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Dreaming Wide

In September 2017, I started teaching a class of refugee children in Samos, Greece. The “Dreamers Program”, as it later came to be known as, is the only source of education for 13 and 14 year olds living in the Hotspot, on the island.

We teach English, Greek, Math, Geography, Biology, Art, Sexual Education, Cooking and Basketball. Over the first six months of coordinating the program, the results were astonishing. The children, including those who had never been in school before, showed great improvement, so much so that some of them can now act as my unofficial translators with other adults in the center and in the camp.

It wasn’t an easy journey. When I walked in the first time, gruesome fights were a daily occurrence. The kids would throw chairs at one another for apparently no reason.

How to blame them? They suffer from the traumas they endured in the war, during the migration and even now in the camp. Their families are often unstable, carrying the same scars.

Six months on, however, fights have subsided, in spite of the eight nationalities and almost as many languages and cultures that make up the class population.

How was this possible? We provided a structured, safe and trusted environment for them to thrive. Today, these children are starting to be children again.

Three months into the program, the class was stable enough to vote their own name, and so the Dreamers came into being.

The life of refugees is hard, especially when they move on to the mainland, where drugs, crime and prostitution run wild among the marginalized. But if I have even an ounce of hope that some of these kids will survive the challenges that the world will throw at them, I know it’s also thanks to this class.

“Dreaming Wide” is meant for refugee children struggling to receive the only thing that they are truly asking for: a fair chance.

- Nicolo Govoni
A, B... C!

Understanding the importance of the program:

Informal education classes are created to compensate for the void left by the system.

You step in to provide children an alternative to the damaging routine they are often subject to in as refugees. This is why it is essential for the teachers to provide not only informal education, but also a friendly, structured and secure environment.

The Dreamers program, for instance, is not merely education, but a form of therapy: in many cases, you will have a lifelong positive impact on the lives of your students.
GAME! 1, 2... BUZZ!

1. Choose a number of the day, say 3.
2. One student begins and counts aloud “One” and the next says, “Two.” The third student, instead of saying the number aloud, says, “Buzz.”
3. The game continues around the class with the students saying the next number in line as quickly as possible until the chosen number or one of its multiples or a number containing it, in this case 3, is reached.
4. Instead of saying the number aloud the child due to count says, “Buzz.”
SOUND OUT AND READ!

T E N T = TENT

C A M P = CAMP

SOUND OUT

<table>
<thead>
<tr>
<th>green</th>
<th>Greece</th>
<th>marker</th>
</tr>
</thead>
<tbody>
<tr>
<td>animal</td>
<td>more</td>
<td>table</td>
</tr>
<tr>
<td>open</td>
<td>today</td>
<td>map</td>
</tr>
<tr>
<td>quiet</td>
<td>Dreamers</td>
<td>Europe</td>
</tr>
<tr>
<td>hill</td>
<td>rain</td>
<td>camp</td>
</tr>
<tr>
<td>learn</td>
<td>teacher</td>
<td>Alpha</td>
</tr>
<tr>
<td>pizza</td>
<td>tomorrow</td>
<td>read</td>
</tr>
<tr>
<td>cook</td>
<td>write</td>
<td>school</td>
</tr>
</tbody>
</table>

Exercise 1

WRITE THE LOWER CASE LETTER

A ___ B ___ C ___
D ___ E ___ F ___
G ___ H ___ I ___
J ___ K ___ L ___
M ___ N ___ O ___
P ___ Q ___ R ___
S ___ T ___ U ___
V ___ W ___ X ___
Y ___ Z ___

CIRCLE THE VOWEL

a z n f s t c
x j d t e p w
i q b v u h
r g k m l o y
Exercise 2

SOUND OUT AND WRITE

book  chair  hat  bike  dog
Your _______ is nice.
He has a new _______.
The _______ has two wheels.
The _______ is soft.
The _______ is funny.

GAME!

Prepare and divide A-Z flashcards among all the students. Put students in a line (or mixed around room for harder task) and play/sing the ABC song. As it plays, each student must hold up their corresponding alphabet flashcard.

Exercise 3

LONG VOWELS

c_k_  h_v_

Exercise 4

SHORT VOWELS: Listen to your teacher and circle the vowel
GAME!

The teacher holds up a letter flashcard and the students search around the room for an object beginning with that letter. (e.g. A - arm, B - book, C - clock). You can also do this activity by spreading picture flashcards around the classroom and having students find the picture that has the correct first letter.

Exercise 5

CONSONANT BLENDS   CONSONANT DIGRAPHS

GAME!

Exercise 6

LISTEN AND CHOOSE THE MATCHING BLEND

GAME!

The teacher holds a pack of alphabet flashcards with the letters facing towards him/her. The last card should be turned around so the letter is facing the students but is hidden as it is behind the pack. Slowly pull the flashcard up inch by inch so the students can only see part of the letter. As the letter is slowly revealed, students try to guess what it is. The first student to guess correctly keeps the card (1 point).
Chapter 2

HELLO WORLD!

Schedule:

A structured schedule is the key to the success of any educator, and even more so when teaching children who suffer from trauma.

Make sure to define a routine for your class of which the children are aware. Repeatability and predictability is essential to instill a sense of safety in children who lack stability.

Your indisciplined students, those who seem to wholeheartedly reject any kind structure, are those who crave it the most. Be strict. They will love you for that.
GAME!

GETTING TO KNOW YOU

Materials: A medium-sized ball

Purpose: To introduce yourself to the students, and vice versa

Best used: At the start of a lesson

• Start with the sentence ‘My name is’. Tell the students your name, and write the sentence ‘My name is …’ on the board.

• Ask a few students ‘What is your name?’ to make sure they know the sentence.

• Ask the students to stand up and throw the ball to one student, asking ‘What is your name?’ The student should reply ‘My name is…’.

• The student then throws the ball to another student and sits down. The game ends when all the students have introduced themselves and are seated.

GOOD PRACTICE

From now on, ask the students to **recap** what they learnt at the end of every class.

Useful Phrases

What’s your name? How old are you? How are you?
Dialogue 1
Student A: Hello.
Student B: Hi.
Student A: What's your name?
Student B: My name is Mohammad.
Student A: Hi, Mohammad. I'm Sidra.
Student B: Nice to meet you, Sidra. How do you spell your name?
Student A: S-i-d-r-a.

Dialogue 2
Student A: Hello there!
Student B: Hi. I'm ________________.
Student A: Hi, _________________. I'm _________________.
Student B: Nice to meet you, _________________. How do you spell your name?
Student A: _____________________.

Dialogue 3
Student A: Hello, I'm _________________.
Student B: Hi, _______________. How old are you?
Student A: I'm _______ years old. And you?
Student B: I'm ________.

WHAT'S YOUR NAME?

HOW OLD ARE YOU?
<table>
<thead>
<tr>
<th>Exercise 1</th>
<th>CHOOSE THE RIGHT PRONOUN</th>
</tr>
</thead>
</table>

| 1 | Maryam is good at basketball. | _____ is good at basketball. |
| 2 | Judy broke his hand. | _____ broke his hand. |
| 3 | The teacher's cat is called Alibaba. | _____ is called Alibaba. |
| 4 | Suleyman is flying a kite. | _____ is flying a kite. |
| 5 | Amir and Matin are brothers. | _____ are brothers. |
| 6 | Grace and I teach the class. | _____ teach the class. |
| 7 | This book is too long! | _____ is too long! |
| 8 | The chairs are made of plastic. | _____ are made of plastic. |
| 9 | The teacher and the students meet at 9. | _____ meet at 9. |
| 10 | Mohaddeseh has two siblings. | _____ has two siblings. |
WHERE ARE YOU FROM?

