

Elementary English Conversation Class

Literacy NJ, Mercer County Programs

Week 1 – Greetings and Personal Information

Objectives for Week 1 – Students will:

- introduce themselves and each other
- answer questions about basic information (name, address, phone number, native country)
- use the alphabet and numbers to count items and to provide addresses and telephone numbers
- use singular nominative pronouns (I, you, he/she, it) and possessive adjectives (my, your, his/her/its)
- begin to use the verb *to be* and the contraction *it's* for *it is*

Lesson 1.1 – Welcome, Greetings, Names, Numbers

Recommended Materials for Lesson 1.1

- whiteboard (with markers) or blackboard (with chalk), and eraser
- nametags, name tents, or equivalent, and markers
- sets of simple items (e.g., 5 pens, 9 pencils, 18 pennies) for counting
- paper and extra pens for student use
- copies of the Lesson 1.1 review sheet



To reduce the need to write long displays on the board, consider preparing “posters” (on newsprint paper) in advance.

Encourage students to keep notebooks and to record words and sentences from the board. (At first, you may have to demonstrate with gestures and provide students with paper and pens.)

Activity #1 – Welcome and greetings



Use nametags, name tents, or equivalent for this activity.



*Write the question, “**What is your name?**” on the board.*

1. Point to the question on the board and gesture to yourself to show that you are answering it. Introduce yourself with **“Hello. My name is [teacher’s full name]”** and write it on the board. (Make sure that all students have paper and pens, and gesture for them to write the sentence.) Also refer to your nametag or name tent. Gesture while you ask each student to make the same introduction, come to the board, and write his/her full name under yours. Each student should also complete a nametag or name tent.
2. Repeat #1 with the alternate greeting **“Hi. I’m [name].”** Add this greeting on the board. Ask each student to repeat the introduction in this way.
3. Use the list on the board to greet each student, **“Hi, [student’s first name]. I’m happy to meet you.”** Write the words: **“Hi, _____ . I’m happy to meet you”** on the board.



*Use gestures to divide the class into pairs or small groups. Ask the students to greet each other. You can say something like **“Now, you say it!”** Go to a group, gesture for a student to read another student’s nametag or name tent, and point to the greeting written on the board. Each student should greet another student by saying **“Hi, _____ . I’m happy to meet you.”***

Activity #2 – Spelling, use of the alphabet



*Don’t erase the list of names on the board, but you can erase the greetings. Write **“Please spell your name”** on the board above the list of names.*

1. Point to each letter of your own name on the board as you spell it. Then say **“Please spell your name.”** Using the list on the board, ask each student to spell his/her name.



Even if students know the alphabet, they may not know how to pronounce the letters as we do in English. You may need to review the alphabet to continue with the lesson.

2. Using your own name, point and say **“My first name is [name]”** and **“My last name is [name].”** Repeat. Ask each student **“What is your first name?”** and **“What is your last name?”**

3. Point to your first name and spell it again. Point to your last name and spell it. Then go around the class again and say, **“Please spell your first name”** and **“Please spell your last name.”**



If the students are ready for a challenge, mix up the sequence of the two questions so that students provide their first and last names at different times and in varying order.



*With the class in pairs or small groups, ask students to look at a classmate’s nametag and spell his/her name. For example, gesture and ask a student **“Please spell Carlos’s name.”** If the student does not understand, gesture for him/her to say it with you. Gesture to continue around the group.*

Activity #3 – Numbers, counting



For this activity, use several pens, pencils, pennies, or other items.



*Erase the board. Write **“numbers”** and a list of numbers from 1 to 20. Leave space and, as you discuss the numbers in this activity, add the spelled numbers from one to twenty.*

1. Point to the list of numbers on the board, say **“numbers,”** and read the numbers from 1 to 20. Gesture and say **“everyone”** or **“class”** for the students to count with you and repeat.
2. Ask **“How many students are here?”** Count (out loud) the students, and write on the board: **[number] students.** Gesture for the students to count with you and repeat. Write the spelled number (e.g., **eight students**) on the board.



*Gesture to the students in their pairs or groups and ask “**How many students are here?**” They should answer two for a pair or with the number of students in the group.*

3. Ask “**How many teachers are here?**” Point to yourself and count “**one**” (or adjust the number if there is more than one teacher). Write on the board: [**number**] **teacher(s)**.
4. Using something else in the room (chairs, windows, books, etc.), count the items alone and then with the students, and write the number with the name of that item on the board (e.g., **10 chairs**). Repeat with another item in the room.



