

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

Unit 1

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.

Week 1 meeting of the class:

Assign students Unit 1, Lessons 1 and 2. (Video #1)

Contents of video #1, Unit 1, Lessons 1 and 2:

- Lesson 1 30 minutes
 - Introduction and Welcome
 - SCENE 1, page 1 in workbook
 - VOCABULARY, pages 2 and 3 in workbook
 - Repeat SCENE, page 1 in workbook
 - VOCABULARY, pages 2 and 3 - (Verbs and Basic 1-11 only)
 - Homework / Closing
- Lesson 2 30 minutes
 - Introduction
 - VOCABULARY, pages 2 and 3 in workbook
 - Oral exercises with QUESTIONS regarding SCENE, pages 4 and 5
 - Repeat SCENE, page 1
 - Homework / Closing

- 1-A. Show the first 30-minutes of the video, Lesson 1.
1. Pause after it is finished. Ask or determine how much your learners understand.
 2. Show the students the alphabet on page 14 of the workbook. Ask students to say the letters of the alphabet.

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- 1-B. Show the second 30-minutes, Lesson 2.
 - 1. Return to the VOCABULARY section. Replay the VOCABULARY.
 - 2. Freeze the video and ask questions as it is replayed: “Is she a woman? Is he Jose?”
- 1-C. Distribute workbooks (or copies from a licensed master). Show the learners what they contain.
 - 1. The full text of the SCENE and DIALOG video sections and all the words in the VOCABULARY section (the same list is used in the PRONUNCIATION section)
 - 2. Workbooks also contain exercises: QUESTIONS, STRUCTURE, WRITING, EVALUATION, and TESTS.
- 1-D. If time permits, replay the SCENE and VOCABULARY sections and get class participation by asking questions.
- 1-E. **Homework:**
 - 1. Ask them to view both of the video lessons several times until they know the vocabulary and can give an oral response to each question asked on the video. (The questions are listed on pages 4 and 5 of the workbook.)
 - 2. **Check out to each student video #1, Unit 1, Lessons 1 and 2 to use at home.**
 - 3. Ask them to watch the video lessons often and practice speaking English aloud for an hour per day or until they master the SCENE and VOCABULARY.

Week 2 meeting of the class:

- 1-F. View Unit 1, Lesson 2 with students.
 - 1. Freeze the video and ask questions or lead exercises to check their comprehension or their speaking ability. For example, after reviewing the verb *to be*, say, “Is this a jet? Is this a counter? Is she in the car?” (You are looking for your students to give a response using the present tense of the verb *to be*. Ask for a complete answer. Example: “Yes, it is a jet” “I am Yolanda.”)
 - 2. Play the section on Lesson 2 that asks the QUESTIONS orally regarding the SCENE section.
 - 3. Freeze the video after each question is answered on the screen. Ask the question of your students.
- 1-G. Ask your students to turn to page 1 in the workbook. Have a number of the students read paragraphs from the SCENE aloud.
- 1-H. **Assign students Unit 1, Lessons 3 and 4. (Video #2)**

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Contents of video #2, Unit 1, Lessons 3 and 4:

- Lesson 3 30 minutes
 - Introduction
 - PRONUNCIATION, pages 2 and 3
 - QUESTIONS on SCENE, pages 4 and 5 (written response required)
 - VOCABULARY, pages 2 and 3 (Verbs through Expressions)
 - Homework / Closing
- Lesson 4 30 minutes
 - Introduction
 - DIALOG in context, page 10
 - VOCABULARY, page 10 (Expressions)
 - DIALOG in context, page 10
 - DIALOG, page 10 (modeling by teacher)
 - DIALOG, page 10 (teacher/student interaction)
 - WRITING, page 8 (questions)
 - VOCABULARY, pages 2 and 3 (verbs through expressions)
 - EVALUATION, page 12 (first four paragraphs)
 - Homework / Closing

1-I. Show the students Unit 1, Lesson 3.

1. Do not pause the video during the QUESTIONS section. Ask students to answer questions orally while they are watching the questions being written. (Students will write these answers at home.)

1-J. Show Unit 1, Lesson 4.

1. Ask students to respond to the teacher on the video when asked to read parts in the DIALOG.
2. During the WRITING section, have students respond to the exercises orally.
3. In the EVALUATION section, students may begin filling in the blanks, but do not pause the video. (Students will complete the first four paragraphs of the EVALUATION at home.)

1-K. Explain that Lessons 3 and 4 will give them additional opportunities to learn the Unit 1 material at home. **Homework:**

1. Ask students to complete the QUESTIONS (pages 4 and 5) in the workbook or on a separate sheet of paper and bring them to class.
2. Ask students to complete the WRITING exercise (page 8) in their workbooks or on separate sheets of paper and bring it to class.
3. Ask students to practice reading all parts of the DIALOG (page 10). Ask students to find a partner with whom to practice and role play the parts of the DIALOG.

