School Unit: Lesson 1

Objectives:
- Life skill: call in an absence
- Listening & Speaking: call in an absence, including spelling of the first and last name, the date, the reason
- Transition & Critical Thinking: identify culturally appropriate reasons for being absent.
- Literacy: read and write common school supply vocabulary
- Grammar: Use the simple present negative to describe having or not having classroom supplies (ex. I have a notebook but I don’t have a pen.)

Materials

Make Student Copies
- Textbook: Basic Grammar in Action, p. 18-19
- Handout: I Can’t Come to School Today

Make Single Copies or Reference
- ESL Tutor Manual Tab p. 57

Other materials
- Lined paper

Lesson Preview
- Calendar Question (15 mins)
- Student introductions & the alphabet (15 mins)
- Activity 1: Call in an absence (15 mins)
- Activity 2: Learn classroom objects (20 mins)
- Activity 3: Practice have/don’t have (25 mins)
- Activity 4: Check for understanding (15 mins)

Calendar Question (10 mins)
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Student introductions & the alphabet (15 mins)
- Materials: lined paper

Step 1: Write on the board:
What’s your name? How do you spell it? Can you repeat that?

Practice the questions as a class.
Have a learner ask you the questions. Model how to answer each question.

Review the alphabet. If you have an alphabet posted in your room, you can refer to that. If not, write the alphabet on the board.

Step 2: Mingle and Record
Learners walk around the room (if space available or take learners to an open space in the ELC) and ask at least 3 people for their name. They should record their partners’ names on a sheet of paper.

Activity 1: Life Skills, Listening & Speaking, Transitions (15 mins)
-Materials: copies of I Can’t Come to School Today

Step 1: Context
“Sometimes you can’t come to school. It is important to call the learning center. If there is no answer, leave a message.”

Step 2: Guided Practice
Teacher note: To best prepare the learners for this guided practice, pre-teach the format of reading a dialogue. Demonstrate that there are two people speaking. Using pictures of two people may help to get the point across.

Practice both dialogues several times as a class and in pairs.

Elicit other possible reasons for being absent. Talk about good and bad reasons for being absent.

Step 3: Partner Practice
Learners practice explaining their absence with a partner.

Activity 2: Literacy (20 mins)
-Materials: copies of Basic Grammar in Action, p. 18-19

Step 1: introduce new vocabulary
Distribute copies of p. 18-19.
For each word...
1. Say the word, learners repeat.
2. Learners point to the word on their paper.
3. Learners point to the thing in the classroom (if one is present)

Complete part C as a class.

Step 2: Partner Practice
Partner A says a classroom object. Partner B points to the item in the illustration.

Activity 3: Grammar, Listening & Speaking (25 mins)

Step 1: Introduce Target Language
_____Write on the board: Do you have__________________?

I have ______________.
I don’t have ______________.

We have ______________.
We don’t have ______________.

Demonstrate the meaning of each phrase by completing it with objects that you do or don’t have in the classroom.

Elicit other possible endings from learners.

Step 2: Circle Drill
_____Lead a Circle Drill as described in the ESL Tutor Manual Tab p. 57.

Activity 4: Literacy, Checking for Understanding (15 mins)
-Materials: lined paper (use same sheet from earlier in class)

Learners write 3 sentences about items they have and 3 sentences about items they don’t have on a sheet of paper.
School Unit: Lesson 2

Objectives
- Life skill: call in an absence
- Transition & Critical Thinking: Listen to a voicemail about an absence for specific information
- Literacy: read and write common school supply vocabulary
- Grammar: Use possessive pronouns to distinguish ownership of classroom supplies (ex. Is this my pencil? No it is his pencil.)
- Listening/speaking: ask and respond to requests for using classroom supplies (ex. Can I use your pencil?)

