

Teacher's Guide

Learning Principles

Relationships

Language learning happens through relationships. This curriculum is based on activities where students interact with the teacher, classroom volunteers and classmates. The teacher should also encourage students to build relationships outside of class. Relationships create a need to communicate and is therefore a great motivation for learning language.

Culture

In order to settle in a new country, students need to learn how local people live. This curriculum focuses on life skills needed for living in America. The teacher should encourage students to take part in community life outside of class.

Comprehension

Comprehension comes before speaking. Therefore it is very important for students to have a lot of comprehensible language input. This means that they need to listen to the language where they understand most, but not all, of the language. The vocabulary activities in each chapter build on this principle. Students will practice comprehension by listening and pointing. After comprehension comes production where students will say and write the words and phrases. The vocabulary activities and the stories in each chapter are recorded for students to practice at home.

Communication

Learning language happens by participating in communication. The vocabulary activities, dialogues, and discussion questions help students learn through meaningful communication.

Proficiency

Proficiency is not only what students are able to score on a test. Proficiency is measured by how students are able to communicate thoughts by speaking and writing, as well as how well they can function in their community.



Roles of the Teacher and the Students

Teacher Facilitation

The teacher is a facilitator who guides and structures students' learning. The teacher is to give opportunities for students to practice by demonstrating and modelling exercises and activities.

Student Learning

Students learn through repetition, practice and using the language in practical, comprehensible and communicative ways.

Levels

Level 1: Word Level

Students will learn a lot of vocabulary in a wide variety of daily topics. They will practice using the vocabulary in simple sentences. This way they build up to making sentences on their own.

Level 2: Sentence Level

Students will continue to learn vocabulary and use the vocabulary in more complex sentences. They should now be able to make sentences on their own. They will be encouraged to describe pictures, ask questions, and answer questions. They will start practicing putting sentences together into paragraphs.

Level 3: Paragraph Level

Students will tell and retell stories, learn to give opinions, compare and contrast.

Pronunciation

Working on correct pronunciation from the beginning is important. The English language has sounds that other languages don't have. Students have to learn how to make these new sounds. This curriculum does not give instructions on how to use the speech apparatus to make different sounds. You can find supplemental books to guide this practice.

Syllables

The English language tends to put a lot of emphasis/stress on one of the syllables in multi-syllable words. Many other languages put equal stress on each syllable. It is helpful to divide long words into syllables and practice putting stress on the correct syllable. You can clap or use an elastic band to assist learning. Doing an action with your hands helps the brain retain information.

Examples: cli-nic, be-tween, li-bra-ry, de-part-ment

Tips for Level 1

- **The teacher should not talk too much.** The students' understanding is very limited.
- **Demonstrate activities rather than explain them.**
- **Use flashcards and objects to ask questions and elicit sentences. Always encourage students to use full sentences.**

Examples:

The teacher points to a man and a woman and says, "He is a man". The pronoun is "he". "She is a woman." The pronoun is "she".

The teacher points to a pen and says, "It is a pen". The teacher points to several pens and says, "They are pens", etc. The teacher puts a pen or several pens in different locations in the classroom and asks, "Where is the pen?" "Where are the pens?" "What objects can you see in the classroom or on the tables?" "What can you see when you look out the window?"

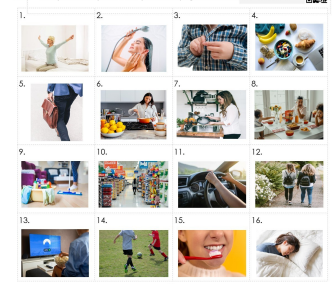
How to Use this Book

The first page of each chapter lists the vocabulary words and has a picture of each word. You can display the pictures on a screen, hang up flashcards or point to the pictures in the book. Then follow the procedure for TPR (total physical response) as described on the next page. Help students focus on the pictures and oral comprehension rather than the written words at first. They will write the words in later exercises. Use flashcards to practice the words. Videos are recorded for each vocabulary page. Students should scan the QR code and watch the videos at home. Encourage them to point, repeat and answer the questions as they watch the video.

Chapter 5 Daily Activities and Time

get up	take a shower	get dressed	eat breakfast
go to work	cook	wash dishes	eat dinner
clean the house	go shopping	drive	go for a walk
watch TV	play soccer	brush teeth	go to bed

1. A. Point to the pictures as the teacher says the activities. Then point to the pictures and practice saying the activities. Watch the video.



The next pages teach basic grammar and life skills by practical examples using the vocabulary words. Students will practice the new grammar and skills through writing exercises and oral dialogues. The dialogues use substitution to give plenty of practice with the grammar topic and the vocabulary words. Model the dialogues first, then let students practice the dialogues with different partners. It is important to get students to use the language orally. The teachers and helpers should walk around the classroom and assist.

