

A Sample Unit from

ADVENTURES in ENGLISH

Multi-Level Curriculum

Adventures in English Multi-level Curriculum is an activity-based English-teaching curriculum that focuses on “learning by doing.” It is flexible, having been designed for use in both ongoing church-based programs and in international short-term ministries. The teacher’s guide provides sample lesson plan templates for both situations and a sample unit plan for church-based programs.

The twelve theme-based units allow the flexibility of choosing from three different levels, indicated as: (B): Beginning, (I): Intermediate or (A): Advanced. A *Placement Assessment* is provided in the *Appendix* to help determine the ability levels of the students.

The twelve-unit, multi-level teacher’s guide focuses on English conversation skills. These skills are cultivated through discussions that introduce new vocabulary and activities that get students engaged in applying what they have learned. Each unit also provides grammar, writing and idiom practice.

There are no student textbooks or workbooks, making the curriculum especially cost effective. A number of photocopiable activities are provided in the teacher’s guide. For questions about this curriculum or other resources write esl@efca.org.

TABLE of CONTENTS

The Introduction explains how to effectively use each unit as a multi-week "unit" for church-based programs or a single "lesson" for English language camps. Sample lesson templates, schedules, and unit plans are provided.

Introduction

Introduction: How to Use This Book and Tips for Teaching English 7

Grammar Syllabus 15

A separate book with Bible reading activities can be used to complement the unit themes.

English Teaching Units

Another book in this series, *Adventures in English, Bible Reading and Conversation*, provides lessons for teaching the Bible readings.

Unit 1 English theme: **Family** 19
 Optional Bible reading topic: The Birth of Jesus

Unit 2 English theme: **Communication** 33
 Optional Bible reading topic: Jesus Calls His Followers

Unit 3 English theme: **Community** 49
 Optional Bible reading topic: Jesus Tells a Parable of the Good Samaritan

Unit 4 English theme: **Food** 63
 Optional Bible reading topic: Jesus Provides Food for 5000 People

Unit 5 English theme: **Friendship** 75
 Optional Bible reading topic: Jesus Heals a Paralytic Man

Unit 6 English theme: **Occupations** 91
 Optional Bible reading topic: Jesus Tells the Parable of the Sower

Unit 7 English theme: **Outdoors** 107
 Optional Bible reading topic: Jesus Calms a Storm and Walks on Water

Unit 8 English theme: **Learning** 123
 Optional Bible reading topic: Jesus Tells a Parable About the Lost Son

Unit 9 English theme: **Health** 139
 Optional Bible reading topic: Jesus Heals a Deaf, Mute Man and a Blind Man

Unit 10 English theme: **Cultures** 157
 Optional Bible reading topic: Jesus Brings Lazarus Back to Life

Unit 11	English theme: Holidays	169
	Optional Bible reading topic: The Crucifixion and Resurrection of Jesus	
Unit 12	English theme: Sports	181
	Optional Bible reading topic: Jesus Will Return	

Appendix

Supplemental Activities	199
Placement Interview.....	207
Descriptions of Spoken Language Proficiency Levels.....	209
Special Event Ideas for English Camps.....	211
Where Do You Go from Here? For Outreach English Class Teams	213

A placement interview and a list of descriptors for varying ability levels are provided in the Appendix to help with placing students in the appropriate class.

The pages below have been selected from Unit 1 to give the reader an idea of the lesson content.

The introduction to the book explains how to choose from the five components of each unit to create effective lessons.

UNIT 1. ADVENTURES IN FAMILY

ICEBREAKERS

- 1. Introductions (B, I):** Begin this first day with introductions. Introduce yourself, then model other introductions.

Hello. My name is _____. What is your name?

My name is _____.

I'm happy to meet you.

Thank you. I'm happy to meet you.

Write this dialog on your whiteboard. Ask students to introduce themselves to each other.

The markings B, I, A designate the level of students for which the activity is suited.

- 2. Family Pictures (I, A):** Show several pictures of your immediate and extended family. See if your students can guess how they are related to you.

Ask students to bring to class a family photo or photos of individual family members. Mix the pictures up on the table. See if the students can guess which family each person belongs to. If it is just one person in the picture, guess whose relative it is and what relation they are to the student.

