

One School Year of 100 Lesson Plans

September 1st – May 25th



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K-14 PCV

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- Note:**
- 1) All vocabulary is translated into Kyrgyz except for when the Russian word is more common or there was no Kyrgyz equivalent available.
 - 2) Lesson 78 through Lesson 89 (12 total) are lessons about the United States of America. It is set up to be an entire month unit about the geography, history, and culture of the USA. It is intended for the final month of school to liven up class, but can be taught at anytime once the students have the right language tools to be able to comprehend the material.
 - 3) Lesson 90 through Lesson 92 (3 total) are song lessons that can be taught anytime at the teacher's discretion. Everything is provided except for the music.
 - 4) Lesson 93 through Lesson 100 (8 total) are all American Holiday and Remembrance Day Lessons, which should be taught around the actual date of the event. They start with Halloween on October 31st and continue on throughout the school year till Holocaust Remembrance Day on April 15th.

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Appendix: Useful words and phrases for teaching
language and grammar in three languages.

Lesson 1

Topic: Names and Name Cards

Objectives: Students will introduce themselves and each other thereby serving as an introduction to both English and the new school year.

Presentation: The information will be provided on the chalk board, but the class will be interacting with the information primarily orally, after the notes are taken down in their notebooks.

Practice:

- Introduce myself as the teacher, speaking slowly and enunciating precisely, “My name is Ms./Mr. _____.”
- Go onto give further basic information such as: age, origin, and family, but only because today is the first day and the students would like to get to know their teacher.
- After small introduction by teacher, to emphasize the main topic of Names repeat the question, “What is MY name?” Students should answer, “Your name is _____.”
- Now ask each student, “What is your name?” And have them answer, “My name is _____.”
- To increase the level of understanding start introducing, “What is his / her name?” Or “Who is this?” Or “What is their name?” So that students ask, understand the context, and start to hear English being spoken and also reply in kind.
- Once you are through with the names have the students make name cards so that you can use them to learn and practice their names for the first few weeks of class.
- If there is time left after the name cards are made, go back through the class and repeat name activity livelier and mixed up this time.

- Collect name cards at the end, and these can then serve as an attendance tool for as long as you choose to use them.

Lesson 2

Topic: Simple Greetings

Objectives: To have the students be able to recognize greetings and use them in the appropriate context.

Presentation: Write the greetings I wish to teach on the board and the translations of the words and phrases so that there is no confusion for the students. Allow them to first copy information down before progressing with lesson.

Warm-Up: Review student's names, which can be done by passing out the name cards that were made (again can also be used for attendance).

Practice:

- New Words and Phrases:
 - Hello =
 - How do you do? =
 - How do you do. =
 - Good morning =
 - Good afternoon =
 - Good evening =
 - How are you? =
 - How is your health? =
 - How are your studies? =
 - Good =
 - Not bad =
 - Bad
 - Good, Thanks =
 - No complaints =
 - Fine =
 - Ok =
 - Good-Bye =
 - See you soon =
 - Go Well =
 - Stay Well =

- Now practice with the students. Go around and ask each one some questions to get the idea and some practice.
- Then start on one side of the room and have the first student greet the second student and ask a series of questions, to which the second student replies. Once they say their departure phrases the second student will then have a conversation with the third student and so on and so forth until the whole class has participated.
- If there is time left practice with the whole class with the “How are you phrase?” by drawing a face on the board and having the class ask it “How are you?” and responding by using the phrases they’ve learned: good, not bad, fine, etc...

Lesson 3

Topic: Alphabet

Objectives: To introduce or review the English alphabet with the class, so that everyone can refresh their memories after a summer away from English.

Presentation: Write the alphabet on the board in both Upper Case and Lower Case and have the students copy it down in their notebooks.

Warm-Up: Review names and greetings again.

Practice:

- First practice saying the letters out loud as a class with them, and then have the students say it by themselves.
- Go around the class saying the alphabet with each student just saying one letter in the correct order.
- Teach the class the “Alphabet Song” and then sing it together a few times for practice with the alphabet.
- Play the “Plunger Game” divide the class into two teams.
 - Version 1: Two students come up to the board where the alphabet is scrambled and the students have to point to the appropriate letter. So first two students would compete to find the letter “A” first and so on, with the first to do so getting a point for their team.
 - Version 2: The teacher says a letter at random and the first student to recognize it and point it out on the board gets a point for their team.
- If time remains review the introductions and greetings from the previous two lessons so that “Hangman” can be played using the students’ names and/or greetings.

Homework: Students need to write the alphabet both Upper and Lower cases three times to practice their letter writing and knowledge of the alphabet.

Lessons 4

Topic: Vowels = and Consonants =

Objectives: Students should be able to identify vowels and consonants both in written form and orally.

Presentation: Have the students write the alphabet on the board, and then circle the vowels or consonants. Have the students group the vowels or consonants together in their notebooks.

Warm-Up: Review greetings and sing the alphabet song.

Practice:

- Have the students chant A, E, I, O, and U using their fingers as a visual cue (can throw in the concept that “Y” is also a vowel, if you think they are up to the challenge).
- Go around the room and have each student do the vowel chant so that you can hear them differentiate the sounds, and so that they can have practice saying the sounds.
- Write names of students and the greeting words and phrases that they already know on the board and have the students identify the vowels or consonants in the words.
- Next, say “vowel” or “consonant” and select a student to give you (orally or on the board) a letter that appropriately matches what you requested, either a vowel or a consonant.
- Repeat this activity, but now give the students a letter and they have to tell you whether it is a vowel or a consonant.
- Play “Around the World” with this idea. This game is when two students are paired together, and a question is posed so that the first one to answer correctly then moves on to compete against the next student in line. The game continues until one student has moved “around the world (i.e. class)” to compete and defeat all the other students in the class.

Homework: Give out new vocabulary words (make sure to leave time for this), and students have to correctly identify the vowels and consonants in the new word list. (20 new “classroom” words)

- | | |
|-----------------|-----------------|
| 1. pen = | 11. map = |
| 2. pencil = | 12. teacher = |
| 3. ruler = | 13. student = |
| 4. notebook = | 14. class = |
| 5. book = | 15. window = |
| 6. desk = | 16. door = |
| 7. chair = | 17. shelf = |
| 8. chalkboard = | 18. scissors = |
| 9. chalk = | 19. tape = |
| 10. paper = | 20. classroom = |

Lesson 5

Topic: Articles “A” and “An”

Objectives: Students should be able to identify “a” and “an” and be able to identify which article belongs with a given noun.

Warm-Up: Review the last lesson of vowels and consonants by going over the assigned homework. Have the students sing the alphabet song clapping on only the vowels so that they are practicing both the alphabet and how it is further subdivided. Ask the students what the “vowels” are and have them write them on the board, and do the same with the consonants.

Presentation: Make a chart on the board to demonstrate that “a” is used with consonants and that the article “an” is used with vowels. Include examples of this by using the classroom vocabulary words already learned. So for example write “a pencil” or “a pen.” Introduce new vocabulary in order to provide other examples.

Practice: - New Vocabulary 20 Words: Fruits = _____ and Vegetables = _____

1. lemon =	11. carrot=
2. banana =	12. cucumber =
3. apple =	13. pepper =
4. pear =	14. potato =
5. cherry =	15. tomato =
6. orange =	16. onion =
7. strawberry =	17. lettuce =
8. raspberry =	18. asparagus =
9. watermelon =	19. eggplant =
10. apricot =	20. corn =

- After students have copied the new vocabulary into their books have them identify the first letter of each new word as either a vowel or a consonant for practice. Then have the students decide which article (either “a” or “an”) needs to be paired with each word.

- Have students first write their answers in their notebooks and then do as a class.

- To further illustrate the point write sentences on the board that force the students to see how articles are used in the context of the English language. For example:

- | | |
|--------------------------------|---------------------------------------|
| 1. ____ apple is ____ fruit. | 6. ____ carrot is ____ vegetable. |
| 2. ____ cherry is ____ fruit. | 7. ____ onion is ____ vegetable. |
| 3. ____ apricot is ____ fruit. | 8. ____ eggplant is ____ vegetable. |
| 4. ____ pear is ____ fruit. | 9. ____ tomato is ____ vegetable. |
| 5. ____ orange is ____ fruit. | 10. ____ asparagus is ____ vegetable. |

- Have the students then read the sentences aloud for oral practice.

Homework: Give out new “animal” vocabulary words, and have students place an article “a” or “an” in front of the new words. And for additional practice have the students circle all of the vowels in the words.

Animals =

1. ape =
2. donkey =
3. horse =
4. goat =
5. sheep =
6. elephant =
7. duck =
8. camel =
9. dog =
10. cat =
11. ostrich =
12. cow =
13. bird =
14. ox =
15. turkey =

Lesson 6

Topic: Numbers (Count =)

Objectives: That students will be able to recognize, pronounce, and use the numbers correctly.

Warm-Up: Review the last lesson of articles “a” and “an” by checking the homework together in class.

Presentation: Write the numbers on the board with their universal symbol and how it is written in English so that the students can read for pronunciation.

Practice: - Read through the numbers 1 – 20, and point out that 1 – 12 will just need to be memorized, but explain the “teen” system for 13 – 19. Also, once you get to 20, 30, 40, 50, 60, 70, 80, 90, and so on it’s just the first part of the number plus a repeat of 1 – 9 which they already know. Explain how this is similar to the Kyrgyz counting system.

- New “Number” Vocabulary:

1 – one	13 – thirteen	20 – twenty
2 – two	14 – fourteen	30 – thirty
3 – three	15 – fifteen	40 – forty
4 – four	16 – sixteen	50 – fifty
5 – five	17 – seventeen	60 – sixty
6 – six	18 – eighteen	70 – seventy
7 – seven	19 – nineteen	80 – eighty
8 – eight		90 – ninety
9 – nine		100 – one hundred
10 – ten		1,000 – one thousand
11 – eleven		
12 – twelve		

- To practice have them first write the information in their notebooks.

- Then practice counting as a class out loud all together.
- For oral practice have the students get into a circle and go around and count, IF the student says the wrong number they are eliminated, have them go as long and as high as they can using their knowledge and the patterns they have learned.

Homework: For homework have them write out the numbers up to 50 for practice.

Lesson 7

Topic: Time

Objectives: That the students will be able to be able to ask the time and tell the time.

Warm-Up: Review the numbers simply by counting together as a class, and have the students show you their homework.

Presentation: - Have the students copy down the following questions and their translations:

1. What time is it? =
2. Do you have the time? =
3. Can you tell me what time it is? =

- Then start the lesson by teaching the students the easiest methods of telling the time.

Practice: - By drawing clocks on the board demonstrate visually that it is 3 o'clock, and then explain to the students that when the clock says 3, or 4, or 5, or whatever you tell the time by saying, "It is 3 o'clock." Do everything with visual aids.

- Teach them the following phrases:
 1. am indicates the morning (from 12am to 11am)
 2. pm indicates the afternoon and evening (from 12pm to 11pm)
 3. The use of "15" as in "it's 1:15"
 4. Equivalence of 1:15 or "it's a quarter after 1"
 5. The use of "30" as in "it's 1:30"
 6. Equivalence of 1:30 or "half past 1"
 7. The use of "45" as in "it's 1:45"
 8. Equivalence of 1:45 of "15 minutes till 2"
 9. 12:00 pm called "Noon"
 10. 12:00 am called "Midnight"

- Practice as a class telling time with different clocks that are drawn on the board. Call on different people so that you can find out if they understand and so that the students can get practice saying these different phrases. Also reverse the process by saying times and then having the students draw the clocks.

Homework: Give the students new vocabulary words (verbs) and have them associate the new words with what time they usually do those verbs.

- | | |
|--------------------|-----------------------|
| 1. wake up = | 6. work = |
| 2. brush teeth = | 7. cook food = |
| 3. get dressed = | 8. wash hands = |
| 4. eat breakfast = | 9. watch television = |
| 5. go to school = | 10. go to bed = |

Lesson 8

Topic: Simple Present Tense with Daily Routine

Objective: That the students will be able to start constructing basic sentences in the simple present tense using the information they have learned so far such as: vocabulary, numbers, time, and inferring a few other topics that will be covered later.

Warm-Up: Review time by going over the homework and by practicing together as a class on the chalkboard.

Practice /

Presentation: - Have some clocks drawn on the board so that the students can review. Also reverse the learning process by saying a few times out loud and having the students draw the correct clock face.

- Review the new verbs given and make sure students understand their meanings.
- Practice the new words by playing “Charades” with the students so that they have to act out the word/phrase and then their classmates have to guess what it is they are doing.
- Give an example of a daily routine paragraph, quickly explaining the pronoun “I” which has not been covered yet. For example:
 - I wake up at 7 am. I get dressed at a quarter after 7. I eat breakfast at 7:30am. I brush my teeth at 7:35am. I walk to school at 7:45am. I work from 8am till noon. I eat lunch at half past 12pm. I walk to school at 1pm. I work from 1:30pm till 5pm. I eat dinner at 6pm. I watch television at 7pm. I read at 15 minutes till 9. I go to bed at 10pm.
- Have the students read aloud my version and then copy the example down in their notebooks.

Homework: Have the students write their own paragraph that gives the details of their daily routine including both new verbs in the simple present tense and times.

Lesson 9

Topic: Days of the week (with simple present tense and daily routine vocab)

Objective: That the students will be able to start constructing basic sentences in the simple present tense using the information they have learned so far such as: vocabulary, numbers, time, and inferring a few other topics that will be covered later.

Warm-Up: Review time, vocabulary of the daily routine, and simple present tense by going over the homework and by practicing together as a class on the chalkboard.

Practice /

Presentation: - Review the daily routine verbs given and make sure students understand their meanings.

- Introduce new “days of the week” vocabulary:

1. Monday =
2. Tuesday =
3. Wednesday =
4. Thursday =
5. Friday =
6. Saturday =
7. Sunday =
8. week =
9. weekend =
10. everyday =
11. sometimes =

- Give an example of a daily routine paragraph, quickly explaining the pronoun “I” which has not been covered yet. For example:

- I wake up at 7 am during the week. On Saturday and Sunday I sleep. I get dressed for school on Monday, Tuesday, Wednesday, Thursday and Friday.. I eat breakfast at 7:30am. I brush my teeth everyday. I walk to school in the mornings. I work from Monday till Friday. I eat lunch at noon. Everyday I eat dinner at 6pm. Sometimes I watch television at night. Everyday I read at 9pm. I go to bed at 10pm.

- Have the students read aloud my version and then copy the example down in their notebooks.

Homework: Have the students write their own paragraph that gives the details of their daily routine including both new verbs in the simple present tense, times, and also days of the week vocabulary.

Lesson 10

Topic: Nouns =

Objective: To teach the students what a noun is and then have them be able to correctly identify and implement it in English.

Warm- Up: Review what a noun is, give some examples, and then have the students give some examples.

Practice/

Presentation: - Divide the class into teams and play “Jeopardy” to review all the nouns learned this far in the year. The five category topics include: 1) classroom words, 2) animals, 3) vegetables, 4) fruits, and 5) days of the week. Note that I will say the word in Kyrgyz or Russian and the students need to give me the English word in reply.

This is what is put on the chalkboard:

Classroom Words	Animals	Fruits	Vegetables	Days
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500
600	600	600	600	600
700	700	700	700	700

What I read: Translations given below

Answers the Students need to give:

Classroom Words	Animals	Fruits	Vegetables	Days
pen	dog	apple	carrot	Monday
pencil	cat	pear	tomato	Friday
desk	horse	orange	potato	Saturday
map	elephant	watermelon	peppers	Sunday
chair	camel	strawberry	cucumbers	Wednesday
notebook	ox	raspberry	eggplant	Thursday
shelf	ostrich	apricot	asparagus	Tuesday

Homework: Have the students try to write 10 sentences using nouns that we reviewed today in the jeopardy game. For example:

- I have a pen.
- I have a dog.
- I eat an apple.
- I eat a tomato.
- It is Tuesday.

Lesson 11

Topic: Pluralizing Nouns

Objectives: That the students will be able to pluralize nouns.

Warm-Up: Review previous lessons of what are vowels and consonants and then move into a review of the article lesson of when to use “a” versus “an.”

Practice/

Presentation: - Rule 1: To pluralize most nouns you simply add an “-s” ending. For example:

apple → apples dog → dogs cat → cats

- Have students then come up to the board to pluralize nouns and then have students orally repeat after you examples.
- Write a list of words on the board (they can be known or unknown as long as they follow the pluralizing rule of adding an “-s”) and have the students practice writing the words and pluralizing.
- Rule 2: To pluralize nouns that end in “sh / ch / ss / x” you have to add an “-es” to the noun. For example:

wish → wishes sandwich → sandwiches class → classes box → boxes

- Have students then come up to the board to pluralize nouns using this rule and then have students orally repeat after the teacher. More examples: tax, kiss, couch, dish, bus, etc...
- Rule 3: To pluralize nouns that end in a consonant + “y” you have to change the “y” to an “i” and add “-es.” But if the noun ends in a vowel + “y” you only have to add an “-s” ending. For example:

Consonant and a “y” = city → cities baby → babies family → families

Vowel and a “y” = boy → boys day → days key → keys

- Have the students come up to the board to pluralize nouns using this rule and then have them orally repeat after the teacher for further practice. More examples: country, butterfly, library, monkey, toy, etc...
- Note: Warn the students that there are still exceptions to these three rules and that some words have different ways of pluralizing. For example some are just irregular like woman → women, or tooth → teeth, or ox → oxen; while others don't change at all from singular to plural like with deer → deer, or fish → fish, or sheep → sheep.

Below is a chart that consolidates the information above:

Singular Noun Ending	Plural Noun Ending	Examples
normal	add "-s"	apples, dogs, schools, girls
-sh, -ch, -ss, -x	add "-es"	wishes, matches, passes, ladies
Consonant + y	add "-ies"	cities, babies, parties
Vowel + y	add "-s"	boys, days, plays

Homework: With the new vocabulary words below have the students pluralize the nouns.

Random Assortment of Vocabulary Words:

- | | |
|--------------|----------------|
| 1. bush = | 11. story = |
| 2. pony = | 12. glass = |
| 3. radish = | 13. candy = |
| 4. berry = | 14. donkey = |
| 5. couch = | 15. dress = |
| 6. country = | 16. fox = |
| 7. ditch = | 17. tax = |
| 8. crutch = | 18. bully = |
| 9. fairy = | 19. mattress = |
| 10. leash = | 20. pastry = |

Lesson 12

Topic: Singular and Plural Nouns

Objectives: Students should be able to use the articles “a” and “an” for singular nouns. They should be able to pluralize nouns. They should be able to use “is” and “are” correctly in a sentence. And finally they should be able to differentiate between singular and plural.

Warm-Up: Review articles to make sure they remember (also then reviews vowels and consonants). Review the previous lesson of pluralizing nouns by going over the homework. Do some reviewing altogether as a class on the chalkboard.

Presentation: To make sure students understand that articles are only used with singular nouns do some examples. Such as: “a cow” vs. “few cows” or “an apple” vs. “3 apples”

Practice:

- Write words on the board that students are familiar with and have students raise their hands to indicate whether the words are singular (one) or plural (more than one).
- On the board write fragments such as, “ ___ onion, 3 onion __.” And have students come up to the board to write either “a” or “an” before a singular noun or “s”, “ies”, or “es” to pluralize the nouns given.
- Introduce “is” for singular nouns and “are” for plural nouns by giving examples.
 - “A grape is a fruit.”
 - “Grapes are fruits.”
 - “A cow is an animal.”
 - “Cows are animals.”
- Have students read aloud for oral practice and then copy down in their notebook.
- Give the students more examples to first do on their own and then to go over as a class.
- Once students understand the concept have students write their own sentences both plural and singular using vocabulary they know.

