

# Teaching ESL with *In English* and Lending Videos to Students

## *Unit 11*

**The videos of the *In English* program are available on videocassette, CD-ROM or DVD.** Because the video content is the same on each format, this guide may be used with any of them.

This guide is based on one 3-hour class per week. The sequence of activities and assignments in this guide can be easily adjusted to more frequent classes. We also have a guide for distance learning programs in which students meet individually with an instructor for 20 minutes per week. It is available for download from our website:

([www.videolanguage.com/esl.corner.resource.html](http://www.videolanguage.com/esl.corner.resource.html)), click on "Distance Learning Manual."

One of the keys to success that the *In English* series provides is greater time on task for the learner. Viewing the video at home is an enormous benefit. Learners will make rapid progress in reading, writing, listening and speaking skills if they spend the recommended time to master the video lessons and workbook exercises.

During class meetings, give students positive reinforcement for their progress, and urge them to practice their English aloud with family members for at least one hour per day.

### **Week 31 meeting of the class:**

10-S. Complete Unit 10.

1. Ask students to role play the DIALOG by reading from the workbook on pages 59-64.
2. Review and evaluate the WRITING exercises on pages 56-58.
3. Check the EVALUATION section on pages 68-72 by playing the SCENE. Circulate to see that all students have filled in the blanks correctly.
4. Briefly practice each section of the STRUCTURE exercises on pages 47-55 in final preparation for the TEST.
  - a) Emphasize the **bold** points.
  - b) Ask additional questions using the same information.
5. Give students the Unit 10 TEST on pages 83-90. If you notice that students have already completed the test in their workbooks, ask them to do it again on a fresh copy from the pages of your licensed master.

**Assign students Unit 11. (Video #19)**

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## *Unit 11*

Video #19, Unit 11 consists of:

- SCENE (11-S), pages 1-3 in the Volume 5 workbook
- VOCABULARY (11-V), pages 4-7 in workbook
- DIALOG (11-D), pages 21-31 in workbook
- PRONUNCIATION (11-P), pages 4-7 in workbook.

Provide your students a workbook or a copy of Unit 11 from your licensed master. The unit also consists of reading and writing exercises in the Volume 5 workbook. They include QUESTIONS (pages 8 and 9), STRUCTURE (pages 10-17), WRITING (pages 18-20), CONVERSATION (pages 32-35), EVALUATION (pages 36-38) and the Unit 11 TEST on pages 77-82.

- 11-B. At the first class meeting for Unit 11, introduce the video format contained in the Unit 11 video.
1. Play the SCENE section (11-S) all the way through. Do not stop to ask questions at this point. The students are getting the big picture
  2. Play the VOCABULARY section (11-V) all the way through.
  3. Remind the students of the connection between the words in the VOCABULARY section and their context in the SCENE section. Assure your students that they will learn the material as they repeat the videos many times over the next few weeks.
  4. Show the students that Unit 11 contains the four video sections: SCENE, VOCABULARY, DIALOG and PRONUNCIATION.
- 11-C. Review a few verbs from Unit 10, asking questions using *Can*, *Should*, *Did*, and *Do you have to*. Examples:
1. “Can you spell telephone? Can you run a mile?”
  2. “Should you wear warm clothes in the winter?” Should you write to your family?”
  3. “Did you write anything in your book last night? Did you get enough sleep last night?”
  4. “Do you have to pay your rent this week? Do you have to telephone anyone before tomorrow?”
- 11-D. Return the video to the SCENE section (11-S). Show students the blue triangles and the numbers in the QUESTIONS section of the workbook.
1. Show them how to ask the questions of each other and find the answers on the video and in the workbook.