Dialogue 4

Student A: Hi, ___________.
Student B: Hey, ___________.
Student A: Where are you from?
Student B: I’m from ___________. And you?

HOW MUCH IS IT?
THANK YOU!

Dialogue 5
Student A: Hi! Can I help you with that bag? It looks heavy!
Student B: Sure, I appreciate it!
Student A: No problem, it’s my pleasure!

GIVING COMPLIMENTS!

Dialogue 6
Student A: You do a great job in class!
Student B: Thank you!

Dialogue 7
Student A: You look handsome!
Student B: Thanks! You look beautiful, too!

SORRY!

Dialogue 8
Student A: I am sorry I’m late!
Teacher: No problem!

Thank you for your help. I ________ it!
No ________, I am happy to ________!
Aw, _______ you!
You too!
You look ________ today!
Chapter 3

I AM HERE TO STAY

Classroom Management Plan:

Don’t yell, scold or lecture. Instead, empower your students and hold them accountable for their misbehavior.

A CMP allows you to demand impeccable behavior without causing friction and resentment, which then frees you to build meaningful and influential relationships with your students.

Your rules should be fully enforceable, lack ambiguity and discourage arguing and complaining. They are what they are. You either break them or you don’t. Always ensure that your students feel in charge of their learning, through thick and thin.

My Classroom Management Plan:

1. Listen and follow directions.
2. Raise your hand before speaking or leaving your seat.
3. Keep your hands and feet to yourself.
4. Respect your classmates and your teacher.

Consequences:

• 1st consequence: warning
• 2nd consequence: time-out
• 3rd consequence: letter home
THE FLY SWAT GAME

Materials: Blackboard, Flashcards for the chosen topic.

Two fly-swats (if you don't have fly swats the students can use their hands).

Purpose: To check that the students can hear the word and recognize it.

Best used: After the new vocab has been introduced.

1. Stick the chosen flashcards to the board.
2. Split the class into 2 teams
3. Ask 1 student from each team to stand in front of the board.
4. Give them the fly-swats and shout out one of the words. The first team to hit the correct flashcard gets a point.

BE - SIMPLE PRESENT

POSITIVE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Positive Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I am</td>
</tr>
<tr>
<td>You</td>
<td>You are</td>
</tr>
<tr>
<td>He/She/It</td>
<td>He/She/It is</td>
</tr>
<tr>
<td>We/They</td>
<td>We/They are</td>
</tr>
</tbody>
</table>

NEGATIVE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Negative Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I am not</td>
</tr>
<tr>
<td>You</td>
<td>You are not</td>
</tr>
<tr>
<td>He/She/It</td>
<td>He/She/It isn't</td>
</tr>
<tr>
<td>We/They</td>
<td>We/They aren't</td>
</tr>
</tbody>
</table>

QUESTIONS & ANSWERS

<table>
<thead>
<tr>
<th>Question Form</th>
<th>Answer Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is he/she/it?</td>
<td>Yes/No, He/She/It is/He/She/It isn't</td>
</tr>
<tr>
<td>Are we/they?</td>
<td>Yes/No, We/They are/We/They aren't</td>
</tr>
</tbody>
</table>
**Exercise 1**

**FILL IN THE BLANKS**
Ex. She is 14 years old.

1. Europe _____ my new home.
2. Dilva _____ very good at math.
3. Abdol Moumen _____ from Algeria.
5. Mahnaz’s hair _____ long.
6. It _____ very hot today.
7. I _____ a good student.
8. The dog _____ hungry.
9. My rights _____ important.
10. The teacher _____ 25 years old.

**Exercise 2**

**POSITIVE & NEGATIVE SENTENCES**

Ex. Oranges are fruit. They aren’t vegetables.

1. Samos _____ an island. It _____ a country.
2. I _____ at school. I _____ not at work.
3. Winters _____ wet in Greece. They _____ hot.
4. Ice cream _____ sweet. It _____ sour.
5. I _____ a good person. I _____ a bad person.
6. Basketball _____ a team sport. Tennis _____ a team sport.
7. Elephants _____ heavy. They _____ light animals.
8. Lemons _____ sour. They _____ sweet.
9. We _____ children. We _____ adults.

**Exercise 3**

**SHORT ANSWERS**

Ex. Are you a doctor? (no) No, I’m not.
Ex. Are you a student? (yes) Yes, I am.

1. Are you sick? (no) ______________
2. Are they in the camp? (yes) ______________
3. Is that mobile expensive? (no) ______________
4. Is this exercise difficult? (no) ______________
5. Are you tired? (no) ______________
6. Is she a basketball player? (yes) ______________
7. Are your neighbors Kurdish? (no) ______________
8. Is your teacher nice? (yes) ______________
9. Is he from Palestine? (no) ______________
10. Are you happy? (yes) ______________
There is _______.

There are _________.

**Exercise 1**

**MATCH**

1. **There are** 10 crackers on the table.
2. **There is** a slice of pizza on the table.
3. **There is** an apple on the table.
4. **There are** 3 slices of cheese on the table.
5. **There is** a glass of milk on the table.

**Exercise 2**

**CHOOSE**

1. There ______ a bowl of soup in the microwave.
   a) is     b) are
2. There ______ 4 slices of ham on my sandwich.
   a) is     b) are
3. There ______ 12 eggs in the carton.
   a) is     b) are
4. There ______ 1 slice of pizza in the box.
   a) is     b) are
5. There ______ a glass of juice on the table.
   a) is     b) are
6. There ______ 7 pieces of candy in the box.
   a) is     b) are
7. There ______ 2 tomatoes in this salad.
   a) is     b) are
8. There ______ a cup of tea on my desk.
   a) is     b) are
GOOD PRACTICE
From now on, ask the students “How are you?” each time you enter the class.

• They will probably answer “fine”.
• Suggest different answers.
• Write them on the board.
• Mime other answers and ask them to guess.
• Write these on the board.

GAMES!
• Make a list of your daily emotions: Ask the class to think about the situations they face in their daily lives and attach feelings to them.
• Go people-watching: Ask the students to visit the school (or neighborhood) and describe the feel of the people they see.

EMOTIONAL INTELLIGENCE
Emotional intelligence is the ability to manage and express one’s emotions, developing self-control and problem solving. An emotionally intelligent child, studies reveal, grows up into a healthier, wealthier individual, who is also less likely to have criminal records or trouble with substances. Emotional intelligence is twice as strong a predictor as IQ, and it can be taught.

• Emotions are concepts: They’re not universal. They’re learned. Listen and empathize: your students will mirror you.
• Emotional intelligence is in the dictionary: Keep on expanding the class’ emotion words so you can feel new emotions. Make sure the students understand each word (e.g. teach the difference between “sad” and “lonely”).
• Voice your emotions: Teach the class not to shy away from what they feel but to share it with others instead. Teach them to say “Thank you”, “Please” and “Sorry”. Teach them to say “I love you” or “You hurt me” when they feel like it.
• Create new emotions: Encourage the class to make up new words to describe feeling they cannot quite place.
Exercise 1

DRAW

He feels ________.  She feels ________.  He feels ________.  She feels ________.  He feels ________.  She feels ________.  He feels ________.  She feels ________!

Exercise 2

TRACE AND MATCH

sad  scared  happy  surprised  mad

He is ________.

She is ________.

HOW ARE YOU?
Exercise 2

ANSWER TIME

What makes you feel happy?

Are you tired today? Why or why not?

What are you worried about?

When did you last feel surprised?

Are you scared of spiders? Anything else?

Do you get bored on weekends?

What makes you feel sad?

What are you excited about?

What makes you feel angry?

VOCABULARY: THE MAIN SQUARE

Palm tree
Lion statue
House
Lamppost
Café
Bench
BREKKFAST AROUND THE WORLD!

What do you eat for...