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4. Ask them to watch the video lessons often and practice speaking English aloud for one hour per day or until they master the DIALOG and QUESTIONS sections.
5. **Have students check in the videos they borrowed last week. Check out to each student video #2, Unit 1, Lessons 3 and 4 to use at home.**

Week 3 meeting of the class:

- 1-L. Review the QUESTIONS in the workbook, pages 4 and 5.
- 1-M. Play the video of Unit 1, Lesson 3.
 1. During the QUESTIONS on the SCENE section, pause the video just before the written answers appear on the screen. Ask students to write each answer, then watch the answers on the video.
- 1-N. Role-play the DIALOG, pages 10 and 11 in the workbook.
 1. Ask students to role-play the DIALOG.
- 1-O. Review the WRITING section on page 8. Ask the students to respond orally to the WRITING exercise. Ask students to write answers from the WRITING section without seeing the answers on the video.
- 1-P. **Assign students Unit 1, Lessons 5 and 6 (Video #3).**

Contents of video #3, Unit 1, Lessons 5 and 6:

- Lesson 5 30 minutes
 - Introduction
 - PRONUNCIATION, pages 2 and 3 (Verbs through Expressions)
 - DIALOG in context, page 10
 - DIALOG, page 10 (teacher/student interaction)
 - WRITING, page 9 (negatives)
 - VOCABULARY, page 2 (nouns 1-37)
 - SCENE, page 1 (captioned / scrolling)
 - EVALUATION, pages 12 and 13
 - Homework / Closing
- Lesson 6 30 minutes
 - Introduction
 - EVALUATION, pages 12 and 13
 - PRONUNCIATION, pages 2 and 3
 - STRUCTURE, pages 6 and 7
 - STRUCTURE, pages 6 and 7 (**bold** only)
 - VOCABULARY, page 2 (nouns 38-49, verbs, other)
 - Test, Unit 1, pages 71 and 72
 - Homework / Closing

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- 1-Q. Show Unit 1, Lesson 5, and follow the instructions of the teacher on the video.
1. Students will respond to the WRITING section orally only at this point. (Students will be asked to write the answers at home.)
 2. Freeze the VOCABULARY section occasionally and ask questions using the present tense of the verb *to be*.
 3. In the EVALUATION section, student may begin filling in the blanks, but do not pause the video. (Students will complete the EVALUATION section at home.)
- 1-R. Show the students Unit 1, Lesson 6.
1. In the STRUCTURE section, pause the video after each of the numbered exercises. Ask questions of the students emphasizing the words that are in **bold**, using the present tense of the verb *to be*.
 2. Freeze the video during the VOCABULARY section and ask questions about the video using the verb *to be* with Where, Who and What. For example: “Where is the bus? Who is he? What is this?”
 3. Show the TEST section of the video. Stop the video after the second question. (Students will complete the TEST for Unit 1 at home, and complete it again during their next class session.)
- 1-S. **Homework:** Ask students to watch the lessons at home and do each section:
1. Listen and repeat during the PRONUNCIATION section.
 2. Practice reading all parts of the Dialog and find a partner with whom they can role play the parts of the DIALOG.
 3. Complete the WRITING exercise on page 9 in their workbooks or on a separate sheet of paper.
 4. Study the STRUCTURE section on pages 6 and 7. Let the students know that the **bold** word is the grammatical point for them to learn.
 5. Complete the EVALUATION section on pages 12 and 13.
 6. Ask students to watch the video lessons often and practice speaking English aloud for one hour per day or until they master the STRUCTURE, DIALOG and VOCABULARY of Unit 1.
 7. **Have students check in the videos they borrowed last week. Check out to each student video #3, Unit 1, Lessons 5 and 6 to use at home.**

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Unit 2

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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 4 meeting of the class:

- 1-T. Complete Unit 1:
 - 1. Ask students to role play the DIALOG by reading from the workbook on pages 10 and 11.
 - 2. Review and evaluate the WRITING section on page 9. Ask students to write answers from the WRITING section without seeing the answers on the video.
 - 3. Dictate the EVALUATION section on pages 12 and 13. You may use a copy of the page from your licensed master.
 - 4. Practice each section of the STRUCTURE exercises on pages 6 and 7.
 - a) Emphasize the **bold** points.
 - b) Ask additional questions using the same information.
 - 5. Give students the Unit 1 TEST on pages 71 and 72. Students may have already completed the test in their workbooks while using the videos. Ask them to do it again on a fresh sheet..
- 2-A. Congratulate students for completing the first unit of *In English*. **Assign and preview Unit 2, Lessons 1 and 2 (Video #4).**

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Contents of video #4, Unit 2, Lessons 1 and 2:

- Lesson 1 30 minutes
 - Introduction and Welcome
 - SCENE 1, pages 15 and 16
 - VOCABULARY, pages 17 and 18
 - Repeat SCENE, pages 15 and 16
 - VOCABULARY, pages 17 and 18 (Basic, Verbs)
 - Homework / Closing
- Lesson 2 30 minutes
 - Introduction
 - VOCABULARY, pages 17 and 18 (Nouns 1-43, Basic through Expression)
 - Oral exercises with QUESTIONS regarding SCENE, pages 19-21
 - Repeat SCENE, pages 15 and 16
 - Homework / Closing

2-B. Show the 30-minute Unit 2, Lesson 1. Pause after the video is finished and ask questions to determine how much your students understand and can speak. For example, ask them to count from 1 to 10. Ask some Who, What and Where questions using the verb *to be*.