Materials
Make Student Copies
- Textbook: Basic Grammar in Action, p. 18-19 (for learners absent yesterday)
- Textbook: Basic Grammar in Action, p. 20

Make Single Copies or Reference
- ESL Tutor Manual Tab p. 44
- Teacher Listening Script

Props, Technology, or Other Resources
- Teacher script for Basic Grammar in Action, p. 20 (back of the book)
- Lined paper

Lesson Preview
- Calendar Question (10 mins)
- Review of Previous Lesson (10 mins)
- Activity 1: Record key information from phone messages (25 mins)
- Activity 2: Learners ask each other about the supplies they have (20 mins)
- Activity 3: Introduce and practice possessive pronouns (My, your, his, her) using classroom objects (20 mins)
- Activity 4: Practice asking and responding to requests to use classroom supplies (20 mins)
- Activity 5: Learners take turns asking the teacher to use a classroom item (10 mins)

Calendar Question (10 mins)
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
● The teacher models asking the question.
● Go around the room and have students ask and answer the calendar question one at a time.

**Review of Previous Lesson (10 mins)**

- Materials: a few copies of Basic Grammar in Action, p. 18-19 for learners absent yesterday

As a class, ask learners to name various classroom objects around the room. They should first work from memory and then use p. 18-19 for reference.

**Activity 1: Life Skill, Transition & Critical Thinking (25 mins)**

- one copy of Teacher Listening Script, lined paper

**Step 1: Context**

“Sometimes you can’t come to school. Why?” “Do you call your school? What do you say?”

**Step 2: Listening for Specific Information**

Write on the board: **Student’s Name**

“I am going to read a telephone message. Listen for the student’s name. Write the student’s name on a sheet of paper. If you don’t know the spelling, don’t worry, just write what you think.”

Hand out lined paper. Read the script for number one (repeat if necessary) Learners check with a partner. Teacher confirms the correct answer.

Write on the board: **class/grade**

“I’m going to read the same message again. Listen for the class or grade. Write it on the sheet of paper.”

Read the script for number one (repeat if necessary) Learners check with a partner. Teacher confirms the correct answer.

Write on the board: **Reason**
“Reason means WHY you can’t come to school. I’m going to read the same message again. Listen for the reason, write it in your notebook.

Repeat with messages 2-5

Need a challenge?: Instead of listening for each piece of information separately, learners listen for all three. Set a limit as to how many times you will repeat each message. Increase the speed of your reading. Read as authentically as possible and challenge learners to keep up.

Activity 2: Literacy, Listening & Speaking (20 mins)
-Materials: (none)

Step 1: Review Target Language

Write on the board:
Do you have ___________?

I have ___________.
I don’t have ___________.

We have ___________.
We don’t have ___________.

Demonstrate the meaning of each phrase by completing it with objects that you do or don’t have in the classroom.

Elicit other possible endings from learners.

Step 2: Partner Practice
In pairs, learners practice asking and answering questions about the supplies they have or don’t have.

Activity 3: Grammar, Listening & Speaking (20 mins)
-Materials: copies of Basic Grammar in Action, p. 20 + listening script (back of book)

Step 1: Context
Demonstrate the meaning of “Is this your book?” by picking up a student’s book and asking the question of that student and another student.
Step 2: Controlled Practice
Complete p. 20 as directed.

Step 3: Introduce possessive pronouns
Write on the board: my pencil
your pencil
his pencil
her pencil
our classroom
their classroom

Allow learners time to copy the phrases on their paper.

Demonstrate meaning of each phrase using learner’s pencils and indicating different classrooms in the building.

Activity 4: Grammar, Listening & Speaking (20 mins)
-Materials: ESL Tutor Manual Tab Conversation Queue, p. 44.

Step 1: Introduce Target Language
Write on the board: Can I use your pencil?
Can you give me the marker?

Sure, here you go.

Practice both phrases several times. Call on learners to substitute other items in each phrase.

Explain that the first phrase is usually used to ask for something that belongs to one person (a pen, eraser, pencil sharpener)

The second phrase is usually used to ask for something that belongs to the classroom (markers, scissors, stapler, picture dictionary)

Step 2: Conversation Queue
Place several classroom items on a small table at the front of the room. Review the names of each of the items.
Lead the Conversation Queue activity as described in the ESL Tutor Manual Tab p. 44. As learner A asks for an item, learner B will find it on the table and hand it to learner B.