<table>
<thead>
<tr>
<th>Time</th>
<th>Country</th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
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</thead>
<tbody>
<tr>
<td>8 O’CLOCK</td>
<td>UNITED KINGDOM</td>
<td>GRILLED TOMATOES</td>
<td>EGGS</td>
<td>SAUSAGES, BACON</td>
</tr>
<tr>
<td></td>
<td>KENYA</td>
<td>FLATBREAD</td>
<td>FRUIT</td>
<td>UJI</td>
</tr>
<tr>
<td></td>
<td>GERMANY</td>
<td>SAUSAGES</td>
<td></td>
<td>BREAD ROLL</td>
</tr>
<tr>
<td></td>
<td>INDIA</td>
<td>DOSA</td>
<td>CHUTNEY</td>
<td>SAMBAR</td>
</tr>
</tbody>
</table>

I <3 pizza

Food
Exercise 1
MATCH AND COLOR

Exercise 2
I LIKE / I DON’T LIKE

Game!
PRETEND TO BE AT A RESTAURANT

Waiter: Good evening. Can I take your order?
Customer: Can you give me a few more minutes?
Waiter: Sure, take your time. (Wait) Are you ready to order now?
Customer: Yes. Can I have a pizza, please?
Waiter: What kind?
Customer: I would like a chicken pizza, please.
Waiter: Would you like anything to drink?
Customer: A coke, please. Thank you!

I LOVE FOOD!
Drawing Time!

DRAW YOUR FAVORITE FOOD

LUNCH AROUND THE WORLD

WHAT DO YOU WANT IN YOUR SANDWICH?
Ethnic Tension:

The ethnic tension between different communities is one of the main issues among adults, and the animosity of it can trickle down to your class. The language barrier often makes petty disagreements blow out of proportion, resulting in physical confrontation. The ethnic gap however can be filled:

- Focus on class unity and identity. Create common ground for them to have positive interactions.

- Avoid putting it into words; provide a stable environment to foster their friendship instead.

- Don’t rely on parents’ intervention; that’s where the often animosity comes from.
PICTIONARY

Materials: Whiteboard

Purpose: To make sure the students can hear the word and understand the meaning

Best used: After the new vocab has been introduced

1. Split the class into 2 teams. Ask a member of each team to come to the front of the class and give them a piece of chalk.

2. Whisper to the students one of the new words (it can be the same word or 2 different words).

3. The students must race to draw the picture on the board. The first team to shout out the correct answer wins a point.

I HAVE RIGHTS!
Exercise 1
FILL IN THE GAPS

2. My police paper _____ two stamps.
3. Amir _____ a good future ahead.
4. They _____ hope.
5. Dilan _____ a sister and a brother.
6. I _____ a lot of friends.
7. We _____ a big classroom.
8. My teacher _____ a surprise for the class.
9. You _____ a great personality.
10. This cat _____ beautiful eyes.

Exercise 2
CHOOSE THE RIGHT VERB

Exercise 3
FILL IN THE GAPS

2. My police paper _____ two stamps.
3. Amir _____ a good future ahead.
4. They _____ hope.
5. Dilan _____ a sister and a brother.
6. I _____ a lot of friends.
7. We _____ a big classroom.
8. My teacher _____ a surprise for the class.
9. You _____ a great personality.
10. This cat _____ beautiful eyes.
Exercise 4

I KNOW MY RIGHTS

1. I _____ a right to protection from discrimination.
2. Dilva _____ a right to go to school.
3. You _____ a right to play and rest.
4. Fatima _____ a right to an identity, a name and nationality.
5. Mohammad _____ a right to be cared for by his parents.
6. You _____ a right to an opinion and to be listened to.
7. We _____ a right to information.
8. I _____ a right to believe what I choose and practice my religion.
9. Aisha _____ a right to privacy.
10. We _____ a right to protection from violence, abuse or neglect.
11. Suleyman _____ a right to protection in a new country.
12. Refugee children _____ the same rights as any other children.
13. If you _____ any disability, you should receive special care.
14. Ali _____ a right to be protected from unsafe physical discipline.
15. We _____ a right to good quality health care and good food.
16. You _____ a right to help from the Government of your host country.
17. Judy _____ a right to protection from dangerous drugs.
18. Every child _____ a right to protection from exploitation of any form.
CHARADES
Purpose: To make sure the students can understand the meaning

Best used: After drilling, with topics such as animals, sports and jobs

1. Split the class into 2 teams. Ask a member of each team to come to the front of the class, and whisper a word to each of them (it can be the same word or 2 different words).

2. The student should act out the word. The first team to shout the correct answer wins a point for their team.

LET’S COLOR THIS WORLD!

Colors

- Apples are red.
- Oranges are orange.
- Bananas are yellow.
- Avocados are green.
- Blueberries are blue.
- Plums are purple.
- The inside of a watermelon is pink.
- The outside of a coconut is brown.
- The inside of a pear is white.
- Blackberries are black.

Likes & Dislikes

- I like red apples.
- I like orange oranges.
- I like yellow bananas.
- I don’t like brown avocados.
- I don’t like green blueberries.
- I don’t like purple fruit.
- I like pink watermelon.
- I like white coconuts.
- I don’t like brown pears.
- I don’t like red berries.
Exercise 1
WRITE

Exercise 2
COLOR

Exercise 3
MATCH

Exercise 4
FILL IN THE GAPS
1. Oranges are _____.
2. Lemons are _____.
3. The grass is _____.
4. The walls of my class are _____.
5. The fire truck is _____.
6. My teacher’s eyes are _____.
7. The sky today is _____.

What's your style?

Clothes

TIME TO DRESS UP!
Exercise 1
COLOR THE RIGHT CLOTHES

Exercise 2
FILL IN THE GAPS

Exercise 3
DRAW THE CLOTHES
THAT YOU ARE WEARING
YOUR BODY, YOUR CHOICE

DON’T BE SHY! Tell people if you don’t want them to touch you!

SONG!
Head, Shoulders, Knees and Toes

Introduce the body vocabulary by pointing to the appropriate place on someone.

Check understanding by pointing to a body part and asking them what it is OR saying a body part and asking them to point to right body part.

Go through the song a couple of times.

PRACTICE!
Making sentences

Write I have... on the board and explain what it means.

Say I have a head or I have a nose and get the class to repeat it.

Ask a student How many heads do you have? Repeat for other parts of the body. Write everything on the board.
THIS IS MY BODY!

Exercise 1

MATCH AND COLOR

Write the parts of the body:
- Neck  - Eye
- Nose  - Finger
- Mouth - Leg
- Ear   - Waist
- Toe   - Knee
- Foot  - Arm
- Hand  - Arm

Colour Bart's body as indicated:
- Eye
- Hand
- Ear
- Waist
- Nose
- Foot
- Arm
- Neck
Exercise 2

MATCH AND COLOR

Exercise 3

DESCRIBE THE STUDENT NEXT TO YOU WITH COLORS, CLOTHES AND BODY PARTS

Jan has a __________, a __________, and __________.

Dani has a black t-shirt and gray pants.
Chapter 5

WHAT DO WE DO?

Community Visits:

It is highly beneficial to network with the families of your students to create a sense of trust and inclusion, and so facilitate their process of integration.

Arrange with your students to visit their family after class. Introduce self/teacher to parent; ask them to encourage their child to attend class every day. Stress the importance of education both here and later on in life, leading up to university.