2-C. Show Unit 2, Lesson 2 all the way through (30 minutes).

1. Return to the VOCABULARY section. Replay the VOCABULARY. Ask questions as it is playing. "Is this a dollar? Yes, it is. No, it isn't. Are these jeans? Yes, they are. No, they aren't." etc.
2. Remind students that the full text of all the video sections (SCENE, VOCABULARY, DIALOG, and PRONUNCIATION) is in the workbook.

2-D. If time permits, replay the SCENE and VOCABULARY sections and get class participation by asking questions.

2-E. **Homework:**

1. Ask them to view both of the video lessons several times until they know the vocabulary and can give an oral response to each question asked on the video. The QUESTIONS are on pages 19-21 of the workbook.
2. **Have students check in the videos they borrowed last week. Check out to each student video #4, Unit 2, Lessons 1 and 2 to use at home.**
3. Ask them to watch the video often, and to practice speaking English aloud for one hour per day or until they master the SCENE and VOCABULARY.

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Week 5 meeting of the class:

- 2-F. View Lesson 2 with students.
1. Freeze the video and ask questions or lead exercises to check their comprehension and their speaking ability. For example, after reviewing *this, that, these* and *those*, ask questions such as: “Is this a dollar? Is that a clock? Are these books? Are those shoes?” Ask students to use complete sentences in their answers.
 2. Play the section of Lesson 2 that asks the QUESTIONS orally about the SCENE section. Freeze the video after each question is answered on the screen. Ask the same question of your students.
- 2-G. Ask your students to turn to pages 15 and 16 in the workbook. Have a number of students read paragraphs from the SCENE aloud.
- 2-H. **Assign students Unit 2, Lessons 3 and 4 (Video #5).**

Contents of video #5, Unit 2, Lessons 3 and 4:

- Lesson 3 30 minutes
 - Introduction
 - PRONUNCIATION, pages 17 and 18
 - QUESTIONS on SCENE, pages 19-21 (written response required)
 - VOCABULARY, page 18 (Other, Expression)
 - Homework / Closing
- Lesson 4 30 minutes
 - Introduction
 - DIALOG in context, page 25
 - VOCABULARY, page 18 (Verbs, Other, Expression)
 - DIALOG in context, page 25
 - DIALOG, page 25 (modeling by teacher)
 - WRITING, page 24
 - VOCABULARY, page 17 (Basic)
 - EVALUATION, page 28 (first four paragraphs)
 - Homework / Closing

2-I. Show the students Unit 2, Lesson 3. Do not pause the video during the QUESTIONS section. Ask students to answer orally while they are watching the answers being written. (Students will write these answers at home.)

2-J. Show Unit 2, Lesson 4.

1. Ask your own questions of students during the VOCABULARY section. Ask Where, What and Who questions?

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2. During the DIALOG section, have the students listen for understanding. When the teachers on the video read the DIALOG, have your students watch and listen to the role-playing.
 3. During the WRITING section, have students respond to the exercises orally.
 4. In the EVALUATION section, students may begin filling in the blanks, but do not pause the video. (Students will complete the first four paragraphs of the EVALUATION at home.)
- 2-K. Explain that Lessons 3 and 4 will give them additional opportunities to learn the Unit 2 material at home. **Homework:**
1. Ask students to complete the QUESTIONS (pages 19-21) in the workbook or on a separate sheet of paper and bring them to class.
 2. Ask students to complete the WRITING exercise (page 24) in their workbooks or on separate sheets of paper and bring them to class.
 3. Ask students to practice reading all parts of the DIALOG (page 25). Ask students to find a partner with whom to practice and role play the parts of the DIALOG.
 4. Ask them to watch the video lessons often and to practice speaking English aloud for one hour per day or until they master the DIALOG and QUESTIONS sections.
 5. **Have students check in the videos they borrowed last week. Check out to each student video #5, Unit 2, Lessons 3 and 4 to use at home.**

Week 6 meeting of the class:

- 2-L. Evaluate any writing students have done for Lessons 3 and 4.
- 2-M. Review the QUESTIONS, pages 19-21 in the workbook. Play the video of Unit 2, Lesson 3.
1. During the QUESTIONS on the SCENE section, pause the video just before the written answers appear on the screen. Ask students to write each answer, then watch the answers on the video.
- 2-N. Role-play the DIALOG on page 25 in the workbook.
1. Ask students to role play the DIALOG.
- 2-O. Review the WRITING exercise on page 24. Ask the students to respond orally to the WRITING exercise. Ask students to write answers from the WRITING exercise without seeing the answers on the video.
- 2-P. **Assign students Unit 2, Lessons 5 and 6 (Video #6).**

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Contents of video #6, Unit 2, Lessons 5 and 6:

- Lesson 5 30 minutes
 - Introduction
 - PRONUNCIATION, page 17 (Basic 11-20, Verbs)
 - VOCABULARY, page 17 (Basic 11-20, Verbs, Expression)
 - DIALOG in context, page 25
 - DIALOG, page 25 (teacher/student interaction)
 - EVALUATION, pages 28 and 29
 - Homework / Closing
 - Lesson 6 30 minutes
 - Introduction
 - SCENE, pages 15 and 16 (captioned/scrolling)
 - PRONUNCIATION, pages 17 and 18
 - STRUCTURE, pages 22 and 23 (5-7)
 - STRUCTURE, page 23 (5-7, **bold** only)
 - VOCABULARY, page 17 (Nouns 44-65)
 - CONVERSATION, pages 26 and 27 (modeling by teacher and student)
 - Test, Unit 2, pages 73-75
 - Homework / Closing
- 2-Q. Show Unit 2, Lesson 5, and follow the instructions of the teacher on the video.
1. Ask students to respond to the PRONUNCIATION section by listening and repeating the words orally.
 2. Freeze the VOCABULARY section occasionally and ask questions using the present tense of the verb *to be*. Also ask Where, What and Who questions.
 3. Ask students to respond to the teacher on the video when asked to read parts of the DIALOG.
 4. In the EVALUATION section, students may begin filling in the blanks, but do not pause the video. (Students will complete the EVALUATION section at home.)
- 2-R. Show the students Unit 2, Lesson 6.
1. In the STRUCTURE section, pause the video after each of the numbered exercises. Ask questions of the students emphasizing the words that are in **bold**, using the present tense of the verb *to be*.
 2. Freeze the video during the VOCABULARY section and ask questions about the video using the verb to be with Where, Who and What. For example: “Where is the bench? Who is he? What is this? What are those? What are these?”

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3. During the CONVERSATION section, pause occasionally and ask students questions.
 4. Show the TEST section of the video. Stop the video after the second question. (Students will complete the TEST for Unit 2 at home, and complete it again during their next class session.)
- 2-S. Homework: Ask students to watch the lessons at home and do each section:
1. Listen and repeat during the PRONUNCIATION section.
 2. Practice reading all parts of the Dialog and find a partner with whom they can role play the parts of the DIALOG on page 25.
 3. Complete the WRITING exercise on page 24 in their workbooks or on separate sheets of paper and bring it to class.
 4. Study the STRUCTURE section on pages 22 and 23. Let the students know that the **bold** word is the grammatical point for them to learn.
 5. Complete the EVALUATION section on pages 28 and 29.
 6. Ask students to watch the video lessons often and practice speaking English aloud for one hour per day or until they master the STRUCTURE, DIALOG and VOCABULARY of Unit 2.
 7. **Have students check in the videos they borrowed last week. Check out to each student video #6, Unit 2, Lessons 5 and 6 to use at home.**

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Unit 3

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Week 7 meeting of the class:

- 2-T. Complete Unit 2.
 - 1. Ask students to role play the DIALOG on page 25 of the workbook.
 - 2. Review and evaluate the WRITING exercise on page 24. Ask students to write answers from the WRITING exercise without seeing the answers on the video.
 - 3. Dictate the EVALUATION section on pages 28 and 29. You may use a copy of the page from your licensed master.
 - 4. Practice each section of the STRUCTURE exercises on pages 22 and 23.
 - a) Emphasize the **bold** points.
 - b) Ask additional questions using the same information.
 - 5. Give students the Unit 2 test on pages 73-75. Students may have already completed the test in their workbooks while using the videos. In that case, ask them to do it again on a fresh copy from the pages of your licensed master.
- 3-A. Congratulate students for completing the second unit of *In English*. **Assign and preview Unit 3, Lessons 1 and 2 (Video #7).**

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Contents of video #7, Unit 3, Lessons 1 and 2:

- Lesson 1 30 minutes
 - Introduction and Welcome
 - SCENE 1, pages 31 and 32
 - VOCABULARY, page 33
 - Repeat SCENE, pages 31 and 32
 - VOCABULARY, page 33 (Basic, Other)
 - PRONUNCIATION, page 33
 - Homework / Closing
 - Lesson 2 30 minutes
 - Introduction
 - VOCABULARY, page 33
 - Oral exercises with QUESTIONS regarding SCENE, pages 34-36
 - Repeat SCENE, pages 31 and 32
 - VOCABULARY, page 33 (Nouns 23-67, Basic, Other)
 - PRONUNCIATION, page 33 (Nouns 23-67, Basic, Other)
 - Homework / Closing
- 3-B. Show the 30-minute Unit 3, Lesson 1.
1. Pause after the Lesson is finished. Ask questions to determine how much the students understand and how much they can speak. Ask some Who, What and Where questions using the verb *to be*.
 2. Ask them to count from 1 to 39.
 3. Ask them to say the days of the week.
- 3-C. Show Unit 3, Lesson 2 all the way through (30 minutes).
1. Return to the VOCABULARY section. Replay the VOCABULARY. Ask questions as it plays: “Is that a freeway? Where is the elevator? Is it Saturday? Is it Monday? Is there a bridge over the freeway?”.
 2. Remind students that the full text of all the video sections (SCENE, VOCABULARY, DIALOG, and PRONUNCIATION) is in the workbook.
- 3-D. If time permits, replay the SCENE and VOCABULARY sections and get class participation by asking questions.
- 3-E. **Homework:**
1. Ask them to view both of the video lessons several times until they know the vocabulary and can give an oral response to each question asked on the video. The QUESTIONS are on pages 34-36 of the workbook.
 2. **Have students check in the videos they borrowed last week. Check out to each student video #7, Unit 3, Lessons 1 and 2 to use at home.**

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3. Ask them to watch the video often, and to practice speaking English aloud for one hour per day or until they master the SCENE and VOCABULARY.

Week 8 meeting of the class:

- 3-F. View Lesson 2 with students.
 1. Freeze the video and ask questions or lead exercises to check their comprehension and their speaking ability. Ask questions such as: “Is that a freeway? Is that a clock? Where are the cars? Where are the seats? Is it Tuesday? What day is it?” etc. Ask students to use complete sentences in their answers.
 2. Play the section of Lesson 2 that asks the QUESTIONS orally about the SCENE section. Freeze the video after each question is answered on the screen. Ask the same question of your students.
- 3-G. Ask your students to turn to pages 34-36 in the workbook. Have a number of students read paragraphs from the SCENE aloud.
- 3-H. **Assign students Unit 3, Lessons 3 and 4 (Video #8).**

Contents of video #8, Unit 3, Lessons 3 and 4:

- Lesson 3 30 minutes
 - Introduction
 - PRONUNCIATION, page 33
 - QUESTIONS on SCENE, pages 34-36 (written response required)
 - STRUCTURE, page 37 (sections 1-3)
 - Repeat STRUCTURE, page 37, **bold** elements only
 - VOCABULARY, page 33 (Nouns)
 - Homework / Closing
- Lesson 4 30 minutes
 - Introduction
 - DIALOG in context, pages 42 and 43
 - VOCABULARY, page 33 (Other, Verbs)
 - DIALOG in context, pages 42 and 43
 - DIALOG, pages 42 and 43 (modeling by teachers)
 - DIALOG in context, pages 42 and 43 (teacher/student interaction)
 - WRITING, page 40 (1-5)
 - EVALUATION, page 46 (first three paragraphs)
 - Homework / Closing

- 3-I. Show the students Unit 3, Lesson 3. Do not pause the video during the QUESTIONS section. Ask students to answer orally while they are watching the answers being written. (Students will write these answers at home.)

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- 3-J. Show Unit 3, Lesson 4.
1. During the DIALOG section, have the students listen for understanding.
 2. Ask your own questions of students during the VOCABULARY section. Examples: “Is the door closed? Is the door open? Are you always hungry in the morning? Is it cloudy?” etc.
 3. When the teachers on the video read the DIALOG, have your students watch and listen to the role-playing.
 4. Ask students to respond to the teacher on the video when asked to read parts of the DIALOG.
 5. During the WRITING section, have students respond to the exercises orally.
 6. In the EVALUATION section, students may begin filling in the blanks, but do not pause the video. (Students will complete the first three paragraphs of the EVALUATION at home.)
- 3-K. Explain that Lessons 3 and 4 will give them additional opportunities to learn the Unit 3 material at home. **Homework:**
1. Ask students to complete the QUESTIONS (pages 34-36) in the workbook or on a separate sheet of paper and bring them to class.
 2. Ask students to complete the WRITING exercise (page 40) in their workbooks or on separate sheets of paper and bring them to class.
 3. Ask students to practice reading all parts of the DIALOG (pages 42 and 43). Ask students to find a partner with whom to practice and role play the parts of the DIALOG.
 4. Ask them to watch the video lessons often and to practice speaking English aloud for one hour per day or until they master the DIALOG and QUESTIONS sections.
 5. **Have students check in the videos they borrowed last week. Check out to each student video #8, Unit 3, Lessons 3 and 4 to use at home.**

Week 9 meeting of the class:

- 3-L. Evaluate any writing students have done for Lessons 3 and 4.
- 3-M. Review the QUESTIONS, pages 34-36 in the workbook. Play the video of Unit 3, Lesson 3.
1. During the QUESTIONS on the SCENE section, pause the video just before the written answers appear on the screen. Ask students to write each answer, then watch the answers on the video.
- 3-N. Role-play the DIALOG on pages 42 and 43 in the workbook.
1. Ask students to role play the DIALOG.