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- 11-E. Ask additional questions about the videos:
1. Example: “Are the streets around the class ever closed to traffic? Why?”
  2. Then ask related questions: “Are there any clothing stores near here? Are there any movie theaters near here?”
  3. Then ask questions about students’ activities:
    - a) “How often do you go shopping for clothes?”
    - b) “How often do you go grocery shopping? Where do you shop?”
    - c) “How are the prices there? Can you get good deals there?”
    - d) “Where can you find the best prices in town?”
    - e) “Should everyone shop there?”
    - f) “Why?”
- 11-F. Emphasize the difference between forming questions using *Should* and forming questions using *Have to*. Examples:
1. “Should you telephone your family from time to time? Yes, you should. Do you have to telephone your family? No, you don’t.”
  2. “Should you get 8 hours of sleep a night? Yes, you should. Do you have to get 8 hours of sleep a night? No, you don’t.”
- 11-G. **Homework:**
1. **Have students check in the videos they borrowed last week. Check out to each student video #19, Unit 11 to use at home.**
  2. Ask them to watch the videos often and to practice speaking English aloud for one hour per day or until they master the SCENE and VOCABULARY sections.
  3. Encourage students to understand the sections of the videos before focusing on the exercises in the workbook.

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**Week 32 meeting of the class:**

- 11-H. Play the SCENE (11-S) section.
1. Freeze the video on each of the blue triangles, numbered 1 through 20. The corresponding questions are listed in the workbook on pages 8 and 9. Example: Freeze the video on blue triangle 1, and ask the first question. Require your students to answer using complete sentences.
  2. Ask additional questions to practice making complete sentences. Example: On triangle 17, ask:
    - a) “How much of L.A. have we already seen on the videos so far?”
    - b) “Would you like to see more?”
    - c) “Have you ever been to L.A.?”
    - d) “Have you ever been to San Francisco?”
- 11-I. Play the SCENE (11-S) section again with workbooks open to pages 8 and 9 (QUESTIONS).
1. Have students answer questions orally first, then have them write the answers in their books. You may ask certain students to write the answers on the board while others are checking their answers in their workbooks. Suggested answers to these questions are in the “Welcome to *In English*, Volume 5” packet.
- 11-J. Lead the students in exercises based on the first six sections of the STRUCTURE section in the workbook on pages 10-12. They should be able to answer these questions. Examples:
1. “Have you lived in this town since 1997? Yes, I have. No, I haven’t.”
  2. “Were you here yesterday? Yes, I was. No, I wasn’t.”
  3. “How long have you been here today? I have been here since . . .”
  4. “How many minutes have you been here? I have been here for ...
  5. “Have you talked to anyone in your family today? Yes, I have talked to my sister and mother. No, I haven’t talked to anyone in my family today.”
  6. “Have you studied your English since yesterday? Yes, I have. No, I haven’t.”
  7. “Have you watched TV today? Yes, I have. No, I haven’t.”

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11-K. Use the examples written in sections 7-10 of the STRUCTURE section of the workbook for oral exercises. Require your students to use complete sentences in their answers.

1. In section 7, ask:
  - a) “Have you studied English for more than 30 weeks?”
  - b) “Have you known the person next to you for more than 30 weeks?”
2. In section 8, ask:
  - a) “Have you watched your English videos more than twice this week?”
  - b) “Have you gone to the beach this year? How many times?”
  - c) “Have you seen more than one movie this year?”
  - d) “Have you seen any movies this month?”
3. In section 9, ask:
  - a) “How many times did you watch your English video last week?”
  - b) “How many times have you watched it this week?”
4. In section 10, ask:
  - a) “How many letters have you written this year?”
  - b) “How has the weather been this week so far?”
  - c) “How many times have you watched TV today?”
  - d) “Did you watch it in English?”

11-L. **Homework:**

1. Ask students to review VOCABULARY at home until they know the words in Unit 11.
2. Ask students to review the SCENE section on the video. Tell them to freeze on the questions and correct the answers that they may have written during class.
3. Ask students to listen to the SCENE section of the video as many times as needed to fully understand it.
4. Ask students to ask and answer the QUESTIONS on pages 8 and 9 aloud at first with a member of their family or a friend. After that, ask them to write the answers in their workbooks (if they haven't already) or on a separate sheet of paper at home.
5. Ask students to read and study STRUCTURE, pages 10-17.
6. Remind students to study for one hour per day at home.