*If time allows: Activity 5: Checking for Understanding (10 mins)*
- Materials: (none)

Learners take turns asking the teacher to use a classroom item.

TEACHER LISTENING SCRIPT
Students record on a sheet of paper:

- Student’s name
- Class/grade
- Reason for absence

1. (beep!) Hi This is Anna Sanchez. I’m in the level C class. I can’t come to school today because I have a meeting with my job counselor. I’ll be back in school tomorrow. If you have any questions you can call me at 651-889-3429.

2. (beep!) Good morning. My name is Min Tin. I’m sorry my son, Eric Paw, can’t come to school this morning. He has a dentist appointment. His teacher’s name is Mr. Jones. He’s in 3rd grade. He will come back to school after lunch.

3. (beep!) Hello. I’m calling about my daughter, May Yang. She has a fever this morning so she is staying at home. She’s in Mrs. Lee’s kindergarten class. If you have any questions my number is 651-330-4493.

4. (beep!) Hi, can you please tell Mr. Daniels that my son, Jason Paul, cannot come to school today. Jason is a senior and he is going to a college meeting today.

5. (beep!) Hello, my name is Tim Carlos. I don’t have any childcare today so I have to stay home with my children. Hopefully I will come back to school on Monday. I’m in Level 2. My teacher is Andrea. Thank you. Have a good day.

School Unit: Lesson 3

**Objectives**
- Life skill: call in an absence
- Literacy: read and write common school supply vocabulary
• Grammar: Use possessive pronouns to distinguish ownership of classroom supplies (ex. Is this my pencil? No it is his pencil.)
• Listening/speaking: ask and respond to requests for using classroom supplies (ex. Can I use your pencil?)
• Grammar: Use ‘there is/there are’ to describe items in a classroom
• Life Skill: Read a short story and write an LEA story about a classroom

Materials
Make Student Copies
• Textbook: Basic Grammar in Action, p. 21-22, 24, 29
• Handout: I Can’t Come to School

Props, Technology, or Other Resources
• Several small classroom objects (pens, pencils, eraser, notebook, paper, marker, whiteboard eraser)
• A cell phone or office phone
• A bag or box

Lesson Preview
• Calendar Question (10 mins)
• Review of Previous Lessons (10 mins)
• Activity 1: practice calling in an absence (10 mins)
• Activity 2: review singular and plural nouns (20 mins)
• Activity 3: practice asking to use items and determining ownership (20 mins)
• Activity 4: read a short story about an ESL classroom and write a story about your ESL classroom (25 mins)
• Activity 5: learners answer comprehension questions about their classroom story (10 mins)

Calendar Question (10 mins)
• Students write the date on the top of their journal page.
• Students copy the calendar question and answer it.
• Teacher walks around, checks, and stars sentences.
• The teacher models asking the question.
• Go around the room and have students ask and answer the calendar question one at a time.

Review of Previous Lesson (10 mins)
- Materials: several small classroom objects (pens, pencils, eraser, notebook, paper,
marker, eraser, etc.)

**Step 1: Prep**
- Arrange the items on a table so that everyone in the class can see them.
- Review the name of each item.

**Step 2: What’s Missing?**
- Learners close their eyes.
- Teacher removes one item and hides it.
- Learners open their eyes and quietly write the item that is missing a sheet of paper.
- Teacher reveals the missing item and places it back on the table.

Repeat at least 5 times.

**Activity 1: Life Skills, Listening & Speaking (10 mins)**
-Materials: copies of *I Can’t Come to School Today* (from Lesson 1)

**Step 1: Context**
“Sometimes you can’t come to school. It is important to call the learning center. If there is no answer, leave a message.”

**Step 2: Guided Practice**
Practice both dialogues several times as a class and in pairs.

**Step 3: Independent Practice**
Write the learning center’s phone number on the board.

Learners use their cell phones or a school phone to practice calling the office and leaving a message.(if other learners are waiting to use the phone, they may begin the next activity independently)

**Activity 2: Grammar Literacy (20 mins)**
-Materials: copies of *Basic Grammar in Action*, p. 21-22, 24

Complete worksheets as directed.

