

**Kindness Begins with Me**

English Teaching Modules

Introductory Conversational English for Adult Refugees

8 Week Course

Based off EnglishConnect Curriculum

[EnglishConnect Homepage](https://www.englishconnect.org/?msclkid=af3f8c57ba9111ec8db3f3895733ac07)

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# Lesson 1: Greetings and Introductions

Intro: These 8 courses focus on conversation practice that meets immediate needs for refugees that have newly arrived to the United States. The first lesson is greetings and introductions.

Objectives:

1. I will learn to say **hello** and **good-bye.**
2. I will learn to say my name.
3. I will learn to ask people’s names and where they are from.

Vocabulary: Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word.

1. The verb **be**: I **am**, you/we/they **are**, he/she/it **is**
2. Possessive adjectives: my \_\_\_, your \_\_\_, our \_\_\_, their \_\_\_, his/her/its \_\_\_
3. Vocabulary: list 5 cities and 5 countries that will be relevant to the learners to learn.

Conversation: Demonstrate the conversations with another instructor or learner. Ask if there are questions. Have learners repeat each line together after you. Have learners practice the conversations with a partner while you walk around and listen or make corrections.

Meeting Someone New:

A: Good morning!

B: Hi! What’s your name?

A: My name is Misah. What is your name?

B: I am Aki. Where are you from?

A: I am from Germany. Where are you from?

B: I am from Tokyo.

A: Well, it is nice to meet you.

B: Nice to meet you too.

Greeting a Friend:

A: Hello!

B: Hi! How are you?

A: Fine, thanks. How are you?

B: I am fine.

Ending a Conversation:

A: Bye!

B: See you later.

Guided Practice:

Demonstrate each conversation with a partner. Fill in the blanks with your own information. Then, have learners practice the conversation with a partner. Have the learners switch roles after they finish the conversation.

Learning Activities:

1. Teach learners the meaning of **match**, such as matching a picture to a word. Show three pictures that represent conversations 1, 2, and 3. Have the class match the conversation number to the correct picture.
2. Pretend you are from a city and country that the learners know you are not from. Have your partner ask you, “Where are you from?” and give your answer. Give each learner a paper with two columns; one labeled for **city** and one for **country**. Explain that the goal is to talk to as many classmates as possible and write down their answers. At the end, have learners share with the class the different cities and countries they wrote down. Write them up on the board (with English translations if applicable). Together, decide how many different cities and countries the class pretended to be from.
3. With a partner, repeat conversation 3 using different names and countries. Afterwards, ask the learners what your first and last names are, and what country you are from. Do this a few times.

# Lesson 2: Everyday Common Items

Review: Ask learners to introduce themselves to someone they have not already met.

Objectives:

1. I will learn to say what something is.
2. I will learn to use this and these.
3. I will learn to ask if something belongs to my classmate.

Vocabulary: Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word.

1. Grammar: singular, plural, this, these
2. Vocabulary: watch, pen, key, clock, phone, book, chair, table, notebook, wallet, computer, pencil

Conversation:

Demonstrate the conversations with another instructor or learner. Ask if there are questions. Have learners repeat each line together after you. Have learners practice the conversations with a partner while you walk around and listen or make corrections.

Conversation 1:

A: Is this your phone?

B: No, it’s not. My phone is in my pocket.

Conversation 2:

A: Are these your keys?

B: No, they’re not. My keys are in my backpack.

Guided Practice:

Ask “What is this?” while pointing to a (singular) object. Learners should respond with “It is a \_\_\_.” (For example, “What is this?” “It’s a notebook.”) Then ask the learners “What are these?” while pointing to a (plural) object. Learners should respond with “They’re \_\_\_.” (For example, “What are these?” “They’re tables.”)

Learning Activities:

1. Give each learner a piece of paper and ask them to individually draw one of the vocabulary words (1–2 minutes). Ask learners to make it plural by drawing another of the same item. Then collect all of the papers.
2. Choose one of the drawings and call on a learner, asking if the items in the picture are his or hers (for example, “David, are these your notebooks?”). Prompt the learner to respond with “Yes, they are” or “No, they aren’t.” Ask a few more learners so that everyone understands the question and responses.
3. Mix up the papers and redistribute them to the learners. Tell them that they need to return the drawing to the person who drew it by asking each of their classmates, “Are these your \_\_\_?” If there is time, learners should show their drawing to a few other learners, practicing “These are my \_\_\_.”

# Lesson 3: Time and Calendar

Review: Point to a few items around the room and ask “What is this?” or “What are these?

Objectives:

1. I will learn to say the time and date.
2. I will learn to ask for the time and date.

Vocabulary: Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word.