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*Unit 11*

**Week 33 meeting of the class:**

- 11-M. Engage the students in exercises using the video of Unit 11.
1. Play the SCENE (11-S) section while students' books are open to QUESTIONS on pages 8 and 9. Have students ask and answer the questions with each other while you freeze the video on each blue triangle."
  2. Play the VOCABULARY section (11-V) on the video, while students' workbooks are open to pages 4-7. Have the students listen and repeat.
    - a) Freeze the video occasionally and ask Yes/No questions using *Did, Can, Should, Do you have to* and *Have you ever*.
    - b) Ask What, Where, When, Who, Whose, How, How Much, How many, How far, How long and How often questions with *Have you*. Example: "How many letters have you written this year?"
    - c) When you get to the Basic words 1-4, ask: "How long have you been in this class? Have you finished all of the lessons yet? Do you still need to study?"
  3. Review the STRUCTURE section on pages 10-17. Emphasize sections 11-15. Extend each exercise by asking questions that will get students to answer what the section emphasizes in **bold**.
  4. Play the PRONUNCIATION section (11-P) of the video with the student workbooks closed. Ask students to listen and repeat each word. Urge students to practice their pronunciation at home using the video.
- 11-N. Turn to the WRITING exercises on pages 18-20 of the workbook. Have students write the questions and answers. Refer to the "Welcome to In English, Volume 5" packet for suggested answers.
- 11-O. Play the DIALOG section (11-D) of the video all the way through with the students' workbooks closed.
1. Ask students to open their workbooks to pages 21-31. Then play the DIALOG again.
  2. Have students role play (read) the DIALOG, or parts of it, in pairs.
  3. You may want students to act out the DIALOG, or parts of it, in front of class.
  4. Expand on the DIALOG by asking the students questions using the expressions from the end of the vocabulary list on page 7. Have students ask each other questions using these expressions, making their own conversations. Examples:
    - a) "I got a good deal on my car. I can pay on time. I paid cash."
    - b) "What's going on? You seem sad."

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- 11-P. Have students turn to the EVALUATION section, page 36. Dictate the first six paragraphs to them. Read each sentence three times and ask students to fill in the missing words in their books.
1. “Correct” each paragraph by listening to the SCENE section (11-S) of the video paragraph by paragraph. After you have dictated paragraph one, play paragraph one on the video. This technique allows students to read along and correct their work while having the visual cues available on the video.
- 11-Q. Ask students to open to pages 32-35, CONVERSATION section of the workbook. Ask students questions 1 through 14. Then have students in pairs ask each other all 22 questions. Circulate, helping students with pronunciation, answering questions, and evaluating student progress.
- 11-R. **Homework:** Help students prepare for your Unit 11 TEST.
1. Ask students to study the STRUCTURE exercises on pages 10-17. Remind them that the **bold** word is the grammatical point for them to learn.
  2. Tell them to listen and repeat during the PRONUNCIATION section.
  3. Have them practice reading all parts of the DIALOG on pages 21-31. Tell them to find a partner with whom they can role play the parts of the DIALOG.
  4. Have students complete the EVALUATION on pages 36-38 at home and bring it to class.
  5. Ask them to correct their own work on the WRITING section on pages 18-20.
  6. Remind students to study one hour per day.
  7. Be sure that each student has video #19, Unit 11 to use at home..

( Please see Unit 12 for Week 34 activities, which include the completion of Unit 11. )

# Teaching ESL with *In English* and Lending Videos to Students

## *Unit 12*

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This guide is based on one 3-hour class per week. The sequence of activities and assignments in this guide can be easily adjusted to more frequent classes. We also have a guide for distance learning programs in which students meet individually with an instructor for 20 minutes per week. It is available for download from our website:

([www.videolanguage.com/esl.corner.resource.html](http://www.videolanguage.com/esl.corner.resource.html)), click on "Distance Learning Manual."