Homework: Give students new “clothing” vocabulary words, and have the students makes singular and plural sentences with these new words.

- | | |
|-----------------|------------------|
| 1. dress = | 11. shirt = |
| 2. jeans = | 12. pants = |
| 3. suit = | 13. skirt = |
| 4. blouse = | 14. sweater = |
| 5. t-shirt = | 15. shorts = |
| 6. sweatshirt = | 16. sweatpants = |
| 7. hat = | 17. gloves = |
| 8. jacket = | 18. raincoat = |
| 9. swimsuit = | 19. pajamas = |
| 10. socks = | 20. shoes = |

Lesson 13

Topic: Common and Proper Nouns

Objective: That the students will be able to identify and use common and proper nouns.

Warm-Up: Review singular and plural nouns by going over the homework.

Practice/

- Presentation:** - Introduce nouns again (as a review) by giving examples of a person/place/thing/ or animal. Make sure the class is comfortable with nouns and can give some examples on their own.
 - Teach the differences between a common noun, which is not capitalized and a proper noun, which is always capitalized.

Examples of Nouns	Common	Proper
Person	girl	Susan Smith
Place	park	Michigan
Thing	car	Liberty Bell
Animal	dog	Haley (My dog's name)

- Common Noun: names any person, place, thing, or animal.
- Proper Noun: names a specific person, place, thing, or animal and the first letter is always capitalized.

-Proper Nouns Include the following:

- | | |
|--------------------|--|
| 1. Personal Names: | Professor Jones
Jane Doe
Dr. Watson
President Lincoln |
| 2. Nationalities: | Mexican
Kyrgyz
American
Italian |
| 3. Religions: | Buddhism
Muslim |

4. Geographic Names: Christian
Hinduism
Kyrgyzstan
Pacific Ocean
Amazon River
Russia
Tien Shen Mountains
5. Holidays: Thanksgiving
Christmas
New Years
Halloween
6. Months of the Year: November
February
August
May
7. Days of the Week: Saturday
Sunday
Tuesday
Monday

Examples	Common	Proper
Personal name	father	Mike Johnson
Geographic name	country	Japan
Religion	mosque	Muslim
Holiday	holiday	New Years
Month	month	June
Day	today	Wednesday

Homework: Give the students the following paragraph and have them write down all the common nouns and all the proper nouns. Note that the common nouns are underlined and the **proper nouns** are bolded.

Joe Smith is a teacher. He lives in **Colorado**. **Colorado** is a state. On holidays **Joe** likes to travel, but especially in the months of **June**, **July**, and **August**. **Joe** has one brother, and his name is **Mike**. **Mike** only works on the weekends, which is **Friday**, **Saturday**, and **Sunday**. During the week **Mike** lives in **Mexico**. **Mike** has a family. He is a father. He has two sons and one daughter. His sons' names are **Andrew** and **Jason**. His daughter's name is **Sally**. **Joe** sees his niece and nephews only at **Christmas**.

Lesson 14

Topic: Collective Nouns

Objective: For the students to be able to identify and use a collective noun correctly.

Warm-Up: Again review nouns and the category of nouns we have covered thus far: singular, plural, common, and proper. Should review the last lesson by going over the homework, but otherwise just elicit examples from the class to make sure that they are retaining all the information that has been presented.

Practice/

Presentation: - Define what a collective noun is: it describes a group of people or things considered as a single unit.

- For example, this will be all new vocabulary:

1. audience =
2. chorus =
3. congress =
4. gang =
5. group =
6. personnel =
7. band =
8. class =
9. faculty =
10. flock =
11. jury =
12. staff =
13. bunch =
14. committee =
15. family =
16. government =
17. orchestra =
18. team =

- Once the students have copied down all the new words try to see if they can use them correctly in a sentence or phrase.

- For example: The team is good.
- My family is big.
- The staff is nice.
- The class is smart.

Homework: Have the students write a paragraph and identify all nouns in their paragraph, but they should also underline the collective nouns in the text. The more collective nouns used by the students the better.

Lesson 15

Topic: Countable and Uncountable Nouns

Objective: That the students will be able to identify and use countable and uncountable nouns on their own.

Warm-Up: Review again all the noun categories learned, especially collective nouns which were taught in the last lesson.

Practice/

Presentation: - Define Countable and Uncountable Nouns.

- Countable Noun: is a thing that a person can count.
Ex. corn, lettuce, lake, day, movie
- Uncountable Noun: is a thing a person cannot count.
Ex. dust, grass, milk, water, sand

-New Vocabulary Words:

- | | |
|--------------|--------------|
| 1. lake = | 11. movie = |
| 2. dust = | 12. grass = |
| 3. milk = | 13. water = |
| 4. sand = | 14. juice = |
| 5. table = | 15. cup = |
| 6. picture = | 16. rays = |
| 7. guitar = | 17. camera = |
| 8. bucket = | 18. bag = |
| 9. ice = | 19. rain = |
| 10. flower = | 20. snow = |

- Have the class first copy down the new words, but then identify which are countable and which are uncountable. Review their answers all together.

Homework: Have the students write a paragraph and identify all the nouns in their paragraph, by underlining the countable nouns and circling the uncountable nouns in their text. The more countable and uncountable nouns used by the students the better.

Lesson 16

Topic: Possessives (possession =)

Objectives: That the class will be able to make nouns possessive and do so with proficiency.

Warm-Up: Review all the different categories of nouns: singular, plural, collective, common, proper, countable, and uncountable. Have the students give you examples of each type of noun and be able to give the proper definitions for these nouns. If the students seem comfortable with this, move on with the intended lesson for the day.

Practice/

Presentation: - Explain to the class what possession means and how it is indicated in English. Possession is when there is clear ownership of something or someone. It is when something becomes someone's.

- To make a singular noun possessive you simply add an apostrophe and add an "s" to the end of the noun. (apostrophe =)

- For example: the girl's dress (meaning the girl owns the dress)
Jane's books (meaning those books are Jane's)

- To make a plural noun possessive you simply add an apostrophe after the "s"

- For example: two boys' bicycles (meaning the bicycles are owned by the two boys)
The girls' clothes (meaning the clothes are owned by the girls)

- If the noun ends in "-s" you can either add an apostrophe after the "-s" or add an apostrophe and an "-s".

- For example: Charles' gloves OR Charles's gloves
Tess' bag OR Tess's bag

- Have the class now try to make the following words possessive to see if they understand the concept being presented.

- | | |
|-------------------------|--|
| 1. dog → dog's | 6. manager → manager's |
| 2. man → man's | 7. Chris → Chris' or Chris's |
| 3. thieves → thieves' | 8. teacher → teacher's |
| 4. churches → churches' | 9. students → students' |
| 5. brother → brother's | 10. princess → princess' or princess's |

- For further practice have the students correct the following sentences:
1. Charles car was stolen. → Charles' (or Charles's) car was stolen.
 2. John mother lives in Japan. → John's mother lives in Japan.
 3. The neighbor is painting Joe house. → Joe's house
 4. I borrowed the teacher dictionary. → teacher's dictionary
 5. My sister name is Mary. → sister's name

Homework: Have the students write 10 sentences with possessives.

Lesson 17

Topic: Categorizing Nouns

Objectives: Students should be able to understand and categorize nouns.

Warm-Up: Give students known vocabulary words and potentially some new words.

Presentation: Review the definition of a noun, and also the definitions of all the categories of nouns. Then write the following headings on the board: singular, plural, common, proper, collective, countable, and uncountable (and possessive if you want to add that too). Perhaps it is a good idea to also give examples of each.

- Examples for each:

- | | |
|------------------------|--------------------|
| 1. singular = dog | 2. plural = dogs |
| 3. common = day | 4. proper = Sunday |
| 5. collective = class | 6. countable = cow |
| 7. uncountable = grass | |

Practice:

- Give students a list of nouns and have the students write in their notebooks where that particular noun fits under which particular heading.
- Once the students have done this on their own, go through the list of words as a class and have the students come and write them on board under the appropriate headings. Tell the students some nouns will be able to fit in more than one category so they should place the noun in the best possible category.
- List of words to use 40 in total:

- | | |
|--|---------------------------------------|
| 1. truck – sing /count / common | 21. Mark Thomas - proper/count / |
| 2. cat – sing / count / common | 22. girl – sing / count / common |
| 3. San Francisco – proper / count / sing | 23. group – collective / count |
| 4. month – common / count | 24. Dr. Harry – proper / count / sing |
| 5. Australia – proper / count / sing | 25. team – collective / count |
| 6. dust – uncount / common | 26. Halloween – proper / count / sing |
| 7. students – plural / common/ count | 27. horses – plural / count / common |
| 8. Atlantic Ocean - proper | 28. Shakira – proper / count / sing |

9. Eminem – proper / sing / count
10. band – collective / count
11. tree – sing / count / common
12. Talas – proper / count
13. family – collective / common
14. boat – common / sing / count
15. Canada – proper / count / sing
16. someday - common
17. letter – sing / common / count
18. Swedish – proper
19. Monday – proper / count / sing
20. music – common

29. water – uncount / common
30. audience – collective / common
31. Nile River – proper / count
32. children – plural / count / comm
33. flowers – plural / count / comm
34. juice – uncount / common
35. Kyrgyz – proper
36. book – sing / count / common
37. milk – uncount / common
38. January – proper / sing
39. papers – plural / count / common
40. sand – uncount / common

Homework: Students should come up with two nouns on their own for each of the seven categories, so in total fourteen nouns.

Lesson 18

Topic: Pronouns =

Objectives: Students should be able to understand and identify pronouns. They should be able to recognize the Kyrgyz equivalent of the English pronouns.

Warm-Up: Have the students tell you the Kyrgyz pronouns (men, cen, cez, etc...). Write on the board the Kyrgyz pronoun with the English equivalent.

Presentation: Have the students write down in their notebooks all the pronouns and the translations.

I = Men	We = Bez
You = Cen (informal) or Cez (formal)	You = Celer (informal) or Cezder (formal)
He / She = Al It	They = Alar

Practice:

- Call out the Kyrgyz or English Pronoun and have the students give you the correct translation.
- Pass out magazines (old Newsweeks) and have the students find a picture in which to then write about using the appropriate pronoun(s). The students should take this time to select a picture and then write a paragraph (7-10) sentences using as many pronouns as possible.
- Have the students share their pictures and their stories with the whole class upon completion. For this in-class activity give them approximately 10-20 minutes.

Homework: Have the students write 5 sentences using all the new pronouns learned.

Lesson 19

Topic: Pronouns, the “to be” Verb, and Nouns

Objectives: Students should be able to use “am”, “is”, and “are” with their corresponding pronouns. The verb is not the focus of this lesson; simply present it as being associated with the pronoun.

Warm-Up: Review the previous lesson on pronouns by going over the homework. Also, spend time reviewing the English pronouns to their Kyrgyz equivalents so that the students can demonstrate their understanding of the material. It might also be a good idea to review articles, because these will also be needed in today’s lesson.

Presentation: - Introduce topic by writing on the board the sentence structures “I am a girl.” “You are a boy.” “He is a brother.” “She is a daughter.” “It is a pen.” “We are students.” “They are people.”
- Emphasize that “We / They” do not have the article “a” or “an” and must be pluralized. Also, they should be able to note that these plural pronouns are used with the verb “are”. See above examples.

Practice:

- Have students create an “I am a _____” sentence using nouns they already know. For example: I am a student.
- Then have students create a “You are a _____” sentence about you (the teacher), again using words they already know. For example: You are a teacher.
- Have students pick a male from the classroom and create a sentence in the form of “He is a _____.”
- This same process should be repeated with the females in the classroom.
- Have the students create a sentence about themselves writing, “We are _____.”
- Finally, have the class write a sentence about another class in the school writing, “They are _____.”

- Once this part of the activity is completed, go around the room and have the students share their written responses, which will give them reading and speaking practice.

Homework: Students must write 7 sentences, one for each pronoun using vocabulary words they already know.

Lesson 20

Topic: Pronouns, the “to be” Verb, and Adjectives =

Objectives: Students should be able to use “am,” “is,” and “are with their corresponding pronouns. Again do not worry too much about the verb usage, because right now the focus is pronoun usage with adjectives. Also, students should learn new adjective vocabulary words.

Warm-Up: Review the previous lesson on pronouns.

Presentation: Introduce the idea of today’s lesson by writing the following sentence structures on the chalkboard:

I am short.
You are nice.
He is tall.
She is pretty.
It is big.
We are happy.
They are funny.

Practice: - Have the class do the below activity using these new vocabulary words:

- | | |
|---------------|----------------|
| 1. short = | 11. sad = |
| 2. tall = | 12. funny = |
| 3. big = | 13. serious = |
| 4. small = | 14. friendly = |
| 5. nice = | 15. smart = |
| 6. mean = | 16. fast = |
| 7. handsome = | 17. slow = |
| 8. pretty = | 18. athletic = |
| 9. ugly = | 19. old = |
| 10. happy = | 20. young = |

- Have students create an “I am a _____” sentence using nouns they already know. For example: I am short.
 - Then have students create a “You are a _____” sentence about you (the teacher), again using words they already know. For example: You are nice.
 - Have students pick a male from the classroom and create a sentence in the form of “He is a _____.”
 - This same process should be repeated with the females in the classroom.
 - The class should be able to create a sentence using “It” as well, but it may be a little more difficult for them to grasp.
 - Have the students create a sentence about themselves writing, “We are _____.”
 - Finally, have the class write a sentence about another class in the school writing, “They are _____.”
- Once this part of the activity is completed, go around the room and have the students share their written responses, which will give them reading and speaking practice.

Homework: Students must write 7 sentences one for each pronoun using the new adjective vocabulary words.

Lesson 21

Topic: Adjective Grammar Lesson and Vocabulary

Objectives: That the students will understand and be able to use adjectives and to add more vocabulary to their already increasing English repertoire.

Warm-Up: Review the adjectives introduced in the previous lesson by going over the homework. Have each student share the sentences they wrote.

Presentation: Define once more for the class what an adjective is: it is a word that describes or modifies a noun or a pronoun. An adjective refers to a noun, a pronoun, or any other word or group of words playing the part of a noun. Adjectives help to describe or limit nouns. They can describe size (tall, big, small), appearance (pretty, ugly, beautiful), personality (kind, intelligent, lazy), color (green, blue, red), and number (one, two, three).

Practice: - Give students 20 more adjectives:

- | | |
|--------------------|-----------------|
| 1. thick = | 11. joyful = |
| 2. thin = | 12. careful = |
| 3. new = | 13. crazy = |
| 4. many = | 14. expensive = |
| 5. few = | 15. cheap = |
| 6. hardworking = | 16. clean = |
| 7. lazy = | 17. dirty = |
| 8. intelligent = | 18. late = |
| 9. unintelligent = | 19. early = |
| 10. angry = | 20. beautiful = |

- Have the students create their own flash-cards to learn these words. Have them draw pictures to represent the meaning of the words and then have them write

both the Kyrgyz/Russian and English word on the back so that they can start to memorize these adjectives.

Homework: Have the students finish the flash-card activity at home if they have not already finished, and tell them to study for the following class, because there will be a competition.

Lesson 22

Topic: Adjective Grammar Lesson and Color Vocabulary

Objectives: That the students will understand adjectives and add more vocabulary to their already increasing English repertoire.

Warm-Up: Review the adjectives introduced in the previous lesson by going over the homework.

Presentation: Define once more for the class what an adjective is: it is a word that describes or modifies a noun or a pronoun. An adjective refers to a noun, a pronoun, or any other word or group of words playing the part of a noun. Adjectives help to describe or limit nouns. They can describe size (tall, big, small), appearance (pretty, ugly, beautiful), personality (kind, intelligent, lazy), color (green, blue, red), and number (one, two, three).

Practice: - Introduce Color Vocabulary:

1. white =
2. black =
3. blue =
4. red =
5. green =
6. yellow =
7. orange =
8. gray =
9. brown =
10. pink =

- Review all the adjectives that have been taught in the past few lessons.

- Play “Around the World” with the class so that students can practice what they know and then try to memorize the adjectives they have not yet mastered.

Homework: Have students write 10 sentences (one for each color presented) that uses a pronoun and an adjective correctly.

Lesson 23

Topic: Pronouns, Adjectives, and Nouns (Making Sentences)

Objectives: Students should be able to create simple sentences matching adjectives with nouns, such as: “I am a good student.” This should be easily accomplished if students have been learning the new words presented.

Warm-Up: Review the recent adjective vocabulary.

Presentation: Introduce the idea by writing on the board the following sentence structures, which use nouns, pronouns, and adjectives:

I am a tall girl.

You are a smart dog.

He is a short boy.

She is a pretty girl.

It is a big house.

We are happy students.

They are fat cows.

Practice:

- Have students create an “I am a _____” sentence using pronouns, adjectives, and nouns they already know. For example: I am a good student.
- Then have students create a “You are a _____” sentence about you (the teacher), again using words they already know. For example: You are a nice teacher.
- Have students pick a male from the classroom and create a sentence in the form of “He is a _____.” For example: He is a bad boy.
- This same process should be repeated with the females in the classroom. For example: She is a tall girl.
- Have the students create a sentence about themselves writing, “We are _____.” For example: We are happy students.
- Finally, have the class write a sentence about another class in the school writing, “They are _____.” For example: They are funny people.

- Once this part of the activity is completed, go around the room and have the students share their written responses, which will give them reading and speaking practice.

Homework: Students write 7 sentences one for each pronoun and do so using the vocabulary already learned. These sentences should contain pronouns, nouns, and adjectives.

Lesson 24

Topic: New Verb Vocabulary (verb =)

Objectives: Students should be able to recognize a verb and start to learn the new vocabulary introduced.

Presentation: Verbs show action and express time (but this relates to different tenses and for right now we will stick to the simple present tense). A verb can be more than one word. There can be a helping verb and / or a main verb. Again, try not to confuse the lesson by adding too much but maybe give the students a list of the helping verbs just so they know.

Practice: - List of Helping Verbs (without translations):

- | | | |
|---------|----------|-----------|
| 1. am | 6. can | 11. had |
| 2. is | 7. could | 12. shall |
| 3. are | 8. would | 13. will |
| 4. was | 9. has | |
| 5. were | 10. have | |

- Introduce list of new Verb vocabulary:

- | | |
|------------|-----------------|
| 1. run = | 11. throw = |
| 2. walk = | 12. work = |
| 3. talk = | 13. study = |
| 4. sit = | 14. read = |
| 5. stand = | 15. write = |
| 6. eat = | 16. translate = |
| 7. drink = | 17. try = |
| 8. start = | 18. play = |
| 9. stop = | 19. watch = |

10. kick =

20. listen =

- Give the class examples so that they understand sentence structure.

- For example: I run.
You run.
She runs.
He runs.
It runs.
We run.
They run.

- Note: That the verb is singular in every form but the he / she/ it where the verb becomes plural.

- More advanced sentences: I read a book.
You play volleyball.
John watches television.
Sue listens to music.
It drinks water.
We eat plov.
They study English.

Homework: Have the students construct 10 sentences using the new verb list and the other vocabulary that they have previously acquired.

Lesson 25

Topic: Verbs a Grammar Lesson

Objectives: That the students will be able to correctly identify and use verbs.

Warm-Up: Review the new words from the previous lesson. Also it may take some time, but go around the class and have the students share their sentences that they were to do as homework. This way you can tell if they have grasped the concept and it will help them to learn the new words that were given.

Presentation: Redefine verbs and their functions.