Marko's Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
10:00 am goes to church	9:00 am attends English class	10:30 am has a doctor's appointment	9:00 am eats breakfast	8:30 am gets dressed	7:30 am has a driving lesson	10:30 am plays soccer
12:30 pm takes a nap	1:00 pm cooks lunch	1:30 pm cleans the house	2:00 pm washes dishes	12:45 pm has a driving lesson	2:30 pm goes to work	3:30 pm goes shopping
4:00 pm watches TV	11:30 pm comes home	11:45 pm eats dinner	12:00 am brushes his teeth	12:15 am takes a shower	12:30 am goes to bed	6:30 pm eats dinner with friends

5. Look at Marko's schedule and practice the dialogues with your teacher and then with a partner. Exchange the bold words.

A. When does Marko go to church?
B. He goes to church on Sunday at 10 am.

A. What does Marko do on Sunday at 10 am?
B. He goes to church.

Each chapter has a story. The story features immigrants as well as the theme of the chapter. The vocabulary words from the current chapter, as well as from previous chapters, are used in the story together with the grammar and skills that have been taught.

First, the teacher will read the story several times while students cover the text and only look at the pictures. This is very important for oral comprehension. Then, students will take turns reading, preferably in smaller groups. This is a good time to correct pronunciation. Some level 1 students might not be able to read at this level yet. Let them listen and answer the comprehension questions orally.

6. A. Cover the text. Look at the pictures and listen as the teacher reads the story. B. Take turns reading the story aloud. Talk about the story and any new words.

Marko's Schedule

Marko is from Ukraine. He came to America in June 2022. Marko has a wife and three children. His sisters and brothers are in Ukraine. His parents, aunts and uncles are in Germany.

Marko is a busy man. He works second shift. He goes to work at 2:30 in the afternoon. He comes home at 11:30 at night. He works in a warehouse.

On Monday and Tuesday Marko attends English class at 9:00 in the morning. He wants a Pennsylvania driver's license. He has a driving lesson on Friday at 9:30 am.

On the weekend Marko doesn't work. On Saturday morning he plays soccer with his friends. In the afternoon he goes shopping with his family. On Sunday morning he goes to church with his family.

Practice at home. Watch the video. Look at the pictures and listen to the story.



There is a QR code with a video for students to practice at home. Students should look at the pictures and listen first without looking at the words to practice their oral comprehension.

After the story, there are comprehension questions. Students may answer the questions orally first. Then the ones who are able will write answers. Always use complete sentences in oral and written answers.

Students may do the writing as homework, and you can check their work at the beginning of the next lesson.

C. Read the sentences. Circle yes or no.

1. Marko came to America in summer.	Yes	No
2. His wife and children are in Ukraine.	Yes	No
3. He works in the afternoon and evening.	Yes	No
4. He attends English class in the evening.	Yes	No
5. He has a Pennsylvania driver's license.	Yes	No
6. He plays soccer on Saturday afternoon.	Yes	No
7. He goes to church on Sunday morning.	Yes	No

D. Tell a partner what Marko does in each picture.



E. Answer the questions using complete sentences.

- What time does Marko go to work in the afternoon?
- What does Marko do on Saturday morning?
- What does Marko do on Saturday afternoon?
- When does Marko attend English class?

Total Physical Response (TPR)

Learning a large amount of vocabulary is very important in levels 1 and 2.

Each chapter starts with a list of vocabulary words and pictures.

Total physical response (TPR) is an effective method for learning vocabulary quickly.

The spoken word needs to be associated with the real object or a picture, not the written word.

- A lot of repetition is needed.
- Comprehension comes before speaking.
- Pointing or doing helps the brain remember the words.
- Don't label the pictures!

Chapter 5 Daily Activities and Time

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1. A. Point to the pictures as the teacher says the activities. Practice at home. Then point to the pictures and practice saying the activities. Watch the video.



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Procedure for the Total Physical Response (TPR) Vocabulary Activities

(Scan the QR code on each vocabulary page and watch the video to learn how to do the exercise in class.)

The written vocabulary words are listed on top of the page to aid learning. However, the focus for this activity is the pictures and not the written words. We want the students to associate the spoken word with the real object. This is comprehension.