Do accept tea/cola if offered. Do not enter living spaces if not specifically invited. The visit can be brief and friendly; no need for an interpreter.
I run, you swim, he fishes

Simple Present

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Person</td>
<td>I run.</td>
</tr>
<tr>
<td></td>
<td>We run.</td>
</tr>
<tr>
<td>Second Person</td>
<td>You run.</td>
</tr>
<tr>
<td></td>
<td>You run.</td>
</tr>
<tr>
<td>Third Person</td>
<td>He / She / It runs.</td>
</tr>
</tbody>
</table>

1. RUN
2. SAY
3. LISTEN
4. ASK
5. THINK
6. GIVE
7. GO
8. READ
9. COME
10. WANT
Exercise 1

MATCH THE VERB

1. I _____ to school.
2. She _____ at the port everyday.
3. Murthaza _____ up and down the hill.
4. Islam _____ even in the cold.
5. Tamara _____ basketball twice a week.
6. Amir and Matin _____ Dama during the break.
7. Romooze _____ the rope near the olive trees.
8. Abdol Aziz _____ for his family.
9. We _____ beautiful horses and butterflies.
10. Everybody _____ movies on their phones.
Exercise 2

MY DREAMERS TEAM
This _____ (be) my basketball team. We _____ (practice) on Tuesdays and Thursdays after school. Our team _____ (be) the Dreamers Team. We _____ (have) both girls and boys on our team. Graham _____ (be) our coach. He _____ (be) a very good coach. He _____ (be) from the USA and he _____ (shoots) well. Sometimes he _____ (buys) us ice cream after we _____ (play).

ANSWER
1. When do we practice basketball?
_______________________________________
2. What’s the name of the team?
_______________________________________
3. Where is the coach from?
_______________________________________

Exercise 3

CHOOSE
1. I _____ at 7 o’clock. (wake up/wakes up)
2. Nafeh _____ in Thessaloniki. (live/lives)
3. Mustafa _____ to go to school. (love/loves)
4. We _____ to go to university. (plan/plans)
5. They _____ coffee every morning. (drink/drinks)
6. Alan _____ two brothers. (have/has)
7. Sara _____ her father at work. (help/helps)
8. You _____ responsibility for your actions. (take/takes)
9. I always _____ the truth. (tell/tells)
10. Saleh _____ cartoons on Sunday morning. (watch/watches)
11. We _____ of each other. (take care/takes care)
12. We _____ (respect/respects) everybody.
13. Suleyman _____ (like/likes) to play basketball.
WHAT DO YOU DO EVERYDAY?

MY DAILY ROUTINE

I _______ at 7 o’clock.
I _______ my teeth at 7.15.
I _______ tea at 7.30.
I _______ in the line at 8.45.
I _______ breakfast at 9.00.
I _______ to school at 9.15.
I _______ school at 1.00.
I _______ lunch at 1.30.
I _______ with my friends at 2.00.
I _______ fishing at 4.00.
I _______ back to camp at 6.00.
I _______ dinner at 7.00.
I _______ football with the police at 8.00
I _______ a movie on my phone at 9.00.

Exercise 4

GIRLS ARE THE BEST

People _____ (to tell) young girls that women and men _____ (to be) not equal. That _____ (to be) false. No matter what people _____ (to say), you _____ (to know) this is wrong.

Women and men _____ (to be) equal. Women can _____ (to play) sports just as well as men. Women can _____ (to go) to school, just like men. Women _____ (to lead) businesses and governments, just like men. Every woman _____ (to be) born free. Women _____ (to be) smart, funny, and successful.

Exercise 5

ASK A CLASSMATE

CHOOSE

Go - Watch - Play - Have - Walk - Go -
Play basketball - Have - Finish - Run -
Eat - Stand - Drink - Brush - Wake up
READ A BOOK WITH THE CLASS

Title: 
Author: 
Publisher: 
Storyline: 

Book Review

What I liked best: 

What I didn't like: 

Name of reviewer: 
Date started: 
Date finished:

Favourite character

Picture of favourite character

Illustrations box

Too few 
Just right 
Interesting
Too many 
Boring

Word difficulty box

Too easy 
Just right 
Too hard

Recommendation box

Highly recommended 
Reasonable 
Not recommended
It is her book.

These books are new.
Exercise 1

FILL IN THE GAPS

1. This is _____ my bicycle.
2. This is _____ skateboard.
3. This is _____ piano.
4. This is _____ guitar.
5. This is _____ leash.
6. This is _____ swing set.
7. This is _____ car.
8. This is _____ TV.
9. This is _____ food dish.
10. This is _____ house.

VOCABULARY: THE CINEMA

Screening room
Screen
Speakers
Seat

Exercise 2

FILL IN THE GAPS

1. Where is _____ container? I can’t find you.
2. Suleyman, is that _____ pen on the table?
3. What is _____ name? _____ is Donia.
4. I think this is _____ book. He dropped it on the floor.
5. _____ are Amir and Dilva. They are good students.
6. Judy knows _____ rights.
7. Did the cat eat all _____ food?

This is _____ cellphone.
Exercise 3

FILL IN THE GAPS
1. Are _____ your cigarettes? No, I don’t smoke!
2. _____ is my friend Ali.
3. Aya’s house is _____ one down the road.
4. Is _____ your juice? May I have a sip?
5. _____ is the container of my friend.

_____ are the rules.

VOCABULARY: THE CLASSROOM

- Chair
- Cupboard
- Curtains
- Desk
- Map
- Light
- Whiteboard
- Chair
Some topics are so important that they should constantly be discussed inside and outside the classroom. By maintaining an ongoing conversation about these issues, teachers can provide a clear message to students over time. The topics to be constantly discussed include: the importance and value of not smoking; the value of higher education in Europe and the reasons to attend school wherever you are; beginning to see themselves as a joining into the cultures and life of Europe; envisioning dreams for their future and possible occupations.
Who do you want to become?

Asking a question

5 WS AND 1H

Who is your teacher?

__________________

When did you arrive here?

__________________

How do you spell your name?

__________________

Why do you come to school?

__________________

What is your favorite subject?

__________________

Where do you want to live?

__________________
Exercise 1

FILL IN THE GAPS

1. We _____ go to school on Sundays.
2. I _____ want to be treated differently.
3. Suleyman _____ fight, he talks.
4. Mohaddesseh _____ give up on her homework.
5. They _____ tolerate injustice.
6. You _____ go to bed after 11pm.
7. She _____ compromise on her education.
8. He _____ let others get hurt.
9. We _____ smoke cigarettes.
10. I _____ always believe what I am told.

Exercise 2

FILL IN WITH QUESTION WORDS AND GUESS

_____ is this guy?

_____ are the cleaning supplies here?

_____ does he have on?
QUESTIONS

E.g. *This is* your bag. *Is this* your bag?
You love pizza. *Do you* love Pizza?
She writes fast. *Does* she write fast?

Exercise 3
WRITE THE CORRECT QUESTION
_____________________________?
1. Yes, I play basketball on Fridays.
_____________________________?
2. Yes, she know her rights.
_____________________________?
3. Yes, they are all my friends.
_____________________________?
4. No, I never hit anybody.
_____________________________?
5. Yes, she goes to school everyday.
_____________________________?
6. No, he doesn’t like the camp.
_____________________________?
7. Yes, I have hope for the future.
_____________________________?
8. No, I am not a thief.
_____________________________?

GAME!
BINGO: Listen to your teacher and cross the cell.
PRACTICE!

WATCH A MOVIE AND ANSWER THE 5Ws1H

Who is the main character? __________________________________________________

Where does he or she live? ________________________________________________

When does the story happen? ______________________________________________

What changed the status quo? ______________________________________________

Why did (or didn’t) you like the movie? ____________________________________

How did the movie end? ___________________________________________________

DRAW YOUR FAVORITE SCENE FROM THE MOVIE
DISAPPEARING WORDS

Materials: Blackboard

Purpose: Reinforce new vocabulary

Best used: Anytime

1. This is a simple activity to enforce new vocab. Write all vocab words on a chalk board and explain each. Once the class understands all of the words and practiced saying them, have everyone close their eyes.