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- 3-O. Review the WRITING exercise on page 40. Ask the students to respond orally to the WRITING exercise. Ask students to write answers from the WRITING exercise without seeing the answers on the video.
- 3-P. **Assign students Unit 3, Lessons 5 and 6 (Video #9).**

Contents of video #9, Unit 3, Lessons 5 and 6:

- Lesson 5 30 minutes
 - Introduction
 - VOCABULARY, page 33 (Nouns, Basic)
 - DIALOG in context, pages 42 and 43
 - DIALOG, pages 42 and 43 (teacher/student interaction)
 - SCENE, pages 31 and 32 (captioned / scrolling)
 - EVALUATION, pages 46 and 47
 - Homework / Closing
- Lesson 6 30 minutes
 - Introduction
 - EVALUATION, pages 46 and 47, and SCENE, page 31 and 32
 - WRITING, page 41 (6-8)
 - PRONUNCIATION, page 33
 - STRUCTURE, pages 38 and 39 (4-8)
 - STRUCTURE, pages 38 and 39 (4-8, **bold** only)
 - VOCABULARY, page 33 (Basic 16-29, Other, Verb)
 - CONVERSATION, pages 44 and 45
 - Test, Unit 3, pages 77-79
 - Homework / Closing

- 3-Q. Show Unit 3, Lesson 5, and follow the instructions of the teacher on the video.
1. Freeze the VOCABULARY section occasionally and ask questions using the present tense of the verb *to be*. Also ask Where, What and Who questions.
 2. Ask students to respond to the teacher on the video when asked to read parts of the DIALOG.
 3. During the SCENE section, have students listen for understanding with their books closed.
 4. In the EVALUATION section, students may begin filling in the blanks, but do not pause the video. (Students will complete the EVALUATION section at home.)

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Unit 3

- 3-R. Show the students Unit 3, Lesson 6.
1. During the EVALUATION section, have students listen to the SCENE section of the video and “correct” their EVALUATION answers on pages 46 and 47.
 2. During the WRITING section, have students respond to the exercises orally.
 3. In the STRUCTURE section, pause the video after each of the numbered exercises. Ask questions of the students emphasizing the words that are in **bold**, using *there is* and *there are*. Also ask Where?, Who? and What? questions.
 4. Freeze the video during the VOCABULARY section and ask questions about the video using “Is there?” and “Are there?” Also ask “Which?” questions and “Is it Friday?”
 5. During the CONVERSATION section, pause occasionally and ask students questions.
 6. Show the TEST section of the video. Stop the video after the second question. (Students will complete the TEST for Unit 3 at home, and complete it again during their next class session.)
- 3-S. **Homework:** Ask students to watch the lessons at home and participate in each section:
1. Listen and repeat during the PRONUNCIATION section.
 2. Practice reading all parts of the DIALOG (pages 42 and 43) and find a partner with whom they can role play the parts of the DIALOG.
 3. Complete the WRITING exercises 6-8 on page 41 in their workbooks or on separate sheets of paper and bring it to class.
 4. Study the STRUCTURE section on pages 37 and 39. Let the students know that the **bold** word is the grammatical point for them to learn.
 5. Complete the EVALUATION section on pages 46 and 47.
 6. Ask students to watch the video often and practice speaking English aloud for one hour per day or until they master the STRUCTURE, DIALOG and VOCABULARY of Unit 3.
 7. **Have students check in the videos they borrowed last week. Check out to each student video #9, Unit 3, Lessons 5 and 6 to use at home.**

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Unit 4

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.

Week 10 meeting of the class:

- 3-T. Complete Unit 3:
 - 1. Ask students to role play the DIALOG by reading from the workbook on pages 42 and 43.
 - 2. Review and evaluate sections 6-8 of the WRITING on page 41. Ask students to write answers from the WRITING section without seeing the answers on the video.
 - 3. Dictate the EVALUATION section on pages 46 and 47. You may use a copy of the page from your licensed master.
 - 4. Practice each section of the STRUCTURE exercises on pages 37-39.
 - a) Emphasize the **bold** points.
 - b) Ask additional questions using the same information.
 - 5. Give students the Unit 3 TEST on pages 77-79. Students may have already completed the test in their workbooks while using the videos. In that case, ask them to do it again on a fresh copy from the pages of your licensed master.