*Give each pair or group several items (e.g., 6 pencils, 12 pennies, etc.). Say the name of the item (e.g., say “**pencils**” or “**pennies**”). Then ask each pair or group to count the items. Say “**How many [items]?**” When each pair or group has answered the question, ask them to report to the whole class. Write the number of items on the board (e.g., **6 pencils, 12 pennies**).*

5. Gesture and say “**write the number,**” and then dictate a number. Repeat the number at least twice. After students write their answers, write the number on the board for students to check their work. Look at the students’ answers and use words like **good** and **correct**. If an answer is incorrect, point to the number on the board and encourage the student to make the correction. Repeat to dictate at least five numbers.



*Before erasing the board, make sure that you presented spelled numbers in this activity. For example, write **two, one, ten, six, twelve**, etc., as appropriate. If you have time, before erasing, add all the spelled numbers for the whole list of numbers from one to twenty.*

Activity #4 – Telephone numbers



*Erase the board and write “**My telephone number is [your number].**”*

1. Pointing to the board, read your telephone number at least twice. If there are zeros in your number, explain that they can be read as either *zero* or *0*. Then ask the students to repeat your phone number with you.
2. Ask each student to respond to “**What is your telephone number?**” (As needed, explain or repeat words for *zero* and *0*.) Write each telephone number on the board and ask the student if the telephone number is correct. Then gesture to ask everyone to read each telephone number aloud.
3. Gesture and say “**write the telephone number,**” and dictate some hypothetical phone numbers. Repeat each one at least twice. After students write their answers, write the telephone number on the board. Look at the students’ answers and use words like *good* and *correct*. If an answer is incorrect, point to the number on the board and encourage the student to make the correction. Dictate at least three telephone numbers.

Activity #5 – Dialog



Erase the board.

1. Say and write this dialog on the board. After reading the dialog several times through, ask students to repeat after you, line by line.

Dialog

A. Hello. My name is _____ . What is your name?

B. Hi, _____ . My first name is _____ . My last name is _____ .

What is your last name?

A. My last name is _____ .

B. My telephone number is _____ . What is your telephone number?

A. My telephone number is _____ .

B. Thank you. I’m happy to meet you.

A. I’m happy to meet you, too. Good-bye, _____ .

B. Good-bye, _____ .

2. Choose a student to perform the dialog with you. First you take one role and the student the other, and then change roles.



*Divide the class into pairs. Tell each pair to say the dialog. Each student should have a turn as A and B in the dialog. As the students complete the dialog, gesture and say something like “**Good English!**” or “**Thank you. Good job!**” If you have time, regroup the students and repeat with new pairs.*



Activity #6 – Review and conclusion

1. Distribute and discuss the review handout for this lesson. Tell the students to read, study, and practice!
2. Review any other important words or expressions introduced in this lesson (e.g., *everyone*, *class*, *write*, and names of items used in the counting exercises).
3. Say “**Goodbye**” and “**See you on [day of next class].**”



Week 1, Lesson 1.1 Review of Names and Numbers

Questions

What is your name? What is your first name? What is your last name?

Please spell your name. Please spell your first name. Please spell your last name.

How many students? How many teachers? How many _____?

What is your telephone number?

Answers

My name is _____. I'm _____.

Hi. I'm happy to meet you.

My first name is _____.

My last name is _____.

Numbers

1	one	6	six	11	eleven	16	sixteen
2	two	7	seven	12	twelve	17	seventeen
3	three	8	eight	13	thirteen	18	eighteen
4	four	9	nine	14	fourteen	19	nineteen
5	five	10	ten	15	fifteen	20	twenty

0 zero, O

My telephone number is _____.

Dialog

A. Hello. My name is _____. What is your name?

B. Hi, _____. My first name is _____. My last name is _____.

What is your last name?

A. My last name is _____.

B. My telephone number is _____. What is your telephone number?

A. My telephone number is _____.

B. Thank you. I'm happy to meet you.

A. I'm happy to meet you, too. Good-bye, _____.

B. Good-bye, _____.

Lesson 1.2 – Names, Home Countries, and Addresses

Recommended Materials for Lesson 1.2

- extra copies of the review sheet from Lesson 1.1
- whiteboard (with markers) or blackboard (with chalk), and eraser
- nametags, name tents, or equivalent, and markers
- paper and extra pens for student use
- signs displaying individual numerals and written numbers from zero to twenty for the exercise in Activity #1
- pictures of one male and one female student to indicate *he, she, his, her*
- a map of the world
- examples of addresses (house number, street, town, state, zip code), one for each student and printed on separate pieces of paper
- copies of the Lesson 1.2 review sheet



To reduce the need to write long displays on the board, consider preparing “posters” (on newsprint paper) in advance.

Continue to use nametags or name tents. If students are all the same gender, use pictures to help explain gender-specific pronouns. Sample pictures appear at the end of the lesson. Remind the students about keeping a notebook of new words and sentences.