1. Grammar: five o’clock (5:00), five fifteen (5:15), five thirty (5:30), five forty-five (5:45)
2. Numbers for Telling Time: eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, thirty, forty, fifty
3. Numbers for Giving the Date: eleventh, twelfth, thirteenth, fourteenth, fifteenth, sixteenth, seventeenth, eighteenth, nineteenth, twentieth, thirtieth
4. Days: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

Conversation:

Demonstrate the conversations with another instructor or learner. Ask if there are questions. Have learners repeat each line together after you. Have learners practice the conversations with a partner while you walk around and listen or make corrections.

Conversation 1:

A: What time is it?

B: It’s three thirty.

Conversation 2:

A: Is today the fourteenth?

B: No, it’s the fifteenth

Conversation 3:

A: What day is it today?

B: It’s Friday.

Guided Practice:

Draw four clocks on the board. Point to a time and ask, “What time is it?” Learners respond with “It’s .” Then have learners with partners use the clocks in their book to repeat the activity. Draw calendar dates on the board like the ones in the book. Point to one and ask, “Is today the 13th?” Learners respond with “Yes, it’s the 13th.” or “No, it’s not the 13th.” Repeat with other dates.

Learning Activities:

1. Draw a calendar week with dates on the board. Choose one of the days as “today.” Demonstrate with a partner. Partner A asks “Is today Friday?” Partner B says “Yes” or “No” depending on the day chosen at the beginning. If no, Partner A asks “Is today the 22nd?” If yes, they switch partners. If no, they keep going until the day is guessed.
2. Write the questions below for this activity on the board. Demonstrate the activity. For the times column, one partner asks “What time is it when you (wake up, etc.) ?” The other partner responds: “It’s when I wake up.” For the dates column, one partner asks: “What day is your (birthday, etc.) ? The other partner responds: “My birthday is .” Then have learners complete the activity with a partner.

When you usually wake up: \_\_\_\_\_

When you usually eat lunch: \_\_\_\_\_

When you usually go to work/school:\_\_\_\_\_

When you usually go to bed:\_\_\_\_\_

Your birthday:\_\_\_\_\_

Your favorite holiday:\_\_\_\_\_

Your country’s new year date:\_\_\_\_\_

A family member’s birthday:\_\_\_\_\_

# Lesson 4: Location and Directions

Review: With a partner, have learners answer the questions “What time is it?” and “What day is it today?” Review the answers together as a class.

Objectives:

1. I will learn to say where I live.
2. I will learn to describe the location of places I visit.
3. I will learn to ask for and give directions
4. I will learn about local public transportation options

Vocabulary: Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word.

1. Grammar: **a,** before a consonant sound **an:** before a vowel sound.
2. Syntax: When you give directions, the sentence will start with a verb. **Go** south. **Go** past the church. **Turn** right. **Walk** down to the corner
3. Places Vocabulary: house, apartment, church, bank, park, grocery store, library, school, restaurant
4. Directions Vocabulary: left, right, up, down, small, big, go, turn, walk, straight, next to, east, west, north, south

Conversation: Demonstrate the conversations with another instructor or learner. Ask if there are questions. Have learners repeat each line together after you. Have learners practice the conversations with a partner while you walk around and listen or make corrections.

Conversation 1:

A: Where do you live?

B: I live in a(n) apartment in St. Louis. My address is 152 Smith Street, St. Louis, MO, 63114.

A: Oh really? Do you like your apartment?

B: Yes, I do. It’s very nice but it is not very big.

Conversation 2:

A: Excuse me, I am lost. Can you help me?

B: Sure. Where are you going?

A: I’m looking for the library. How do you

get there?

B: First, walk down to the corner and then turn

right. The library is next to the park.

A: Thank you

Guided Practice:

Demonstrate the conversation. Add your own information in the blanks, or use the suggestions underlined. Then have learners practice the conversation. After they practice the conversation once, have them switch roles. Then, ask: “What is next to the school?” Choose a learner to answer, saying, “The bank is next to the school.” (You may want to write these on the board.)

Learning Activity:

1. Print a map, or draw one on the board, that learners will be familiar with. Have a learner choose 2 buildings and ask for directions to get from one building to the other. You will use the map to give directions. The learner can draw the path you describe on the board. With partners, either provide simple maps, or have learners draw their own maps. Partner A will choose a starting place and a destination on Partner B’s map and ask for directions. Then have learners switch roles.
2. Show learners local public transportation options. Describe how buses work using bus stops, cash, and directions. Have learners practice getting on a bus. Describe how commuter trains work using stops, tickets, and directions.

# Lesson 5: Grocery Store & Money

Review: Ask learners to describe the location of a few buildings in town using next to and across from.

Objectives:

1. Learn to talk about shopping for food.
2. Learn to ask how much something costs.
3. Learn to understand how much something costs.

Vocabulary: Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word.