- 4-A. Congratulate students for completing the third unit of *In English*. **Assign and preview Unit 4, Lessons 1 and 2 (Video #10).**

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Unit 4

Contents of video #10, Unit 4, Lessons 1 and 2:

- Lesson 1 30 minutes
 - Introduction and Welcome
 - SCENE 1, pages 49 and 50
 - VOCABULARY, pages 51 and 52
 - Repeat SCENE, pages 49 and 50
 - VOCABULARY, page 52 (Other, 1-10)
 - Homework / Closing
- Lesson 2 30 minutes
 - Introduction
 - VOCABULARY, pages 51 and 52
 - Oral exercises with QUESTIONS and exercises regarding SCENE, pages 53-55
 - VOCABULARY, page 52 (Verbs)
 - Homework / Closing

4-B. Show the 30-minute Unit 4, Lesson 1.

1. Pause after the video is finished and ask questions to determine how much your students understand and can speak.
2. Ask students to count from 1 to 100.
3. Ask some Who, What and Where questions using the verb *to be*.
4. Ask students to say the months of the year.

4-C. Show Unit 4, Lesson 2 all the way through (30 minutes).

1. Return to the VOCABULARY section. Replay the VOCABULARY.
2. Ask questions as it is playing. “Is that a chain around his neck? Yes, it is. No, it isn’t. Are those pieces of bread? Yes, they are. No, they aren’t. Is there an awning over the door? Are there 12 months in a year? Are there four seasons in a year? Are there five seasons in a year? Are you tired? Are you cold? Are you happy?” etc.
3. Remind students that the full text of all the video sections (SCENE, VOCABULARY, DIALOG, and PRONUNCIATION) is in the workbook.

4-D. If time permits, replay the SCENE and VOCABULARY sections and get class participation by asking questions.

4-E. **Homework:**

1. Ask them to view both lessons on the video several times until they know the vocabulary and can give an oral response to each question asked on the video. The QUESTIONS are on pages 53-55 of the workbook.

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2. **Have students check in the videos they borrowed last week. Check out to each student video #10, Unit 4, Lessons 1 and 2 to use at home.**
3. Ask them to watch the video often, and to practice speaking English aloud for one hour per day or until they master the SCENE and VOCABULARY.

Week 11 meeting of the class:

- 4-F. View Lesson 2 with students.
1. Freeze the video and ask questions or lead exercises to check their comprehension and their speaking ability. Ask questions such as: “Are there cars in the parking lot? How many? Are there chairs around the table? What year is it? What day is it? What month is it? How many people are there in this room?” Ask students to use complete sentences in their answers.
 2. Play the section of Lesson 2 that asks the QUESTIONS orally about the SCENE section. Freeze the video after each question is answered on the screen. Ask the same question of your students.
- 4-G. Ask your students to turn to pages 49 and 50 in the workbook. Have a number of students read paragraphs from the SCENE aloud.
- 4-H. **Assign students Unit 4, Lessons 3 and 4 (Video #11)**

Contents of video #11, Unit 4, Lessons 3 and 4:

- Lesson 3 30 minutes
 - Introduction
 - QUESTIONS on SCENE, pages 53-55 (written response required)
 - STRUCTURE, page 56
 - VOCABULARY, page 51 (Basic 1-9, 17-20)
 - Homework / Closing
- Lesson 4 30 minutes
 - Introduction
 - DIALOG in context, pages 62 and 63
 - VOCABULARY, pages 51 and 52 (Basic, Other)
 - DIALOG, pages 62 and 63 (teacher/student interaction)
 - WRITING, page 60
 - EVALUATION, page 67 (first three paragraphs)
 - PRONUNCIATION, pages 51 and 52 (Other, Verbs)
 - Homework / Closing

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- 4-I. Show the students Unit 4, Lesson 3.
1. Do not pause the video during the QUESTIONS section. Ask students to answer orally while they are watching the answers being written. (Students will write these answers at home.)
- 4-J. In the STRUCTURE section, pause the video after each of the numbered exercises. Ask questions of the students emphasizing the words that are in **bold**, asking Are there . . .? Is there . . .? and Who? questions.
- 4-K. Show Unit 4, Lesson 4.
1. During the DIALOG section, have the students listen for understanding. When the teachers on the video read the DIALOG, have your students watch and listen to the role-playing.
 2. Ask your own questions of students during the VOCABULARY section. Ask Where, What and Who questions? Also ask Is there . . .? and Are there . . .? questions.
 3. Ask students to respond to the teacher on the video when asked to read parts of the DIALOG.
 4. During the WRITING section, have students respond to the exercises orally.
 5. In the EVALUATION section, students may begin filling in the blanks, but do not pause the video. (Students will complete the first three paragraphs of the EVALUATION at home.)
- 4-L. Explain that Lessons 3 and 4 will give them additional opportunities to learn the Unit 4 material at home. **Homework:**
1. Ask students to complete the QUESTIONS (pages 53-55) in the workbook or on a separate sheet of paper and bring them to class.
 2. Ask students to complete the WRITING exercise (page 60) in their workbooks or on separate sheets of paper and bring them to class.
 3. Ask students to practice reading all parts of the DIALOG (pages 62 and 63). Ask students to find a partner with whom to practice and role play the parts of the DIALOG.
 4. Ask them to watch the video lessons often and to practice speaking English aloud for one hour per day or until they master the DIALOG and QUESTIONS sections.
 5. **Have students check in the videos they borrowed last week. Check out to each student video #11, Unit 4, Lessons 3 and 4 to use at home.**

