

A Sample Lesson from

# ADVENTURES in ENGLISH

*Entry-Level English Lessons*

*Adventures in English Entry-Level Curriculum* is designed for the teacher of students with no previous English language experience. It is suitable for use in both church-based and international short-term English camp programs. The 12 thematic lessons follow the unit themes of the *Adventures in English Multi-Level Curriculum*.

The activity-based curriculum teaches students English vocabulary related to basic skills, introduces simple English grammar concepts, and offers beginning writing practice. A Placement Assessment is provided in the Appendix to help determine the ability levels of the students.

There are no student textbooks or workbooks, making the curriculum especially cost effective. Reproducible activities are provided in the teacher's guide. For questions about this curriculum or other resources write [esl@efca.org](mailto:esl@efca.org).

**Adventures in English**  
*Entry-Level English Lessons*

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A separate book is available with Bible reading activities that follow the lesson themes.

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

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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 syllabus provides an overview of concepts covered in each lesson.

## SYLLABUS - A GUIDE TO EACH LESSON

Lesson	Theme	Concept	Questions	Grammar
1	Family	Greetings Days of the week	How are you? What is your name?	<i>to be</i> in present tense
2	Communication	Personal information	What is your...?	<i>to have</i> in present tense
3	Community	Family members Numbers 1-10	Who is...? Which one is...?	Adjectives
4	Food	Colors	May I...? Can I...?	Demonstrative pro- nouns: <i>this, that, these,</i> <i>those</i>
5	Friendship	Numbers 1-20	How many...?	Simple present tense
6	Occupations	Types of workers	Where do you work? What do you do?	Simple past tense
7	Outdoors	Numbers 1-100	Do you have...?	Plural nouns
8	Learning	Geometric figures	How do you...?	Making comparisons
9	Health	Parts of the body	How can I...?	Adverbs
10	Cultures	Months of the year	When is...?	Future tense
11	Holidays	Geography	Where are you going? Where are you?	Prepositions: <i>in, under, on,</i> <i>next to, above</i>
12	Sports	Telling time	What time is it?	Review

The following are selected pages from Lesson 1.

## LESSON 1 ADVENTURES IN FAMILY

**Key Concept:** Greetings & Introductions

Each lesson has a Key Concept, Key Vocabulary and Key Questions to be mastered by the end of the lesson.

**Key Vocabulary:** hi, hello, fine, name, friend, good-bye, Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, week, yesterday, today, tomorrow, mother, father, sister, brother, family, child, children, husband, wife

**Key Questions:** How are you? What is your name?

A materials list saves the teacher time in planning.

### MATERIALS NEEDED

In addition to materials listed under *Additional Planning Considerations* in the *Introduction*, you will need:

- A notebook to be used in class for each student (Students need to have these for every class.)
- Pencils or pens for students' use
- Pictures of these topics (*Discussion 1*)
  - People using a phone
  - People who probably don't know each other well
  - Formal or business situations
  - Friends together
  - Informal situations
- Pictures of teacher's family (*Discussion 6*)
- A variety of pictures illustrating the meaning of the word *friend* (*Discussion 8*)
- Current year calendar (*Discussion 9*)
- One or more lightweight balls (*Activity 2*)
- Photocopied family pictures from the end of this lesson (*Activity 3*)
- 3x5 cards and marker (*Activity 4*)
- Optional material – Poster of English Alphabet (*Activity 6*)
- Cards for *Concentration* game photocopied from pages at the end of this lesson (Instructions given in *Activity 8*.)

**Note:** Pictures for most vocabulary words are provided at the end of this lesson, but additional pictures will make the lesson more effective.

## ICEBREAKER

### 1. Hello

Greet as many of your students as possible, one-on-one, by saying *Hello* to them and shaking hands. Write the word *Hello* on the whiteboard, then demonstrate how people greet each other using the word *Hello*. Ask students to say *Hello* to you. Ask your students to practice greeting each other.

Pass out student notebooks and allow time for writing the greeting in their books.