One of the keys to success that the *In English* series provides is greater time on task for the learner. Viewing the video at home is an enormous benefit. Learners will make rapid progress in reading, writing, listening and speaking skills if they spend the recommended time to master the video lessons and workbook exercises.

During class meetings, give students positive reinforcement for their progress, and urge them to practice their English aloud with family members for at least one hour per day.

### **Week 34 meeting of the class:**

- 11-S. Complete Unit 11.
  1. Ask students to role play the DIALOG by reading from the workbook on pages 21-31.
  2. Review and evaluate the WRITING exercises on pages 18-20.
  3. Check the EVALUATION section on pages 36-38 by playing the SCENE. Circulate to see that all students have filled in the blanks correctly.
  4. Briefly practice each section of the STRUCTURE exercises on pages 10-17 in final preparation for the TEST.
    - a) Emphasize the **bold** points.
    - b) Ask additional questions using the same information.
  5. Give students the Unit 11 TEST on pages 77-82. If you notice that students have already completed the test in their workbooks, ask them to do it again on a fresh copy from the pages of your licensed master.

Teaching ESL with *In English*  
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**12-A. Assign students Unit 12. (Video #20)**

Video #20, Unit 12 consists of:

- SCENE (12-S), pages 39-42 in the Volume 5 workbook
- VOCABULARY (12-V), pages 43-46 in workbook
- DIALOG (12-D), pages 60-67 in workbook
- PRONUNCIATION (12-P), pages 43-46 in workbook.

Provide your students a workbook or a copy of Unit 12 from your licensed master. The unit also consists of reading and writing exercises in the Volume 5 workbook. They include QUESTIONS (pages 47-49), STRUCTURE (pages 50-56), WRITING (pages 57-59), CONVERSATION (pages 68-71), EVALUATION (pages 72-75) and the Unit 12 TEST on pages 83-90.

12-B. At the first class meeting for Unit 12, introduce the video format contained in the Unit 12 video.

1. Play the SCENE section (12-S) all the way through. Do not stop to ask questions at this point. The students are getting the big picture
2. Play the VOCABULARY section (12-V) all the way through.
3. Remind the students of the connection between the words in the VOCABULARY section and their context in the SCENE section. Assure your students that they will learn the material as they watch the videos many times over the next few weeks.
4. Show the students that Unit 12 contains the four video sections: SCENE, VOCABULARY, DIALOG and PRONUNCIATION.

12-C. Review a few verbs from Unit 11, asking questions using *Can*, *Should*, *Did*, *Do you have to*, and *Have you ever*. Examples:

1. “Can you write in English? Can you borrow money from your friend?”
2. “Should you borrow money from friends?”
3. “Did you borrow money last year?”
4. “Do you have to buy anything before you go home?”
5. “Have you been to the grocery store today? Have you ever quit a job? Why?”

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- 12-D. Return the video to the SCENE section (12-S).
1. Have students ask the questions of each other and find the answers on the video and in the workbook.
- 12-E. Ask additional questions about the videos:
1. Example: “What is the name of this building?”
  2. Then ask related questions: “What should you remember to bring to the class?”
  3. Then ask questions about students’ activities.
    - a) “Do you ever go to a museum?”
    - b) “Have you been in a swimming pool this year?”
    - c) “Have you taken your children to a playground this month?”
    - d) “Have you seen a movie this month?”
    - e) “How often do you go to the movies?”
    - f) “What kind of movies do you like?”
    - g) “Why?”
- 12-F. Emphasize the difference between forming questions using *Did* (past) and forming questions using *Have* + past participle (present perfect). Examples:
1. “Did you see a movie last night? Yes, I did. No, I didn’t.”  
“Have you seen a movie this month? Yes, I have. No, I haven’t.”
  2. “Did you go to the store yesterday? Yes, I did. No, I didn’t.”  
“Have you been to the store today? Yes, I have. No, I haven’t.”
- 12-G. **Homework:**
1. **Have students check in the videos they borrowed last week. Check out to each student video #20, Unit 12 to use at home.**
  2. Ask them to watch the videos often and to practice speaking English aloud for one hour per day or until they master the SCENE and VOCABULARY sections.
  3. Encourage students to understand the sections of the videos before focusing on the exercises in the workbook.