1. Count Nouns: egg, banana, tomato, apple, carrot, potato
   1. Add an “s” to make count nouns plural with more than one item.
2. Non-count Nouns: lettuce, fish, meat, flour, sugar, cereal, bread, cheese
3. Units of Measurement: a gallon of milk, a bag of apples, a loaf of bread, a bunch of bananas
4. Money: penny, nickel, dime, quarter, one dollar bill, five dollar bill, ten dollar bill, 20 dollar bill, etc.

Conversation: First demonstrate the conversation, then have the learners repeat.

1. Conversation at home:

A: Do you want to go to the market with me? We need to pick up some vegetables.

B: Yes. We also need eggs and a loaf of bread.

A: Let’s make a list. I’m planning to get tomatoes, carrots, lettuce, and some fruit. I may buy meat as well.

1. Conversation at the market:

A: Excuse me. How much are these apples?

B: They’re 2 dollars a pound.

A: I’ll take half a pound. Do you have fresh eggs?

A: Yes, we just got some in this morning.

B: How much do they cost?

A: They’re 2 dollars a doze

Guided Practice:

1. Learners practice at-home conversation and then make their own grocery list to share with the group.
2. Select one learner to ask the question, “How much is this?” or “How much are these?” picking different grocery items from the vocabulary. Ask a different learner to respond beginning with “It’s” or “They’re.”
3. Select one learner to ask the question, “Where is this?” or “Where are these?” picking different grocery items from the vocabulary. Ask a different learner to respond beginning with “It’s” or “They’re.”

Learning Activities:

1. Learners fill in various phrases like these.
   1. How much *is this* cheese? - It’s *5 dollars* a block.
   2. How much *are these* potatoes? -They’re *6 dollars* a bag.
   3. How much *are these* grapes? - *They’re* about *2 dollars* a pound.
   4. How much *does this* lettuce cost? - *It’s* about *3 dollars* a head.
   5. How much *does this* milk cost? - *It’s* about *2 dollars* a gallon.
2. Provide each learner with pictures of about a dozen grocery items and let them set their own price for each. They will sell things and shop at the same time. Each buys things from their classmates. Give them \_\_\_\_\_ dollars. They buy as much as they can for \_\_\_\_\_ and sell as much as they can. Create the following 6 columns to track sales and purchases. Try to make a profit.
   1. What did you sell? To whom? For how much?
   2. What did you buy? From whom? How much was it?

# Lesson 6: Health and Medical

Review: In partners, have learners compare items they have bought or seen at a store.

Objectives:

1. Learn to name parts of my body.
2. Learn to talk about where my body hurts.
3. Learn to describe how I feel to a doctor.
4. Learn how to take directions from doctors and how to buy medicine.

Vocabulary: Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word.

1. Body Vocab: eyes, head, foot, back, ears, neck, toe, tooth, arm, knee, mouth, hand, leg, nose, finger, stomach. Add \_\_\_ache to body parts to describe pain.
2. Health Vocab: pain, fever, cough, runny nose, sore throat, cold, diarrhea, sneeze, blow my nose, breathe, throw up, sick, weak, dizzy, tired, nauseous, congested, broken, burn, bruise, scrape.
3. Other Vocab: receptionist, doctor, nurse, medicine, pharmacy, prescription, over-the-counter, Tylenol
4. Grammar: present (cut, hurt, burn, break); past (cut, hurt, burned, broke).
5. Target phrases: I have a \_\_, I have \_\_\_, I feel \_\_\_, Take \_\_\_medicine.

Conversation: First demonstrate the conversation, then have the learners repeat.

Conversation With a Friend:

A: Hey, how are you doing?

B: I feel really sick. I have a fever and a cough.

A: That sounds awful! I am sorry to hear that. You need extra rest.

B: Yes, I do. I am very tired and I can’t go to work. I’ll try to rest later today.

A: I hope you feel better soon.

B: Me, too. Thanks.

Conversation with a Doctor:

A: Hello, Susan, how are you feeling today?

B: Hi, Doctor Green. I don’t feel very well. I have had a headache for three days and my back hurts. I’m in a lot of pain and I can’t sleep.

A: Where does your back hurt?

B: It hurts up here, in between my shoulders. I feel a sharp pain every time I move my neck.

A: Did you do something that hurt your back?

B: Well, I tried to lift a heavy box on Monday.

A: I think you pulled a muscle. I want you to take this medication twice a day with food. Come back and see me in a week.

Guided Practice:

1. Role-play a doctor’s visit from entering the reception area to leaving with a prescription. Let each learner be the patient while you are the receptionist and doctor.
2. Role-play buying medicine at a pharmacy using both prescription and over-the-counter medicine.

Learning Activities:

1. Demonstrate this activity with the following situation: You were in a bike accident. Tell the learners to imagine what kind of problems would happen if they were in a bike accident. Then describe your injuries and problems to the class. Example: “I was riding my bike and I hit a tree. When I hit the ground, I hurt my wrist. When I move my wrist, it really hurts. I think it is broken.” Have learners think of different injuries and problems that might result from the different situations. The goal is to help them describe injuries and problems. Have them switch partners and situations a few times.

