cousin niece daughter

You

	A	B	C	D	E	F	G	H	I	J	K
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											

Now, play a game of battleships and try to find seven words related to family in your partner's grid.

Your partner

	A	B	C	D	E	F	G	H	I	J	K
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											

NAME :.....

Family Battleships

Student B

Write these family words in the grid marked 'You'.

mother brother aunt grandfather parent nephew son

You



	A	B	C	D	E	F	G	H	I	J	K
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											



Now, play a game of battleships and try to find seven words related to family in your partner's grid.

Your partner



	A	B	C	D	E	F	G	H	I	J	K
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											



family Races

This set of free family vocabulary games helps students learn and practice a wide variety of family-related vocabulary. This versatile activity can be used as a describing game, spelling relay or board race game. In the describing game, students take it in turns to describe a family member on a card to their respective teams, e.g. 'Your mother's brother is your...' The first team to correctly guess the family member (e.g. uncle) wins and scores a point. In the spelling relay, two teams line up in front of the board. Show a card to the student at the back of each line. These students write the family-related word with their fingers on the back of the person in front of them. The word is written on the back of the next student and so on down the line until it reaches the student at the front. That student writes the word on the board. The first team to write the correct word on the board scores a point. For the family board race game, students listen to descriptions of family words and race to the board to grab the card that matches with the description. The first student to pick the right card scores a point for their team.

Family Races

Activity Type

Listening and speaking activity, group work

Focus

Family vocabulary

Possessives

Aim

To learn and practice a wide variety of family-related vocabulary.

Preparation

Make one copy of the cards and cut as indicated.

Level

Pre-intermediate (A2)

Time

30 minutes

Introduction

This set of fun family vocabulary games helps students learn and practice a wide variety of family-related vocabulary. This versatile activity can be used as a describing game, spelling relay or board race game.

Procedure

Describing game

Divide the class into two teams. One student from each team comes to the front of the class. Explain that the two students are going to race to describe the name of a family member to their teammates and that the first team to guess the word scores a point.

Pick a card and show the word on the card to both students. The two students then race to describe the family member on the card to their respective teams, e.g. 'Your mother's brother is your...'

The first team to correctly guess the family member (i.e. uncle) wins and scores a point. Then, two new students come to the front of the class and so on. The game continues until all the cards have been used. The team with the most points at the end of the game wins.

Spelling relay

Have the two teams line up in front of the board. Show a card to the student at the back of each line.

These students write the family word with their fingers on the back of the person in front of them. The word is written on the back of the next student and so on down the line until it reaches the student at the front. That student writes the word on the board.

The first team to write the correct word on the board scores a point. The students at the front of the lines then go to the back and the game continues.

Board race game

For this board race game, you may want to enlarge the cards to A3. Stick all the cards on the board. Have the two teams line up at the back of the classroom. Make sure students have a clear runway to the board.

Describe one of the family members from the board. The student at the front of each line races to the board to grab the card that matches with the description. The first student to pick the right card scores a point for their team. The game continues until all the cards have been taken from the board.

NAME :

Family Races

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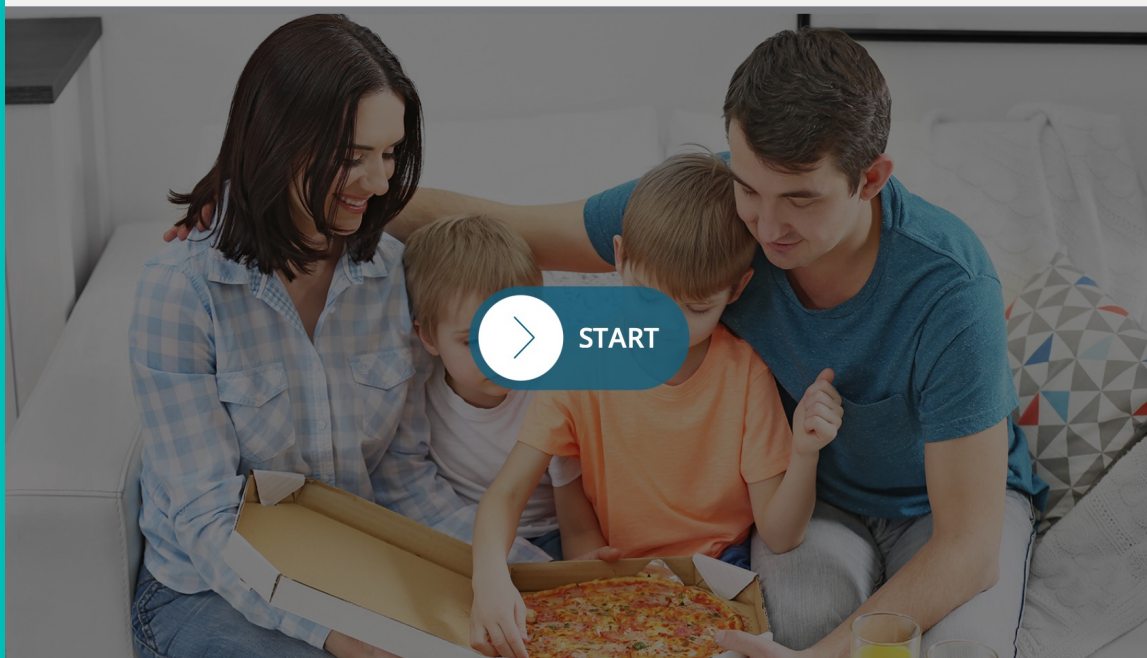
uncle	granddaughter	stepbrother	niece
stepson	grandchild	father	stepmother
daughter-in-law	great-grandson	mother	stepdaughter
great-granddaughter	stepfather	son-in-law	grandfather
sister	grandparents	brother-in-law	daughter
grandmother	aunt	brother	father-in-law
wife	mother-in-law	great-grandfather	stepsister
husband	son	great-grandmother	cousin
nephew	sister-in-law	sibling	fiancé
parent	spouse	fiancée	grandson

My family

This activity helps you practise grammar

Listen to Saira talking about her family

Learning English



Basic

My family

How difficult was this activity?

Too easy

CEFR Level

A1-A2

Time

5-10 minutes

Skills

Grammar

Listening

<https://www.cambridgeenglish.org/learning-english/activities-for-learners/a1l053-my-family>

Activity for learners

This activity helps you to practise grammar and listening

My family

<https://www.cambridgeenglish.org/learning-english/activities-for-learners/a1053-my-family>

Listen to Saira talking about her family and write one word in the gap.

Saira's husband is a

Saira hasdaughters and one son.

Her oldest child isyears old.

Her oldest daughter haseyes.

Her son likes playing

Saira is buying afor her daughter .

Cambridge University Press & Assessment

My family

This activity practises listening for basic factual information

Transcript

My name's Saira. I'm married. My husband is a doctor and I'm a teacher. We've got three children. Two girls and one boy. The girls are called Amber and Iman and my son is called Hassan.

Iman is the oldest. She's fifteen. Then Hassan is next. He's twelve. And Amber is five years old.

All my children have dark hair like me, but my oldest daughter has blue eyes like my husband. I have brown eyes.

My son's favourite sport is football. My daughter Amber likes playing with dolls. Iman likes playing basketball.

Amber wants to have a cat. But we can't have big pets in our flat. I'm buying a fish because they're small and easy.

HOMEWORK

ESL

**ENGLISH AS A SECOND LANGUAGE
BEGINNER (IN-PERSON)**



Innovation Formation et Développement

UNIT 4

UNIT 5

UNIT 6

UNIT 7

UNIT 8