Practice: - Have the students copy down the following sentences and be able to identify the verbs in each one by underlining.

1. Mike runs to school everyday.
2. Sometimes I try to speak Russian.
3. I can hardly read this book.
4. My dog sits on the front porch.
5. They play basketball all day long.
6. Why don't you drink any vodka?
7. The students watch television.
8. I stand in front of the classroom.
9. That woman walks fast.
10. Kick the ball!

- Once the students have completed this task in their own notebooks go through the activity as an entire class making sure that they understood.

- Have the students make a list of 3 verbs they would like to know in English, by first writing them out in Kyrgyz or Russian and then playing Charades or drawing

the action on the chalkboard. Make sure to check them with the dictionary so there are no misconceptions. **Note:** make sure to write down all the new words the students come up with to add those to the list of vocabulary learned.

Homework: Using the new list of verbs that the students selected, have the students create more complex sentences like the ones done in class. They should write 7 to 10 sentences in total as their home task.

Lesson 26

Topic: Simple Present Verbs

Objectives: Students should be able to understand simple verbs and their meanings.

Warm-Up: Review with students the simple present verbs that they have already been given.

Presentation: Write all the verbs that have been covered so far in this class on the board and have the students come and write the English equivalent.

Practice: - Play “Charades” with the students. First divide them into teams, then explain the rules, and Enjoy!

Homework: Give students new verb vocabulary words and have them make flash cards (by drawing the action) for these new words.

1. dance =

2. cry =

3. speak =

4. hike =

5. sing =

6. draw =

7. ride =

8. find =

9. look =

10. smell =

11. feel =

12. earn =

13. begin =

14. plan =

15. need =

16. open =

17. close =

18. prepare =

19. break =

20. buy =

Lesson 27

Topic: Pronouns and Simple Present Verbs (Making Sentences)

Objectives: Students should be able to write simple sentences pairing pronouns with verbs.

Warm-Up: Review the last few lessons so that the new verb vocabulary is fresh in their heads. Perhaps use one of the better students' flash cards they have made to practice with the whole class.

Presentation: - Introduce sentence structure on the board:

I run.
You run.
He/She/It runs.
We run.
They run.

- Make a point to reemphasize the addition of “-s” to the verbs in the third person (i.e. He / She/ It).

Practice: - Have students write sentences with each verb with each pronoun. This may seem tedious and redundant, but the practice will be beneficial and time consuming.
- Have students read their sentences out loud for practice and to make sure that they have been doing the activity correctly.

Homework: Give students new verb vocabulary words and have them make sentences with these new words.

1. arise =
2. bend =

11. fall =
12. fight =

- | | |
|-------------|--------------|
| 3. make = | 13. forget = |
| 4. bleed = | 14. get = |
| 5. blow = | 15. give = |
| 6. build = | 16. go = |
| 7. come = | 17. grow = |
| 8. dig = | 18. hide = |
| 9. do = | 19. know = |
| 10. drive = | 20. leave = |

Lesson 28

Topic: Subject and Verb Agreement

Objectives: That the students will be able to correctly use verbs in a sentence so that the verbs agree with the subjects used.

Warm-Up: Review the previous lesson's homework with the new vocabulary and sentences created by the students.

Presentation: - Make sure the students understand that the subject of the sentence must agree with the verb. A singular subject takes a singular verb and a plural subject takes a plural noun.

Examples	Singular	Plural
First Person:	I work.	We work.
Second Person:	You work.	You work.
Third Person:	He/She works.	They work.

- Make sure to note that in third person singular the verb must end in a "-s"

Practice: - Have the students copy down the following sentences and practice with verb and subject agreement. This will also indicate whether or not they understand the concept being taught. Have them identify both the subject in the sentence and then choose the correct verb that agrees with it.

1. The new secretary (begin, begins) work tomorrow.
2. Jim and Frank (writes, write) speeches for their boss.
3. The workmen (replace, replaces) the old copy machines.
4. New people (earn, earns) one vacation day per month.
5. The computer printer (break, breaks) once a week.

6. The school (plans, plan) to remodel.
7. The paper in the copier (needs, need) to be replaced.
8. The office (is, are) open.
9. How many people (work, works) for the government.
10. Here (is, are) the book you wanted.

Homework: Have the students write 5 to 10 of their own sentences using words they already know to practice working with subject and verb agreement.

Lesson 29

Topic: Subject and Verb Agreement: Using There + Be

Objective: That the students will be able to have subject and verb agreement in their sentences when using the words “there” and “be”.

Warm-Up: Review the previous day’s homework to make sure progress is being made on this topic.

Presentation: - Review what is needed to ensure subject and verb agreement in a sentence.
 - Show the student’s the difference between using the verb phrase “there are” and “there is”
 - Ex. There are twenty students in this class.
 There is a student in the room.

- Have the students copy down the following chart.

Singular Verb	Plural Verb	Explanation
Ex. There is a book on the shelf.	Ex. There are some books on the shelf.	The subject follows be when there is used. Ex1. the subject is book Ex2. the subject is books

Note: That often times in informal spoken English some native speakers will use a singular verb even when the subject is plural. For example: There’s some books on the shelf. Although this form is frequent it is not considered to be grammatically correct.

Practice: - Have the student’s copy down the following sentences and choose the correct answers for practice.

1. There (is, are) letters in the mail for you today.
2. There (is, are) mail for you today.
3. There (is, are) a lot of problems in the world.
4. There (is, are) a hole in this sock.
5. There (is, are) over 6,000 insects in the world.
6. How many kinds of birds (is, are) there?
7. There (was, were) an earthquake in Iran last year?
8. Why (is, are) there no water?
9. There (is, are) more men than women in government/
10. There (is, are) my watch.

Homework: Have the students use vocabulary they already know and the new skills learned from today's lesson to construct 5 to 10 new sentences using there + be correctly.

Lesson 30

Topic: Subject and Verb Agreement: Some Irregularities

Objective: That students will be able to understand the concept that not all subjects agree with their verbs in the English language, and that there are exceptions to every rule, as will be shown by today's lesson.

Warm-Up: Review the previous day's home task.

Presentation: - Review subject and verb agreement, and then explain to the class that some subjects and verbs do NOT agree in the English language.

Singular Verbs	Explanations
a) The United States is big. b) Sears is a large company.	Sometimes a proper noun that ends in –s is singular.
c) The news is interesting.	News is singular.
d) Mathematics is easy for her.	Fields of study that end in –ics require singular verb agreement.
e) Diabetes is an illness.	Certain illnesses that end in –s are singular: diabetes, measles, mumps, rabies, etc...
f) Eight hours of sleep is enough. g) Ten dollars is too much money. h) Five thousand miles is too far to travel.	Expressions of time, money, and distance usually require a singular verb.

Plural Verbs	Explanations
a) Those people are from Canada. b) The police have been called. c) Sheep are domestic animals.	People, police, and sheep do not end in –s but are plural nouns and therefore require plural verbs.

*Note: Review with the students the pluralizing noun lesson where there are some exceptions to the rule (foot → feet, cow → cattle, deer → deer, etc...)

Practice: - Have the students copy down the following sentences and choose the correct verb that will agree with the subject given.

1. The United States (has, have) a population of 250 million.
2. The news about Mr. Smith (is, are) surprising.
3. Massachusetts (is, are) a state.
4. Physics (is, are) easy to understand.
5. Statistics (is, are) a branch of mathematics.
6. Fifty minutes (is, are) the amount of time for the exam.
7. Twenty dollars (is, are) a lot of money.

Homework: Have the students study the irregular subjects and verbs so that they have a firm grasp of the rules and exceptions to the rules.

Lesson 31

Topic: Contractions to form Negatives

Objectives: That the students will be able to recognize and use contractions appropriately in the correct context.

Warm-Up: Review the homework to make sure students have grasped the material before moving onto to this new topic.

Presentation: - Explain what a contraction is by physically demonstrating what it means to expand and then what it means to contract. Also, define the word contraction.
- Explain what negative and positive means by giving an example:
 - Ex. I can play basketball. (+)
 I cannot play basketball. (-)
 I **can't** play basketball. (-)
- Also you might need to explain the use of an apostrophe in a contraction.

Practice: - The word “not” can be combined with the following verbs to form a contraction that holds the opposite meaning of the original verb.

- List of contractions:

1. are + not = aren't
2. could + not = couldn't
3. does + not = doesn't
4. have + not = haven't
5. should + not = shouldn't
- *6. will + not = won't (note: that this contraction is different)
7. can + not = can't
8. did + not = didn't

9. has + not = hasn't
10. is + not = isn't
11. was + not = wasn't
12. would + not = wouldn't

- Reemphasize that a contraction expresses a negative and that the apostrophe shows that the "o" in the "not" has been dropped.

- For practice have the students change the following sentences to have negative meanings using contractions.

1. Carlos did not go to work today. (did not = didn't)
2. He has not talked to his friend. (has not = hasn't)
3. Helen cannot work until 9:00pm. (cannot = can't)
- *4. I will not accept the job. (will not = won't)
5. Tom does not speak Russian. (does not = doesn't)
6. The workers have not been wearing their glasses. (have not = haven't)
7. The people could not get inside. (could not = couldn't)

Homework: Have the students write 5 to 10 of their own sentences using contractions.

Lesson 32

Topic: Months and Seasons Vocabulary

Objectives: That the students will be able to use the English words for months and seasons, and also to learn some information about the United States of America.

Warm-Up: Review previous day's homework.

Presentation: - Introduce first how a year is broken down into 4 seasons:

1. winter =
2. spring =
3. summer =
4. fall or autumn =

- Also, make sure they already have the vocabulary base for words like:

1. year =
2. month =
3. week =
4. day =
5. hour =
6. minute =
7. second =

- Give the English translations for the 12 months of the year.

- | | |
|---------------|----------------|
| 1. January = | 7. July = |
| 2. February = | 8. August = |
| 3. March = | 9. September = |
| 4. April = | 10. October = |

5. May =
6. June =

11. November =
12. December =

Practice: - Have the students answer the following questions:
1. Which months are considered a part of winter?
2. Which months are considered a part of spring?
3. Which months are considered a part of summer?
4. Which months are considered a part of fall?
5. Which is your favorite season? Why?
6. Which is your favorite month? Why?
7. Which month were you born in?

Homework: Have the students take that month that they have chosen as their favorite month and write 5 sentences (a paragraph) discussing that month.

Lesson 33

Topic: Self Introductions

Objectives: That the students will be able to introduce themselves and their personal interests both orally and in written form.

Warm-Up: Review previous lesson's homework.

Presentation: - Give a list of questions for the students to copy, think over, and then answer.

1. What is your name?
2. Where do you live?
3. How old are you?
4. What are your favorite hobbies or interests?
5. What is your profession or what do you study?

- As the teacher respond to the above list of questions both on the chalkboard and orally so that students have a correct example to follow.

Practice: - Once students have had time to respond to the above questions and formulate their answers go around the class asking each student these five questions. It may seem tedious but it will help the students feel comfortable speaking aloud.
- Once each student has had a turn, have the students get into pairs and ask one another these same questions for speaking practice. (This can be done numerous times for fun or for practice.)

Homework: To continue the self introductions and expressions have the students copy down the following questions and have them answer them at home prepared to share their answers at the next lesson. Make sure the students understand all the questions both simple vocabulary and what the question is asking for.

1. A country you would like to visit.
2. The last book you read.
3. Favorite singer/group/or kind of music.
4. Where you spent my last holiday.
5. Something you like doing.
6. Favorite food.
7. Favorite movie or film.
8. Something you dislike.
9. A person you admire or respect.
10. What you want to be when you grow up.

Lesson 34

Topic: Family (part 1)

Objectives: That the students will be able to discuss their families both orally and in written form in proper English.

Warm-Up: Have the students share their answers to the questions about themselves. Each student does not need to share all 10 answers, but perhaps have them read their favorites.

Presentation: - Give the students family vocabulary.

- | | |
|------------------|---------------|
| 1. father = | 2. mother = |
| 3. brother = | 4. sister = |
| 5. parents = | 6. siblings = |
| 7. grandfather = | 8. grandpa = |
| 9. grandmother = | 10. grandma = |
| 11. uncle = | 12. aunt = |
| 13. cousin = | 14. nephew = |
| 15. niece = | 16. son = |
| 17. daughter = | |

- Bring in a picture of your family and tell the class about your family as a way to demonstrate.

- Then write about your family on the board (in basic terms) so that the students have an example for how to tell about their own family.

Practice: - Have the students write about their own families and be ready to share with the class using as many of the above vocabulary terms as possible.

Homework: Have the students finish their task of writing about their families but to come with a picture of their family (either a real picture or drawn) so that they can share with the class at the next lesson.

Lesson 35

Topic: Family (part 2)

Objectives: That the students will be able to discuss their families both orally and in written form in proper English.

Warm-Up: Have the students share with the class their home task, which was to bring in a picture (or draw one) and then share about their families. It's fine for them to read what they wrote, but of course better just to speak about their families.

Presentation: - Allow each student to share about his or her family.
- Review family vocabulary list to make sure students know those terms.

Practice: - Draw a family on the board and have the students identify who each person is within the family unit.
- With that same family have the students identify who each figure is in relation to one another.
- Finally, have the students use the drawing on the board to write about this fictitious family. Have the students give the individuals names, ages, and interests.

Homework: Have the students finish the aforementioned task, if they haven't already by the time class has ended.

Lesson 36

Topic: Grades of Comparison of Adjectives

Objectives: That the students will be able to compare and contrast things accurately using grades of comparison.

Warm-Up: Review the previous day's homework.

Presentation: - Review adjectives. They are words that describe nouns or pronouns.
- Explain that a comparison is done between two entities and then give examples.
- Ex. He is short.
She is short.
But, he is **shorter** than she.

Adjective	Comparative	Superlative
young	younger	the youngest
large	larger	the largest
short	shorter	the shortest
hot	hotter	the hottest
thin	thinner	the thinnest
fat	fatter	the fattest
funny	funnier	the funniest
busy	busier	the busiest
happy	happier	the happiest
*good	better	the best
*bad	worse	the worst
*many or much	more	the most
*little	less	the least

- Note: make sure they know the meanings of all the above words before moving on.
- Note: it might be helpful to demonstrate the meanings of these words (and how the patterns work) by drawing pictures on the board.

Practice: - Have the students practice using the family vocabulary they just used and their own families. Give an example on the board.

Homework: Have the students finish the above “practice” task at home if they have not already completed it.

Lesson 37

Topic: High Frequency Noun Vocabulary Lesson 1

Objectives: To expose the students to common English nouns in order to increase their vocabulary and thereby their understanding of the English language.

Warm-Up: Review the previous day’s home task.

Presentation: - Review what a noun is. A noun names a person, place, thing, or animal.
 - Give the students the list of 32 new nouns to commit to memory and some the students should already be familiar with and others will be review.

- | | |
|-----------------|----------------|
| 1. afternoon = | 2. age = |
| 3. animal = | 4. art = |
| 5. baby = | 6. bathroom = |
| 7. boat = | 8. business = |
| 9. center = | 10. clock = |
| 11. country = | 12. date = |
| 13. direction = | 14. earth = |
| 15. friend = | 16. future = |
| 17. game = | 18. health = |
| 19. house = | 20. idea = |
| 21. job = | 22. life = |
| 23. law = | 24. moment = |
| 25. nature = | 26. object = |
| 27. purpose = | 28. question = |
| 29. reason = | 30. system = |
| 31. soul = | 32. truth = |

Practice: - See if students can immediately take these new words and construct sentences with them.
-Have the class give one sentence for each new word, so that there should be a total of 32 sentences at the end of the class period.

Homework: Have the students practice these words and try to commit them to memory.

Lesson 38

Topic: High Frequency Pronoun Vocabulary Lesson 2

Objectives: To expose the students to common English pronouns in order to increase their vocabulary and thereby their understanding of the English language.

Warm-Up: Review the previous day's vocabulary list.

Presentation: - Review what a pronoun is. It is a word that takes the place of a noun.

- Give the students the new list of pronouns.

1. anyone =

2. anything =

3. everyone =

4. everything =

5. I =

6. it =

7. nothing =

8. someone =

9. something =

10. myself =

Practice: - Have the students practice using the words in sentences they create.

- Then have the students share them with the entire class comparing and contrasting their sentences with each other. Perhaps pairing up the students to help one another use the pronouns correctly is a good idea.

- At the end of the class there should be 10 correct sentences on the chalkboard with the above pronouns used correctly in each.

Homework: Have the students continue their practice with the previous day's nouns and today's pronouns by writing 10 sentences to share with the class.

Lesson 39

Topic: High Frequency Adjectives Vocabulary Lesson 3

Objectives: To expose the students to common English adjectives in order to increase their vocabulary and thereby their understanding of the English language.

Warm-Up: Review the previous day's vocabulary list.

Presentation: - Review what an adjective is. It is a word that describes a noun or a pronoun.
- Give the students the new list of 25 adjectives, some of which maybe a review of already introduced words.

- | | |
|-----------------|----------------|
| 1. alone = | 2. bright = |
| 3. dead = | 4. different = |
| 5. dry = | 6. easy = |
| 7. fair = | 8. fresh = |
| 9. famous = | 10. human = |
| 11. important = | 12. late = |
| 13. last = | 14. modern = |
| 15. natural = | 16. only = |
| 17. possible = | 18. quiet = |
| 19. ready = | 20. several = |
| 21. simple = | 22. true = |
| 23. various = | 24. wise = |
| 25. wild = | |

Practice: - Have the students try to draw the meaning of these words in their notebooks so that they can attempt to commit these words to memory. Have them get creative for the more difficult words to pictorially present.

Homework: Have the students finish the above task at home if they have not already completed it by the end of the class period. Again emphasize that they need to keep up on all the words introduced in the past few lessons.

Lesson 40

Topic: High Frequency Verbs Vocabulary Lesson 4

Objectives: To expose the students to common English verbs in order to increase their vocabulary and thereby their understanding of the English language.

Warm-Up: Review the previous day's vocabulary list.

Presentation:

- Review what a verb is. It is a word that shows action or expresses time and it is important to a sentence.

- Give the students the new list of 30 verbs, some of which maybe a review of already introduced words.

- | | |
|----------------|---------------|
| 1. accept = | 2. ask = |
| 3. arrive = | 4. belong = |
| 5. consider = | 6. command = |
| 7. discover = | 8. dream = |
| 9. doubt = | 10. escape = |
| 11. force = | 12. hope = |
| 13. include = | 14. join = |
| 15. kiss = | 16. laugh = |
| 17. learn = | 18. like = |
| 19. love = | 20. matter = |
| 21. need = | 22. offer = |
| 23. promise = | 24. realize = |
| 25. remember = | 26. suppose = |
| 27. thank = | 28. use = |
| 29. want = | 30. wonder = |

Practice: - Have the students use the above new verbs in their own sentences.

Homework: Continue to tell the students to work on all the new vocabulary presented.

Lesson 41

Topic: High Frequency Adverbs Vocabulary Lesson 5

Objectives: To expose the students to common English adverbs in order to increase their vocabulary and thereby their understanding of the English language.

Warm-Up: Review the previous day's vocabulary list.

Presentation:

- Review what an adverb is. It is a word that modifies a verb, adjective, or another adverb by expressing time, place, manner, or degree.
- Give the students the new list of 16 adverbs, some of which maybe a review of already introduced words.

- | | |
|----------------|-----------------|
| 1. again = | 2. almost = |
| 3. always = | 4. certainly = |
| 5. finally = | 6. instead = |
| 7. never = | 8. often = |
| 9. probably = | 10. rather = |
| 11. suddenly = | 12. sometimes = |
| 13. usually = | 14. very = |
| 15. once = | 16. also = |

- Give examples for how adverbs are used within sentence structure.
- Format does not always have to go Subject + adverb + verb, but that is the easiest way to present this material.

