

TOPIC ONE TEACHER NOTES

Goals for the Student

- Be able to speak first and last names, address, and phone number in English.
- Spell name, street name, city, and state
- Write name and address
- Respond to basic greetings and introductions

Notes to the teacher

As mentioned in the Preface, the Personal Information Form and the placement interview are the core of this first topic. Here the students will have some exposure to the information individually.

Expect chaos for the first several class meetings. It takes a while to get everyone seated, information sheets filled out, name tags written, etc. Many of the students will be nervous and the teachers need an extra dose of patience and tolerance.

Vocabulary

Students don't need to understand every word that is spoken, but do need to learn key words as quickly as possible. Introduce the new vocabulary with body language, gestures, visuals and objects whenever possible. A few words of translation is OK, if necessary and available; otherwise, stick to the target language–English!

Suggestions

1. Write the nouns on cards. Have real objects like pencils, papers, books, chairs, perhaps a cell phone.
2. Put numbers on cards and mix them up. Have them read the numbers. Use any excuse you can think of to have students learn numbers 1-12. (Preparation for telling time.) Write the numbers on the board and mix them up.

3. Teach spelling. Have the students read the spelling off the cards.
Book = b-o-o-k, etc.
4. Teach "This is a _____ ." and "It's a book" using the cards. Teach them What is this? And "What's this?" Have them chain drill the question and answer.
5. Remember: *this* you can touch, and *that* is too far away to touch.
6. Teach, "*I don't know.*" "*I don't understand.*" Use elaborate gestures for negatives.
7. Model the dialog with a role play and gestures.
8. If they already know the above:
 - a. Say the names of the alphabet letters. Identify letters out of order. A, P, D, T, S, B instead of A, B, C, D, E, F, etc. Count the numbers to 10, then to 20, by 10's to 100., etc. Name the letters in a student's name, or all student's if the class is small.
 - b. Spell several of the words, and have the students ask you questions.

Reading and Writing Exercises

1. Write the dialog and some of the vocabulary words on the board.
2. Read the words and point to them. Have the students repeat.
3. Write letters of the alphabet. Say them. If the class can follow, sing the children's alphabet song
4. *Small Talk*, by Carolyn Graham (About \$26.00, Oxford University Press.), is an excellent resource for teaching beginner levels. In this manual I have written several chants to be used in the same way to teach speed and rhythm of American English.

**TOPIC ONE:
Introductions, Greetings, Alphabet, Numbers**

VOCABULARY

Verbs

1. Is, are
2. Has, have
3. Work
4. Need
5. Write
6. Spell

Nouns

1. Name
2. Name tag
3. Restroom
4. Bathroom
5. Toilet
6. Address

7. Hello
8. Pencil
9. Paper
10. Number
11. Phone
12. Cell phone
13. Chair
14. Book
15. Table

Question words

1. who, what

Demonstratives

1. this, that

READING AND SPEAKING EXERCISE

Greetings, Names, Addresses, Questions

1. Hello. How are you?
Fine, thanks. How are you?
Fine, thanks.
2. My name is _____.
What is your name?
Who is he? (or she)
He is _____.
3. This is a _____.
What is this?
I don't know.
4. My address is _____.
What is your address?
I don't understand.

Hi! How Are You?
from *Small Talk*
by Carolyn Graham

Hi! How are you?
Fine. How are you?
Hi! How are you?
Fine. How are you?
Hi! How are you?
Hi! How are you?
Hi! How are you?
Fine. How are you?

Where Do You Live?
by Glenda Reece

Where do you live?
Where do you live?
I live on Main Street.
I live on Main Street.
Where do you live?
Where do you live?
I live on Main Street.
I live on Main Street.
Where do you live?
Where do you live?
I live on _____ Street.

The ABC Song

A-B-C-D-E-F-G
H-I-J-K, L-M-N-O-P
Q-R-S, T-U-V
W-X, Y and Z.
Now I know my ABC's
Next time won't you sing with me

COMPETENCY

- I can write my name in English.
- I can spell my name in English.
- I can give all the parts of my address: street number, street name, town, state and zip
- I can say “hi”, “hello” and “good-bye”. (“Hi” is the most used greeting.)
- I can say, “I don't know” and “I don't understand.”

WRITING EXERCISE

Use the worksheet below to practice the following writing and speaking exercises.

Write your name in English.

Write the letters B, O, and K (uppercase and lowercase)

Write the word: BOOK (uppercase and lowercase).

Learn the name and sound of the letters B, O, and K.

Write the numbers 1, 2, 3, 4, and 5 as words and as numbers (one 1, two 2, three 3, four 4, five 5).

Write your name, in English, in each of the spaces below

Write the letter *B* (uppercase) and *b* (lowercase) in all of the spaces below.

B b				

Write the letters *O* (uppercase) and *o* (lowercase) in all of the spaces below.

O o				

Write the letters *K* (uppercase) and *k* (lowercase) in all of the spaces below.

K k				

Write the words: *BOOK* (uppercase) and *book* (lowercase) in all of the spaces below.

BOOK book				

Give the name of the letter, and speak the *sound* of the letter.

1. The name of the letter is “B”; and the sound of the letter is (speak the *sound, not the name.* for example, speak the beginning *sound* of the word *Book*.). (repeat at least ten times)
2. The name of the letter is “O”; and the sound of the letter is (speak the *sound, not the name.* for example, speak the beginning *sound* of the word *Only*.). (repeat at least ten times)
3. The name of the letter is “K”; and the sound of the letter is (speak the *sound, not the name.* for example, speak the beginning *sound* of the word *Kite*.). (repeat at least ten times)

Write the name and number for 1, 2, 3, 4, 5 in all of the spaces below.

ONE 1				
ONE 1				
TWO 2				
TWO 2				
THREE 3				
THREE 3				
FOUR 4				
FOUR 4				
FIVE 5				
FIVE 5				