Note: Tell them they do not need to spend time or money getting a photo taken, but if they have a current or old one available, please bring it to class.

DISCUSSION EXERCISES

Discussion Exercises introduce new vocabulary and provide opportunities for students to practice it.

- 1. Homes (B):** vocabulary – house/home, living room, bedroom, kitchen, bathroom, dining room, also the names of relevant furniture and furnishings. Bring pictures of household furniture and furnishings and let students determine in which room each would be found. Reverse the order for review: name a room in a home then ask a student to pick an item of furniture that belongs in that room.

Note: If you are teaching in a developing nation, or your students are from such a country, be sensitive to their housing situation. They may live in a small, one room house with few furnishings. Try to find pictures of typical homes. A web search can provide you with photographs of homes in various countries.

- 2. Where Are You? (B, I): vocabulary – house/home, living room, bedroom, kitchen, bathroom, dining room, also the names of relevant furniture and furnishings.** [See unit vocabulary in the picture dictionary pp. 46-47 and 54-59.] Model the following dialog for your class:

Where are you?	I am in the kitchen.
What do you see in the kitchen?	In the kitchen I see a stove, a sink ...
What do you do in the kitchen?	In the kitchen I cook.

Pair off your students and let them ask and answer the questions.

- 3. Family Tree (B, I): vocabulary – mother/mommy/mom, father/daddy/dad, grandma/pa, brother/sister, sibling, cousin, aunt/uncle, husband/wife, related, descendants, forefathers, ancestors.** Use the family tree on p. 34 of the picture dictionary to teach the names of these family members. Ask students to draw their own family trees, labeling each person with the appropriate relationship (mother, cousin, etc.). When all have finished, let each student describe his or her tree for the class.

Rather than taking up class time drawing pictures before class, make a photocopy of the family tree in the picture dictionary for each student, cut the tree into individual faces and place each tree into an envelope. During class, students can use the pictures to make their own family tree and describe it for the class.

- 4. Family Relations (B, I): vocabulary – aunt/uncle, niece/nephew, cousin, sister-in-law, step-father, sibling.** Write some of the following sentences on the whiteboard. Ask these questions after you have defined all the vocabulary.

- My uncle's son is my _____ (cousin).
- My brother's daughter is my _____ (niece).
- My brother's wife is my _____ (sister-in-law).
- My father's sister is my _____ (aunt).
- My father's parents are my _____ (grandparents).
- My mother's husband is my _____ (father, stepfather).
- My mother's mother is my _____ (grandmother).
- My mother's brother's son is my _____ (cousin).

Let students make up some similar sentences and then quiz each other.

12. Food Discussions (B, I, A): Some of the *Discussions in Unit 4, Food*, can be used in this unit. Choose those *Discussions* that are relevant to the topic of families.

13. Other Suggested Discussion Topics (I, A):

- a. Tell what makes a family happy.
- b. Is being in love an important factor in marriage?
- c. Describe the ideal husband, father, wife, or mother.
- d. What are the advantages and disadvantages of being raised in a large family?
- e. Should parents treat all their children the same? Why or why not?
Can you give examples from your own family?
- f. In what ways are you like your mother? Like your father?
Whom do you resemble the most?

ACTIVITIES

Activities give opportunities for learning with movement, group work and/or competition.

1. Homes (B): Ask students to draw diagrams of the floor plans of their own homes or print floor plans from apartment rental websites. Ask students to label the rooms and furniture. If necessary, let them use the picture dictionary, pages 46-47 and 54-59. After they have finished drawing, break the class into groups of two or three letting the members of each group describe their drawings to each other.

Note: If your students are from significantly different economic backgrounds, drawing a diagram of their homes may be embarrassing to some students. Using a printed floor plan would be preferable.

2. What's Inside? (B): Before class, write the names of various rooms of a house on individual pieces of paper. Place these papers in a small envelope. In class, let students choose a paper, then name a piece of furniture found in that room. You can reverse the order also: A student chooses a paper from the envelope, names an object usually found in that room while others guess what room is being described.

3. Crossword Puzzle (B): A crossword puzzle related to the theme of *Family* is at the end of the unit. After students have completed it, ask different students to read a clue and give the correct answer.