**Activity 3: Listening & Speaking, Grammar (20 mins)**
- Materials: a bag or box to fit several classroom items

**Step 1: Review target language**

Write on the board:

- **Can I use your [object]**?  
- **Is this your [object]**?

Practice the phrases several times, substituting different classroom objects.

**Step 2: Model Activity**

Approach a student and ask **Can I use your [object]**? If they give you permission, put the object in your box or bag. Repeat with at least 2 more students.

When you’ve collected a few objects, pull out one item and begin asking everyone in the class, **Is this your [object]**? Until you find the object’s owner.

**Step 3: Learners lead**

Hand the box over to a student and have them repeat the process of collecting items and looking for their owner.

**Activity 4: Grammar, Literacy, Life Skills (25 mins)**

- Materials: copies of Basic Grammar in Action, p. 29

**Step 1: Context**

Distribute copies of p. 29. Look at the picture.

Ask: **What do you see?**
- **How many students?**
- **Who do you think is the teacher?**
- **Where are the students from?**

**Step 2: Reading**

Learners read the story quietly.
Teacher reads and learners follow.
Teacher reads and learners repeat each line.

Ask simple comprehension questions: **What is the teacher’s name? How many languages do they speak? What do they have? What do they want?**
Step 3: Write a class story
Use the story template on p. 29 and write the class story together.
Allow learners time to copy the story.

Step 4: Read class story
Teacher reads and learners follow.
Teacher reads and learners repeat each line.
Learners read in pairs.

Step 5: Peer Dictation
Learner A chooses one sentence from a story and reads it aloud. Learner B covers their story and writes the sentence dictated by their partner.

Learners check their own work by uncovering the story text and comparing it with what they wrote.

Activity 5: Checking for Understanding (10 mins)
-Materials: (none)

Write 3 simple comprehension question about the class story on the board. For example, How many students are in our class? What is in our classroom?, etc.

Learners copy the questions on their paper and write answers.

Need a challenge?: encourage higher level learners to write answers in full sentences. Learners could also write their own comprehension questions for a partner.

School Unit: Lesson 4

Objectives
- Life skill: call in an absence
- Technology: replay, save, and delete voicemails
- Literacy: read and write answers to location questions about school supplies (ex. Where are the pencils?)
- Listening/speaking: ask for and respond to location questions about school supplies.
Grammar: Use ‘there is/there are’ to describe items in a classroom

Materials

Make Student Copies

Make Single Copies or Reference
- ESL Tutor Manual Tab p. 56
- Voicemail Teacher Script (from lesson 2)
- Textbook: Basic Grammar in Action, p. 18-19

Props, Technology, or Other Resources
- 2 flyswatters

Lesson Preview

- Calendar Question (10 mins)
- Review of Previous Lessons: play “flyswatter” game with classroom object vocabulary (10 mins)
- Activity 1: introduce and practice how to replay, save, and delete voicemail messages (30 mins)
- Activity 2: review ‘there is/there are’ and practice asking about location (25 mins)
- Activity 3: Practice asking and writing about the location of items in the classroom (15 mins)
- Activity 4: Learners evaluate their own abilities on this week’s objectives (15 mins)

Calendar Question (10 mins)
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Review of Previous Lesson (10 mins)
- Materials: 2 flyswatters

Step 1: Prep
- Write classroom object vocabulary all over the chalk board (see Basic Grammar in Action p. 18-19).
Step 2: Play the game
Play “flyswatter” with these words. In this game all the words are written on the board in random order. Two learners, each equipped with a flyswatter, try to be the first to “swat” the words that the teacher says.

Need a challenge?: have a learner be the caller and call out words on the board for the other two competitors.

Activity 1: Life Skills, Technology (30 mins)
-Materials: one copy of Voicemail Teacher Script (from lesson 2)

Step 1: Context
“Sometimes you can’t come to school. Why?” “Do you call your school? What do you say?”

Step 2: Listening for Specific Information
Write on the board: **Student’s Name**
“I am going to read a telephone message. Listen for the student’s name. Write the student’s name on a piece of paper. If you don’t know the spelling, don’t worry, just write what you think.”

