



## Beginner Lesson

### Get Acquainted (Day 1)

#### Lesson Goals

- To teach typical introduction skills.
- To teach students to ask questions that allow connection with others.
- To practice personal pronouns required to tell facts about another person.
- To teach common professions.

#### Classroom Learning Activities

##### Activity 1

##### Introductions

##### Resources Needed for Activity

- Dialogue 1.1

*Each activity below involves teaching a question and answer set in the dialogue. Each set should be taught separately so that adequate understanding and practice occur. Some beginner level students will act like these activities are below their knowledge, but you may explain that this level begins easy and becomes more difficult with each day of class.*

##### Procedure for Activity

1. Collect registration forms and make introductions to each student as you collect the form: “My name is \_\_\_\_\_. What is your name?”
2. After forms are collected, have students practice the “Get Acquainted” dialogue in pairs.

*Make sure that you connect for the same amount of time with each student in your class. Pronounce their name several times. If their tag has an English variant of their Slavic or Latin name, ask what their name is in their language to show that you want to know their real name.*

## Activity 2

### Pronoun Practice

#### Resources Needed for Activity

- Dialogue Chart 1.1

#### Procedure for Activity

1. Refer to dialogue chart.
2. Model question “What is his/her name?”  
Student Answer: “His name is \_\_\_\_.” “Her name is \_\_\_\_.”
3. Quickly go over all dialogue questions and answers to prepare students for conversation practice.
4. Beginner students generally have difficulty with possessive pronouns, so to give more practice, take a student’s pen away from them and say, “This is MY pen.” The students will answer, “No, this is HIS pen.” Take a girls pen and say, “Oh, THIS is MY pen!” They will answer, “NO, this is HER pen.” Continue the activity for 3 or 4 minutes of practice.

## Activity 3

### Where Are You From?

#### Resources Needed for Activity

- Dialogue Chart 1.1

#### Procedure for Activity

1. Model sentence structure “I am from \_\_\_\_, but now I live in \_\_\_\_.” *Many students may live in a different place than where they are originally from. Some may live where they are from and may need to only use the beginning phrase of sentence structure.*
2. Model the question “Where are you from?”
3. Repeat sentence structures with students.
4. Have students practice in small groups or in pairs.

Carry the activity forward and ask, “Sasha, where is Rosa from?” Sasha should answer, “Rosa is from \_\_\_\_\_, but now she lives in \_\_\_\_\_.” Point to these structures on the white board to show the correct structure for the answer.

## Activity 4

### Profession Vocabulary

#### Resources Needed for Activity

- White Board
- Profession Handout
- Dialogue Chart 1.2

#### Procedure for Activity

1. Write “occupation” and “profession” on white board.
2. Ask students the difference between occupation and profession. *Profession is what a person was trained/educated to do. Due to economic situations, many individuals are employed in an occupation other than their profession. Discuss differences between the two.*
3. Give the profession handout to students.
4. First allow students to tell you what the different professions are. Teach them to pronounce each profession correctly – especially on those that are new to them.
5. Practice sentence structures from chart: “What is your profession?” “My profession is \_\_\_\_\_, but now I am a \_\_\_\_\_.”
6. Have students practice in pairs and then in small groups.

## Activity 5

### Interviews

#### Resources Needed for Activity

- Dialogue Charts 1.1 and 1.2
- Dialogue Chart 1.3 for Introductions

#### Procedure for Activity

1. Post the Dialogue Charts on the white board.
2. Model the entire interview.
3. Put students in pairs and let them practice the interview.
4. Ask students to introduce their classmate to the teacher. *Listen carefully and make notes in your teacher notebook so that you can start to remember information about your students.*

# WORD LIST

profession

occupation

sales clerk

engineer – construction worker

accountant

engineer (electrical or mechanical)

IT programmer

manager

director

lawyer

secretary

teacher

doctor

bookkeeper

driver

nurse

technician (medical, X-ray, computer, lab)

factory worker

*Most professions have the same name in Russian and Ukrainian. Students should practice the English pronunciation with you until they repeat it clearly/correctly.*

**A. What is your name?**

**B. My name is \_\_\_\_\_.**

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**A. What is his/her name?**

**B. His/Her name is \_\_\_\_\_.**

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**A. Where are you from?**

**B. I am from \_\_\_\_\_, but now I live in \_\_\_\_\_.**

**A. What is your profession?**

**B. My profession is \_\_\_\_\_,  
but now I am a \_\_\_\_\_.**

**His/Her name is \_\_\_\_\_.**

**He/She is from \_\_\_\_\_,  
(but now he/she lives in \_\_\_\_\_.)**

**His/Her profession is \_\_\_\_\_,  
(but now he/she is a \_\_\_\_\_.)**

# Profession Handout/Get Acquainted

## Professions

<p><b>Professor</b></p> 	<p><b>Bus Driver</b></p> 	<p><b>Sales Clerk</b></p> 
<p><b>Mechanic</b></p> 	<p><b>Chef</b></p> 	<p><b>Computer Programmer</b></p> 
<p><b>Waiter</b></p> 	<p><b>Videographer</b></p> 	<p><b>Janitor</b></p> 
<p><b>Stylist</b></p> 	<p><b>Doctor</b></p> 	<p><b>Dentist</b></p> 



# Profession Handout/Get Acquainted

## Professions

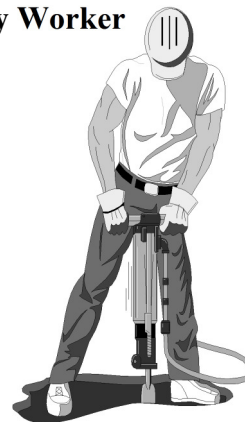
**Postal Worker**



**Librarian**



**City Worker**



**Plumber**



**Firefighter**



**Roofer**



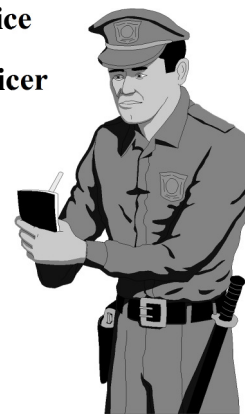
**Brick Layer**



**Taxi Driver**



**Police Officer**



**Musician**



**Secretary**



**Painter**

