

Teaching ESL with *In English*
and
Lending Videos to Students
Unit 5

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), 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.

Please Note: Unit 5 and subsequent units are formatted differently than Units 1 through 4.

Beginning with Unit 5, each unit is contained on one videocassette or CD-ROM or DVD, and consists of the four core sections: SCENE, VOCABULARY, DIALOG and PRONUNCIATION. Students will spend much more time with this "concentrated" video format than with the earlier format (Units 1-4).

Written exercises do not appear on the videos. Provide your students a workbook or a copy of Unit 5 from your licensed master.

Week 13 meeting of the class:

- 4-U. Complete Unit 4.
 - 1. Ask students to role-play the DIALOG by reading from the workbook on pages 62 and 63.
 - 2. Review and evaluate the WRITING exercise on page 61.
 - 3. Dictate the EVALUATION section on pages 67 and 68. Make fresh copies of the pages from your licensed master and distribute one to each student.

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

Unit 5

4. Practice each section of the STRUCTURE exercises on pages 56-59.
 - a) Emphasize the **bold** points.
 - b) Ask additional questions using the same information.
5. Give students the Unit 4 TEST on pages 81-84. Students may have already completed the test in their workbooks while using the videos at home. In that event, ask them to do it again on a fresh copy from the pages of your licensed master.

5-A Assign students Unit 5. (Video #13)

Video #13, Unit 5 consists of:

- SCENE (5-S), pages 1 and 2 in workbook
- VOCABULARY (5-V), pages 3-5 in workbook
- DIALOG (5-D), pages 15-18 in workbook
- PRONUNCIATION (5-P), pages 3-5

The unit also consists of reading and writing exercises in the Volume 2 workbook. These include QUESTIONS (pages 6-8), STRUCTURE (pages 9-12), WRITING (pages 13-14), CONVERSATION (pages 19-21), EVALUATION (pages 22-23) and the Unit 5 TEST on pages 53-58.

- 5-B. At the first class meeting for Unit 5, introduce the new video format contained in units 5 - 12.
 1. Play the SCENE section (5-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 (5-V) all the way through.
 3. Show the students 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 video material many times over the next few weeks.
 4. Show the students that Unit 5 contains the four video sections: SCENE, VOCABULARY, DIALOG and PRONUNCIATION.
- 5-C. Review the verb *to be* in the present tense.
- 5-D. Return the video to the SCENE section (5-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.

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

Unit 5

- 5-E. Ask additional questions about the videos:
1. Examples: “Does the man have a cup in his hand? Yes, he does.” “Is it cold at the festival? Is it hot at the festival?”
 2. Then ask questions about actual weather: “Is it cold today? Is it hot today? Is it cold in the classroom? etc.” “Is this a family?”
 3. Then ask questions about students’ families. “Do you have children? Do you have a daughter? Do you have a son?”
- 5-F. Emphasize the *Do/Does* structure in forming your questions.
- 5-G. **Homework:**
1. **Have students check in the videos they borrowed last week. Check out to each student video #13, Unit 5 to use at home.**
 2. Ask them to watch the video material 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 video before focusing on the exercises in the workbook.

Week 14 meeting of the class:

- 5-H. Play the SCENE (5-S) section and freeze the video on each of the blue triangles, numbered 1 through 27. The corresponding questions are listed in the workbook on pages 6, 7 and 8. Example: Freeze the video on blue triangle 1, and ask the first question. You may require just a yes or no answer or one-word answers the first time through.
- 5-I. Freeze the video on the blue triangles in the SCENE (5-S) section. Ask additional questions to practice short answers with *Do/Does*. Example: On triangle 10, “What do people do at the festival? Do you eat every day? Do you drink water every day? Do you walk every day? What else do you do every day?”
- 5-J. Play the SCENE (5-S) section again with workbooks open to pages 6-8 (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 2” packet.

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

Unit 5

- 5-K. Lead the students in exercises based on the first four sections of the STRUCTURE section in the workbook on pages 9 and 10. They should be able to answer these questions. Examples:
1. Do you drink milk? Yes, I do. / No, I don't.
 2. Does your dog drink water? Yes, it does. / No, it doesn't.
 3. Use the examples written in sections 5, 6 and 7 of the STRUCTURE section of the workbook for oral exercises. Review section 4 on page 10, then emphasize 5, 6 and 7 on page 11.
 4. Ask real questions modeled after these structures. Examples: "Do you ever eat hamburgers? Do you have any time to study? How do you like your coffee?"
- 5-L. **Homework:**
1. Ask students to review VOCABULARY at home until they know the words in Unit 5.
 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 6, 7 and 8 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 9-12.
 6. Remind students to study for one hour per day at home.