### 2. KEY QUESTION: How are you?

After all students are familiar with *Hello*, move on to the rest of the greeting. Write the following dialog on the whiteboard:

Hello.	Hello.
How are you?	I am fine.

By role-playing with your assistant or a student, demonstrate how people greet each other. Have the students repeat the dialog after you several times. Reinforce pronunciation by going over it together several times. Allow students to practice the dialog in pairs.

Expand the dialog:

Hello.	Hello.
How are you?	I am fine. How are you?
I am fine.	

Demonstrate again how people greet each other using the expanded dialog by role-playing with your assistant or a student. Demonstrate the complete greeting with several students one-on-one. Have the students repeat the dialog in unison after you several times. Practice the dialog in pairs. Reinforce pronunciation by going over it together again.

Allow time for students to write the dialog in their notebooks.

## DISCUSSION: VOCABULARY AND DIALOGS

Discussion dialogues introduce new vocabulary and provide opportunities for practice.

### 1. Difference between *Hi* and *Hello*

Many languages have specific vocabulary for formal and informal use, so students may be able to grasp this quite easily. Bring pictures to introduce situations where *Hello* and *Hi* are appropriate. You may also show the two pictures for *Hi* and *Hello* from the end of this lesson.

Write *Hello* on one side of the whiteboard and *Hi* on the other side.

To introduce the correct use of *Hello*, provide pictures of:

- a. people on the telephone
- b. people who probably don't know each other well
- c. formal or business situations

Place these pictures under the word *Hello* on the whiteboard.

To introduce the use of *Hi*, provide pictures of:

- a. friends together
- b. informal situations

Place these pictures under the word *Hi* on the whiteboard.

For more understanding, demonstrate through role-play with your helper some situations that show the proper times to use either word.

### 2. KEY QUESTION: What is your name?

Write your name on the whiteboard. Point to yourself and then to your name as you say, "My name is \_\_\_\_\_." Repeat. Then approach a student. Use appropriate voice intonation and body language to help you communicate as you say, "My name is \_\_\_\_\_. What is your name?" Help the student respond appropriately. Repeat with other students. Write the following dialog on the whiteboard:

- What is your name?
- My name is\_\_\_\_\_.

Help the students together read and say the first line in unison, asking your name. Respond appropriately with the second line. When they seem to understand, have them practice in pairs. Listen and assist as necessary.

Expand the dialog so each person in each pair gets to ask and answer the question as follows:

- John: What is your name?
- Mike: My name is \_\_\_\_\_. What is your name?
- John: My name is \_\_\_\_\_.

Ask for volunteers to do the dialog in front of the class without looking at the board.

Allow students time to copy the dialog into their class notebooks.

### **3. First name, last name**

**Note:** *In some countries the expression family name may be better understood than last name so you may want to explain this or use both expressions together.*

Write your first and last (family) names on the whiteboard. Say “My name is \_\_\_\_\_ \_\_\_\_\_, using both first and last names. Point out your *first name* and your *last name*. Ask students to say their names.

Allow students to introduce themselves with first and last (family) names.

### **4. Good-bye**

Say *Good-bye* to the students, wave, and leave the room. Return and write the word *Good-bye* on the whiteboard. Let students practice the word together as a group, then individually. Reinforce this word at the end of your class by saying good-bye to your students.

Finally, put all of the dialogs together into one conversation. Start with *Hello*. Then go to *How are you? What is your name?* Close with *Good-bye* as you mimic leaving.

Let students practice the complete dialog with each other.

### **5. TPR**

**Note:** *At times in the lessons, you are asked to point to a student. Some cultures consider it rude to point at someone with a finger. Before teaching, consider the culture(s) of your students in this regard and learn if there is a more appropriate way to show that you are indicating a specific student.*

Insert this TPR exercise as a break during the teaching time.

After today, the TPR activity will be part of the day’s icebreaker. Today it is part of the English lesson.

