

## **Routine Card 1**

### **Vocabulary Preview -1**

#### **Part A: Introduction**

-Look at the unit title with the students. Ask the students questions about the title, *"What do you know about.....?" "Do you have a .....?" "Can you...?" "When do you use .....?"* depending on the topic.

-Look at the pictures and new words at the top of the page. Ask the class *"Do you know any of these words?"* Write any words that some students know on the board. (This is useful to identify words that students think they know; you can check if they really do understand the words)

-Next, practice pronouncing the words with the students.

#### **Part B: Meaning and use**

-Ask the students *"What does \_\_\_\_\_ mean?"* Elicit answers and write the correct answers on the board, next to the words.

- Practice using the words in a sentence with the class.

#### **Part C: What did you learn?**

- Erase some of the letters from the words (e.g. erase all the vowels, or every first letter, or every other letter).

-Ask the student *"What's missing?"* Check the spelling of the new words.

- Write the missing letter back in and erase the definitions. Ask the students *"What does \_\_\_\_\_ mean?"* Check that the students understand all of the new words.

## **Routine Card 2**

### **Vocabulary Review -2**

#### **Version A (with pictures)**

-Show the students the pictures from the textbook from the previous lesson's vocabulary. (You could photocopy the pictures and enlarge them).

-Point to each picture and ask the children "*Can you remember this word?*" Have some students try to say the word, and then say the correct word. Have the students repeat.

- Discuss ways to use the words. Have the students try to think of sentences using the words.

-Extend the review with a word game. (See the Word Games List for ideas.)

\*\*\*\*\*

#### **Version B (without pictures)**

- Ask the students if they can remember any of the words from the previous lesson. Have students call out any words they recall.

- Write the words on the board and practice saying them with the students.

- Discuss ways to use the words. Have the students try to think of sentences using the words.

-Extend the review with a word game. (See the Word Games List for ideas.)

## Routine Card 3

### Developing Vocabulary

#### Part A: Introduction

-Look at the unit title with the students. Ask the students questions about the title, “*What do you know about.....?*” “*Do you have a .....?*” “*Can you...?*” “*When do you use .....?*” depending on the topic.

-Look at the pictures and new words at the top of the page. Have the students point to the words and repeat. Focus on parts of the pictures that explain the word’s meaning.

#### Part B: Meaning and Use

-Ask the students “*What does \_\_\_\_\_ mean?*” Elicit answers and write the correct answers on the board, next to the words.

- Next practice using the words in a sentence. Encourage the students to share their ideas.

#### Part C: Practicing Words

- Engage the students by extending their word use practice by using the following vocabulary building activities:

*Concept Map* - Reproduce the concept map and give each student a copy. Have the students write a word from the unit in the **New Word** box. Next, encourage students to write their own definition for **What is it?** Next, have students think of ways they could describe their word and write them under **What is it like?** (E.g. For “mountain” students might write things such as *tall, high, and good for hiking.*) Finally, have students think of examples of the word. (E.g. *Mount Everest, Sorak Mountain, and the Alps* are all examples of mountains. )

*My Word Journal* - Have students write a word journal for each unit. The students should choose words from each unit that they would like to try to focus on using (in their speaking or writing). Have the students draw a picture for each word to help them remember the meaning and write their own example sentence for additional practice. (See handout *My Word Journal* for a printable version)

## **Routine Card 4**

### **Practicing New Sentence Structures**

**(To practice sentence structures introduced in *Starter Drive & Practice Drive* in Level 1, and *Practice Drive & Build-Up Drive* in Level 2)**

- Read the dialog/questions and responses with the students. Have students repeat the modeled sentences after you.
- Have student volunteers read the dialog/questions and responses aloud to the rest of the class.
- Write the sentence structures on the board. Read them again with the students.
- Now, erase one of the words and practice the structure again by adding a different word. Tell the students a word and have them practice the sentence with this new word.
- Next have student volunteers come to the board. Have a volunteer write a new word in the sentence. Practice the sentence with the class. Erase the word and have another student write a word.
- This can be repeated with any additional sentence structures.