- Ex. I always remember to wash my face.
She sometimes drives to school.
We usually come to class late.

Practice: - Have the students try to construct sentences using these new words.

Homework: Review all five lessons of new vocabulary for the next lesson where a game will be played to see how well the information was retained.

Lesson 42

Topic: Jeopardy Day (Review of new vocabulary)

Objectives: To review all the new words learned in the past few lessons in a fun competitive manner.

Presentation: - Divide the class into two teams.
- Review the rules of Jeopardy and then play.

Practice: - Jeopardy Game

This is what is put on the chalkboard:

Nouns	Pronouns	Adjectives	Verbs	Adverbs
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500
600	600	600	600	600
700	700	700	700	700

What I read: Translations given below

Nouns	Pronouns	Adj.	Verbs	Adv.
--------------	-----------------	-------------	--------------	-------------

Answers the Students need to give:

Nouns	Pronouns	Adjectives	Verbs	Adverbs
baby	it	human	kiss	always
friend	someone	alone	laugh	never
game	anyone	natural	ask	often
bathroom	everyone	different	doubt	usually
nature	nothing	possible	consider	almost
question	anything	wild	realize	finally
purpose	something	true	wonder	instead

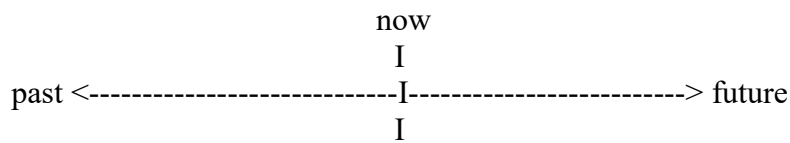
Lesson 43

Topic: Review of Simple Present Tense

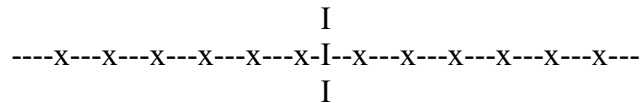
Objectives: That students will have remembered the basic concepts of the Simple Present Tense and that this lesson will be a simple review for the class.

Warm-Up: See how much the students know by asking them to create sentences in the simple present tense, it will make it easier to then gauge where to start the review.

Presentation: - Draw the following diagram on the board:



- Explain that the simple present tense takes place in the “now” and show the following diagram to illustrate this.



- Define the simple present tense:

- The simple present tense says that something was true in the past, is true in the present, and will be true in the future. It expresses general statements of fact and timeless truths. It is also used to express habitual or everyday activities.

- Give some examples of sentences in the simple present tense:

- Ex. It snows in At-Bashy.

Sarah watches television.
The class works hard everyday.

Practice: - Have the students write in the correct form of the verbs for the following simple present tense sentences.

1. Diane (wash) _____ her hair everyday.
2. Kathy always (sit) _____ in the front row.
3. Every morning the sun (shine) _____ in my window.
4. It (rain) _____ in my country.
5. Everyday I (wait) _____ for a reply to my letter.
6. John (work) _____ for the government.
7. They (walk) _____ to school in the morning.
8. We (try) _____ to do our homework.
9. Mary (talk) _____ during class.
10. Jason (play) _____ basketball.

Homework: Have the students write their own sentences in the simple present tense for practice, five to ten should be sufficient.

Lesson 44

Topic: Present Progressive Tense

Objectives: That the students will be able to understand the present progressive tense and also be able to differentiate between the simple present tense and this new tense discussed in today's lesson.

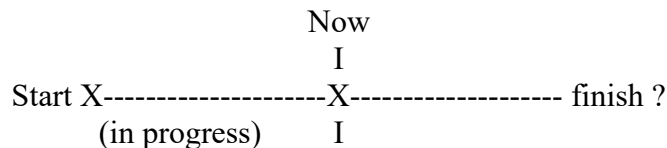
Warm-Up: Go over the previous lesson's home task and have the students share their simple present tense sentences to make sure that the concept is firmly understood.

Presentation: - Define what a "progressive tense" means: it gives the idea that an action is in progress during a particular time.

- Define the present progressive tense:

- The present progressive tense expresses an activity that is in progress at the moment of speaking. It is a temporary activity that began in the past, is continuing at the present, and will probably end at some point in the future.

- Draw the following illustration to help demonstrate your point:



- Give some examples of the present progressive tense:

- Ex. John is sleeping right now.
- I am writing right now.

The students are sitting at their desks right now.

Practice: - Have the students write the correct form of the verb in order to make a present progressive tense sentence.

1. She is busy (wash) _____ her hands.
2. The boy is (play) _____ soccer.
3. The girl is (watch) _____ television.
4. Matthew is (make) _____ a fire right now.
5. Joe is (drive) _____ to Bishkek at this moment.
6. Right now the students are (listen) _____ to their teacher.
7. I am (draw) _____ a picture on the chalkboard.
8. Keep (try) _____ to learn this concept.
9. Those people are (walk) _____ outside.
10. The dog is (bark) _____ .

Homework: Have the students describe some activities that are in progress in their schools, their village, their country, and their world right now using the present progressive tense. Have them write three sentences for each (so 12 total).

Lesson 45

Topic: Simple Past Tense

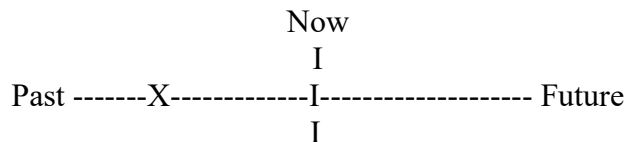
Objectives: Have the students be able to understand the new topic of the simple past tense, but also to retain the other tenses that have been introduced without confusing them.

Warm-Up: Review the previous lesson's home task and let the students share their sentences and ideas with the whole class for practice.

Presentation: - Define the Simple Past Tense:

- The simple past tense indicates that an activity or situation began and ended at a particular time in the past.

- Draw the following illustration to help demonstrate your point:



- Give some examples of the simple past tense:

- Ex. I walked to school yesterday.
- John lived in Bishkek when he was a baby.
- She played volleyball yesterday.

Practice: - Have the students be able to finish the sentences so that they form a sentence in the simple past tense.

1. I (go) _____ to the store yesterday.

2. She (hike) ____ up the mountain last week.
3. Last year we (drive) ____ to Osh.
4. I (work) ____ at a university last year.
5. Yesterday, it (rain) ____ .
6. He (sing) ____ in the competition.
7. We (laugh) ____ at the movie last night.
8. I (wait) ____ for the class all day yesterday.
9. The class (listen) ____ well last week.
10. The cat (run) ____ to the river.

Homework: Have the students write 7 to 10 sentences about things they did over their summer holidays. Remind them that everything should be written in the simple past tense.

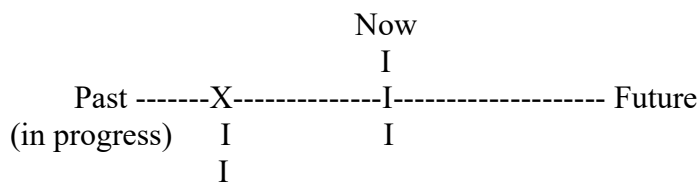
Lesson 46

Topic: Past Progressive Tense

Objectives: Have the students be able to understand the new topic of the past progressive tense, but also to retain the other tenses that have been introduced without confusing them.

Warm-Up: Review the previous lesson’s home task and let the students share their sentences and summer holiday experiences with the whole class for practice.

Presentation: - Review what a “progressive tense” means;
 - A progressive tense gives the idea that an action is in progress during a particular time. The tense says that an action begins before, is in progress during, and continues after another time or action.
 - Define the Past Progressive Tense:
 - The past progressive tense has two actions occurring simultaneously, so that one action began earlier and was in progress when the other action occurred. This tense can also be used when two actions are taking place simultaneously.
 - Draw the following illustration to help demonstrate your point:



- Give some examples of the past progressive tense:

- Ex. I was walking down the street when it began to rain.
She was standing under a tree when a car drove by.
Last year at this time, I was attending school.

Practice: - Have the students be able to finish the sentences so that they form a sentence in the past progressive tense.

1. I was (sit) ___ in class at this exact same time yesterday.
2. While the teacher was (read) ___ the story the class fell asleep.
3. He was (wait) ___ for his girlfriend but the movie had started.
4. The students were (speak) ___ when the concert began.
5. I was (work) ___ then the power went out.
6. The class was (study) ___ hard until they heard the loud noises.
7. She was (call) ___ her sister but she lost the connection.

Homework: Have the students write 5 to 7 using the past progressive tense. The students should be prepared to share these sentences with the class at their next lesson.

Lesson 47

Topic: Simple Future Tense

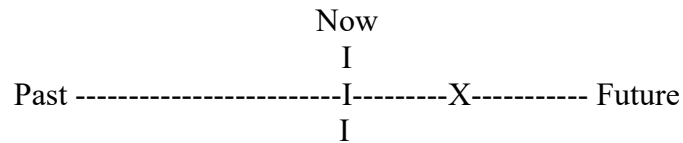
Objectives: Have the students be able to understand the new topic of the simple future tense, but also to retain the other tenses that have been introduced without confusing them.

Warm-Up: Review the previous lesson’s home task and let the students share their sentences with the whole class for practice.

Presentation: - Define the Simple Future Tense:

- The simple future tense indicates that an event will take place in the future.

- Draw the following illustration to help demonstrate your point:



- Give some examples of the simple future tense:

- Ex. Jack will finish his homework tomorrow.
I will go to Bishkek next week.
They will come tonight.

Practice: - Have the students be able to finish the sentences so that they form a sentence in the simple future tense.

1. I (work) _____ tomorrow. = I will work tomorrow.
2. She (play) _____ in the tournament this weekend.
3. They (go) _____ to the lake for summer holiday.
4. We (learn) _____ a new language by the end of the year.
5. He (ride) _____ his bike to the concert tonight.
7. I (come) _____ to school tomorrow.
8. She (cut) _____ her hair next month.
9. He (try) _____ to build a house by next summer.
10. The class (help) _____ the teacher on next years project.

Homework: Have the students write 7 to 10 sentences about things they want to do when they grow up. Remind them that everything should be written in the simple future tense.

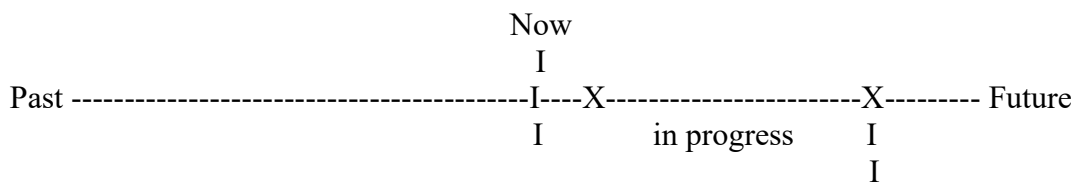
Lesson 48

Topic: Future Progressive Tense

Objectives: Have the students be able to understand the new topic of the future progressive tense, but also to retain the other tenses that have been introduced without confusing them.

Warm-Up: Review the previous lesson’s home task and let the students share their sentences and dreams with the whole class for practice.

Presentation: - Review what a “progressive tense” means;
 - A progressive tense gives the idea that an action is in progress during a particular time. The tense says that an action begins before, is in progress during, and continues after another time or action.
 - Define the Future Progressive Tense:
 - The future progressive tense expresses an activity that will be in progress at a time in the future. Note: Sometimes there is little or no difference between the future progressive and the simple future, especially when the future event will occur at an indefinite time in the future.
 - Draw the following illustration to help demonstrate your point:



- Give some examples of the future progressive tense:

- Ex. 1) Right now I am sitting in class. At this same time tomorrow I will be sitting in class.
 2) Don't come over at 9pm because I won't be home. I am going to be studying at the library.
 3) Don't get impatient. She will be coming soon.

Practice: - Have the students be able to finish the sentences so that they form a sentence in the future progressive tense.

1. Yesterday at this time, I was attending class. Tomorrow at this time, I (attend) _____ class.
2. Tomorrow I'm going to leave for home. When I arrive my whole family (wait) _____ for me.
3. When I get up tomorrow morning, the sun (shine) _____ .
4. Just think! Two days from now I (lie) _____ on the beach.
5. I (think) _____ about you.
6. I (stay) _____ at the Hilton Hotel. You can reach me there.
7. Next year at this time I (do) _____ exactly what I am doing now.

Homework: Have the students write 5 to 7 using the future progressive tense. The students should be prepared to share these sentences with the class at their next lesson.

Lesson 49

Topic: Review of all 3 Simple Tenses

Objectives: To see how well the students have learned the three simple tenses: present tense, past tense, and future tense; and, for them to be able to recognize, differentiate between them, and use them correctly.

Warm-Up: Review all three of the simple tenses with the class. Perhaps it will be a good idea to re-draw the diagrams as a visual aid. Make sure to solicit from the class examples to ensure that they have grasped the simple tenses.

Presentation: - Re-define all of the simple tenses.
 - Re-draw the diagrams for visuals.
 - Have the students give examples of each of the three types of the simple tenses.

Practice: - Have the students identify which type of sentence the following are. They will be one of the three types of Simple Tenses.

1. She played the piano. = past
2. He works at the bus station. = present
3. They will go to Tash Rabat next Saturday. = future
4. I danced at the disco. = past
5. We will try to learn English. = future
6. She listens to music. = present
7. He sits in the chair. = present
8. They went to school yesterday. = past
9. We will sing that song tomorrow. = future
10. I failed my exam. = past

11. She will study hard for the test. = future.
12. The class will read that book next year. = future
13. I drink water. = present
14. He ate all the bread last night. = past
15. They will see the sunlight tomorrow morning. = future

Homework: Have the students write a short description of their week. Make sure that they include what they have already done (simple past tense), what they are doing (simple present tense), and what they will do at the end of the week (simple future tense). Seven to ten sentences should be sufficient.

Lesson 50

Topic: Review of all 3 Progressive Tenses

Objectives: To see how well the students have learned the three progressive tenses: present progressive, past progressive, and future progressive; and, for them to be able to recognize, differentiate between them, and use them correctly.

Warm-Up: Review all three of the progressive tenses with the class. Perhaps it will be a good idea to re-draw the diagrams as a visual aid. Make sure to solicit from the class examples to ensure that they have grasped the simple tenses.

Presentation: - Re-define all of the progressive tenses.
- Re-draw the diagrams for visuals.
- Have the students give examples of each of the three types of the progressive tenses.

Practice: - Have the students identify which type of sentence the following are. They will be one of the three types of Progressive Tenses.

1. She was playing the piano. = past
2. He is working at the bus station. = present
3. They will be going to Tash Rabat next Saturday. = future
4. I was dancing at the disco. = past
5. We will be trying to learn English. = future
6. She is listening to music. = present
7. He is sitting in the chair. = present
8. They were going to school yesterday. = past
9. We will be singing that song tomorrow. = future

10. I was walking to the post office = past
11. She will be studying hard for the test. = future.
12. The class will be reading that book next year. = future
13. I am drinking water. = present
14. He was eating all the bread last night. = past
15. They will be seeing the sunlight tomorrow morning. = future

Homework: Have the students write a short description of their week. Make sure that they include what they have already done (past progressive tense), what they are doing (present progressive tense), and what they will do at the end of the week (future progressive tense). Seven to ten sentences should be sufficient.

Lesson 51

Topic: Body Parts Vocabulary (part 1)

Objectives: To increase the students vocabulary and thereby their understanding of the English language.

Warm-Up: Do an active warm-up with kids by having them stretch out their “bodies” as a way to intro into today’s lesson learning new body vocabulary. Any basic stretching routine is fine.

Presentation: - Give the students the list of new vocabulary words to copy down in their notebooks.

- | | |
|-----------------------|--------------|
| 1. head = | 2. neck = |
| 3. shoulder = | 4. stomach = |
| 5. hip = | 6. leg = |
| 7. thigh = | 8. knee = |
| 9. calf = | 10. foot = |
| 11. toes = | 12. arm = |
| 13. elbow = | 14. hand = |
| 15. fingers = | 16. back = |
| 17. buttocks (butt) = | 18. chest = |

Practice:

- Have the students practice by repeating after you as you say each word.
- Have the class practice by going around the room and having each student read the new body parts one after the other. It may take some time, but the repetition is good for their memories.

- Then have everyone stand up and point to the body parts as the whole class (with you leading the way) says each new vocabulary word.
- If you think they need the extra practice, draw a person on the board and then diagram the person with all the new words. It may add an extra incentive if you call individual students up to the board for them to label one new word at a time.
- Teach the kids “Head, and Shoulders, Knees and Toes” for practice.
- Teach the kids the “Hokey Pokey” for practice.

Homework: Have the students continue their practice with the new words. For there homework have them try to recall the songs they learned and to write out the lyrics in their notebooks.

Lesson 52

Topic: Body Parts Vocabulary (part 2)

Objectives: To increase the students vocabulary and thereby their understanding of the English language.

Warm-Up: Do an active warm-up with kids by having them perform the songs they were taught in the previous lesson as a review for the vocabulary words. Do it with them so they are less self-conscious.

Presentation: - Give the students the list of new vocabulary words to copy down in their notebooks.

- | | |
|---------------|-------------|
| 1. face = | 2. hair = |
| 3. forehead = | 4. nose = |
| 5. mouth = | 6. jaw = |
| 7. gums = | 8. teeth = |
| 9. tongue = | 10. eye = |
| 11. ear = | 12. cheek = |
| 13. lip = | 14. chin = |
| 15. eyebrow = | |

Practice:

- Have the students practice by repeating after you as you say each word.
- Have the class practice by going around the room and having each student read the new body parts one after the other. It may take some time, but the repetition is good for their memories.

- Then have everyone stand up and point to the body parts as the whole class (with you leading the way) says each new vocabulary word.
- If you think they need the extra practice, draw a face on the board and then diagram the person with all the new words. It may add an extra incentive if you call individual students up to the board for them to label one new word at a time and it could be funny if the kids draw things disproportionately.
- Have the kids pick a friend, a famous actor/actress, or someone from a magazine to draw and then label with all the body parts they have learned to date. The more intricately they draw and more parts they add the better.
- Finish the day with a body part song for fun.

Homework: Have the students continue their practice with the new words. For there homework have them write 5 sentences using the new body part vocabulary.

Lesson 53

Topic: Simple Declarative Sentences

Objectives: To have the students be able to recognize and construct simple declarative sentences.

Warm-Up: For fun review the past two lessons new vocabulary by singing one of the songs that was learned, the “Hokey-pokey” or “Head, Shoulders, Knees, and Toes.”

Presentation: - Remind the students what a sentence or rather simple sentence is. A simple sentence is a group of words that expresses a complete thought.

Ex. Maria works at the store.

- Explain to the class that there are 4 types of Simple Sentences:

1. Declarative
2. Imperative
3. Exclamatory
4. Interrogative

- Teach the class what a Declarative Sentence is. A declarative sentence tells something or declares something. And note that a declarative sentence always starts with a capital letter and ends with a period.

Ex. The school opened in 1950.

Practice: - Give the students five more examples of declarative sentences and have them point out what is being declared.

1. I work at school.
2. She is tall.
3. You wrote that letter.
4. We played soccer.
5. They ride the bus.

- Have the students practice writing declarative sentences to make sure that they understand. They should write 7 to 10 declarative sentences about themselves.
- Using any sort of English text (textbooks, something you the teacher write, or magazines) have the students find 10 declarative sentences within the texts and then copy them into their notebooks. Again this is a way to demonstrate that they understand what a declarative sentence is.