2. While their eyes are closed, erase one of the words from the black board. Ask the students to open their eyes and ask them which word is missing. You can get a little more difficult and erase two words at a time.

Present Progressive

<table>
<thead>
<tr>
<th>Pronouns</th>
<th>First Person</th>
<th>Second Person</th>
<th>Third Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td>I am running.</td>
<td>You are running.</td>
<td>He / She / It is running.</td>
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<tr>
<td>Plural</td>
<td>We are running.</td>
<td>You are running.</td>
<td>They are running.</td>
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Nouns

<table>
<thead>
<tr>
<th>Singular Count Nouns (1)</th>
<th>Examples</th>
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</thead>
<tbody>
<tr>
<td>My friend is running.</td>
<td></td>
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<tr>
<td>My cat is eating.</td>
<td></td>
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</table>

<table>
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<tr>
<th>Plural Count Nouns (2 or more)</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>My classmates are running.</td>
<td></td>
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<tr>
<td>The children are sleeping.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Count Nouns (we can’t count how many)</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water is running down the drain.</td>
<td></td>
</tr>
<tr>
<td>The snowman is melting.</td>
<td></td>
</tr>
</tbody>
</table>
Exercise 1

CHOOSE

1. Maryam ______ ice cream. (am eating/is eating)
2. The movie ______. (are starting/is starting)
3. The dogs ______. (are running/is running)
4. You ______ on your textbook. (is writing/are writing)
5. Mani ______ that old lady to cross the road. (is helping/are helping)
6. She ______ how to defend herself. (are learning/is learning)
7. I ______ tea. (is drinking/am drinking)
8. Grace ______ Judy. (am teaching/is teaching)
9. My sister ______ for the first time. (is walking/are walking)
10. Mahnaz ______ to be a doctor. (is studying/are studying)

Exercise 2

FILL IN THE GAPS

1. We _____ to school at the moment.
2. My brother ___________ the guitar right now.
3. My father ___________ coffee.
4. I ___________ a green sweater today.
5. My sister ___________ to music now.
6. They ___________ pancakes for breakfast.
7. The boy ___________ a bath.
8. The children ___________ in their beds.

Exercise 3

WHAT IS SHE THINKING ABOUT?
Exercise 3
WHAT ARE THEY DOING?

Exercise 4
WRITE THE RIGHT VERB

1. She ______ is doing ______ her homework now.
   (do)

2. The phone ______ ______. Please answer it!
   (ring)

3. They ______ ______ to the park every afternoon.
   (go)

4. He ______ ______ a kite right now.
   (fly)

5. My friends often ______ ______ together.
   (study)

6. We ______ ______ French nowadays.
   (learn)

7. Is the class ______ ______ now?
   (start)

8. Do you ______ ______ broccoli?
   (like)

9. My cousin never ______ ______ TV.
   (watch)

10. The children ______ ______ with a ball at the moment.
    (play)

What is this?
I KNOW
I CAN

Hands-on activities:

The students thrive in learning when they are actively touching, writing, making, and creating. If you can provide worksheets, visuals, crafts, and academic coloring for them, their focus and attention improves greatly. The most difficult learning environment for these students is one where the teacher writes on the board sparingly and lectures in long complex English sentences; don’t do this! They need visuals, gestures, words and repetition to understand concepts. Hands-on activities can also be used to re-group the class when they are getting restless. Once a worksheet or activity is distributed most students are more than willing to attempt to complete it.
WORD FIND STORY

Materials: Blackboard
Purpose: Review and practice new vocabulary
Best used: Anytime

1. To practice listening and use as a review of words and phrases learned, tell a short story.

2. First, write a bunch of vocab on the blackboard and be sure the students understand them all.

3. Then ask two students to come to the front. As you tell the story, when the student hears one of the words on the blackboard, they need to go up and hit it.

4. Each correct word found is a point. When one is selected, have the other students repeat back to you the word/sentence you said.

5. At the end of the story be sure to review for understanding by asking some questions about the story you just told.

Pattern
modal + base verb
Modals are always followed by a base verb. A base verb is a verb with no ending (-s, -ed, -ing, etc.) added to it.

Examples
- I can cook.
- She can ride a bike.
- He can play the guitar.
Exercise 1

FILL IN THE GAPS

1. I ______ go to school today because I have my interview.
2. ______ you speak Kurdish? Yes, I ______.
3. No, Mustafa _____ drive, but he _____ ride a bicycle.
4. We _____ go to the park today because it’s raining.
5. _____ you come play outside? No, I ______. I have to study first.
6. Excuse me, where _____ I buy fresh tomatoes?
7. Penguins _____ fly, but they _____ swim well.
8. Romooze _____ become a doctor if she studies hard enough.
9. I _____ tell the time. _____ you?
10. _____ you see that tent? No, I _____ only see containers.
11. Dilva _____ take the bus on her own.
12. _____ Suleyman trust people who want to help him? Yes, he ____!
13. They ____ defend themselves. They studies martial arts.
14. I _____ wait for my asylum decision, but I _____ wait to get an education!
Exercise 2
MATCH AND FILL

1) A parrot ______ speak, but it ______ swim in the sea.
2) A cat ______ catch a mouse, and it _______ climb trees.
3) A rooster ______ get up very early, but it ______ give you eggs.
4) A snake ______ walk or run because it doesn't have any legs.
5) A goat _______ climb rocks very well, but it _______ fly.
6) A horse _______ really run very fast and it ______ jump over fences.
7) A goose ______ fly for a long time, but it ______ swim underwater.
8) A monkey _______ climb trees and it ______ walk on its legs.
9) A dog _______ fly, but it ______ smell very well.
10) A shark ______ walk or run, but it _____ swim quite fast.

Exercise 3
FILL AND PICK

1. Can you ______? Yes, I can. No, I can't.
2. Can you ______? Yes, I can. No, I can't.
3. Can you ______? Yes, I can. No, I can't.
4. Can you ______? Yes, I can. No, I can't.
5. Can you ______? Yes, I can. No, I can't.
6. Can you ______? Yes, I can. No, I can't.
7. Can you ______? Yes, I can. No, I can't.
8. Can you ______? Yes, I can. No, I can't.
9. Can you ______? Yes, I can. No, I can't.
10. Can you ______? Yes, I can. No, I can't.
11. Can you ______? Yes, I can. No, I can't.
12. Can you ______? Yes, I can. No, I can't.

Word bank:
cook - dance - play the guitar - play the piano - play tennis - ride a bicycle - ride a horse - sing - skate - skip - speak English - swim

Exercise 4
FILL IN THE GAPS
1. I _____ chose who I want to become.
2. Maryam and Dilva _____ do whatever job they like.
3. Ahmad _____ dream up a good life for himself and his family.
4. We _____ change the world.
VALUES AUCTION

The class will choose their own values in an auction. Give each student ten plastic coins. Write on the board: “1 coin = 10 Dreamer’s gold” and “This _____ costs _____ DG.”

1. Explain that an auction is like a marketplace where people can set the price that they want to pay for something. But be careful—it’s also a competition with other buyers!

2. Write 20 different values on the board and explain their meaning.

3. Explain that during the auction, each student will have to raise his/her hand and call out the price they want to pay for that value. The teacher is the auctioneer, so at the end of the auction, you will say, “Going once…going twice…sold!” Demonstrate this cycle once.

4. When each value is sold, ask the winning buyer to go up to the board and fill in the blanks, e.g. “Honesty is worth 20 DG.” Ask them to read this sentence aloud as a class. The winning buyer will then pay the teacher the correct number of coins.

WHERE IS IT?