4. Family Chores Game (B, I, A): Before class, write each chore on a separate piece of paper, and place all the pieces into an envelope. During class, let each student pick one paper out of the bag and act out the task, including any relevant conversation or monolog, while the rest of the class tries to guess the chore being demonstrated. Note that *B-* and *I-*level students may not know all the vocabulary. Also, not all cultures will recognize all these household chores.

setting the table	cleaning up after pets	mowing lawns	driving the car
clearing the table	washing clothes	cleaning out gutters	shoveling snow
washing dishes	hanging up clothes to dry	mending clothes	sweeping sidewalks
drying dishes	painting	repairing furniture	carrying water
mopping floors	folding clothes	replacing light bulbs	carrying babies
polishing floors	ironing clothes	taking out garbage	changing baby's diaper
vacuuming	cooking	pulling weeds	feeding babies
scrubbing walls	making beds	watering plants	cleaning the bathroom
sweeping	raking leaves	changing fuses	
dusting furniture		feeding pets	

5. **Family Fibs (B, I, A):** Ask students to write three sentences about themselves or their own families. One sentence must be false and the other two true. Ask each student to read his or her sentences aloud while the class tries to guess which statements are true and which one is false. Set the pattern for the class by giving examples from your life and family before they write.

6. **Grab the Word (B, I, A):** This is a vocabulary review activity that can be used with any unit. Before class, write words related to today's topic on 3x5 cards. During class, pin or tape the cards to the wall at the front of your classroom. Divide your class into two teams, placing them in two lines, at equal distances from the word-cards. As you read the definition of one of the words, the first student from each team can run to the board, find the correct word, grab it from the wall and take it back to the team. The next two students repeat the activity, etc. When you are ready to end the activity, ask the teams to alternately read a word card and define the word on the card.

7. **Find Your Twin (B, I):** Have each student write the following descriptions on a piece of paper:

ME	OTHERS
eye color	
# of sisters	
favorite food	
hair color	
age	
favorite subject	
# of brothers	
favorite sport	
hobby	

Other descriptions - shoe size, height, grade in school, add more if needed.

GRAMMAR FOCUS

Grammar activities should take about 10 minutes. Choose activities that meet the students' needs.

Present Tense

- 1. Simple Present Tense and Present Progressive Tense (B, D):** We use the simple present tense to express activities we do on a regular or usual basis. *I eat breakfast. I drive a red car.* We use the present progressive tense to describe an activity that is occurring right now. *I am eating breakfast. I am driving my red car.*

- a. Ask different students to describe for the class what they usually do as they get up in the morning until they leave for school or work. Ask them to describe their actions in complete sentences. (*Teacher: As students tell about their actions, be sure they tell what they do [simple present tense], not what they did.*)

As a student talks, write on your whiteboard the verbs he/she uses. Show your class that these words describe daily habits and actions, not what the student is doing right now.

- b. Write the following charts on your whiteboard. Practice modeling the statements with the students. The simple present tense may include a description of the verb.

Show your class that when using simple present tense verbs with I, we, you or they (the first and second person, and third person plural) the verbs do not end with *s*. A verb with he, she and it (third person singular) ends with *s*. There are many exceptions to this general rule.

PERSON	ACTION	DESCRIPTION OF ACTION (how, when, where)
I/We You They	sleep eat cook	quickly. in the bedroom. at 12 o'clock. in the kitchen.
He/ She/ It	sleeps eats cooks	

- c. To practice present tense, ask different students to perform simple actions: *Tom, stand up.* Ask other students to tell in a complete sentence what he is doing: *Tom is standing.* Other actions to perform: whistle, hum, look up, rub your hands, sit on the floor, look at your watch.

As students tell what others are doing, write on your whiteboard the appropriate verbs (*is standing, is whistling*). Show your class that these words describe what the student is doing right now.

PERSON	HAVE OR HAS	ACTION
I, We, You, They	have	slept. eaten.
I've, We've, etc.		
He, She, It	has	
He's, She's It's		

The verb form used is the past participle.

c. Practice sentences. Either write these sentences on your whiteboard or make photocopies for students before class. Using the word provided, let students use the present perfect tense to complete the sentences in their notebooks. Add more sentences related to today's topic.