Homework: - For homework have the students write one declarative sentence about every member in their family (mom, dad, brothers, sisters, and animals).

Lesson 54

Topic: Simple Imperative Sentences

Objectives: To have the students be able to recognize and construct simple imperative sentences.

Warm-Up: Have the students share their declarative sentences about their family members with the class for a review.

Presentation: - Remind the students what a sentence or rather simple sentence is. A simple sentence is a group of words that expresses a complete thought.

Ex. John runs to the bazaar.

- Teach the class what an Imperative Sentence is. An imperative sentence tells a person to do something. It is also known as a command, and the subject is the understood "you." Also helpful to note that an imperative sentence always starts with a capital letter and ends with a period.

Ex. Put on your safety glasses. (*You* put on your safety glasses.)

Practice: - Give the students five more examples of imperative sentences so that they can better understand what is meant by a command.

1. Sit down. (*You* sit down.)
2. Do your homework. (*You* do your homework.)
3. Be quiet. (*You* be quiet.)
4. Write the notes in your notebook. (*You* write the notes in your notebook.)

5. Finish your work. (*You finish your work.*)

- To keep practicing with imperative sentences call a student to the front of the room and start telling him/her to do things (using imperative sentences to command them) and letting the class help them have them obey your commands. Play it like a mini-version of “Simon Says.” You can do it with the whole class after they catch on, and then for fun let the students command you by allowing them to think of imperative sentences.

For Example: Tell the student to stand up.

Tell the students to turn around.

Tell the students to jump.

Tell the students to clap their hands.

Tell the students to face the window.

- Have the students practice writing imperative sentences to make sure that they understand. They should write 7 to 10 imperative sentences that command someone else to do something.

Homework: - For homework have the students choose a person that they would like to command around for a day, and have them write about it.

Lesson 55

Topic: Simple Exclamatory Sentences

Objectives: To have the students be able to recognize and construct simple exclamatory sentences.

Warm-Up: Have the students share their imperative sentences with the class for a review.

Presentation: - Remind the students what a sentence or rather simple sentence is. A simple sentence is a group of words that expresses a complete thought.

Ex. Mike plays the guitar.

- Teach the class what an Exclamatory Sentence is. An exclamatory sentence shows a strong feeling. Also helpful to note that an exclamatory sentence always starts with a capital letter and ends with an exclamation point.

Ex. Call the fire department!

Practice: - Give the students five more examples of exclamatory sentences so that they can better understand what is meant by a strong feeling.

1. Run quick!

2. Watch out for falling rocks!

3. Put on your gloves!

4. Happy Birthday!

5. Stop, don't walk!

- Have the students practice writing exclamatory sentences to make sure that they understand. They should write 7 to 10 exclamatory sentences that express strong feelings.

- Divide the class into 5 groups and give each group a different scenario which they will have to write a scenario, a skit, or a dialogue which uses as many exclamatory sentences as possible.

Group 1- A house that is on fire.

Group 2- Someone getting hit by a car.

Group 3- A championship soccer match.

Group 4- A holiday like New Years. (a party)

Group 5- A wedding.

Homework: - For homework have the students write about a time in their life where they could demonstrate their usage of exclamatory sentences. Events such as: birthdays, weddings, graduations, births, or tragedies are all good ideas.

Lesson 56

Topic: Simple Interrogative Sentences

Objectives: To have the students be able to recognize and construct simple interrogative sentences.

Warm-Up: Have the students share their homework to review the correct usages of exclamatory sentences.

Presentation: - Remind the students what a sentence or rather simple sentence is. A simple sentence is a group of words that expresses a complete thought.

Ex. Sarah watches television.

- Teach the class what an Interrogative Sentence is. An interrogative sentence asks a question. And note that an interrogative sentence always starts with a capitalized interrogative pronoun and ends with a question mark.

Ex. When will the Doctor arrive?

- There are six interrogative pronouns:

1. What =

3. Why =

5. How =

2. When =

4. Where =

6. Who =

- Explain to the class that there are 3 types of Interrogative Sentences:

1. Information Questions

2. Yes/No Questions

3. Tag Questions

- Practice:**
- Give the students three more examples of interrogative sentences to make sure that they understand what is being taught.
 1. How many students does this school have?
 2. Where are we going?
 3. What is your name?
 - Have the students practice writing interrogative sentences to make sure that they understand. They should write 7 to 10 interrogative sentences that they can then ask their neighbors.
 - Once the students have a list of questions prepared have the kids start going around the classroom and asking one another questions for speaking and reading practice.

- Homework:**
- For homework have the students first think of a famous person (dead or alive) that they would like to meet, and then to write out a list of questions they would like to ask them if they could.

Lesson 57

Topic: Interrogative Sentences - Information Questions

Objectives: To have the students be able to recognize and construct simple interrogative sentences, and then be able to differentiate between the three types of interrogative sentences.

Warm-Up: Have the students share their homework to review the correct usages of interrogative sentences.

Presentation: - Remind the students what a sentence or rather simple sentence is. A simple sentence is a group of words that expresses a complete thought.

Ex. Joe likes dogs.

- Remind the class what an Interrogative Sentence is. An interrogative sentence asks a question. And note that an interrogative sentence always starts with a capitalized interrogative pronoun and ends with a question mark.

Ex. Who are you?

- Teach the class what an Information type of Interrogative Sentence is. Information questions ask for a specific response, in order to get information.

Ex. How many rooms are in your house?

- Practice:**
- Give the students three more examples of information sentences to make sure that they understand what is being taught.
 1. How much money do you make?
 2. How many hours does it take to get to Bishkek?

3. What street does Mark live on?

- Have the students practice writing information questions to make sure that they understand. They should write 7 to 10 interrogative sentences that they can then share with the class.
- Once the students have a list of questions prepared compile their questions into one list of questions you will then write on the chalkboard. Each student should contribute one question and then once the questions are on the board the kids should then work on answering each one.

Homework: - For homework have the students finish the above task started in class.

Lesson 58

Topic: Interrogative Sentences – Yes/No Questions

Objectives: To have the students be able to recognize and construct simple interrogative sentences, and then be able to differentiate between the three types of interrogative sentences.

Warm-Up: Have the students share their homework to review the correct usages of information questions.

Presentation: - Remind the students what a sentence or rather simple sentence is. A simple sentence is a group of words that expresses a complete thought.

Ex. Matthew built a house.

- Remind the class what an Interrogative Sentence is. An interrogative sentence asks a question. And note that an interrogative sentence always starts with a capitalized interrogative pronoun and ends with a question mark.

Ex. Why do you go to school?

- Teach the class what about Yes/No types of Interrogative Sentences. Yes/No questions are answered with a “yes” or “no” response. “Yes” indicates a positive response. “No” indicates a negative response.

Ex. Question: Do you work?

Response: Yes, I am a teacher.

Question: Do you like being a teacher.

Response: Yes, I do.

- Practice:**
- Give the students three more examples of Yes/No questions to make sure that they understand what is being taught.
 1. Are you a student?
 2. Do you live here?
 3. Is your name Kate?
 - If you think your students are capable of it, try to play the game “20 questions” with your class. Give the class a general topic, which you have picked a specific noun from and then let them ask Yes/No questions to try to find out which word you chose in 20 questions or less.

For Example: Write famous actress on the board, and then think of Julia Roberts. Your students by only asking Yes/No questions have to try to say the name Julia Roberts before they have surpassed 20 questions.
 - Have the students practice writing Yes/No questions to make sure that they understand. They should write 7 to 10 Yes/No questions that they can then share with the class.

Homework: - For homework have the students finish the above task started in class.

Lesson 59

Topic: Interrogative Sentences – Tag Questions

Objectives: To have the students be able to recognize and construct simple interrogative sentences, and then be able to differentiate between the three types of interrogative sentences.

Warm-Up: Have the students share their homework to review the correct usages of Yes/No questions.

Presentation:

- Remind the students what a sentence or rather simple sentence is. A simple sentence is a group of words that expresses a complete thought.

Ex. Amy reads many books.
- Remind the class what an Interrogative Sentence is. An interrogative sentence asks a question. And note that an interrogative sentence always starts with a capitalized interrogative pronoun and ends with a question mark.

Ex. Where do you work?
- Teach the class what about Tag types of Interrogative Sentences. Tag questions occur when someone is unsure about the response to a question. A “tag” is placed at the end.

Ex. You are a taxi driver, aren't you?

Practice:

- Give the students three more examples of Tag questions to make sure that they understand what is being taught.
 1. You live in America, don't you?

2. You can drive, can't you?

3. You eat meat, don't you?

- Have the students practice writing Tag questions to make sure that they understand. They should write 7 to 10 tag questions that they can then ask their neighbors.

- Have the kids practice the Tag questions with one another until class time runs out.

Homework: - For homework have the class give 3 examples for each of the 3 kinds of Interrogative sentences: Information Questions, Yes/No Questions, and Tag Questions, this will help prepare them for the next lesson and will also serve as a nice review of the past few lessons.

Lesson 60

Topic: Interrogative Sentences – Practice with all 3 types of Questions

Objectives: To have the students be able to recognize and construct simple interrogative sentences, and then be able to differentiate between the three types of interrogative sentences.

Warm-Up: Have the students share their homework to review the correct usages of all three types of Interrogative questions.

Presentation: - Remind the students what a sentence or rather simple sentence is. A simple sentence is a group of words that expresses a complete thought.

Ex. Andrew listens to music.

- Remind the class what an Interrogative Sentence is. An interrogative sentence asks a question. And note that an interrogative sentence always starts with a capitalized interrogative pronoun and ends with a question mark.

Ex. What time is it?

- Remind the class about the three types of Interrogative Sentences.

1. Information questions ask for a specific response (to get information).

Ex. How many pairs of shoes do you have?

2. Yes/No questions are answered with a “yes” or a “no” response.

Ex. Do you play volleyball?

3. Tag questions occur when someone is unsure about the response to a question. A “tag” is placed at the end.

Ex. You are a Doctor, aren't you?

Practice: - Give the students a list of questions and have them identify if they are Information, Yes/No, or Tag questions. This can be done as an individual activity for the students, a competition, or a group review on the chalkboard.

1. Do you have a family? = Yes/No
2. What do you do for a living? = Information
3. You play tennis, don't you? = Tag
4. Where do you want to work? = Information
5. You have red hair, don't you? = Tag
6. Are you tired? = Yes/No
7. What year were you born? = Information
8. Is this your house? = Yes/No
9. You can play the piano, can't you? = Tag
10. Are you married? = Yes/No
11. How many siblings do you have? = Information
12. This is your car, isn't it? = Tag

Homework: - For homework have the class give 3 examples for each of the 3 kinds of Interrogative sentences: Information Questions, Yes/No Questions, and Tag Questions, this will be their final assignment for the question based lessons.

Lesson 61

Topic: Bedroom Vocabulary

Objectives: To increase the students vocabulary and thereby their understanding of the English language.

Warm-Up: For the warm-up draw and describe your own bedroom. Go slowly and pronounce clearly so that the students can pick up a few of the words they will be taught in today's lesson.

Presentation: - Give the students the list of new vocabulary words to copy down in their notebooks.

- | | |
|-------------|---------------|
| 1. mirror = | 2. dresser = |
| 3. closet = | 4. curtains = |
| 5. bed = | 6. pillow = |
| 7. clock = | 8. light = |
| 9. table = | 10. rug = |
| 11. door = | 12. window = |

Practice:

- Have the students practice by repeating after you as you say each word.
- Have the class practice by going around the room and having each student read the bedroom vocabulary words one after the other. It may take some time, but the repetition is good for their memories.
- Then have everyone draw their own bedrooms (or have them draw their dream bedroom) and label the items accordingly in their picture.

- Have each student present their bedroom diagrams making sure that they are practicing using the new vocabulary words in their speech.

Homework: Have the students continue their practice with the new words. For there homework have them write 5 sentences using the new bedroom vocabulary.

Lesson 62

Topic: Weather Vocabulary

Objectives: To increase the students vocabulary and thereby their understanding of the English language.

Warm-Up: For the warm-up have the class look out the window, at which point you slowly and clearly describe the weather. Try to use as many familiar words as possible in your demo.

Presentation: - Give the students the list of new vocab words to copy down in their notebooks.

- | | |
|------------------|-----------------|
| 1. temperature = | 2. Celsius = |
| 3. Fahrenheit = | 4. sunny = |
| 5. clear = | 6. cloudy = |
| 7. raining = | 8. snowing = |
| 9. windy = | 10. icy = |
| 11. thunder = | 12. lightning = |
| 13. foggy = | 14. hail = |
| 15. humid = | 16. storm = |

Practice:

- Have the students practice by repeating after you as you say each word.
- Have the class practice by going around the room and having each student read the weather vocabulary words one after the other. It may take some time, but the repetition is good for their memories.

- Then draw different types of weather on the board and have the students describe your pictures using their new list of words.
- Have the students draw the weather that is typical for each season of the year (this will also be a good review of the seasonal vocab).
- Once they have enough personalized pictures of weather have them find a partner and use their own drawings as flash cards to quiz one another on their new words.

Homework: Have the students continue their practice with the new words. For there homework have them write 5 sentences using the new weather vocabulary.

Lesson 63

Topic: Compound Sentences with Conjunctions

Objectives: That the students will be able to use and recognize Compound sentences as they are created using Conjunctions.

Warm-Up: Review the previous day's weather vocabulary by having a simple discussion with the class about today's weather.

Presentation: - Explain to the class what a Compound Sentence is. A compound sentence is made up of two or more independent clauses that are connected by one or more conjunctions and a comma. The first word of the second independent clause is not capitalized, even though it may express a new thought.

Ex. The wind was strong, *and* the tree fell down.

- An independent clause is a group of words that has a subject and a verb, so it can stand alone as a sentence. When it stands alone, it is called a simple sentence not a compound sentence.

Ex. The wind was strong.

The tree fell down.

So, now instead of one compound sentence, the same information is conveyed by two simple sentences.

- Conjunctions are words that are used to connect words, phrases, or clauses.

- Here is a list of popular conjunctions:

1. and =

2. but =

3. for =
5. yet =

4. so =
6. because =

- Practice:**
- Give the students five more examples of Compound Sentences.
 1. The lightning was bright, *and* the rain fell hard.
 2. I work hard, *because* I want a promotion.
 3. She wanted to go swimming, *but* she didn't know how.
 4. He lives in Michigan, *so* he can be near his parents.
 5. It was only 4:00pm, *yet* it was already dark.

- Homework:**
- Have the students write ten of their own compound sentences using different conjunctions. This task can be given to the students after the lesson is presented and they can work on it until class is finished, but whatever is not finished will then be their home task.

Lesson 64

Topic: "Either, or...Neither, nor" Compound Sentences

Objectives: That the students will be able to use and recognize Compound sentences created by the application of Conjunctions. Specifically for today's lesson the objective is that the students will be able to understand the more complex paired conjunctions of "either" with "or" and "neither" with "nor."

Warm-Up: Review the previous day's lesson by going over the students' homework.

Presentation: - Review with the class what a Compound Sentence is. A compound sentence is made up of two or more independent clauses that are connected by one or more conjunctions and a comma. The first word of the second independent clause is not capitalized, even though it may express a new thought.

Ex. The boy was hungry, so he ate lunch.

- An independent clause is a group of words that has a subject and a verb, so it can stand alone as a sentence. When it stands alone, it is called a simple sentence not a compound sentence.

Ex. The boy was hungry.

He ate lunch.

So, now instead of one compound sentence, the same information is conveyed by two simple sentences.

- Conjunctions are words that are used to connect words, phrases, or clauses.
- Here are two pairs of conjunctions that are typically used together:

- 1. either =
- 2. or =
- 3. neither =
- 4. nor =

- Ex. *Neither* Mary *nor* Mark can come to the party.
Either you tell them *or* I will.

- However, Either / neither can also be used alone in two scenarios:

1. Can be used with a noun.

Ex. *Neither* restaurant is expensive
 We can go to *either* restaurant.

2. Can also be used alone.

Ex. a. Q. Is your friend British or Australian?
 R. *Neither*, she's American.

b. Q. Do you want coffee or tea?
 R. *Either*, I don't care.

Practice: - Give the students three more examples of Compound Sentences formed with the paired conjunctions of "either and or" / "neither and nor."

1. She *neither* wrote *nor* phoned.
2. He's *either* French *or* Italian.
3. *Either* you apologize *or* our friendship is over.

Homework: - Have the students write ten of their own compound sentences using the paired conjunctions of "either and or" / "neither and nor."

Lesson 65

Topic: Review of Punctuation

Objectives: To ensure that the students understand and can properly use Punctuation.

Warm-Up: Review the four types of sentences (declarative, imperative, exclamatory, and interrogative) and see if the students know which sentences uses which type of punctuation.

Presentation: - Punctuation are the specific marks that emphasize and/or clarify meaning in language.

-There are numerous punctuation marks that can be used as a means to express oneself however the following are the only ones that will be expected of your students.

- Capital Letter: Every sentence begins with a capital letter.

Ex. The girl went home.

- Period: Both declarative and imperative sentences have periods at the end of them.

Ex. I am a teacher. = declarative

Do your homework. = imperative

- Exclamation Point: Goes at the end of an exclamatory sentence.

Ex. The house is on fire!

- Question Mark: Goes at the end of an interrogative sentence.

Ex. Will you come to my house?

- Comma: Separates parts of a sentence. A comma is used within a sentence when a slight pause or breath is needed. The comma indicates to the reader that they should slow down. There are three times a comma is needed, and they are as follows:

1. A comma is needed after a subordinate clause begins a sentence. Note that a subordinate clause is a group of words that does not complete a thought.

Ex. After dark, it is too late to call.

2. A comma is needed in a compound sentence to separate the two independent clauses connected by a conjunction.

Ex. Mike and Tony are friends, but they live far apart.

3. A comma is also used to separate words in a series.

Ex. I like dogs, cats, and horses.

Practice: - Have the students practice working with these punctuation marks by creating all sorts of sentences (using all 4 types). They can write 10 sentences or create a story.

Homework: - Have the students finish the above task at home, if they were unable to complete it during class time.

Lesson 66

Topic: Dictation Using Simple and Compound Sentences

Objectives: To have the students practice their listening and writing skills while implementing all the knowledge they have obtained in the past few weeks. This lesson incorporates many of the previous lessons information, so students will have the opportunity to demonstrate their new knowledge.

Warm-Up: Go over the previous lesson's homework. Make sure the class seems confident with punctuation and the 4 types of sentences before starting today's lesson.

Presentation/

Practice: - Today's lesson is simply dictation. You will read the below story out loud (slowly) to the class so that they can then practice their listening and writing skills. You will probably have to read it a few times through so that all the students can participate. When the students are finished with the dictation part, have them label the sentences simple or compound. Then have them further categorize the sentences into: declarative, imperative, exclamatory, or interrogative. Finally have them circle the conjunctions in the text.

Bazaar Day

On Sundays I go to the Bazaar, *because* there are so many things to do *and* see. You can buy fruits *and* vegetables. You can buy clothes *or* animals. You can buy furniture *and* music. The Bazaar is so interesting. I love the Bazaar! Do you like the Bazaar? Some people do not like the Bazaar, *because* there are too many people. I guess you *either* like the Bazaar *or* you don't. The Bazaar is very colorful *and* noisy. Vendors ask, "Will you buy a watermelon?" Some salespeople just say, "Try this apple. It is delicious." I like to go to my neighbor's fruit stand to purchase things, *because* they are always friendly. When I am tired of being at the Bazaar I find a mashrutka *and* tell the driver, "Take me home."

Homework: - Allow the students to work on their dictations at home if they need more time.