<table>
<thead>
<tr>
<th>preposition</th>
<th>example</th>
<th>translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
<td>The dishes are in the cabinet.</td>
<td>inside</td>
</tr>
<tr>
<td>on</td>
<td>The dog is on the sofa.</td>
<td>upon, on top of</td>
</tr>
<tr>
<td>next to / beside</td>
<td>The recliner is next to the end table.</td>
<td>close to</td>
</tr>
<tr>
<td>near</td>
<td>The TV is near the stereo.</td>
<td>close to, close by</td>
</tr>
<tr>
<td>above</td>
<td>The painting is above the bed.</td>
<td>over, on top of</td>
</tr>
<tr>
<td>under</td>
<td>The rug is under the coffee table.</td>
<td>under</td>
</tr>
<tr>
<td>across from</td>
<td>The fridge is across from the stove.</td>
<td>across from</td>
</tr>
<tr>
<td>between</td>
<td>The kettle is between the toaster and the microwave.</td>
<td>between</td>
</tr>
<tr>
<td>in front of</td>
<td>The rug is in front of the TV.</td>
<td>in front of</td>
</tr>
<tr>
<td>behind</td>
<td>The cat is behind the coffee table.</td>
<td>behind</td>
</tr>
</tbody>
</table>
Exercise 1

FILL IN THE GAPS

1. The TV is _____ to the whiteboard.
2. The cupboard is _____ the whiteboard and the curtains.
3. The desks are _____ the whiteboard.
4. The fire extinguisher is _____ the wall.
5. The books are _____ the cupboard.
6. The floor is _____ the desks.
7. The poster is _____ the curtains.

Exercise 2

FILL AND DRAW YOUR CRAZY HOUSE

I live in a strange house! In my bedroom, there is a _______ on my bed.
I have a painting of a _______ above my desk, and the walls are
painted _______ and _______.

In the living room, the TV is _______ the sofa.
There is a _______ rug on the wall, and my
pet _______ is sleeping on the stereo.

In my kitchen, the microwave is _______ the sink.
There is a _______ in the fridge. Every morning, my mom makes
_________ in the toaster. Do you want to come over to my silly house?
GAME!

- Count up to 20 with the students.
- Draw a clock on the board with the numbers 1-12.
- Write the words ‘o clock’ on the board.
- Explain what ‘one o clock’, ‘two o clock’, etc. mean by drawing hands on the clock.
- Draw hands on the clock and ask them ‘What time is it?’
- Repeat with different times.
- Once they seem to understand and are able to ask and respond to the question, get a student to come up and draw a time on the board.
- Then they ask their classmates the question.
Exercise 1
MATCH TIME AND CLOCKS

Exercise 2
DRAW THE HANDS OF THE CLOCKS
Exercise 3
CHOOSE THE RIGHT TIME

Exercise 4
ANSWER THE QUESTIONS

1. What time do you wake up in the morning?
   I wake up at

2. When do you eat breakfast?

3. What time do you go to school?

4. What time do you eat lunch?

5. What time do you do your homework?

6. When do you eat dinner?

7. What time do you watch TV?

8. What time do you brush your teeth?

9. When do you go to bed?

WHAT’S YOUR FAVORITE TIME OF THE DAY AND WHY?
Co-teaching Practices:

If you have a co-teacher or a teaching assistant, it is essential for the wellbeing of the program to cultivate an open, trusting and stable relationship.

Always be honest and upfront about differences in your teaching approach in and out of the classroom. Solve problems as soon as they arise.

Show a united front to the students. Always have each other’s back and never contradict one another in front of the class.

Clarify who’s doing what beforehand. Make sure you’re working efficiently and promoting a positive environment. It can be a tough job, you want your co-teacher to be your best source of support.
GOOD PRACTICE

From now on, ask the students “What did you do yesterday?” each time you enter the class.

PAST TENSE

**Affirmative**

I walked

**Interrogative**

Did she walk?

**Verb: Be**

I was

You were

She/He/It was

We were

They were

**Negative:** I wasn’t / You weren’t

**Verb: Have**

I had

You had

She/He/It had

We had

They had

I didn’t walk
Exercise 1

**FILL IN THE BLANKS**

1. I _____ (dance) last Friday.
2. They _____ (clean) their container in the morning.
3. He _____ (hug) his friends after the basketball match.
4. Romooze _____ (play) on the hill everyday last week.
5. Amir _____ (listen) to the teacher for one entire hour.
6. You _____ (brush) your teeth three times yesterday.
7. Judy _____ (fall) while playing basketball.
8. Dilan _____ (sleep) in late yesterday.
9. Islam _____ (think) about her the whole day yesterday.
10. My teacher _____ (teach) me the past tense last week.
11. I _____ (choose) to always tell the truth.
12. She _____ (read) four books last month.
13. He _____ (sing) in the shower this morning.
NEGATIVE

Exercise 2
FILL IN THE GAPS
1. I __________ (like) the way you treated me yesterday.
2. Rami ___________ (fight) with that kid who provoked him.
3. Muina _________ (write) a mean note to her classmate.
4. You _________ (catch) a cold last winter.
5. Mustafa ___________ (like) dancing until he _________ (hear) this song.
6. We __________ (stay) up late last night.
7. He _________ (say) bad words to other students.
8. Yesterday we _________ (listen), so we didn’t learn.
9. She _________ (go) to school last year, but she can go now.
10. I _________ (lie). I told the truth.

Exercise 3
A DAY IN THE DREAMERS CLASS
The teacher _____ (to tell) the students that great things always _____ (to start) with small actions. The teacher _____ (to help) the students, but they _____ (to have) to take the lead. The teacher _____ (to believe) in them. The students _____ (to know) that they _____ (to be) not alone. Both the teacher and the Dreamers _____ (to learn) in class, everyday.

1. I _____ (to be) scared during the fight.
2. He _____ (to have) pizza last night.
3. We _____ (to be) excited to go hiking.
4. She _____ (to have) a plan to become a doctor.
5. They _____ (to be) happy to learn for their future.

Exercise 4
FILL WITH to be OR to have.

Exercise 5
TRANSFORM
E.g. Mohammad fell off the chair.
Did Mohammad fall off the chair?

1. I was at the supermarket.
   ____________________________?
2. Suleyman chose to be kind to everybody.
   ____________________________?
3. Donya read three books this month.
   ____________________________?
4. Marhaf had too much chicken.
   ____________________________?
5. We wrote a letter to a school in the UK.
   ____________________________?
6. You took your teacher’s advice.
   ____________________________?
7. Zainab taught her brother to write.
   ____________________________?
WHAT DID YOU DO YESTERDAY?

I woke up at 6:00 am.

Exercise 6

QUESTION AND ANSWER

1. (he, on Wednesday)
   Q: What did he do on Wednesday?
   A: He drew a picture.

2. (we, yesterday)
   Q: __________
   A: __________

3. (she, last week)
   Q: __________
   A: __________

4. (she, on Monday)
   Q: __________
   A: __________

5. (he, last night)
   Q: __________
   A: __________

6. (they, last weekend)
   Q: __________
   A: __________
It's sunny but cold today: it's fall!

Weather and Seasons

The sea.

The hills.

The town.

The weather is ______ today.

The sky is ______.

It is a _______ day!

SEASONS

spring
summer
fall / autumn
winter

WEATHER

sun
rain
clouds
wind

hail
snow
storm
**Exercise 1**

**WORD SCRAMBLE**

1. wind
2. 
3. 
4. 
5. 
6. 
7. 
8. 

**USE THE LETTERS IN THE CIRCLES**

What’s the ______ like today?


**Exercise 2**

**ANSWER**

1. What’s your favorite season?
2. What’s your least favorite season?
3. Do you like walking in the rain?
4. What do you like to do on sunny days?
5. What do you like to do when it’s raining?
6. Do you like walking in the snow?
7. Are you afraid of storms?
8. What is hail?
9. Do you sometimes see shapes in the clouds?