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**Week 35 meeting of the class:**

12-H. Play the SCENE (12-S) section.

1. Freeze the video on each of the blue triangles, numbered 1 through 20. The corresponding questions are listed in the workbook on pages 47-49. Example: Freeze the video on blue triangle 1, and ask the first question. Require your students to use complete sentences in their answers.
2. Ask additional questions to practice making complete sentences. Example: On triangle 5, ask:
  - a) “What do you hear right now?”
  - b) “Can you hear traffic?”
  - c) “What else do you hear?”
  - d) “Is it too cold in here? Is it cold outside?”
  - e) “When does it get warmer?”

12-I. Play the SCENE (12-S) section again with workbooks open to pages 47-49 (QUESTIONS).

1. Have students answer questions orally first, then have them write the answers in their books. You may ask certain students to write the answers on the board while others are checking their answers in their workbooks. Suggested answers to these questions are in the “Welcome to *In English*, Volume 5” packet.

12-J. Lead the students in exercises based on the first six sections of the STRUCTURE section in the workbook on pages 50-51. They should be able to answer these questions. Examples:

1. “How long have you been studying English?”
2. “Did you watch T.V. last night?”
3. “Did you study last night?”
4. “How much have you studied this week so far?”
5. “What are you doing right now?”
6. “Have you talked on the telephone today yet?”
7. “Has it rained much this year?”
8. “How long have you been living in this town?”

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- 12-K. Use the examples written in sections 7-9 the STRUCTURE section of the workbook for oral exercises.
1. In sections 7 and 8, ask one student a question similar to a question in the workbook, then ask another student to tell you what you just asked the first student and how he answered. Examples:
    - a) Ask a student: “Do you like ice cream?”  
Student answers: “Yes, I do.”  
Then ask another student: “What did I just ask the student and how did he answer?”  
Student answers: “You asked him if he liked ice cream. He answered that he did.”  
This is reported speech.
  2. In section 9, ask students for reported speech, similar to the examples in section 9. Example:
    - a) Ask one student to do something: “Please turn on the lights.”  
Student answers: “OK, I will turn on the lights.”  
Ask another student: “What did I ask the student and how did she answer?”  
Student answers: “You asked her to turn on the lights. She said she would”  
This is reported speech in the past.
- 12-L. **Homework:**
1. Ask students to review VOCABULARY at home until they know the words in Unit 12.
  2. Ask students to review the SCENE section on the video. Tell them to freeze on the questions and correct the answers that they may have written during class.
  3. Ask students to listen to the SCENE section of the video as many times as needed to fully understand it.
  4. Ask students to ask and answer the QUESTIONS on pages 47-49 aloud at first with a member of their family or a friend. After that, ask them to write the answers in their workbooks (if they haven’t already) or on a separate sheet of paper at home.
  5. Ask students to read and study STRUCTURE, pages 50-56.
  6. Remind students to study for one hour per day at home.

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**Week 36 meeting of the class:**