Lesson 67

Topic: Direction and Locational Preposition Vocabulary

Objectives: To increase the students vocabulary and thereby their understanding of the English language.

Warm-Up: Review the previous day's lesson.

Presentation: - Give the students the list of new vocab words to copy down in their notebooks.

- | | |
|-------------------|------------------|
| 1. next to = | 2. on the left = |
| 3. on the right = | 4. behind = |
| 5. in front of = | 6. in = |
| 7. above = | 8. below = |
| 9. on = | 10. under = |
| 11. between = | 12. way = |
| 13. straight = | |

Practice: - Remind the student's what a preposition is. Prepositions are connecting words; they connect the word or words that follow them with some other part of the sentence.

Ex. John works **in** an office.

- Have the students practice the new list of words by repeating after you as you say each word.
- Have the class practice by going around the room and having each student read the vocabulary words one after the other. It may take some time, but the repetition is good for their memories.
- Now demonstrate the meaning of each word and have the students repeat after you.
- Next, demonstrate, but have the class tell you what new word it is that you are demonstrating. This can be done with props around your classroom, students, or just about anything.
- Have your students describe the classroom using their new words.

Homework: Have the students continue their practice with the new words. For there homework have them write 5 sentences using the new vocabulary.

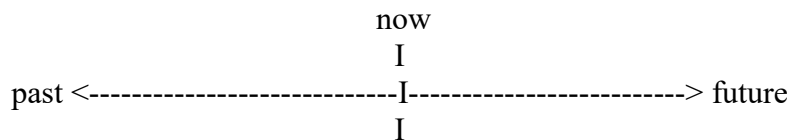
Lesson 68

Topic: Review of Simple Present Tense

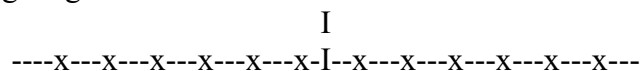
Objectives: That students will have remembered the basic concepts of the Simple Present Tense and that this lesson will be a simple review for the class.

Warm-Up: See how much the students know by asking them to create sentences in the simple present tense, it will make it easier to then gauge where to start the review, and have them do so using some of the new vocabulary words they learned in the previous lesson.

Presentation: - Draw the following diagram on the board:



- Explain that the simple present tense takes place in the “now” and show the following diagram to illustrate this.



I

- Define the simple present tense:
 - The simple present tense says that something was true in the past, is true in the present, and will be true in the future. It expresses general statements of fact and timeless truths. It is also used to express habitual or everyday activities.
- Give some examples of sentences in the simple present tense:
 - Ex. I work in At-Bashy.
Sean listens to music.
The students work hard everyday.

Practice: - Have the students write in the correct form of the verbs for the following simple present tense sentences.

1. Dusty (make) _____ his bed everyday.
2. Kyle always (wear) _____ a hat.
3. Every morning the cow (walk) _____ by my window.
4. It (snow) _____ in my state.
5. Everyday I (write) _____ a letter to my family.
6. Jason (work) _____ for Peace Corps.
7. They (walk) _____ to the Bazaar on Sundays.
8. We (watch) _____ television sometimes.
9. Mary (listen) _____ during English class.
10. Joe (play) _____ soccer.

Homework: Have the students write their own sentences in the simple present tense for practice, five to ten should be sufficient.

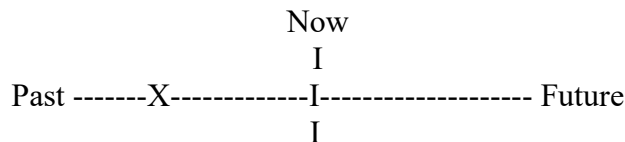
Lesson 69

Topic: Review of Simple Past Tense

Objectives: To review so that the students understand and can use the simple past tense.

Warm-Up: Review the previous lesson’s home task and let the students share their sentences and ideas with the whole class for practice.

- Presentation:**
- Redefine the Simple Past Tense:
 - The simple past tense indicates that an activity or situation began and ended at a particular time in the past.
 - Draw the following illustration to help demonstrate your point:



- Give some examples of the simple past tense:
 - Ex. I walked to the post office yesterday.
Mike lived in Osh last year.

He played soccer yesterday.

Practice: - Have the students be able to finish the sentences so that they form a sentence in the simple past tense.

1. I (go) ____ to the bank yesterday.
2. She (hike) ____ up the mountain last week.
3. Last year we (fly) ____ to Bishkek.
4. I (go) ____ to the university last year.
5. Yesterday, it (hail) _____ .
6. She (sing) ____ in the choir.
7. We (watch) ____ a movie last night.
8. I (work) ____ in the fields all day yesterday.
9. The class (listen) ____ well last week.
10. The boys (run) ____ to the river.

Homework: Have the students write 7 to 10 sentences about things they did over their winter holidays. Remind them that everything should be written in the simple past tense.

Lesson 70

Topic: Review of Simple Future Tense

Objectives: To review the topic of the simple future tense so that the students understand it and can use it properly.

Warm-Up: Review the previous lesson's home task and let the students share their sentences with the whole class for practice.

Presentation: - Redefine the Simple Future Tense:

- The simple future tense indicates that an event will take place in the future.

- Draw the following illustration to help demonstrate your point:

Now
I
Past -----I-----X----- Future
I

- Give some examples of the simple future tense:

- Ex. Jack will do his homework tomorrow.

I will go to America next week.
She will come to the party tonight.

Practice: - Have the students be able to finish the sentences so that they form a sentence in the simple future tense.

1. I (run) _____ tomorrow. = I will run tomorrow.
2. She (play) _____ in the tournament this weekend.
3. We (go) _____ to the mountains for summer holiday.
4. We (learn) _____ a new language by the end of the year.
5. He (ride) _____ his bike to the concert tonight.
7. I (come) _____ to school tomorrow.
8. She (cut) _____ her hair next month.
9. He (try) _____ to build a house by next summer.
10. The class (help) _____ the teacher on next years project.

Homework: Have the students write 7 to 10 sentences about things they want to do when they grow up. Remind them that everything should be written in the simple future tense.

Lesson 71

Topic: Review of all 3 Simple Tenses

Objectives: To see how well the students have learned the three simple tenses: present tense, past tense, and future tense. Also for them to be able to recognize, differentiate between them, and use them correctly.

Warm-Up: Review all three of the simple tenses with the class. Perhaps it will be a good idea to re-draw the diagrams as a visual aid. Make sure to solicit from the class examples to ensure that they have grasped the simple tenses.

Presentation: - Re-define all of the simple tenses.
- Re-draw the diagrams for visuals.
- Have the students give examples of each of the three types of the simple tenses.

Practice: - Have the students identify which type of sentence the following are. They will be one of the three types of Simple Tenses.

1. He played soccer. = past
2. She works at the salon. = present
3. They will go to Arslanbob next week. = future
4. We danced at the cafe. = past

5. They will try to learn French. = future
6. She listens to the news. = present
7. He sits at the table every night. = present
8. He went to the mosque yesterday. = past
9. We will perform that song tomorrow. = future
10. I failed my exam. = past
11. They will study for the exam. = future.
12. The students will read that book next year. = future
13. The cow drinks dirty water. = present
14. She ate all the salad last night. = past
15. They will see their friends tomorrow. = future

Homework: Have the students write a short description of their week. Make sure that they include what they have already done (simple past tense), what they are doing (simple present tense), and what they will do at the end of the week (simple future tense). Seven to ten sentences should be sufficient.

Lesson 72

Topic: Transportation Vocabulary

Objectives: To increase the students vocabulary and thereby their understanding of the English language.

Warm-Up: Start with a little introduction about how you got to school this morning, how you travel from one side of the village to the other, how you arrived in Kyrgyzstan, and how you travel in country to introduce this new set of words.

Presentation: - Give the students the list of new vocab words to copy down in their notebooks.

- | | |
|-------------------|----------------------|
| 1. bus = | 2. marshutka / van = |
| 3. trolley-bus = | 4. car = |
| 5. taxi = | 6. train = |
| 7. plane = | 8. horse = |
| 9. tractor = | 10. truck = |
| 11. bus station = | 12. airport = |

Practice: - Have the students practice by repeating after you as you say each word.

- Have the class practice by going around the room and having each student read the vocabulary words one after the other. It may take some time, but the repetition is good for their memories.
- Shout out a location in Kyrgyzstan or elsewhere and have the class tell you what kind of transportation you might use to get there. Do this for as long as their interest keeps up.
- Call on the students one at a time to draw on the chalkboard a picture of the transportation vocab. Then have them do so in their notebooks, so they have visuals to go along with their new words.
- Have the students write a little story about a trip they went on or would like to go on and have them tell what kinds of transportation they used in their travels.

Homework: Have the students continue their practice with the new words. For there homework have them write 5 sentences using the new vocabulary.

Lesson 73

Topic: Local Town/Village/City Vocabulary

Objectives: To increase the students vocabulary and thereby their understanding of the English language.

Warm-Up: Review the previous day's lesson.

Presentation: - Give the students the list of new vocab words to copy down in their notebooks.

- | | |
|---------------|-------------------|
| 1. street = | 2. shop = |
| 3. school = | 4. government = |
| 5. center = | 6. mosque = |
| 7. church = | 8. library = |
| 9. club = | 10. theatre = |
| 11. stadium = | 12. café = |
| 13. bazaar = | 14. bus station = |
| 15. park = | |

Practice: - Have the students practice by repeating after you as you say each word.

- Have the class practice by going around the room and having each student read the vocabulary words one after the other. It may take some time, but the repetition is good for their memories.
- Ask the students to make a list of all the new words that can be found in their own village.
- Then have the students spend the rest of the class period drawing a detailed map of their village and labeling it with all the new words they learned today. This should take some time for them to do, and it can be a difficult task for younger kids who have not quite developed their spatial skills yet. It may be a good idea to give them an example of what you are looking for on the board, but not so good that they just copy the work you have already done and think that is acceptable.

Homework: Have the students continue their practice with the new words. For there homework have them write 5 sentences using the new vocabulary.

Lesson 74

Topic: Idioms

Objectives: To introduce idioms to the students. This is useful for adapting to colloquial speech, euphemisms, and slang in language. It should also be a fun lesson.

Warm-Up: Tell the students a story or about an incident that happened to you using idioms to describe what took place, and see if (by context) the class can figure out what you are saying.

Presentation: - First, write a list of idioms on the board (you might want to do these one at a time).

1. all thumbs = awkward
2. butt in = to interfere with other people's business
3. word of mouth = knowledge obtained from person to person
4. call the shots = to give orders; to be in charge
5. chicken = to be scared or afraid
6. cry over spilled milk = to think about something that is already over
7. dead to the world = fast asleep; very tired; exhausted
8. down in the dumps = very sad

9. get one's goat = to make someone angry
 10. get the message = to understand clearly what is meant
- Second, call on a student to come draw a picture of what the words indicate.
 - Third, have the class try to guess the real meaning of the words or phrase.
 - Fourth, explain to the students what is meant by the Idiom.
 - Fifth, provide the class with an example for each one.
 1. That girl is *all thumbs*.
 2. Why does my mom always *butt into* my business?
 3. I heard she was leaving by *word of mouth*.
 4. The teacher *calls the shots* in this class.
 5. He wouldn't jump off the ledge. He was so *chicken*.
 6. The car is already wrecked. It makes no sense to *cry over spilled milk*.
 7. After the long days work, he was *dead to the world*.
 8. She failed her test and was really *down in the dumps*.
 9. I can't believe I let that kid *get my goat*.
 10. I've told you a million times, do you *get the message*?

Practice/

Homework: - Have the students create their own sentences and scenarios for when to use the above idioms. There should be 10 in all. It might also be fun to see if the students have any of their own idioms in Kyrgyz or to have them try to invent their own with the English they know.

Lesson 75

Topic: Activities with Students Incorporating Famous People (part 1)

Objectives: Fun activity that gets the students thinking, speaking, and writing.

Warm-Up: Let the class share their Idioms with the class, as a way to wrap up the previous lesson and to get things started.

Presentation/

Practice: - Explain to the class what the activity is:

1. As a class create a long list of famous people. Include movie stars, singers, politicians, writers, athletes, artists, and whomever else. Just make sure that you have enough for every student to have a person at the end.
2. Have every student pick a famous person, but make sure no two students get the same person.
3. Then have your students prepare a list of 10 questions that they would like to ask the stars.
4. Next have the students interview each other asking the questions they wrote and responding as the person they chose.

For Example: I picked Jennifer Lopez, but my friend picked Eminem. I will ask my friend the 10 questions I wrote and he will answer as though he is Eminem. Then he will ask me the 10 questions he wrote and I will answer as I think J-Lo would.

Note: Remind the class that they can just make-up the information if they don't know it, and in fact the more creative they get with their answers the better.

5. Have the students interview 3 to 5 other "famous people" or however many class time allows for.

Homework: Have the students pick their favorite famous person based upon the interviews they had, and a tally will be held in the following class period to see who the most popular famous person in the class was.

Lesson 76

Topic: Activities with Students Incorporating Famous People (part 2)

Objectives: Fun activity that gets the students thinking, speaking, and writing.

Warm-Up: Start the class with the vote on the best famous person to interview.

Presentation/

Practice: - Explain to the class what the activity is:

1. Have the students maintain their same famous person, but only this time they have to write a formal "fan letter" to this person.
2. Demonstrate on the board how a formal letter looks, and then let them begin their task.
3. When the students are finished have them read their letters to their stars out loud to the entire class.

Homework: Finish the above tasks, if they haven't already done so.

Lesson 77

Topic: “My Classmates” Activity

Objectives: Fun activity that gets the students thinking, speaking, and writing.

Warm-Up: Have your students stand up, stretch out, and wander around to greet one another just as a way to loosen up for today’s activity.

Presentation/

Practice: - Explain the day’s lesson:

1. The goal for today’s lesson is to find out how much you really know about your classmates.

2. First, have the class write down the following questions as they are written on the board.

- a. _____ has a telephone number that ends in 5.
- b. _____ lives right next to the school.
- c. _____ plans to go to the Lake this summer.
- d. _____ went to Bishkek last summer.
- e. _____ rides a bike or horse to school.
- f. _____ will go to a café next week.

- g. _____ has two younger sisters.
- h. _____'s favorite color is blue.
- i. _____ likes to play volleyball.
- j. _____ has a birthday in November.
- k. _____ eats bread everyday.
- l. _____ has a dog for a pet.
- m. _____ likes to read books.
- n. _____ can play the guitar.
- o. _____ plays soccer.
- p. _____ enjoys swimming.

3. Then, have the students wander around the classroom asking, talking, and finding out who the above descriptions fit. When they find a classmate who for example has two younger sisters they have that person write their name on the line.

4. All students should finish their list, and at the end answers can be shared so that we all learn some new things about one another.

Homework: None

Lesson 78

Topic: The United States of America Introduction

Objectives: To teach the students about the USA in a geographical, historical, and cultural sense thereby fulfilling one of the Peace Corps goals.

Warm-Up: Ask the students to shout out what they know (or think they know) about the USA, and just write everything they say on the board. This will be a starting point for you to instruct, correct errors, and then to eventually get into your other lessons about the USA.

Presentation: - It might be useful to have a map of the USA in your classroom somewhere so the class can get a visual of what and where you are talking about.

- Introduce them to the USA by giving them basic simple facts:

- 1. There are 50 states.
- 2. It is the 3rd largest country in population (after China and India).
- 3. It is the 4th largest in land area (after Russia, China, and Canada).
- 4. The USA won it's independence in 1776 from the British.
- 5. Washington D.C. is the national capital and federal district for the entire country.

- Practice:** - After the students have copied down the above facts in their notebooks, have them then finish the hour writing out all the names of all 50 states. Make sure that they use correct spelling.
- Have the students put a mark next to the states they are familiar with or have heard of before, and have them star the states they have never heard of. For those states that they may know something about have them write down what it is they know about it next to the state. Also, have the students put a mark next to the states they are interested in to learn more about.
- Homework:** - Have the students write down 5 questions they would like to find the answers out to or things they are just curious about so that these can be addressed in the upcoming lessons all concerning the USA.

Lesson 79

Topic: The Western States (part 1)

Objectives: To teach the students about the USA in a geographical, historical, and cultural sense thereby fulfilling one of the Peace Corps goals.

Warm-Up: Ask the students to share their questions that they did for homework the previous night and have this be a starting point for the exploration of the USA.

Presentation: - It might be useful to have a map of the USA in your classroom somewhere so the class can get a visual of what and where you are talking about.

- Give them the following vocabulary words for comprehension:

- | | |
|----------------|--------------|
| 1. North = | 2. West = |
| 3. East = | 4. South = |
| 5. territory = | 6. river = |
| 7. railroad = | 8. century = |
| 9. canyon = | 10. island = |

- Introduce them to the Western States by giving them basic simple facts:

1. The Western United States is made up of deserts, mountains, river canyons, and great forests.

- 2. It is separated from the continental US by the Rocky Mountains.
- 3. Railroads were a huge factor in the development of the West.
- There are 11 states that make up the Western United States:

1. Washington	7. Nevada
2. Montana	8. Utah
3. Oregon	9. Colorado
4. Idaho	10. Arizona
5. Wyoming	11. New Mexico
6. California	
- If it's an option try to accompany the lesson with pictures.

- Practice:**
- Have the students copy down the above facts and names in their notebooks. Make sure that they use correct spelling.
 - Have the students pick one of the eleven states to focus on. Divide them into groups according to their selected states and then have them use classroom resources: books, maps, or you the teacher to prepare a little information about the state.
 - Have the students present to the class.

- Homework:**
- Have the students practice saying and spelling the first eleven states they have learned because they will need to know these well for the next lesson.

Lesson 80

Topic: The Western States (part 2)

Objectives: To teach the students about the USA in a geographical, historical, and cultural sense thereby fulfilling one of the Peace Corps goals.

Warm-Up: Ask the students to review what they learned in the previous lesson about the Western part of the United States.

Presentation: - Review the 11 states that make up the Western United States:

- | | |
|---------------|----------------|
| 1. Washington | 7. Nevada |
| 2. Montana | 8. Utah |
| 3. Oregon | 9. Colorado |
| 4. Idaho | 10. Arizona |
| 5. Wyoming | 11. New Mexico |
| 6. California | |

- Practice:**
- Cover the map up in your classroom (if you have one), and then draw an outline of one of the eleven Western States on the chalkboard to see if the student's can recognize it by the shape.

- Do this for the remaining 10 states as well.

- Have the students unscramble the states names. Only write the scrambled part on the board.

- huta = utah
- iwemoexcn = new mexico
- mowgyin = wyoming
- oiarzna = arizona
- rlaicnafoi = california
- denava = nevada
- rlodaoco = colorado
- ntamano = montana
- gsnawatohn = washington
- hdao = idaho
- rgoeon = oregon

Homework: - Have the students practice saying and spelling the first eleven states they have learned for review.

Lesson 81

Topic: The Midwestern States (part 1)

Objectives: To teach the students about the USA in a geographical, historical, and cultural sense thereby fulfilling one of the Peace Corps goals.

Warm-Up: Ask the students to review the names and locations of the eleven states in the Western part of the United States.

Presentation: - It might be useful to have a map of the USA in your classroom somewhere so the class can get a visual of what and where you are talking about.

- Give them the following vocabulary words for comprehension:

- | | |
|-------------|--------------|
| 1. flat = | 2. fertile = |
| 3. Plain = | 4. import = |
| 5. export = | |

- Introduce them to the Midwestern States by giving them basic simple facts:

1. The Midwestern states are bordered by the Great Lakes to the North, the Rocky Mountains to the West, and the Appalachian Mountains to the east is a flat, fertile area known as the Great Plains.