# Lesson 7: Education

Review: Ask learners to describe a hypothetical health problem they have.

Objectives:

1. Learn basics for how the education system works in the United States.
2. Learn to talk about school with teachers and family.
3. Learn to talk about school supplies.

Vocabulary: Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word.

1. Vocab: student, teacher, principal, counselor, classroom, homework, signature, school district, test, quiz, scores, grade, report card, detention, bell schedule, lunch, recess.
2. Supplies: book, pencil, paper, crayons, glue, calculator, tape, ipad, laptop.
3. Subjects: math, English, social studies, science, art, choir, band, computers, biology, chemistry, physics, P.E. (physical education).
4. After-school activities: sports, basketball, soccer (futbol), track and field, football, clubs, choir.

Conversation: First demonstrate the conversation, then have the learners repeat.

Conversation at home:

A: How was school today?

B: It was good, thank you. I was late to science class though.

A: Oh no, try not to do that.

B: And my teacher gave me a lot of English homework. I need some paper and a pencil.

A: Okay, great. You need to finish your homework before you go to basketball tonight.

B: Yes, mom. I will do my homework first. I am excited to play basketball tonight.

Conversation at school:

A: Welcome to our school! I am your new math teacher, and we are in room 201.

B: Thank you. My name is Omar.

A: Yes, we are glad you are a student here. Please open your book to page 75 so we can talk about the lesson for today.

B: Okay. Can you help me?

A: Yes. I will be available after class to help you with the homework.

Guided Practice:

1. Demonstrate the conversation. Add your own information in the blanks, or use the suggestions underlined. Then have learners practice the conversation. After they practice the conversation once, have them switch roles.

Learning Activities:

1. Ask the learners: “What did you do at school today?” Choose a learner to answer. They may say something like, “I had science,” or “Recess was really fun,” etc.
2. Provide a simple bell schedule and ask the learners questions about it. You can ask questions such as who the social studies teacher is, when English class is, or what time the first class starts.
3. Have a pile of school supplies, pictures of school supplies, or draw several school supplies on the board. Ask the learners to pack their school backpack and name the supplies as they put each one into their bag.

# Lesson 8: Jobs and Careers

Review: Ask learners to describe their day at school, including about a subject with homework.

Objectives:

1. I will learn to say what I do for work.
2. I will learn to ask and say what someone does for work.
3. I will learn to say where I work.
4. I will learn to ask and say where someone works.

Vocabulary: Draw, act out, or give examples to help learners understand the meaning of the words. After learners understand, ask them to repeat each word.

1. Places: office, factory, hospital, store, restaurant, school
2. Job Descriptions: factory worker, secretary, teacher, cashier, mechanic, farmer, doctor, nurse, server, electrician, salesperson, hair stylist, fisherman, artist
3. Target Phrases: I am a nurse . I work at a factory . He (or She) is a mechanic . He (or She) works at a restaurant .

Conversation: First demonstrate the conversation, then have the learners repeat.

Conversation 1:

A: So, what do you do for work?

B: I’m a teacher.

A: Oh, really? Do you like being a teacher?

B: Yes, I love it! It is very rewarding.

Conversation 2:

A: I just got a new job!

B: Wow, that’s great! Where do you work now? A: I work at the restaurant on Main Street.

Guided Practice:

1. Bring 6 different pictures of people doing different jobs. Label them 1 - 6. Say one of the numbers (1–6) and ask one of the learners to pretend to be the person in that picture. Then ask the learner, “What do you do for work?” He or she responds with, “I’m a .” Then ask the rest of the class, “What does he do for work?” or “What does she do for work?” Learners respond with, “He (or She) is a .” Have learners practice with a partner, using all the pictures

Learning Activities:

1. Demonstrate before dividing into groups. You will be person A in the demonstration. Choose an occupation and write it down on a paper that the learners can’t see. Then ask two learners to help you demonstrate. Follow the conversation 1 in this lesson. Person A will tell person B where he or she works. Then person B will tell person C where person A works. After learners finish the conversation, person B and person C will talk to each other and try to think of the occupations that person A might have. For example, if person A said that he or she works in a hospital, person A could be a doctor or a nurse. After person B and person C guess person A’s occupation, they should ask person A what his or her occupation is. Then person A will answer and show them the occupation he or she wrote.
2. Learners ask each other 3 questions and write down the answers. These questions are “What do you do for work?” “Where do you work?” and “Do you enjoy being a \_\_\_\_? Yes/No” After learners write down all the answers, call on them to describe another learner to the whole class.
3. Say an occupation and have the learners raise their hands if they know someone who does that job. Then ask who the person is and where the person works.