Week 15 meeting of the class:

- 5-M. Engage the students in exercises using the video of Unit 5.
1. Play the SCENE (5-S) section while students' books are open to QUESTIONS on pages 6-8. Students will be able to read the answers to the questions they wrote during the previous exercises.
 2. Play the VOCABULARY section (5-V) on the video, while students' workbooks are open to pages 3, 4 and 5. Have the students listen and repeat. Freeze the video occasionally and ask Yes/No questions, using Do / Does. Also ask What, Where, When, Who, Whose, How Much and How questions.
 3. Review the STRUCTURE section on pages 9 through 12. Extend each exercise by asking Where, What, When, Who, Whose, How much, and

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

Unit 5

- How questions using new verbs in Unit 5 VOCABULARY list, page 4.
Emphasize sections 8-11 on page 12.
4. Play the PRONUNCIATION section (5-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.
- 5-N. Turn to the WRITING exercises on pages 13 and 14 of the workbook. Have students write the questions and answers. Refer to the “Welcome to In English, Volume 2” packet for suggested answers.
- 5-O. Play the DIALOG section (5-D) of the video all the way through with the students’ workbooks closed.
1. Ask students to open their workbooks to pages 15 through 18. Then play the DIALOG again.
 2. Have students role play (read) the DIALOG in pairs.
 3. You may want students to act out the DIALOG 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 5. (“Would you like-----?” etc.) Have students ask each other questions using these expressions, making their own conversations.
- 5-P. Have students turn to the EVALUATION section, page 22. 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 (5-S) of the video paragraph by paragraph. After you have dictated paragraph one, play paragraph one on the video. This allows students to read along and correct their work while having the visual cues available on the video.
- 5-Q. Ask students to open to pages 19 through 21, CONVERSATION section of the workbook. Ask a few students questions 1 through 10. Then have students in pairs ask each other all 27 questions. Circulate, helping students with pronunciation, answering questions, and evaluating student progress.
- 5-R. **Homework:** Help students prepare for the Unit 5 TEST.
1. Ask students to study the STRUCTURE exercises on pages 9-12. Let them know 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 15-18. Tell them to find a partner with whom they can role play the DIALOG parts.
 4. Have students complete the EVALUATION on page 23 at home and bring it to class.
 5. Ask them to correct their own work on the WRITING section on pages 13 and 14.

Teaching ESL with *In English*
and
Lending Videos to Students
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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 16 meeting of the class:

- 5-T. Complete Unit 5.
1. Ask students to role play the DIALOG by reading from the workbook on pages 15-18.
 2. Review and evaluate the WRITING exercises on pages 13 and 14.
 3. Check the EVALUATION section on pages 22 and 23 by playing the SCENE. Circulate to see that all students have filled in the blanks correctly.
 4. Practice each section of the STRUCTURE exercises on pages 9-12 in final preparation for the TEST.
 - a) Emphasize the **bold** points.
 - b) Ask additional questions using the same information.
 5. Give students the Unit 5 TEST on pages 53-57. 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.
- 6-A. Assign students Unit 6. (Video #14)

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

Unit 6

Video #14, Unit 6 consists of:

- SCENE (6-S), pages 25-27 in workbook
- VOCABULARY (6-V), pages 28 and 29 in workbook
- DIALOG (6-D), pages 40-43 in workbook
- PRONUNCIATION (6-P), pages 28 and 29.

Provide your students a workbook or a copy of Unit 5 from your licensed master. The unit also consists of reading and writing exercises in the Volume 2 workbook. They include QUESTIONS (pages 30-32), STRUCTURE (page 33-37), WRITING (pages 38 and 39), CONVERSATION (pages 44-47), EVALUATION (pages 48-50) and the Unit 6 TEST on pages 59-65.

6-B. **Introduce** the video for Unit 6.

1. Play the SCENE section (6-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 (6-V) all the way through.
3. Show the students 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 6 contains the four video sections: SCENE, VOCABULARY, DIALOG and PRONUNCIATION.

6-C. Review the verb *to be* in the present tense.

6-D. Return the video to the SCENE section (6-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.

6-E. Ask additional questions about the videos:

1. Examples: "Is the man walking across the street? Yes, he is. Are they cooking hamburgers? No, they aren't. Is the cashier opening the cash register? No, she isn't."
2. Then ask related questions. "How old is this building? Are there any cars outside? What do you cook? Are you hungry?"
3. Then ask questions about what the students are doing. "What are you doing right now? Are you eating? Are you drinking now?"

6-F. Emphasize the difference between forming questions using *Do/Does* and forming questions using the verb *to be* + verb + *ing* (present continuous). Examples: "Do you eat fish? Yes, I do. No, I don't. Are you eating fish now? Yes, I am. No, I'm not."

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

Unit 6

1. Show students this difference (page 33, STRUCTURE sections 1 and 2.)
- 6-G. **Homework:**
1. **Have students check in the videos they borrowed last week. Check out to each student video #14, Unit 6 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.