- (see) I _____ the Tower of London. (*have seen*)
- (know) I _____ Peter for many years. (*have known*)
- (give) The teacher _____ four tests this year. (*has given*)
- (fall, not hurt) They _____ but they _____ themselves badly. (*have fallen, have not hurt*)
- (wear) He _____ that shirt for four days. (*has worn*)

d. Ask students to use the present perfect tense to tell the class about things they have done or places they have visited in the past. Ask student to complete the sentence, *In the past I have.... Or In the past my family has....*

The introduction to the book explains an effective way to teach idioms. Idioms are related to the unit theme.

IDIOMS

- | | | |
|------------------------------|---------------------------|-----------------------|
| only child | spring chicken | spitting image |
| tie the knot | sibling rivalry | in the doghouse |
| like father, like son | chip off the old block | apple of his eyes |
| two peas in a pod | black sheep of the family | cut the apron strings |
| wear the pants in the family | henpecked | bring home the bacon |

WRITING TOPICS

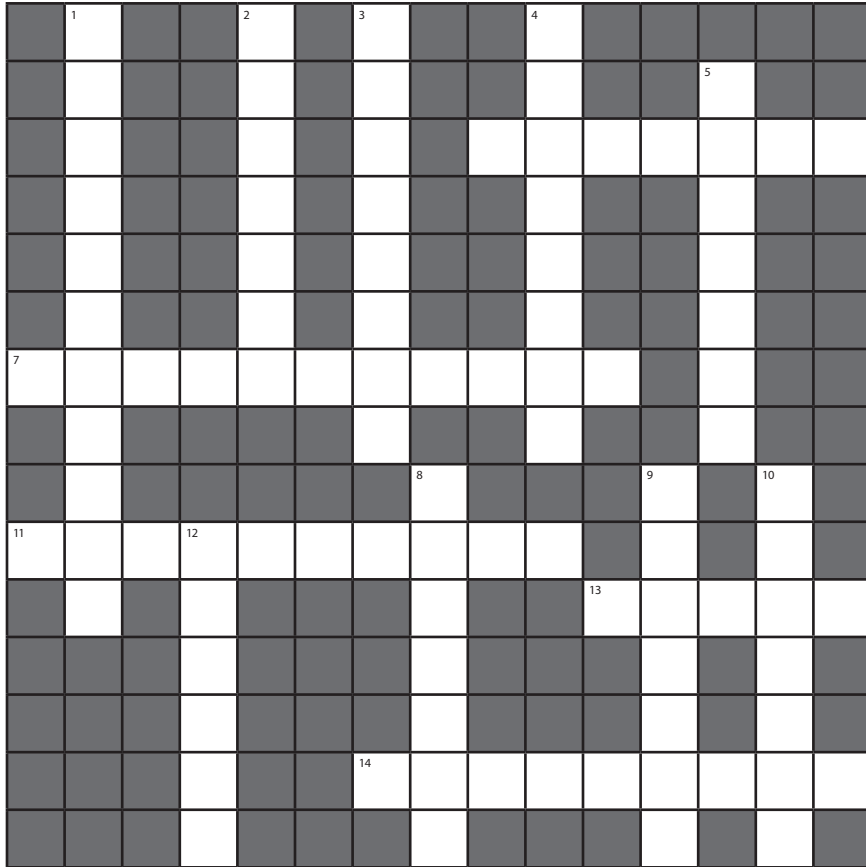
Writing topics can be used to reinforce what is learned in class or as a journal to communicate with the teacher.

1. **(B, I, A):** Ask your students to tell you about their families.
2. **(B, I):** Ask students to write about their favorite relative and why he or she is special to them.
3. **(I, A):** Ask your students to tell you the most important thing you as their teacher need to know about them.
4. **(I, A):** Ask your students to describe the perfect father/mother/spouse/or family.
5. **(A):** Write Proverbs 17:6 on the whiteboard and ask your students to comment on it.
Grandchildren are a crown to the aged, and parents are the pride of their children.

Reproducible activities are provided in the book.

Family puzzle for *B-* level *Activity 3*.

FAMILY



ACROSS

- 6. wife's mate
- 7. mother's mother
- 11. my child's child
- 13. father's sister
- 14. family members

DOWN

- 1. date of wedding
- 2. soon to be married
- 3. unmarried man
- 4. female child
- 5. mother and father
- 8. my mother's mother
- 9. father's brother's son
- 10. mother and _____ .
- 12. brother's daughter