Begin with classroom instructions to be used during the classes. Demonstrate each command as you say it. Prompt your students to mimic your action, then to repeat what you have said as they do the action. Initially, all students should do the actions together. Then, when you think they



## **11. Other forms of introductions**

If students have mastered the *Key Questions* and vocabulary and are ready to move on, expand their ability by teaching other forms of introductions. Use the same teaching techniques to show typical ways of introducing oneself. Unless you wish to, it is not necessary to explain the use of contractions at this time.

Example:

- Hi, my name is \_\_\_\_\_.
- Pleased to meet you. I'm \_\_\_\_\_.

On the whiteboard write the following three ways to introduce oneself:

- My name is \_\_\_\_\_. What is your name?
- Hi! I'm \_\_\_\_\_. What's your name?
- Hello. I'm \_\_\_\_\_. What is your name?

Demonstrate and allow students to practice these three options. Divide students into pairs or small groups and allow them to introduce themselves to the others in their group, practicing all three ways. Allow them to copy these forms into their notebooks.

## **GRAMMAR FOCUS: THE VERB TO BE IN SIMPLE PRESENT TENSE**

One simple grammar concept is taught in each lesson.

### **For the teacher's information**

*The personal pronouns in English are:*

<i>Person &amp; Number</i>	<i>Pronoun</i>
<i>1<sup>st</sup> singular</i>	<i>= I</i>
<i>2<sup>nd</sup> singular</i>	<i>= you (same pronoun for singular or plural)</i>
<i>3<sup>rd</sup> singular</i>	<i>= he, she it</i>
<i>1<sup>st</sup> plural</i>	<i>= we</i>
<i>2<sup>nd</sup> plural</i>	<i>= you</i>
<i>3<sup>rd</sup> plural</i>	<i>= they</i>

### **1. Verb to be in simple present tense**

*Is, am, and are,* are the forms of the verb *be* in the simple present tense. On the whiteboard, write the conjugation of the verb *to be*. Read several times with the students repeating after you.

<u>singular</u>	<u>plural</u>
I am...	We are...
You are...	You are...
He, She, It is...	They are...

Point to individual students to illustrate the personal pronoun, conjugating the verb, with the students repeating after you: – *I am* (point to yourself), *You are* (point to a student), *He is* (look at the class while pointing to a different male student), etc.

(See note on *Discussion 5* above regarding pointing.)

## **2. Contraction of the verb to be**

Write on the whiteboard the conjugation of the verb *to be* and also the contractions. Read several times with the students repeating after you. Point to people to show the personal pronouns and repeat the conjugation: ex. - “I am — I’m” (point to yourself), “You are — You’re” (point to a student), “He is — He’s” (point to a male student), etc. The contracted form is almost always used in conversation.

<u>singular</u>	<u>plural</u>
I am = I’m...	We are = We’re
You are = You’re	You are = You’re
He is = He’s	They are = They’re
She is = She’s	They are = They’re
It is = It’s	They are = They’re

Exercise: Using the key vocabulary of the day, have the students practice conjugating the verb *to be* in all persons, singular and plural, followed by another word to complete the sentence.

(See note on finding alternatives to pointing.)

Example:

I am Peter. I’m Peter. You are John. You’re John. She is Ann. She’s Ann.

I’m fine. You’re fine. He’s fine. She’s fine. They’re fine.

I’m a brother. You’re a sister. She’s a mother.

My name is... Your name is... His/Her name is...

Go around the class and ask each student to introduce the student on the right by saying: “My name is \_\_\_\_\_. His (or Her) name is \_\_\_\_\_.”

## ACTIVITIES

The activities reinforce the vocabulary and grammar in an active environment.

### 1. Practice the dialogs

*Double Circle.* If your class is large enough, use a double circle to allow students to practice the dialogs they have learned. An inner circle faces outward while the students in the outer circle face the inner circle. A student practices the dialog with the person facing him or her, then moves to the next person to practice again. The circles rotate until each student has practiced the dialog several times. Guide students through the introduction dialogs in several steps.

Hello.	Hello.
How are you?	I am fine. How are you?
I am fine.	

Finally, put all the dialogs together into one conversation. Start with *Hello*. Then go to *How are you?* *What is your name?* Close with *Good-bye*.