2. Midwest produces more than half the world's corn and enough wheat to make the U.S. the world's largest exporter.

- There are 14 states that make up the Midwestern United States:

- | | |
|-----------------|--------------|
| 1. North Dakota | 8. Missouri |
| 2. South Dakota | 9. Wisconsin |
| 3. Nebraska | 10. Illinois |
| 4. Kansas | 11. Michigan |
| 5. Oklahoma | 12. Indiana |
| 6. Minnesota | 13. Ohio |
| 7. Iowa | 14. Kentucky |

- If it's an option try to accompany the lesson with pictures.

Practice:

- Have the students copy down the above facts and names in their notebooks. Make sure that they use correct spelling.
- Have the students pick one of the fourteen states to focus on. Divide them into groups according to their selected states and then have them use classroom resources: books, maps, or you the teacher to prepare a little information about the state.
- Have the students present to the class.

Homework: - Have the students practice saying and spelling these fourteen Midwestern states they have learned because they will need to know these well for the next lesson.

Lesson 82

Topic: The Midwestern States (part 2)

Objectives: To teach the students about the USA in a geographical, historical, and cultural sense thereby fulfilling one of the Peace Corps goals.

Warm-Up: Ask the students to review what they learned in the previous lesson about the Midwestern part of the United States.

Presentation: - Review the 14 states that make up the Midwestern United States:

- | | |
|-----------------|--------------|
| 1. North Dakota | 8. Missouri |
| 2. South Dakota | 9. Wisconsin |
| 3. Nebraska | 10. Illinois |
| 4. Kansas | 11. Michigan |
| 5. Oklahoma | 12. Indiana |
| 6. Minnesota | 13. Ohio |
| 7. Iowa | 14. Kentucky |

- Practice:**
- Cover the map up in your classroom (if you have one), and then draw an outline of one of the fourteen Midwestern States on the chalkboard to see if the student's can recognize it by the shape.
 - Do this for the remaining 13 states as well.
 - Have the students solve the crossword puzzle locating all 14 Midwest States. Write the crossword on the board and have the students copy it in their notebooks. (the answers are in bold print)

i	l	l	i	n	o	i	s	f	g	a	n	w	h	f	t	b	d	s	e
r	u	t	u	b	m	p	a	l	h	t	m	i	a	d	b	u	p	o	a
u	e	n	e	b	r	a	s	k	a	h	i	s	c	h	l	k	p	a	i
o	s	t	y	u	p	f	n	z	a	u	n	c	r	e	a	l	y	t	o
s	c	h	i	d	i	i	a	l	i	o	n	o	r	l	c	m	t	o	s
s	a	k	e	r	e	o	k	s	a	k	e	n	t	u	c	k	y	s	o
i	o	l	k	l	t	w	e	r	n	l	z	s	s	r	e	f	d	e	g
m	i	c	h	i	g	a	n	t	i	a	l	i	l	a	c	t	o	n	a
k	o	s	o	t	a	n	b	r	a	h	i	n	f	i	o	i	n	n	n
e	h	u	h	c	w	i	s	k	i	o	e	b	t	u	m	l	b	i	a
T	i	n	d	i	a	n	a	n	l	m	o	i	n	y	u	k	h	m	s
n	o	r	t	h	d	a	k	o	t	a	s	o	u	t	h	s	S	m	e

Homework: - The students should finish the crossword puzzle if they already haven't and also, have the students practice saying and spelling the fourteen Midwest states they have learned for review.

Lesson 83

Topic: The NorthEastern and MidAtlantic States (part 1)

Objectives: To teach the students about the USA in a geographical, historical, and cultural sense thereby fulfilling one of the Peace Corps goals.

Warm-Up: Ask the students to review the names and locations of the fourteen states in the Midwestern part of the United States. Also take this time to go over the answers to the crossword puzzle.

Presentation: - It might be useful to have a map of the USA in your classroom somewhere so the class can get a visual of what and where you are talking about.
 - Give them the following vocabulary words for comprehension:

1. populous =
2. region =
3. Colonist =
4. settle =
5. lighthouse =

- Introduce them to the NorthEastern and MidAtlantic States by giving them basic simple facts:

1. This is the most populated region in the USA.
2. The first people to arrive in the USA landed here in 1620 and they settled in New Plymouth, Massachusetts.
3. There are many lighthouses along the coasts and inlets of this region.
4. Rhode Island is the smallest state in the USA.
5. Delaware was the first state to sign the Constitution.

- There are 13 states that make up the NorthEastern and MidAtlantic United States:

- | | |
|------------------|-------------------|
| 1. Maine | 8. Pennsylvania |
| 2. New Hampshire | 9. New Jersey |
| 3. Vermont | 10. Delaware |
| 4. New York | 11. Maryland |
| 5. Massachusetts | 12. West Virginia |
| 6. Rhode Island | 13. Virginia |
| 7. Connecticut | |

- If it's an option try to accompany the lesson with pictures.

- Practice:**
- Have the students copy down the above facts and names in their notebooks. Make sure that they use correct spelling.
 - Have the students pick one of the thirteen states to focus on. Divide them into groups according to their selected states and then have them use classroom resources: books, maps, or you the teacher to prepare a little information about the state.
 - Have the students present to the class.

- Homework:**
- Have the students practice saying and spelling these thirteen NorthEastern and MidAtlantic states they have learned because they will need to know these well for the next lesson.

Lesson 84

Topic: The NorthEastern and MidAtlantic States (part 2)

Objectives: To teach the students about the USA in a geographical, historical, and cultural sense thereby fulfilling one of the Peace Corps goals.

Warm-Up: Ask the students to review what they learned in the previous lesson about the NorthEastern and MidAtlantic part of the United States.

Presentation: - Review the 13 states that make up the NorthEastern and MidAtlantic States:

- | | |
|------------------|-------------------|
| 1. Maine | 8. Pennsylvania |
| 2. New Hampshire | 9. New Jersey |
| 3. Vermont | 10. Delaware |
| 4. New York | 11. Maryland |
| 5. Massachusetts | 12. West Virginia |
| 6. Rhode Island | 13. Virginia |
| 7. Connecticut | |

- Practice:**
- Cover the map up in your classroom (if you have one), and then draw an outline of one of the thirteen Northeastern and Midatlantic States on the chalkboard to see if the student's can recognize it by the shape.
 - Do this for the remaining 12 states as well.

 - Have the students unscramble the states names. Only write the scrambled part on the board.
 - nwiergitasvi = west virginia
 - sywerejne = new jersey
 - nayvapnlines = pennsylvania
 - mervnot = vermont
 - nctiecutnoc = connecticut
 - rwkeyno = new york
 - ganirivi = virginia
 - lreadawe = delaware
 - nydamral = maryland
 - miena = maine
 - dahnsolrdie = rhode island
 - priemhwasenh = new hampshire
 - stcusasmathes = massachusetts

Homework: - Have the students practice saying and spelling the thirteen states they have just learned for review.

Lesson 85

Topic: The Southern States (part 1)

Objectives: To teach the students about the USA in a geographical, historical, and cultural sense thereby fulfilling one of the Peace Corps goals.

Warm-Up: Ask the students to review the names and locations of the Northeastern and Midatlantic states.

Presentation: - It might be useful to have a map of the USA in your classroom somewhere so the class can get a visual of what and where you are talking about.

- Give them the following vocabulary words for comprehension:

- | | |
|------------------|-----------------|
| 1. coast = | 2. farm = |
| 3. cotton = | 4. tobacco = |
| 5. agriculture = | 6. industry = |
| 7. oil = | 8. iron = |
| 9. steel = | 10. elevation = |

- Introduce them to the Southern States by giving them basic simple facts:
 1. The Southern States stretch from the Atlantic Coast to Texas.
 2. This part of the country used to be entirely farm based, but now it also produces numerous other industrial materials.
 3. Texas once used to be a part of Mexico and it has more farmland than any other state.
 4. The first battle of the Civil War was fought in South Carolina at Fort Sumter.
 5. Louisiana has the lowest elevation of any state in the USA.

- There are 10 states that make up the Southern part of the United States:

1. Texas	6. North Carolina
2. Arkansas	7. South Carolina
3. Louisiana	8. Georgia
4. Tennessee	9. Mississippi
5. Alabama	10. Florida

- If it's an option try to accompany the lesson with pictures.

Practice:

- Have the students copy down the above facts and names in their notebooks. Make sure that they use correct spelling.
- Have the students pick one of the ten states to focus on. Divide them into groups according to their selected states and then have them use classroom resources: books, maps, or you the teacher to prepare a little information about the state.
- Have the students present to the class.

Homework:

- Have the students practice saying and spelling these ten Southern states they have learned because they will need to know these well for the next lesson.

Lesson 86

Topic: The Southern States (part 2)

Objectives: To teach the students about the USA in a geographical, historical, and cultural sense thereby fulfilling one of the Peace Corps goals.

Warm-Up: Ask the students to review what they learned in the previous lesson about the Southern part of the United States.

Presentation: - Review the 10 states that make up the Southern part of the United States:

- | | |
|--------------|-------------------|
| 1. Texas | 6. North Carolina |
| 2. Arkansas | 7. South Carolina |
| 3. Louisiana | 8. Georgia |
| 4. Tennessee | 9. Mississippi |
| 5. Alabama | 10. Florida |

Practice: - Cover the map up in your classroom (if you have one), and then draw an outline of one of the ten Southern States on the chalkboard to see if the student's can recognize it by the shape.

- Do this for the remaining 9 states as well.

- Have the students solve the crossword puzzle below. (answers are in bold)

s	o	u	t	h	c	a	r	o	l	i	n	a	m	k
a	n	n	e	e	s	s	e	p	x	a	a	p	i	r
s	a	l	x	l	m	a	b	f	r	s	r	k	s	a
n	s	s	a	o	u	i	t	e	n	h	n	e	s	p
a	e	e	s	s	e	n	n	e	t	b	b	l	i	s
k	w	d	i	s	n	o	u	a	n	e	f	a	s	e
r	s	x	s	c	a	n	m	s	s	d	d	k	s	i
a	r	h	i	s	l	a	i	g	r	o	e	g	i	n
g	e	r	a	n	b	x	h	r	d	i	a	w	p	n
h	k	a	n	a	i	s	i	u	o	l	r	n	p	e
j	i	f	l	o	r	i	d	a	s	l	c	i	i	g
n	p	a	n	i	l	o	r	a	c	h	t	r	o	n

Homework: - Have the students practice saying and spelling the ten states they have just learned for review, and have them finish the crossword puzzle if they already have not.

Lesson 87

Topic: Alaska

Objectives: To teach the students about the USA in a geographical, historical, and cultural sense thereby fulfilling one of the Peace Corps goals.

Warm-Up: Ask the students to review the names and locations of the Southern states and go over the answers to the crossword puzzle.

Presentation: - It might be useful to have a map of the USA in your classroom somewhere so the class can get a visual of what and where you are talking about.

- Give them the following vocabulary words for comprehension:

- | | |
|----------------|------------|
| 1. eskimo = | 2. union = |
| 3. frontier = | 4. cold = |
| 5. fishing = | 6. igloo = |
| 7. coastline = | |

- Introduce them to Alaska by giving them basic simple facts:
 1. It is located in North America's farthest northwestern corner.
 2. It is the largest state in the USA, being twice the size of Alaska.
 3. It has a longer coastline than all the other states combined.
 4. It has the highest mountain in North America (Mt. McKinley).
 5. It was the 49th state to join the union in 1959.
- If it's an option try to accompany the lesson with pictures.

Practice:

- Have the students copy down the above facts into their notebooks. Make sure that they use correct spellings.
- Have the students focus on Alaska and by using the classroom resources: books, maps, or you the teacher have them each prepare some information about this state.
- Have the students present to the class.

Homework: - Have the students practice saying and spelling all of the states they have learned up to this point.

Lesson 88

Topic: Hawaii

Objectives: To teach the students about the USA in a geographical, historical, and cultural sense thereby fulfilling one of the Peace Corps goals.

Warm-Up: Ask the students to review the names and locations of all the states learned up to this point.

Presentation: - It might be useful to have a map of the USA in your classroom somewhere so the class can get a visual of what and where you are talking about.

- Give them the following vocabulary words for comprehension:

- | | |
|--------------------|--------------|
| 1. Pacific Ocean = | 2. chain = |
| 3. pineapple = | 4. volcano = |

- Introduce them to Hawaii by giving them basic simple facts:

1. Hawaii was the last state added to the USA in 1959.
2. Hawaii is made up of 132 islands that create a chain through the Pacific Ocean 1,500 miles long.
3. There are both active and inactive volcanoes on these islands.
4. The primary industry in Hawaii is tourism followed by agricultural productions of pineapples, coffee, and vegetation.
5. The attack at Pearl Harbor is notable for forcing the US into WWII.

- If it's an option try to accompany the lesson with pictures.

Practice:

- Have the students copy down the above facts into their notebooks. Make sure that they use correct spellings.
- Have the students focus on Hawaii and by using the classroom resources: books, maps, or you the teacher have them each prepare some information about this state.
- Have the students present to the class.

Homework: - Have the students practice saying and spelling all of the 50 states that they have now been fully exposed to.

Lesson 89

Topic: The United States of America Wrap-Up

Objectives: To teach the students about the USA in a geographical, historical, and cultural sense thereby fulfilling one of the Peace Corps goals.

Warm-Up: Ask the students to shout out what they now know about the USA, and write down everything they say, on the board. This will be a way for you to what they have learned over the course of the past few weeks exploration in the US.

Presentation:

- It might be useful to have a map of the USA in your classroom somewhere so the class can get a visual of what and where you are talking about.
- Review with them the basic facts of the USA.
- Have them list all the regions of the United States:
 1. Western
 2. Midwestern

3. Northeastern and Midatlantic
4. Southern
5. Alaska and Hawaii

- Then have them tell you some of the basic facts they were taught concerning each area. Also, let them add in anything interesting that they found out in their works and studies about any particular region or state.
- Review all the states on the map, so that they are familiar with them visually.

Practice: - After the review of the United States map have each student make their own map (drawn to scale in their notebooks) so that they can then take away their own personalized map which they now know and understand a little bit better.

Homework: - Have the students finish this task at home, unless you want to make it an “only in-class” project.

Lesson 90

Topic: Blowin in the Wind – Song Lyrics

Objectives: To expose the students to American music and practice listening and speaking skills, while having some fun.

Warm-Up: Listen to the song and see what (if anything) they take away from it the first time through.

Presentation: - Introduce new vocabulary words that will help provide some understanding of the lyrics.

- | | |
|---------------|-------------|
| 1. banned = | 2. exist = |
| 3. mountain = | 4. answer = |
| 5. blowing = | 6. wind = |
| 7. pretend = | 8. death = |
| 9. know = | 10. dove = |

- Have the students copy down the entire lyrics of the song. (see below)

Blowin' in the wind

By: Peter, Paul, and Mary

How many roads must a man walk down before they call him a man?

How many seas must a white dove sail before she sleeps in the sand?

How many times must the cannon balls fly before they're forever banned?

The answer, my friend, is blowin' in the wind, the answer is blowin' in the wind.

How many years must a mountain exist before it is washed to the sea?

How many years can some people exist before they're allowed to be free?

How many times can a man turn his head and pretend that he just doesn't see?

The answer, my friend, is blowin' in the wind, the answer is blowin' in the wind.

How many times must a man look up before he can see the sky?

How many years must one man have before he can hear people cry?

How many deaths will it take till he knows that too many people have died?

The answer, my friend, is blowin' in the wind, the answer is blowin' in the wind.

Practice:

- Have the students read through the lyrics without the music.
- Have the students try to work through the meaning of the song as an entire class.
- Have the students sing along with the music.

Homework:

- Have the students think about the song and what it might mean. They can use some of the ideas presented in class and then hopefully they will add some more of their own.
- Also have them respond to the music itself. Did they like it? Do they like the singing? The beat? Do they dislike it? Why or why not?

Lesson 91

Topic: Imagine – Song Lyrics

Objectives: To expose the students to American music and practice listening and speaking skills, while having some fun.

Warm-Up: Listen to the song and see what (if anything) they take away from it the first time through.

Presentation: - Introduce new vocabulary words (some may be review) that will help provide some understanding of the lyrics.

1. imagine =

3. share =

5. possessions =

7. join =

2. greed =

4. hunger =

6. brotherhood =

8. peace =

9. dreamer =

10. world=

- Have the students copy down the entire lyrics of the song. (see below)

Imagine

By: John Lennon

Imagine there's no heaven
It's easy if you try
No hell below us
Above us only sky.

Chorus: Imagine all the people
 Living for today (A – A – AAA)

Imagine there's no country
It isn't hard to do
Nothing to kill or die for
And no religion too.

Chorus: Imagine all the people
 Living life in peace (U – U – UUU)

You may say I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will be as one.

Imagine no possessions
I wonder if you can
No need for greed or hunger
A brotherhood of man.

Chorus: Imagine all the people
 Sharing all the world (U – U – UUU)

You may say I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will live as one.

Practice: - Have the students read through the lyrics without the music.
 - Have the students try to work through the meaning of the song as an entire class.
 - Have the students sing along with the music.

Homework: - Have the students think about the song and what it might mean. They can use some of the ideas presented in class and then hopefully they will add some more of their own.
 - Also have them respond to the music itself. Did they like it? Do they like the singing? The beat? Do they dislike it? Why or why not?

Lesson 92

Topic: War – Song Lyrics

Objectives: To expose the students to American music and practice listening and speaking skills, while having some fun.

Warm-Up: Listen to the song and see what (if anything) they take away from it the first time through.

Presentation: - Introduce new vocabulary words (some may be review) that will help provide some understanding of the lyrics.

1. war =

3. inferior =

5. human rights =

7. morality =

2. philosophy =

4. citizen =

6. equality =

8. regime =

9. victory =

10. bondage =

- Have the students copy down the entire lyrics of the song. (see below)

War

By: Bob Marley

Until the philosophy which holds one race superior and another inferior,
Is finally and permanently discredited, and abandoned.
Everywhere is war, it's a war.

That until there is no longer first and second class citizens of any nation,
Until the color of a man's skin is of no more significance than the color of his eyes,
It's a war.

That until the basic human rights are equally guaranteed to all, without regard to race,
Then it's a war.

That until that day, the dream of lasting peace, world citizenship, rule of international morality,
Will remaining but a fleeting illusion to be pursued, but never attained,
Now everywhere is war.
War.

And until the ignoble and unhappy regimes of all of our brothers in Angola, in Mozambique, South Africa, suffer
Human bondage, have been toppled, totally destroyed,
Well everywhere is war.
There's a war.

War in the East. War in the West. War up North. War down South. War. War. Rumors of a War.

And until that day, the African Continent will not know peace.
We Africans will fight, we feel it necessary, we know we shall win.
As we are confident in the victory of good over evil.
Good over evil (echoes).
Good over evil.

Practice:

- Have the students read through the lyrics without the music.
- Have the students try to work through the meaning of the song as an entire class.
- Have the students sing along with the music.

Homework:

- Have the students think about the song and what it might mean. They can use some of the ideas presented in class and then hopefully they will add some more of their own.
- Also have them respond to the music itself. Did they like it? Do they like the singing? The beat? Do they dislike it? Why or why not?

Lesson 93

Topic: Halloween

Objectives: To teach the students about American holidays, customs, and traditions specifically as it relates to Halloween.

Warm-Up: Introduce to the class that Halloween (observed on October 31st) is a holiday celebrated in the United States; it is also observed in numerous fashions by other countries as well.

Presentation: - Explain to the students that Halloween is always celebrated on October 31st.
- The holiday is associated with the supernatural and spirits of the dead.
- The holiday originates from the Celtic tradition, but has since been observed by many different cultures.