Week 17 meeting of the class:

- 6-H. Play the SCENE (6-S) section.
1. Freeze the video on each of the blue triangles, numbered 1 through 30. The corresponding questions are listed in the workbook on pages 30-32. Example: Freeze the video on blue triangle 1, and ask the first question. You may require short answers such as: “Yes, he is. No, he isn’t. Yes, they do. No, they don’t.”
 2. Ask additional questions to practice short answers with *Do/Does* and *Is/Are*. Examples: On triangle 15, “Is she taking a picture of them? Do you take pictures of your family?” Freeze on triangle 18, “Is the man smoking? Do you smoke? Is he waiting for a bus? Do you take the bus?” Freeze on triangle 25, “Is she listening to her husband? Do you listen to the radio?”
- 6-I. You may go through the questions orally again and require complete sentences in the answers.
- 6-J. Play the SCENE (6-S) section again with workbooks open to pages 30-32 (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 2” packet.
- 6-K. Lead the students in exercises based on the first three sections of the STRUCTURE section in the workbook on pages 33-34. They should be able to answer these questions. Examples:
1. Do you drink milk? Yes, I do. / No, I don’t.
 2. Are you drinking milk now? Yes, I am. No, I’m not.
 3. Is your class starting right now? Yes, it is. No, it isn’t.
 4. Does your class start at 8 A.M.? Yes, it does. / No, it doesn’t.

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

Unit 6

5. Use the examples written in sections 4, 5 and 6 of the STRUCTURE section of the workbook on pages 34 and 35 for oral exercises.
 - a) For the “commands” in section 4, ask students to do and not to do certain activities. Examples: “Open your books! Don’t open your books! Close the door! Don’t close the door!”
 - b) In section 5, ask “Do you want a new car? Does your friend want a new car? Who do you want to buy you a new car?”
 - c) In section 6, ask “Are you getting angry? Are you getting hungry? Is it getting hot in here?”

6-L. **Homework:**

1. Ask students to review VOCABULARY at home until they know the words in Unit 6.
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 30-32 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 33-37.
6. Remind students to study for one hour per day at home.
7. Be sure that each student has video #14, Unit 6 to use at home.

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

Unit 6

Week 18 meeting of the class:

- 6-M. Engage the students in exercises using the video of Unit 6.
1. Play the SCENE (6-S) section while students' books are open to QUESTIONS on pages 30-32. Students will be able to read the answers to the questions they wrote during the previous exercises. You may freeze the video from time to time and ask the students questions.
 2. Play the VOCABULARY section (6-V) on the video, while students' workbooks are open to pages 28 and 29. Have the students listen and repeat. Freeze the video occasionally and ask Yes/No questions, using Do / Does. Also ask questions using What, Where, When, Who, Why, Whose, Which, How many, How much and How. Also ask questions using *Is/Are + verb + ing*.
 3. Review the STRUCTURE section on pages 33-37. Extend each exercise by asking Where, What, When, Who, Why, Whose, Which, How much, How many and How questions using new verbs in Unit 6 VOCABULARY list, page 28. Emphasize sections 7 through 10, on pages 35-37. Remind students that the important points are in **bold**.
 4. Play the PRONUNCIATION section (6-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.
- 6-N. Turn to the WRITING exercises on pages 38 and 39 of the workbook. Have students write the questions and answers. Refer to the "Welcome to In English, Volume 2" packet for suggested answers.
- 6-O. Play the DIALOG section (6-D) of the video all the way through with the students' workbooks closed.
1. Ask students to open their workbooks to pages 40-43. Then play the DIALOG again.
 2. Have students role play (read) the DIALOG in pairs.
 3. You may want students to act out the DIALOG in front of class.
 4. Expand on the DIALOG by asking the students questions about Richard. Examples: "Why is Richard smoking? Why is he nervous? What do you do when you are nervous? Are you nervous now? Who makes you nervous?"
- 6-P. Have students turn to the EVALUATION section, page 48. Dictate the 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 (6-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.

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

Unit 6

- 6-Q. Ask students to open to pages 44-47, CONVERSATION section of the workbook. Ask a few students questions 1 through 11. Then have students in pairs ask each other all 27 questions. Circulate, helping students with pronunciation, answering questions, and evaluating student progress.
- 6-R. **Homework:** Help students prepare for the Unit 6 TEST.
1. Ask students to study the STRUCTURE exercises on pages 33-37. Again, let them know 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 40-43. 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 48-50 at home and bring it to class.
 5. Ask them to correct their own work on the WRITING section on pages 38 and 39.
 6. Remind students to study one hour per day.
- 6-S. Be sure that each student has video #14, Unit 6 to use at home.

(Please see Unit 7 for Week 19 activities, which include the completion of Unit 6.)