Activity #1 – Review of greetings and numbers

1. Greet the students. Make sure that everyone has a copy of the review sheet from Lesson 1.1. Demonstrate the dialog as you did in Lesson 1.1. After reading the dialog several times through, ask students to repeat after you, line by line. Next, choose a student to perform the dialog with you. First you take one role and the student the other, and then change roles.
 2. Make sure that students have paper and pens. Referring to the review sheet, review the numbers from zero to twenty, written as numerals and spelled. For the following exercises, you need a sufficient supply of individual signs for these numbers, displayed both ways (up to 42 signs). Hold up the signs at random, using a different number each time.
- Using signs with numerals, hold up one sign at a time, and ask the entire class to say the displayed number. Do about five numbers this way.

- Then hold up a sign and ask individual students to identify the displayed number. (If a student cannot identify the number correctly, ask a different student.) Proceed around the group, giving each student at least two turns.
- Using signs with written numbers, hold up one sign at a time, and ask the class to say the number and write it as a numeral. (You can demonstrate first, so the students understand the directions.) Do about five numbers this way. Circulate around the class to check their written answers.
- Repeat with individual students. Hold up a sign with a written number, and ask individual students to say the number and write it in numerals. (Again, ask a different student if the first one is unable to provide a correct answer.) Check each student's written work. Proceed



Divide the class into pairs. Give each student two of the cards, one with a number as a numeral and one as a written number. Each student will ask the other student to say the number and write the written number in numerals. When they are finished, ask the students if their partners responded correctly. Correct any problems and congratulate the students.

Activity #2 – Use of possessive adjectives and the contraction *it's*



Write on the board:

***my name**
your name
his name
her name*

1. Say “**My first name is [name].**” Write your first name on the board and point to your nametag or name tent. Then gesture and ask a student (preferably a student who did not enact the review dialog) “**What is *your* first name?**” Ask the student to write it on the board. While gesturing to indicate the meaning, ask a second student “**What is *his* (or *her*) [the first student’s] first name?**” The second student should provide the previous student’s name, not to his or her own first name: “**His (or her) first name is [name].**” You may have to repeat the question to make sure the student understands. After the second student answers correctly, ask him/her “**What is *your* first name?**” Ask him/her to write it on the board. Continue around the class, with each student responding with the previous student’s first name and then saying and writing his/her own first name.

2. If the students in the class are all the same gender, use pictures of students of both genders. Refer to the pictures and say **“His first name is Enrique”** or **“Her first name is Lisa.”** If you have already practiced with both genders in the class, you can skip this step.
3. Point to your chair and ask **“Is this my chair?”** Write the sentence on the board. Answer the question and write, **“Yes, it’s my chair.”** Explain that *it’s* means *it is*. You can change from *it’s* to *is* in the upcoming examples.
4. Point to a student’s chair and ask **“Is this your chair?”** The student should answer **“Yes, it’s my chair.”** Provide help, if necessary, by pointing to the sentence on the board. Continue with other students.
5. Repeat with two or three other nouns (e.g., my paper, nametag, pen, jacket). Write the words on the board: **“Is this your [item]?”** Proceed as above.
6. Point to an item belonging to a student and say to the class **“Is this my [item]? No, it’s not my [item]. It’s his (or her) [item].”** Repeat with several other students’ items.
7. Point to an item belonging to one student. Ask another student **“Is this your [item]?”** The student should answer **“No, it’s not my [item]. It’s his (or her) [item].”** Repeat with other students.

Activity #3 – Where are you from? (singular pronouns)



For this activity, use a world map to indicate students’ home countries.



Erase the board and write:

I
you
he
she

1. Say **“I am from America,”** and show it on the world map. Write **“Where am I from? I am from America”** on the board.
2. Ask a student **“Where are you from?”** Write this question on the board, and write the student’s answer: **“[student’s name] is from [name of the country]”** under your sentences. Ask the student to

show the country on the map. Point out how **am I** changed to **are you** in the question, and that **I am** changed to **[name] is** in the answer. Continue until all students and their native countries are listed.

- Using the countries listed on the board, ask the class “**Who is from [country]?**” Students should answer with the correct student’s name. If there are more students from the same country, you can ask “**Who else is from [country]?**” Use all the countries in the list.
- Leave the list of names and countries on the board. Write and demonstrate this dialog. Proceed as with previous dialogs: read the dialog several times, recite each line separately and ask students to repeat after you (students can fill in their own names and countries), and ask a student to perform the dialog with you, switching roles the second time.

Dialog

A. **Hi, my name is _____.**

B. **Hi, _____ . My name is _____ . Where are you from?**

A. **I’m from _____ . Where are you from?**

B. **I’m from _____ .**



*Divide the class into pairs to practice the dialog. Each student should have a turn as A and B. As the students complete the dialog, gesture and say something like “**Good English!**” or “**Thank you. Good job!**” If you have time, regroup the students and repeat with new pairs.*

Activity #4 – Where is he/she from?