- Typical decorations and themes associated with Halloween are (and it might be a good idea to draw these on the chalkboard), also to use as new vocab words:

- witches =

- ghosts =

- vampires =

- bats =

- black cats =

- spiders =

- Note: and really anything that symbolizes bad omens, something ominous, or anything decorated in orange and black colors.

- To celebrate Halloween it is traditional to carve jack-o-lanterns, to dress up in costumes, and to go trick-or-treating, with the jack-o-lantern serving as the most recognizable and common symbol of Halloween.

- It might be an interesting cultural aside to mention that the kids who go trick-or-treating also say “trick or treat” to the home resident in hopes to receive a treat, because if they don’t they threaten to play a trick.

However, this is rarely if ever done mostly just a remnant of past Halloween traditions.

Practice: - To get the class in a Halloween mood. It might be fun to play a game with the students involving jack-o-lanterns, by either using the chalkboard, or simply having them create their own jack-o-lanterns and then as a class picking the most creative.

- Any other Halloween paraphernalia you might have at your disposal would be nice to use to make this lesson fun and interactive. For example it might be fun to bring in some candy and simulate a small trick-or-treating event or if you have a Halloween video to show that might also be interesting for the students.

Homework: No homework for the students, just wish them a “Happy Halloween!” and teach them to do it in reply.



Encarta Encyclopedia, John Dommers/Photo Researchers, Inc.

Picture of a Jack-O-Lantern

Lesson 94

Topic: Election Day

Objectives: To teach the students about Election Day (done on the 1st Tuesday in November); why elections are significant to a democracy; and possibly even a little about how elections and governments function in their ideal state.

Warm-Up: Explain to the students that in the United States the first Tuesday in November of every year is an “Election Day”, and see what kind of response that gets out of them. Try to ascertain if they know what elections are and if they know how they work.

Presentation: - Define an election: It is a procedure that allows members of an organization or community to choose representatives who will hold positions of authority within it. The most important elections select the leaders of local, state, and national governments. The chance to decide who will govern at these levels serves as an opportunity for the public to make choices about the policies, programs, and future directions of government action. At the same time, elections promote accountability.

- Explain to the students that different levels of elections take place at different intervals.

- National Presidential Election = once every four years

- Congressional Elections = once every two years

- Elections for State and Local Officials = typically coincide with the presidential election

- Answer the question, “Who gets to vote?”

- Native-born or naturalized U.S. citizens over the age of 18, with the exception of convicted felons, possess the right to vote.

Practice: - In order for the students to get an idea of what an election is and how it works make a list of items to vote on and have the students cast their ballots on a voting card for fun. It will be interesting to see which things win the popular vote in the classroom.

1. What meat tastes better? Horse, Cow, or Sheep

2. Which meal is the best? Plov, Besh Barmak, or Manti

3. Which drink is the best? Chai, Coffee, or Kymyz

4. Which city is the best? Bishkek, Naryn, or Osh

5. Which place is the best? Lake Issykol, Tash Rabat, or Arslanbob

6. Which sport is the best? Volleyball, soccer, or basketball

7. Which language is the best? Russian, Kyrgyz, or Uzbek

8. Which country is the best? Russia, Kyrgyzstan, or China

9. Which instrument is the best? Piano, guitar, or accordion

10. Which transportation is the best? taxi, mashrutka, or bus

Homework: - Have the students write a few sentences about if they could vote in the next election for the Kyrgyzstan President would they vote for the current President? Have them explain why or why not?

Lesson 95

Topic: Thanksgiving

Objectives: For the class to be able to learn about the United States holiday of Thanksgiving and to appreciate it and its history.

Warm-Up: Ask the class if they've ever heard of the holiday Thanksgiving? And see if they know when it is celebrated (on the fourth Thursday in November); why we have the holiday; and what types of things are associated with the day?

Presentation:

- Explain to the students that Thanksgiving is always celebrated on the last Thursday in November and that the actual date changes every year. And this particular holiday is only observed in the United States and Canada.
- The holiday is usually celebrated by gathering with family or friends for a holiday feast.
- The holiday was first celebrated by Pilgrims and Native Americans in colonial New England in the early 17th century. Its actual origin, however, probably traces to harvest festivals that have been traditional in many parts of the world since ancient times.
- Typical decorations and themes associated with Thanksgiving are (and it might be a good idea to draw these on the chalkboard), also to use as new vocab words:
 - turkey =
 - mashed potatoes =
 - pumpkin pie =
 - stuffing =
 - cranberry sauce =
 - parade =
 - Pilgrim =
 - Indian (Native American) =
 - Cornucopia (is a horn-shaped basket overflowing with fruits and vegetables) is a typical emblem of Thanksgiving abundance that dates to ancient harvest festivals. =
- Thanksgiving usually emphasize the holiday's connection with the Pilgrims. Thanksgiving pageants and parades often feature children dressed in Pilgrim costume, complete with bonnets or tall hats, dark clothes, and shoes with large silver-colored buckles. Many Americans digest their holiday meal while watching football games on television.

Practice:

- To get the class in a Thanksgiving mood. It might be fun for the students to make some Thanksgiving decorations. An easy to make one is the turkey out of the outline of your hand. Have each student trace their hand and then decorate their turkey as best they can.
- It might also be interesting for students to write three sentences telling about three things they are thankful for, and then they can share these out loud to the whole class.

- Any other Thanksgiving paraphernalia you might have at your disposal would be nice to use to make this lesson fun and interactive. For example it might be fun to show a Thanksgiving video if you have one at your disposal.

Homework: No homework for the students, just wish them a “Happy Thanksgiving!” and teach them to do it in reply.



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First Thanksgiving in America

The Pilgrims, shown here celebrating their first Thanksgiving, were a group of Puritans who landed at Plymouth Rock, in what is now Massachusetts, United States, in 1620. In 1621 Governor William Bradford of New England proclaimed a day of “thanksgiving” and prayer to celebrate the Pilgrims’ first harvest in America. United States president Abraham Lincoln, following the precedent of a number of states, designated a national Thanksgiving Day in 1863. Now Thanksgiving Day falls annually on the fourth Thursday of November.



Encarta Encyclopedia, Spencer Grant/Photo Researchers, Inc.

Typical American Thanksgiving Feast

Lesson 96

Topic: Christmas

Objectives: To teach the students about United States holidays, customs, and traditions specifically as it relates to Christmas.

Warm-Up: Introduce to the class that Christmas (observed on December 25th) is a holiday celebrated in the United States; it is also observed by many countries all over the world in a wide variety of ways featuring different customs and traditions. However, explain to the class that we will deal specifically with Christmas and how it is depicted in the United States. It is also important to mention that due to the religious ties to Christmas many people celebrate this time of year in different ways such as: Kwanzaa (African American celebration) or Hanukkah or Chanukah (Jewish celebration). People's celebration and significance attached to this holiday is all very unique to one's upbringing and environmental influence.

Presentation: - Explain to the students that Christmas is always celebrated on December 25th.
- The holiday is typically associated with gatherings among family and friends, feasting, and gift giving
- The holiday originates from Christianity as Christmas is the day associated with the birth of Jesus Christ (according to the Gospel of Matthew and the Nativity Story), hence the name **Christmas**.
- Typical decorations and themes associated with Christmas are (and it might be a good idea to draw these on the chalkboard), also to use as new vocab words:
 - Santa Claus =
 - Elves =
 - North Pole =
 - Christmas Tree =
 - winter =
 - snow =
 - snowflakes =
 - gifts/presents =
 - stockings =
- To celebrate Christmas it is traditional to gather with family and friends; open gifts; and to eat a big meal together.

Practice: - To get the class in a Christmas mood. It might be fun to have the students make and decorate their own Christmas trees or to have them make those cut-out snowflakes from pages in their notebooks to decorate the classroom.
- Any other Christmas paraphernalia you might have at your disposal would be nice to use to make this lesson fun and interactive. For example if you have a Christmas video, book, or feel up to teaching the students Christmas songs it might be fun and interesting for the class, and engage them in this major US holiday.

Homework: No homework for the students, just wish them a “Merry Christmas!” and teach them to do it in reply. Or you may want to use the less religiously affiliated greeting of “Happy Holidays!” and have the students commit that one to memory instead.



Paul Markow/FPG International, LLC

Santa Claus

Traditionally, Saint Nicholas was depicted as a tall, dignified ecclesiastical figure riding a white horse. The distinctive iconography of the North American Santa Claus—a chubby, bespectacled elf dressed in red—took shape over the course of the 19th century.



Encarta Encyclopedia, Corbis

A decorated Christmas tree

Lesson 97

Topic: Martin Luther King Jr. Day

Objectives: To teach the students about American holidays, customs, and traditions specifically as it relates to the observance of Martin Luther King Jr. Day.

Warm-Up: Introduce to the class that Martin Luther King Jr. Day (observed on January 15th) is a holiday celebrated in the United States.

Presentation:

- Explain to the students that Martin Luther King Day is always celebrated on January 15th.
- The holiday is a tribute to the man Martin Luther King Jr. and all the work he did for the Civil Rights movement.
- Martin Luther King Jr. (1929-1968), American clergyman and Nobel Prize winner, one of the principal leaders of the American civil rights movement and a prominent advocate of nonviolent protest. King's challenges to segregation and racial discrimination in the 1950s and 1960s helped convince many white Americans to support the cause of civil rights in the United States. After his assassination in 1968, King became a symbol of protest in the struggle for racial justice.
 - Perhaps the most important memorial is the national holiday in King's honor, designated by the Congress of the United States in 1983 and observed on the third Monday in January, a day that falls on or near King's birthday of January 15.
- Terms and ideas typically associated with Martin Luther King Day are (and it might be a good idea to draw these on the chalkboard), also to use as new vocab words:
 - African America =
 - Civil Rights =
 - protest =
 - peace =
 - dream =
 - freedom =
- To commemorate Martin Luther King Day is to reflect as a Nation on the errors in our past and to work towards a brighter future.

Practice/

Homework: (Depending on the amount of time left) Have the students write a few sentences about what they learned about African Americans from this lesson. This will be a good gauge to see if any stereotypes they held were debunked and to see if further time should be spent on this cultural topic. If nothing else it will hopefully lead to an interesting class discussion.



Hulton Deutsch/Corbis

American civil rights leader Martin Luther King, Jr., was one of the greatest orators in the history of the United States. From his early leadership of the 1955 bus boycott in Montgomery, Alabama, King's words and thoughts caused millions of Americans to reevaluate their attitude toward race relations in the United States.



Lesson 98

Topic: Presidents' Day

Objectives: To teach the students about Presidents' Day (held on February 19th) and to perhaps have them learn a little about the President's job and some of the history behind the previous President's of the United States.

Warm-Up: Explain to the students that in the United States we recognize the current and all previous Presidents on February 19th. Try to ascertain if they know what the President does and what they are responsible for as the leader of their country. Also, see if they can name any of the former or even the current US President(s).

Presentation: - The President of the United States, chief executive officer of the federal government, leader of the executive branch, and the commander-in-chief of the armed forces. The president has the power to make treaties with other nations, with the advice and consent of two-thirds of the Senate. The president also appoints, with Senate consent, diplomatic representatives, Supreme Court judges, and many other officials.

- Some facts about the Presidency:

- The Constitution of the United States specifies a four-year presidential term.

- The Constitution requires presidents to be natural-born citizens of the United States who are at least 35 years of age and have resided in the United States for 14 years.

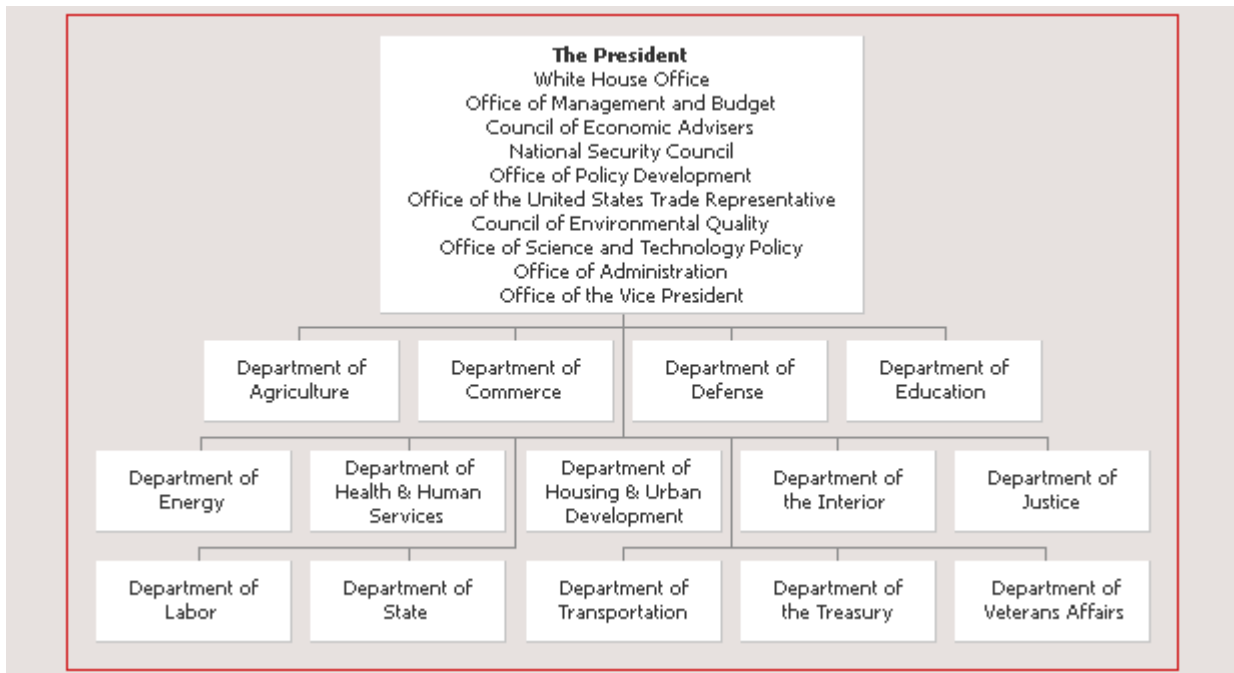
- The Constitution specifies that presidents receive compensation (salary and benefits) for their work, and Congress sets the specific amount. The salary of presidents cannot be increased or diminished during their term of office. All gifts to a president from foreign governments belong to the people of the United States rather than the president.

Practice: - For fun see if the students can recognize by picture any of the following more well known Presidents.



- After the class either can or cannot identify the above former Presidents see what it is that they know about them.

Homework: - Have the students write a few sentences about one of the US Presidents. This can be a short home task, because some may not have been exposed to any of these individuals before this lesson.



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Executive Branch of Government

The President leads the executive branch of government, which comprises 10 offices and councils and 14 departments, as shown in this chart, as well as a number of independent agencies. The president selects people for the White House staff, but only nominates the heads of departments and agencies, who then must be approved by the Senate.

Lesson 99

Topic: St. Patrick's Day

Objectives: To teach the students about American holidays, customs, and traditions specifically as it relates to St. Patrick's Day or St. Pat's Day or St. Patties Day.

Warm-Up: Introduce to the class that St. Patrick's Day (observed on March 17th) is a holiday celebrated in the United States; it is also observed in numerous fashions by other countries as well.

Presentation:

- Explain to the students that St. Patrick's Day is always celebrated on March 17th.
- The holiday is associated with wearing green clothing. Green, the national color of Ireland, symbolizes the island's lush landscape. The main symbol associated with the holiday is the shamrock, a small three-leafed clover or clover-like plant. According to legend, St. Patrick used the shamrock, because of its three leaves, to explain the Christian doctrine of the Trinity to the Irish people. The shamrock is now the national emblem of Ireland.
- The holiday honors Saint Patrick, the patron saint of Ireland. It is celebrated annually on March 17, his feast day. Saint Patrick was a missionary in the 5th century ad who is credited with converting Ireland to Christianity. St. Patrick's Day is a national holiday in Ireland. It is also celebrated by people of Irish descent in many other countries, especially by Irish Americans in the United States.
- Typical decorations and themes associated with St. Patrick's Day are (and it might be a good idea to draw these on the chalkboard), also to use as new vocab words:
 - Saint =
 - green =
 - Ireland =
 - shamrock =
 - bagpipes =
 - parade =
 - Note: that there is just an overabundance of the color green
- To celebrate St. Patrick's Day it is traditional to drink beer that has been colored green, eat corned beef and cabbage, wear shamrock pins and green clothing, and in general celebrate all things Irish.
 - It might be an interesting cultural aside to mention that in Chicago, the Chicago River is dyed green, a tradition started in 1962, which is a way to celebrate this festive holiday.

Practice:

- To get the class in a St. Patrick's Day mood. It might be fun to play a game with the students involving shamrocks, by either using the chalkboard, or simply having them create their own shamrocks and then as a class picking the most creative.
- Any other St. Patrick's Day paraphernalia you might have at your disposal would be nice to use to make this lesson fun and interactive.

Homework: No homework for the students, just wish them a “Happy St. Patties Day!” and teach them to do it in reply.



Encarta Encyclopedia, Joe Sohm/ChromoSohm



Encarta Encyclopedia, REUTERS/THE BETTMANN ARCHIVE

Lesson 100

Topic: Holocaust Remembrance Day

Objectives: To teach the students about Holocaust Remembrance Day (observed on April 15th), and to explain why remembering this event in our world's history is important.

Warm-Up: Explain to the students that in the United States on April 15th we as a Nation try to reflect and pay a tribute to all the lives that were lost in the Holocaust. Try to ascertain if the students are familiar with this piece of history and if they are have them share their knowledge and understanding with the class.

Presentation: - Define the Holocaust: the almost complete destruction of Jews in Europe by Nazi Germany and its collaborators during World War II (1939-1945). The leadership of Germany's Nazi Party ordered the extermination of 5.6 million to 5.9 million Jews. Jews often refer to the Holocaust as Shoah (from the Hebrew word for "catastrophe" or "total destruction"). The word holocaust derives from the Greek holo (whole) and caustos (burned) and originally referred to a burnt offering, or a religious sacrifice that is totally consumed by fire.

- Other information about the Holocaust:

- The Holocaust was the worst genocide in history. Those who carried it out methodically created the means to efficiently round up and kill millions of people.

- The Holocaust led to the establishment of international laws against human rights violations.

- Jews were not the only victims of the Nazis during World War II. The Nazis also imprisoned and killed people who opposed their regime on grounds of ideology; Roma (Gypsies); Germans who were mentally impaired or physically disabled; homosexuals; and captured Soviet soldiers.

Practice: - In class writing response:

- Have the students write their thoughts, feelings, and reflections about what they know and have learned about the Holocaust. If they feel comfortable allow them to share their writing responses with the class out loud.

Homework: - Have the students write a few reflective sentences about what they know or have learned today about the Holocaust, this can be done by the students if they did not have time to finish the in-class writing assignment.



Hulton Deutsch

Jews Being Taken to Death Camps

As Nazi forces conquered many of the countries of Europe during World War II (1939-1945), millions of Jews were rounded up and slaughtered outright or imprisoned in concentration camps, where they were killed or died from starvation and disease. By the end of the war, between 5.6 million and 5.9 million Jewish men, women, and children had died at the hands of the Nazis.



Bruce Coleman, Inc.

Adolf Hitler

Adolf Hitler was one of the most powerful dictators of the 20th century. His attempts to conquer territory for German *Lebensraum* (living space) brought about World War II (1939-1945). He caused the slaughter of millions of Jews, Sinti and Roma (Gypsies), Slavic peoples, and others in the name of racial purification.