**GAME! The March**

Stand at one end of the room. Students line up alongside you. Say "Go!" and calls out the days of the week in order in time as you start marching. Students repeat. (e.g. Teacher: "Monday!" Students: "Monday!")

At arbitrary points, call out "Stop!" and students must be exactly in line with him/her. If someone is out of order, he/she is eliminated. The teacher picks up where he/she left off (e.g. "Tuesday!" "Tuesday!").
Monday, Tuesday, January, February...

Days and Months

**DAYS OF THE WEEK**

**MONDAY**

**TUESDAY**

**WEDNESDAY**

**THURSDAY**

**FRIDAY**

**SATURDAY**

**SUNDAY**

**WHEN WERE YOU BORN?**

**NUMBERS**

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<tr>
<th>1st</th>
<th>first</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd</td>
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<td>twenty-fourth</td>
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<tr>
<td>25th</td>
<td>twenty-fifth</td>
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<tr>
<td>26th</td>
<td>twenty-sixth</td>
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<tr>
<td>27th</td>
<td>twenty-seventh</td>
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<td>28th</td>
<td>twenty-eighth</td>
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<td>29th</td>
<td>twenty-ninth</td>
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<tr>
<td>30th</td>
<td>thirtieth</td>
</tr>
<tr>
<td>31st</td>
<td>thirty-first</td>
</tr>
</tbody>
</table>

January, February, March, April, May, June, July, August, September, October, November, December.
Dialogue 1

Student A: How old are you?
Student B: I am ________. How about you?
Student A: I am _________.
Student B: When is your birthday?
Student A: My birthday is on _________. When is your birthday?
Student B: My birthday is on _________.

Exercise 1

PICK THE DAY OF THE WEEK
1. On _____ and _____ I play basketball.
2. On _____ I start school.
3. On _____ I go on hikes.
4. On _____ and _____ I study math.
5. On _____ I cook desserts.
6. On _____ I rest.
7. My favorite day of the week is _____ because __________________________________________.

Exercise 2

PICK THE MONTH
1. In ______ I make a snowman.
2. In ______ Dilva picks flowers.
3. In ______ Suleyman goes swimming.
4. In ______ we celebrate Christmas.
5. In ______ we celebrate Eid.
6. In ______ they put on Halloween costumes.
7. In ______ Mohammad dances under the rain.
8. In _____, ______, ______ there is no school in Europe.
9. Spring starts in ______ and ends in ______.
10. Summer starts in ______ and ends in ______.
11. Fall starts in ______ and ends in ______.
12. Winter starts in ______ and ends in ______.
13. My favorite month is _____ because ________________________________________.

VOCABULARY: AT THE DENTIST

Air conditioner
You have no cavities.
Great! I will still brush my teeth ___ a day!
Mouth mirror
Dental chair
Chapter 9

MY OPINION MATTERS

Physical confrontation:

• Be vigilant. Always be aware of tensions or disagreements as they happen.

• Talk to both children involved. Remove children who need a break from class.

• Talk to parents by phone or in person if the fight was serious.

• Use your judgement to determine the gravity of the fight before considering suspending a student. It might permanently drive them away from school.
SILLY SENTENCES

Write the following sentences on the board or any other sentences you can think of:

The _____ boy eats the _____ apple in the _____ house.

The _____ student runs into the _____ school to see his _____ teacher.

The _____ woman draws the _____ dog in the _____ forest.

1. What color is your hair? (Write: “black hair” next to your hair.)
2. What color is your shirt?
3. What is your personality like? (e.g. nice, friendly, mean, funny, strict, kind...)

EXPRESSING MY OPINION

I agree.
I think so, too.
Maybe you’re right.

I disagree.
I don’t think so.
I’m not sure.

Really?
Are you crazy?
Whatever.
Dialogue 1

WOMEN: INSIDE OR OUTSIDE THE HOUSE?

Student A: I think that women should __________________.
Student B: Really? Why?
Student A: Because _________________________.
Student B: I disagree. I think they should ____________.
Student A: That's true, but...
Student C: Are you crazy? I am a girl, and the decision is up to me and no one else!

Exercise 1

I THINK...
1. I think that children should have a voice and be listened to. (YES/NO)
2. I think that women should have a voice and be listened to. (YES/NO)
3. I think that feeling anger is not normal. (YES/NO)
4. I think that feeling anger is normal but unhealthy. (YES/NO)
5. I think that animals have no rights. (YES/NO)
6. I think that boys and girls are the same. (YES/NO)
7. I think that boys and girls are equal. (YES/NO)
8. I think that others’ opinions should be respected. (YES/NO)
9. I think that a man should hit his wife. (YES/NO)
10. I think that fighting is stupid. (YES/NO)
DESCRIBE THE TEACHER

Draw a large outline of yourself or your TA on the board. (If you don’t want to do that, draw a well-known character like Mickey Mouse, Batman, etc.).

Ask your students to think of adjectives that describe you. Brainstorm a few as a group, and then ask the students to think of their own adjective + noun combination. Have them write their adjective + noun on the outline.
Exercise 1

WORD SEARCH

Exercise 2

MY TEACHER’S FAMILY
I like playing basketball and dancing!

LONGEST WORD GAME

Longest Word Game

Materials: Blackboard

Note: This game is for more advanced level students

1. Split the class into 3 or 4 teams. Draw a circle on the board, with a smaller circle inside it. Split the circle into 6 segments, so you have 12 segments in total. (You can use more or less segments, depending on how much time you have.)

2. In each of the segments write a letter. In turn, the teams choose a letter, and say a word that begins with that letter. The next team must try to think of a longer word that begins with that letter.

3. The winning team says the longest word that begins with that letter. The letters in the outer circle are worth 10 points, the letters in the inner circle are worth 20 points, so make the letters in the inner circle harder. (e.g. a, e, s, t, r, m in the outer circle, n, f, g, l, o, p, w in the inner circle) The winning team at the end is the team with the most points.

MY HOBBIES

Hobbies
Exercise 1

**FILL**

1. Mohammad ______ in the sea.
2. Maryam ______ with colorful crayons.
3. The Team ______ ______ at the public court.
4. Suleyman ______ with his friends every Friday.

Exercise 2

**ANSWER**

1. Do you watch TV every day? ______
2. What is your favorite movie? ______
3. What kind of music do you like? ______
4. Do you like to sing? ______
5. Do you like to draw? ______
6. How often do you go to the park? ______
7. How often do you ride a bicycle? ______
8. Do you play an instrument? Which one? ______
9. Do you like to read? What’s your favorite book? ______

---

5. Mani _____ _____ in the park.
6. Tamara _____ up and down the slope with her new bicycle.
7. Abdul _____ a meal for his little sister.
8. I _____ a book every week.
9. Islam _____ at the port everyday.
10. The class _____ pizza every two weeks!

---

**EAT - FISH - READ - COOK - CYCLE -
PLAY BASKETBALL/FOOTBALL - DANCE - DRAW - SWIM**

---

**This is a basketball ______.**

**This is a ______.**

**The weather is _______.**

**He is a ______ player.**

**They are ___________________.”**
Chapter 10

TOMORROW WILL BE GREAT!

Handover:

A well-planned handover is pivotal to ensure that the programme moves forward consistently towards a common goal.

Start thinking about the best fit to take on your teaching responsibilities well in advance. The candidate should: preferably stay for an extended period of time to provide the class with continuity; understand the importance of the program; have a way with kids and be up for a challenging but rewarding teaching experience.

You can invite your candidate to help out during class to assess their teaching abilities. Have an in depth training session.

Stay in touch with the new teachers after your departure.
LINE UP
It applies to vocabs requiring a set order, e.g. days of the week, months, etc.