1. Hang up flashcards of the vocabulary words in the order they are listed in the book. (Printable flashcards may be ordered free of charge from newinamerica23@gmail.com)
2. The teacher says the words in random order many times while pointing to the flashcards. Students should listen and point in their book. The words will be said in a phrase "This is a _____." "She is _____".
3. The teacher says "Point to the _____", and students point to the correct picture in their book. The teacher will go through all the words many times in random order and point to the flashcards.
4. The teacher points to a flashcard, and students say the word or the phrase, "This is a _____." This procedure will be repeated for all the flashcards many times and in random order.

Videos are recorded for each vocabulary page. Students should scan the QR code and watch the videos at home. Encourage them to point, repeat and answer the questions as they watch the video.

How to Use the Dialogues

The dialogues give practice using the vocabulary words and the grammar topic in sentences. This activity encourages relationships in the classroom between students and between students and the teacher. It gives students the opportunity for communication and repetitious practice which is so important for language learning. Volunteers can work with students who need more help. Students can practice the dialogues with different partners.

Students HAVE TO say the words and phrases many times themselves in order to learn.

Procedure for the Dialogue Activities

1. **Demonstrate** the dialogue with a classroom helper or a more advanced student. The dialogues are substitution drills where you substitute the bold words for other vocabulary words. You will point to the picture and ask the question. "What is this?" "What is she doing?"
2. **Practice the dialogue as a class.** Divide the class in half. One half repeats the question after you. The other half repeats the answer after you. Then switch roles. Repeat with several substitutions as you point to the corresponding picture.
3. **Let the students practice the dialogue in pairs.** One student will ask the question and the other student answers. Then they will switch roles. The teacher and volunteers will walk around the classroom and assist as needed. Example:

B. Point to the pictures on the previous page and practice the dialogues below. Use the time phrases above and exchange the bold words.

A. When does he/she cook?

B. He/she cooks in the afternoon.

A. When do they play soccer?

B. They play soccer in the evening.

Review and Extra Activities

Review gives additional practice and is essential for mastery and retention of the material. Start each lesson with review and finish the lesson reviewing the main points of the lesson. Below is a list of activities for review and for additional practice.

Routine Activities

Hang up a calendar in the room. Start the lesson with the day, date and weather. Do common greetings and talk about how the students are feeling.

Redo Exercises in the Book

Dialogue: An exercise in the book can be done more than once. Start or finish the lesson by having students do a dialogue that they have done previously. This gives more practice and reinforces retention.

Questions: Written exercises can be reviewed by students asking and answering orally in pairs.

Describe pictures: Students can work in pairs and describe pictures in the book. They can also use the pictures in the stories to review the stories.

Ask questions from the story and elicit complete sentences.

Flashcard Activities

- Flyswatter game: Hang the flashcards on the wall. Divide students into two rows that are competing against each other. The first person in each row has a flyswatter. Call out a word. The first person to hit the correct picture gets a point.
- Divide into teams if the class is big. Put flashcards on the table in front of the team members. Call out a word and the first student to grab the right card keeps it. The student with the most cards wins. (comprehension)
- Show a card, and the student who says the word first, gets the card. The student can be asked to use the word in a sentence. (speaking)
- Ask and answer questions using the flashcards.

Concentric Circles

Concentric circles is a speaking and listening activity that provides every learner in the class an equal opportunity to speak. Learners stand in an inner and outer circle facing each other. They will ask and answer questions that they have already practiced in the dialogues. When the teacher calls time, they move over and repeat the process with a new partner.

Ball Toss

Ball toss is an active and engaging activity that allows learners to practice their speaking skills and reinforce vocabulary. Learners stand in a circle and take turns asking and answering questions as they throw a ball to one another. Below is an example of how to practice pronouns. Write the following phrase on the board and practice it. "Please pass the ball to me." Practice one column at a time.

Subject Pronouns Singular	Subject Pronouns Plural	Possessive Adjectives Singular	Possessive Adjectives Plural
A student says, "Please pass the ball to me ."	Students pair up in the circle.	A student says, "Please pass the ball to me ."	Students pair up in the circle.
The teacher asks, "Who has the ball?"	A student pair says, "Please pass the ball to us ."	The teacher asks, "Whose ball is it?"	A student pair says, "Please pass the ball to us ."
The student with the ball answers: I have the ball.	The teacher asks, "Who has the ball?"	It is my ball.	The teacher asks, "Whose ball is it?"
Another student answers: He/She has the ball.	We have the ball.	It is her ball.	It is our ball.
	They have the ball.	It is his ball.	It is their ball.

Ask Questions

Have students work in pairs or walk around the classroom asking each other questions you have written on the board or on conversation cards. The questions should be from material already learned.

Examples:

- What objects can you see in the classroom?
- What family members do you live with?
- What day and month is it today?
- Say your address.
- What did you eat for dinner last night?
- What rooms are in your house?