*Chain Activity.* If your class is smaller (less than 8) use a chain method, where student #1 does the dialog with student #2. When they finish, person #2 does it with #3, and then #3 with #4, etc. while the rest of the class listens.

### 2. Getting acquainted with names

For this you will need a light-weight ball, such as a beach ball or a ball of paper. You and your students stand in a circle. You begin by modeling what others will do. Hold the ball. Say your name, “My name is \_\_\_\_\_” (first and last name). (Or “I am \_\_\_\_\_.”) Throw the ball to a student, preferably one whom you think will understand and can help you model. Prompt the student to repeat your name, then his own name, “You are John. I am \_\_\_\_\_.” Then throw the ball to a second student. That person says the name of the first student, gives his own, and throws the ball to another student.

If your group is quite large, you might do this in more than one circle so everyone gets a chance to participate.

### 3. Nametags

Provide materials for students to create the nametags. Students introduce themselves by name and place in their family to the rest of the class. They may share more than one role. *I am Peter. I am a father and a brother.* Model this for them first.

#### **4. Introducing the family**

Provide sets of 3x5 cards on which you have written family member vocabulary words such as father, mother, daughter, etc. Make enough for the following activity.

- a. Divide the class into “families” of three to six members. Give each group a set of family cards appropriate to the gender of the people in the group. Let the people in each imaginary family decide who will play the roles available on the cards.
- b. Give each group time to talk over how they are related to each other, so everyone in the imaginary family understands the relationships.
- c. While working together in preparation for introducing the “family” to the rest of the class, each person should practice introducing other family members in the small group: *This is Sally, my mother. He is Bob, my father.*
- d. Then let each person introduce the people in the “family” to the class, using vocabulary learned. The person introducing should give the specific relationship between him/her and the person being introduced. Hold up family cards while being introduced.

For example, one “family” might be

Sally—mother

Mindy—daughter

Bob—father

Paul and Tim—the two sons

Since Sally is the mother, she would introduce Mindy as her daughter, Bob as her husband, Paul and Tim as her sons. Since Mindy is the daughter, she would introduce Sally as her mother, Bob as her father, Paul and Tim as her two brothers.

#### **5. Alphabetical names**

Review the English alphabet. If they do not know the alphabet, write the alphabet on the whiteboard. You can display a folded alphabet poster or banner to show the alphabet and go over it in English with your class. **Note:** *If your students already have learned the alphabet, they may have learned British pronunciation rather than American.*

Ask the students to arrange themselves in order alphabetically by their first names. Allow them to talk to each other as needed to arrange themselves in order.

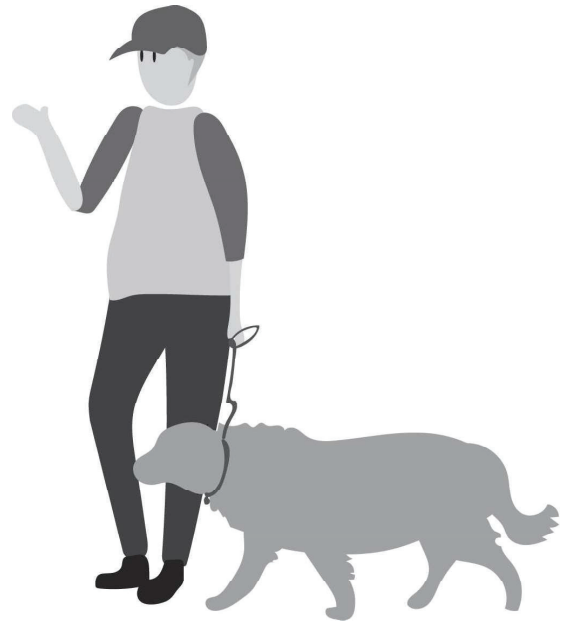
Ask them to arrange themselves in order alphabetically by their last (family) names.

This is an example of the reproducible pages provided for each lesson.

**HELLO – HI**



**HELLO**



**HI**



**FRIENDS**