1. Randomly assign each student a Day of the Week (or anything else) flashcard. Have the students spread out.
2. Yell “Go!” The students must arrange themselves in the correct order within a certain time limit.
3. Reassign the flashcards and play again.

WILL + VERB
(I WILL BE HAPPY)
(I’LL BE HAPPY)

WILL + NOT + VERB
(I WILL NOT BE ANGRY)
(I WON’T BE ANGRY)
Exercise 1
FILL WITH *will* OR *will not*.

The man **will not go** to work tomorrow morning.

My mom **__________** the lights off at 9:00 pm.

Our teacher **__________** us a quiz next Thursday.

Their kids **__________** in the park after dark.

The movie **__________** at 8:00 pm.

Her parents **__________** her cell phone.

Exercise 2
FILL WITH ‘ll OR won’t.

My friend **won’t go** to the doctor’s next week because she is feeling better.

I **__________** for my test tonight because I’m sick.

He **__________** video games after school.

We **__________** dinner at 7:00 pm.

The children **__________** read books that are too difficult.

She **__________** the guitar on Saturday morning.
Exercise 3
FILL WITH will OR won’t.
1. I ______ (do) a job that I love.
2. She ______ (not give up) on her education.
3. Abdul ______ (make) the best of his time.
4. Baneen ______ (go) to school everyday.
5. You ______ (learn) many languages.
6. We ______ (have to) learn Greek to work in Greece.
7. I ______ (not wait) for the UN to fix my problems.
8. Suleyman ______ (listen) only to people who want what is good for him.
9. She ______ (make) a lot of friends from this country.
10. We ______ (stay) away from drugs.

Exercise 4
GUESS THE QUESTION
1. _________________________?
   No, I won’t give up.
2. _________________________?
   Yes, he loves studying.
3. _________________________?
   Yes, we are proud of our work.
4. _________________________?
   No, she will not drop out of school.
5. _________________________?
   Yes, my opinion is important.

QUESTIONS
WILL + SUBJECT + VERB
(WILL YOU GO TO UNIVERSITY?)

VOCABULARY:
THE HOSPITAL
Patient
Doctor
Corridor
Stretcher
Corridor
Exercise 1

WHAT WILL HAPPEN? FILL IN THE GAPS.

1. If we don’t listen, _____________________.
2. I will read a book, if _________________.
3. They will be hungry, if _____________________.
4. If anyone beats you, _____________________.
5. I will go to university, if _________________.
6. If Juan stops smoking, _____________________.
7. Fatima will become a doctor, if _________________.
8. You will be happy, if _____________________.
9. If a teacher hits me, _____________________.
10. If I study English, _____________________.

Exercise 2

WRITE THE VERBS

1. I _____ (stay) at home, if it _____ this afternoon.
2. Mohammad _____ (become) an engineer, if he _____ (study) hard enough.
3. If we _____ (go) to Athens, we _____ (be) very careful.
4. People _____ (respect) you, if you _____ (be) respectful.
5. Sara _____ (tell) the truth, if she _____ (want) her friends to believe her.
When I grow up, I want to be a good person

Jobs

WHAT WILL YOU DO WHEN YOU GROW UP?

1 accountant
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60
Exercise 1
TRY AND GUESS

<table>
<thead>
<tr>
<th>Days: Mon-Fri</th>
<th>Days:</th>
<th>Days:</th>
<th>Days:</th>
<th>Days:</th>
<th>Days:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours: 10 am-7 pm</td>
<td>Hours:</td>
<td>Hours:</td>
<td>Hours:</td>
<td>Hours:</td>
<td>Hours:</td>
</tr>
<tr>
<td>Duties: cutting and styling hair</td>
<td>Duties:</td>
<td>Duties:</td>
<td>Duties:</td>
<td>Duties:</td>
<td>Duties:</td>
</tr>
</tbody>
</table>

Exercise 2
FILL IN THE GAPS

1. If I _______ (want) to become a doctor, I _______ (need) to study for 12 years.
2. If Dilva _______ (want) to become an architect, she _______ (need) to study for 5 years.
3. Judy _______ (need) to learn many languages, if he _______ (want) to become a translator.
4. If they _______ (not listen), they _______ (not learn).
5. We _______ (change) the world, if we _______ (study) hard enough.
6. If Maryam _______ (feel) scared, she _______ (call) for help.
7. Suleyman _______ (be) successful, if he _______ (go) to school everyday.

My name is _______.

I am a _______.

I work in _______.

architect, she _______ (need) to study for 5 years.
WRITE YOUR OWN STORY

DRAW YOUR OWN CHARACTER

TELL YOUR CHARACTER’S STORY

1. Ask the students questions: ‘Who is she/he?’, ‘What is happening?’, ‘What is he/she saying?’, ‘What is he/she doing?’

2. Have a free discussion as a class about it. Encourage their ideas as there are no wrong or right answers. Draw the resulting scene on the board.

3. Ask the class to a) describe the scene and b) fill the speech bubbles on their books.

4. You can hand out blank sheets for them to add extra panels and continue their story.

5. The idea here is to give them some freedom to explore a story idea while making use of vocabulary to describe and tell the story.
DRAW YOUR OWN GRAPHIC NOVEL!
Dear Future __________,

It's yourself from 5 years ago writing. Are you great? I hope you are.

I am living in _______ and I go to school at _______. My best friend is ________________ and my favorite's subject is ____________. My hobbies are ______________________. When I grow up, I want to be a _________.

And you, what do you want to become?

Right now I am afraid of _________________________________.

I am good at ________________________________________.

Now I ______________________. I hope you don’t anymore, but if you do, try ______________________. I hope you started _______________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

See you soon!

With love and trust,

Your present self

Final Exercise

WRITE A LETTER TO YOUR FUTURE SELF

- Write where you are and what you are doing. Tell you future self about yourself!
- Write what you aim to become.
- Write about your fears and values.
- Write about things you want to stop or start doing.
- Ask your future self questions. Attempt some answers.
THE VALUES OF A DREAMER

HONESTY - کردن بازگو را حقیقت همیشه: صادقیت، همیشه خلق اتاق بازگو را کردن -

PERSEVERANCE - للمباراکه، آن تو را می‌شمارم، برای اینکه، ارزش را جهان باز، بازار زیاد -

LOVE - الحب، عشق -

OPEN-MINDEDNESS - التفگه الذهني، ان تنصف و تنحترم، للأفکار الخالفة لرایک - روشن فکری، کوش فردا، دانی و احترام کارشتن، به عقاید متفاوت از، عقاید شخصی خودمان -

DETERMINATION - الیزاران، ان تنعمد فعل شیء، علی الرغم، من الصعب، عزم، و اراده، به هدف رسیدن، على رقم سختی، زیاد -

JUSTICE - العدل، الانصاف، فی معاملة الناس، عادل: برآری در نحوهی برجورد، با همه، ی افراد -

EMPATHY - العطف، ایان پخش نفس، فی نفس، ظروف الاعترنین: همدردی، خود را یا، شخص دیگر کارشتن -

POLITENESS - الدیب، دیب، تصرف بطریقه صحیح، لتجنب، ایجاد مشاعر الاعترنین، ادب، درست، رفتار کردن، تا یا، یا، ی احساسات شخص دیگری -

KNOWLEDGE - المعرفة: دراسا، وفهم موضوع ما، علم، مطالعه، و فهم، یک موضوع -

NON-VIOLENCE - السلم، لا للعنف، السيطره، علی دوافع، الخاصة، من خلال، اظهار، القوة النفسیة، والعاطفیة، والتفوق - غیر خشونت، امیز، توانایی -

کنترل خشم، با نشان، دانی، برتری، و قدرت روایی، و احساسی -

THE VALUES OF A DREAMER