Read the script for number one (repeat if necessary) Learners check with a partner.

Teacher confirms the correct answer.

Write on the board: **class/grade**
“I’m going to read the same message again. Listen for the class or grade. Write it on a piece of paper.”

Read the script for number one (repeat if necessary) Learners check with a partner.

Teacher confirms the correct answer.

Write on the board: **Reason**
“Reason means WHY you can’t come to school. I’m going to read the same message again. Listen for the reason, write it in your notebook.”
Repeat with messages 2-5

**Need a challenge?:** Instead of listening for each piece of information separately, learners listen for all three. Set a limit as to how many times you will repeat each message. Increase the speed of your reading. Read as authentically as possible and challenge learners to keep up.

**Step 3: Context**

“Do you have a cell phone?”
“Do you other people leave you messages?”
“Do you check your voicemail?”

Write on the board: **replay, save, delete**

Define these words in simple terms using only the context of phone use.

**Step 4: Write the Instructions**

*Teacher note: since many different types of phones will be in the classroom, take a survey of the types of phones and discuss with the class how they check their messages. As a class, try to come up with the most common directions.*

As a class, write the instructions checking, saving, and deleting messages.

Since many learners have cell phones, they may be able to tell or demonstrate all the steps. If not, the teacher can demonstrate the steps and ask the learners to come up with the language to describe the steps.

**Step 5: Read the instructions together**

**Step 6: Learners demonstrate the instructions**

Using their own phones or the teacher’s phone, learners demonstrate the steps, saying them aloud as they do.

**Activity 2: Grammar, Listening & Speaking (25 mins)**


Complete worksheets as directed.
Activity 3: Literacy, Listening & Speaking (15 mins)
-Materials: ESL Tutor Manual Tab Substitution Drill, p. 56

Step 1: Prep
Write on the board: Where is the table?

Step 2: Substitution Drill
Lead a substitution drill (as described in the ESL Tutor Manual Tab p. 56) using singular classroom objects.

Write on the board: Where are the chairs?

Repeat substitution drill using plural classroom objects.

Step 3: Introduce target language
Write on the board: right here
Over there

Use gesture to demonstrate meaning of these phrases. Practice several times as a class.

Step 4: Pair practice
With a partner, learners ask and answer questions about classroom objects.

Activity 4: Checking for Understanding (15 mins)
Write on the board:

1. Things in the classroom
2. Call when you can’t come
3. I have/I don’t have
4. Can I use your pencil?

“This is what we studied this week. Can you do this?”

For each item, read it aloud, give an example of the skill, ask everyone to show if they
can do this now by holding up their hands with one of these gestures (thumbs up: I can do it., flat palm: so-so, thumbs down: I need more help/I cannot do it)

If this rating system is new to learners you may want to go through the skills twice to get full participation.

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**Family Unit: Lesson 5**

**Objectives**
- **Life skill:** describe one’s own family
- **Literacy:** read and understand family member words such as brother, sister, aunt, uncle
- **Literacy:** recognize and write dates as numbers in a variety of forms.
- **Listening/speaking:** Ask and respond to basic questions about family.
- **Transition & Critical Thinking:** Represent familial relationships by creating a family tree
- **Grammar:** Talk about family using appropriate subject pronouns and possessive pronouns, e.g., “His name is Edgar. He is my brother.”
- **Grammar:** Talk about family using an apostrophe + s to show possession, e.g., “My brother’s name is Edgar.”

**Materials**

**Make Student Copies**
- **Textbook:** *Stand Out 1, 2nd Ed. P. 8*
Lesson Preview

- Calendar Question (10 mins)
- Warm up: practice pronouns (I/my, he/his, she/her). (10 mins)
- Activity 1: introduces family relationship words (30 mins)
- Activity 2: learners build a family tree (30 mins)
- Activity 3: practice writing dates in different formats (15 mins)
- Activity 4: Checking for Understanding: I have_______. _______ name is _________. (10 mins)

Calendar Question (10 mins)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.
**IMPORTANT NOTE** about discussing FAMILY: Talking about family in the adult ESL classroom can be a sensitive topic. Keep in mind that many learners have experienced trauma related to war, many have lost or been separated from family members, including young children. Some may not know to date where there siblings are living or if they are even alive. And many have had to make the difficult choice to leave children in the care of family members in their home country.