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Unit 4

Week 12 meeting of the class:

- 4-M. Evaluate any writing students have done for Lessons 3 and 4.
- 4-N. Review the QUESTIONS, pages 53-55 in the workbook. Play the video of Unit 4, Lesson 3.
 - 1. During the QUESTIONS on the SCENE section, pause the video just before the written answers appear on the screen. Ask students to write each answer, then watch the answers on the video.
- 4-O. Role-play the DIALOG on pages 62 and 63 in the workbook.
 - 1. Ask students to role play the DIALOG.
- 4-P. Review the WRITING exercise on page 60. Ask the students to respond orally to the WRITING exercise. Ask students to write answers from the WRITING exercise without seeing the answers on the video.
- 4-Q. **Assign students Unit 4, Lessons 5 and 6 (Video #12).**

Contents of video #12, Unit 4, Lessons 5 and 6:

- Lesson 5 30 minutes
 - Introduction
 - PRONUNCIATION, pages 51 and 52 (Basic, Other, Verbs)
 - DIALOG in context, pages 62 and 63
 - DIALOG, pages 62 and 63 (teacher/student interaction)
 - STRUCTURE, page 57
 - STRUCTURE, page 57 (**bold** only)
 - EVALUATION, pages 67 and 68
 - VOCABULARY, page 51 (Basic 17-20, Other 1)
 - Homework / Closing
- Lesson 6 30 minutes
 - Introduction
 - SCENE, pages 49 and 50 (captioned/scrolling)
 - STRUCTURE, pages 58 and 59
 - STRUCTURE, pages 58 and 59 (**bold** only)
 - CONVERSATION, pages 64-66
 - WRITING, page 61
 - PRONUNCIATION, pages 51 (Nouns)
 - VOCABULARY, page 52 (Other 9-15)
 - Test, Unit 4, pages 81-84
 - Homework / Closing

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- 4-R. Show Unit 4, Lesson 5, and follow the instructions of the teacher on the video.
1. Ask students to respond to the PRONUNCIATION section by listening and repeating the words orally.
 2. During the DIALOG section, have the students listen for understanding.
 3. Ask students to respond to the teacher on the video when asked to read parts of the DIALOG.
 4. In the STRUCTURE section, pause the video after each of the numbered exercises. Ask the students questions emphasizing the words that are in **bold**. Ask Where?, What? and When? questions using the verb to be. Examples: “Are they ever angry? Is he ever sad?”, etc.
 5. In the EVALUATION section, students may begin filling in the blanks, but do not pause the video. (Students will complete the EVALUATION section at home.)
 6. Pause during the VOCABULARY section. Ask questions using *him, her, us, me*.
- 4-S. Show the students Unit 4, Lesson 6.
1. During the SCENE section, have students listen for understanding with their books closed.
 2. In the STRUCTURE section, pause the video after each of the numbered exercises. Ask questions of the students emphasizing the words that are in **bold**. Ask your students to use contractions in their answers. For example: “He’s . . . She’s . . . We’re . . .”, etc.
 3. During the CONVERSATION section, pause occasionally and ask students questions.
 4. During the WRITING section, have students respond to the exercises orally.
 5. Freeze the video during the VOCABULARY section and ask questions: “Are there other . . .? Is there another . . .? Are you ever tired at night?”, etc.
 6. Show the TEST section of the video. Stop the video after the second question. (Students will complete the TEST for Unit 4 at home, and complete it again during their next class session.)

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- 4-T. **Homework:** Ask students to watch the lessons at home and do each section:
1. Listen and repeat during the PRONUNCIATION section.
 2. Practice reading all parts of the Dialog and find a partner with whom they can role play the parts of the DIALOG.
 3. Complete the WRITING exercise on page 61 in their workbooks or on separate sheets of paper and bring it to class.
 4. Study the STRUCTURE section on pages 56-59. Let the students know that the **bold** word is the grammatical point for them to learn.
 5. Complete the EVALUATION section on pages 67 and 68.
 6. Ask students to watch the video often and practice speaking English aloud for one hour per day or until they master the STRUCTURE, DIALOG and VOCABULARY of Unit 4.
 7. **Have students check in the videos they borrowed last week. Check out to each student video #12, Unit 4, Lessons 5 and 6 to use at home.**

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.
 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.

(Please see Unit 5 for the completion of Week 13 activities. Unit 5 and 6 videos and Volume 2 Workbooks are next in the *In English* series.)