- 12-M. Engage the students in exercises using the video of Unit 12.
1. Play the SCENE (12-S) section while students' books are open to QUESTIONS on pages 47-49. Have students ask and answer the questions with each other while you freeze the video on each blue triangle.
  2. Play the VOCABULARY section (12-V) on the video, while students' workbooks are open to pages 43-46. Have the students listen and repeat.
    - a) Freeze the video occasionally and ask Yes/No questions using *Did*, *Have you ever* and *Have you*.
    - b) Ask What, Where, When, Who, Whose, How, How Much, How many, How far, How long and How often questions using *Have you*. Examples:
      - (1) "Have you visited friends this month?"
      - (2) "Have you gone to bed early this week?"
    - c) When you get to the Basic words 1-5, ask questions that students can use to practice these words. Example:
      - (1) "Do you like hamburgers or hot dogs?"  
Possible answers: "I don't like either hamburgers or hot dogs. I like neither hamburgers nor hot dogs."  
"I like both hamburgers and hot dogs."
      - (2) "How often do you look at yourself in a mirror?"  
"I look at myself in the mirror many times during the day."
  3. Review the STRUCTURE section on pages 50-56. Emphasize sections 10-15. Extend each exercise by asking questions that will get students to answer what the section emphasize in **bold**.
  4. Play the PRONUNCIATION section (12-P) of the video with the student workbooks closed. Ask students to listen and repeat each word. Urge students to practice their pronunciation at home using the video.
- 12-N. Turn to the WRITING exercises on pages 57-59 of the workbook. Have students write the questions and answers. Refer to the "Welcome to In English, Volume 5" packet for suggested answers.

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- 12-O. Play the DIALOG section (12-D) of the video all the way through with the students' workbooks closed.
1. Ask students to open their workbooks to pages 60-67. Then play the DIALOG again.
  2. Have students role play (read) the DIALOG, or parts of it, in pairs.
  3. You may want students to act out the DIALOG, or parts of it, in front of class.
  4. Expand on the DIALOG by asking the students questions using the expressions from the end of the vocabulary list on page 46. Have students ask each other questions using these expressions, making their own conversations. Examples:
    - a) "Is he in a good mood? Why not? Why don't you ask him why he's in a bad mood?"
    - b) "Do you happen to have five dollars that I can borrow? Why not? You're kidding!"
- 12-P. Have students turn to the EVALUATION section, page 72-75. Dictate the first seven paragraphs to them. Read each sentence three times and ask students to fill in the missing words in their books.
1. "Correct" each paragraph by listening to the SCENE section (12-S) of the video paragraph by paragraph. After you have dictated paragraph one, play paragraph one on the video. This technique allows students to read along and correct their work while having the visual cues available on the video.
- 12-Q. Ask students to open to pages 68-71, CONVERSATION section of the workbook. Ask students questions 1 through 13. Then have students in pairs ask each other all 21 questions. Circulate, helping students with pronunciation, answering questions, and evaluating student progress.

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- 12-R. **Homework:** Help students prepare for your Unit 12 TEST.
1. Ask students to study the STRUCTURE exercises on pages 50-56. Remind them that the **bold** word is the grammatical point for them to learn.
  2. Tell them to listen and repeat during the PRONUNCIATION section.
  3. Have them practice reading all parts of the DIALOG on pages 60-67. Tell them to find a partner with whom they can role play the parts of the DIALOG.
  4. Have students complete the EVALUATION on pages 72-75 at home and bring it to class.
  5. Ask them to correct their own work on the WRITING section on pages 57-59.
  6. Remind students to study one hour per day.
  7. Be sure that each student has video #20, Unit 12 to use at home.

**Week 37 meeting of the class:**

- 12-S. Complete Unit 12.
1. Ask students to role play the DIALOG by reading from the workbook on pages 60-67.
  2. Review and evaluate the WRITING exercises on pages 57-59.
  3. Check the EVALUATION section on pages 72-75 by playing the SCENE. Circulate to see that all students have filled in the blanks correctly.
  4. Briefly practice each section of the STRUCTURE exercises on pages 50-56 in final preparation for the TEST.
    - a) Emphasize the **bold** points.
    - b) Ask additional questions using the same information.
- 12-T. Give students the Unit 12 TEST on pages 83-90. If you notice that students have already completed the test in their workbooks, ask them to do it again on a fresh copy from the pages of your licensed master.

Students who have completed the *In English* program through Unit 12 have demonstrated persistence in their desire to learn English. Congratulate them on their progress and encourage them to use English at every opportunity in everyday life.