As much as possible, try to keep discussions about family open ended and allow learners to volunteer only the information they are comfortable talking about. For example, it may be better to ask “Tell me about your family” and avoid specific questions like “How many brothers and sisters do you have?”

Even with these precautions, some learners may feel sad or anxious talking about their families. Watch closely for feelings of discomfort. Allow learners to step out or take extra breaks as needed. And offer a compassionate ear if learners feel compelled to talk about sad or worrisome family issues and events.

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**Warm up: practice pronouns** (I/my, he/his, she/her). (10 mins)


Use the phrase “My name is _____ and I am from _______________. His name is ______ and he is from __________.”

**Activity 1: Life Skills, Literacy (30 mins)**
-Materials: Stand Out 1, 2nd Ed. P. 8

**Step 1: Introduce new vocabulary**

If possible, bring in photos of your immediate and extended family (if you don’t have photos, draw stick figures on the board as you talk). Introduce them one by one as you show their picture. Write their name and relationship on the board as you talk about them.

Jeff  husband
Linda  mother

If students are able, encourage them to ask you questions about your family.

Distribute copies of p. 8. Learners repeat the words in the box several times. Give examples of each relationship in the box from your own family.
Offer additional family relationship vocabulary only when you feel most learners have mastered the terms in the box AND need the additional words to talk about your family or their own families.

**Step 2: Review vocabulary**

On the board, draw your family tree, including only the family members you have talked about so far (if you have a large family, you don’t need to include everyone!). As you draw it, name each person and their relationship to you.

Ask learners questions about your family...

“Who is my mother?”
“Who is my brother’s name?”
“Who is Linda?”

Write on the board:

Who is ____________?
What is her ____________’s name?

Learners write questions about the teacher’s family on a sheet of paper and then practice asking each other.

**Step 3: Structured Practice**

Complete p. 8, part D as directed, using the teacher’s script.

**Learner’s Struggling?:** instead of following the textbook directions for part D, talk about the picture as a class and fill in the chart together based on your guesses.

**Activity 2: Transitions & Critical Thinking, Literacy (30 mins)**

**Materials:** Grammar in Action, p.40, p. 233

**Step 1: teacher models**
Write your name on the board. Write an immediate family member’s name on the board in relationship to yours as you would see in a family tree (parents above, children below, spouse and siblings next to).

After placing 2-3 more family members on your tree, ask a student to add one of your family members to the family tree. (ex. “My brother’s name is Greg. Can you put Greg on the board?”). Enlist student help to put a few more people on the board.

Step 2: Learners listen to a story about another family

Hand out copies of page 40. Use the teacher script from p. 233. Complete as directed.

Activity 3: Literacy -Writing Dates (15 minutes)

- Materials: Writing Dates handout, colored pencils or crayons

Model several examples of writing dates in both words and numbers. Try to use meaningful dates like today’s date or learners’ birth dates.

- It is up to the teacher to come up with examples to fill in each of the three blanks. Model the type of answer before asking learners to complete this worksheet.

Complete Writing Dates handout.

Activity 4: Check for understanding (10 mins)

- Materials - sheet of paper

Teacher note: Remind students of the meaning of his and her.

Write on the board:

I have _____________________. _______ name is ____________.

Each learner completes the sentence on their sheet of paper.

Writing Dates
Circle the months in green.
Circle the days in red.
Circle the years in blue.

September 30, 1973
December 21, 1953
05/28/1999
6-8-01
July 04, 2010
March 11, 2011
10/09/2006
11-13-87

Listen to your teacher. Write the dates with words and numbers (April 6, 2005).

1. ____________________________________________
   __
2. ____________________________________________
   __
3. ____________________________________________
   __

Listen to your teacher. Write the dates with numbers only (04/06/2005).