- Call a student by name and ask him/her (with gesture) to stand up. Ask the class “**Who is he (or she)?**” and then use the list to answer and write “**His (or her) name is [name]. He (or she) is from [country].**” Repeat with another student, and gesture for the class to respond with you.
- If the students in the class are all the same gender, use pictures of students of both genders. Refer to the pictures and say “**Who is he? His name is Enrique. He is from Mexico**” or “**Who is she? Her name is Lisa. She is from China.**” If you have already practiced with both genders, skip this step.

Activity #5 – Review of numbers, home addresses



This activity is constructed so that students or teachers who want to keep their home addresses confidential may do so.



Erase the board.

Write “Where do you live?” and “What is your address?”

1. Say **“I live in [town].”** While you write the sentence on the board, spell the name of your town aloud. Ask each student **“Where do you live?”** Prompt with names of local towns (*Hamilton? Trenton?*) if the student does not respond. After each student responds, say **“Please spell the name of your town.”** Then write **“[name] lives in [town]”** on the board.
2. Using the towns listed on the board, ask the class **“Who lives in [town]?”** Students should answer with the correct student’s name. If there are more students from the same town, you can ask **“Who else lives in [town]?”** Use all the towns in the list.
3. Write two hypothetical addresses on the board. (Vary the addresses to include different house numbers, street names, states, and zip codes, but use states that the students already know, such as NJ and NY). Say **“This is an address,”** and identify each part of the address: house number, street, town, state, and zip code. For the state, use the abbreviation, but say the full state name. Explain how we say numbers in addresses, and repeat the information about saying *zero* or *O*.
4. Point to the house number in one of the addresses. Say and write **“The house number is [number].”** Gesture for the students to repeat the sentence. Continue with the other house number. Point to the street name in one of the addresses. Say and write **“The name of the street is [street].”** Gesture for the students to repeat. Continue with the other street name. Do the same with the state and zip code. Say and write **“The state is [state],”** gesture for the students to repeat, and continue with the other state. Do the same with **“The zip code is [zip code].”**



*Divide the class into pairs or groups. Give each student a piece of paper with an address on it. Each person should read the house number in the address, saying **“The house number is _____.”** Then each student should read the name of the street, saying **“The name of the street is _____.”** Continue taking turns with states and zip codes.*

Activity #6 – Writing



*Erase the board. Using your own name, country, town, and state, write these sentences: **My name is [name]. I am from [country]. I live in [town, state].***

1. Read the sentences on the board and then change them to leave blanks for the name, country, town, and state. Gesturing to write, ask students to write a sentence based on the sentence on the board.



In pairs or groups, ask the students to read their sentences to each other.

2. Refer to the picture of a female student and say **“Her name is Lisa. She is from China. She lives in Plainsboro, NJ.”** Refer to the picture of a male student and say **“His name is Enrique. He is from Mexico. He lives in Hamilton, NJ.”** Write these sentences under your sentence. Carefully compare the grammatical changes: **“My name”** becomes **“His (or her) name,”** **“I am”** becomes **“He (or she) is,”** and **“I live”** becomes **“He (or she) lives.”**
3. Ask a student to read his/her sentences. Write and fill in the blanks. **“His (or her) name is _____ . He (or she) is from _____ . He (or she) lives in _____ .”**



Ask the students in pairs or groups to exchange papers and introduce another student in the same way. You may have to help students through the sentences and the grammatical changes.



Activity #7 – Review and conclusion

1. Distribute and discuss the review handout for this lesson. Remind the students to read, study, and practice!
2. Review any other important words or expressions introduced in this lesson.
3. Say “**Goodbye**” and “**See you on [day of next class].**”



Week 1, Lesson 1.2

Review of Names, Home Countries, and Addresses

my	my name	my chair	my address
your	your name	your chair	your address
his	his name	his chair	his address
her	her name	her chair	her address

What is **his** name? **His** name is _____. What is **her** name? **Her** name is _____.

Is this **your** chair? Yes, this is **my** chair.

Is this **your** chair? No, this is not **my** chair. It is **his** chair. It is **her** chair.

Where are you from?

I	I am from America.
you	You are from _____.
he	He is from _____.
she	She is from _____.

Dialog

- A. Hi, my name is _____.
- B. Hi, _____. My name is _____. Where are you from?
- A. I'm from _____. Where are you from?
- B. I'm from _____.

Where do you live? What is your address?

The **house number** is _____. The name of the **street** is _____.

The **town** is _____. The **state** is _____. The **zip code** is _____.

My name is _____. **I am** from _____. **I live** in _____.

His name is _____. **He is** from _____. **He lives** in _____.

Her name is _____. **She is** from _____. **She lives** in _____.

Sample Pictures for Week 1



His name is Enrique. He is from Mexico.



Her name is Lisa. She is from China.