1. ____________________________________________
   __
2. ____________________________________________
   __
3. ____________________________________________
   __

Family Unit: Lesson 6

Objectives
• Life skill: write family information in emergency contact forms.
• Literacy: read a short story about family; ask and respond to simple written wh-questions.
• Listening/speaking: describe one’s own family
• Transition & Critical Thinking: understand the purpose of an emergency contact, identify situations where an emergency contact might be called, and identify an emergency contact name and phone number from one’s own family.
• Grammar: construct simple wh-questions

Materials
Make Student Copies
• Textbook: Stand Out Basic, 2nd Ed. P. 10, 14
• Handout: Where is Your Family?
• Handout: Emergency Contact for a Child
• Handout: Hurt at School

Make Single Copies or Reference
• ESL Tutor Manual Tab p. 57, p. 113

Props, Technology, or Other Resources
• Document camera
• Colored pencils or thin highlighters
• World map
• U.S. map

Lesson Preview
• Calendar Question (10 mins)
• Review of Previous Lessons: learners make a list of family members and where they live now (25 mins)
• Activity 1: class discusses the meaning and purpose of “Emergency Contacts” (15 mins)
• Activity 2: read a story in which an emergency contact is called (30 mins)
• Activity 3: learners fill out an authentic emergency contact form for a child. (15 mins)
• Activity 4: review personal information and writing dates - if time allows (20 mins)
**IMPORTANT NOTE** about discussing **FAMILY**: Talking about family in the adult ESL classroom can be a sensitive topic. Keep in mind that many learners have experienced trauma related to war, many have lost or been separated from family members, including young children. Some may not know to date where there siblings are living or if they are even alive. And many have had to make the difficult choice to leave children in the care of family members in their home country.

As much as possible, try to keep discussions about family open ended and allow learners to volunteer only the information they are comfortable talking about. For example, it may be better to ask “Tell me about your family” and avoid specific questions like “How many brothers and sisters do you have?”

Even with these precautions, some learners may feel sad or anxious talking about their families. Watch closely for feelings of discomfort. Allow learners to step out or take extra breaks as needed. And offer a compassionate ear if learners feel compelled to talk about sad or worrisome family issues and events.

**Calendar Question (10 mins)**
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

**Review of Previous Lessons (25 mins)**
- **Materials** - “Where is Your Family?” handout

**Step 1: Teacher Models**

Use a document camera to model filling in the names, relationships, and places where people in your family live.

Ask questions about the information on your form: “Who is Linda?” “Where does Linda live?” “Who lives in San Francisco?”

**Step 2: Independent Practice**

Learners complete their own copy of the form.

**Step 3: Listening and Speaking Practice**
Write on the board:

My_______’s name is_____________and he lives in__________.

Practice several examples as a class. Draw attention to the apostrophe + S and changing “he” to “she.”

Write on the board: **Tell me about your family.**

Learners mingle, (if space is limited, consider walking the students to the hospitality room upstairs) around the classroom with their papers and practice asking each other about their family.

**Activity 1: Life skills, Transitions & Critical Thinking (15 mins)**

**Step 1: context**

Write on the board: **Emergency Contact**

“When children start school, mothers and fathers fill out many papers. What information do they write on the papers?”

“When you registered at the English Learning Center, you also had to include emergency contact information.”

“When children get sick at school, what does the teacher do? (call the parents) Where does the teacher see the phone number? (on a paper/form)”

“Students at school and workers at work fill out this paper (hold up emergency contact form) They write their name and other information. They write what person to call if they are sick or if there is an accident. They write the phone number.”

“Who is your emergency contact?”

“Why do you need an emergency contact?”

**Activity 2: Literacy, Grammar (30 mins)**
- Materials: **Hurt at School**, handout

**Step 1: Context**
Read the questions next to the picture. Talk about the picture.

**Step 2: Silent Reading**
Allow 5-10 minutes for learners to read silently and circle any words they don’t understand

**Step 3: Teacher reads, Learners Follow**

**Step 4: Teacher reads, Learners Repeat**

**Step 5: Choral Reading**

**Step 6: Learners Read with a Partner**

**Step 7: Learners complete comprehension exercises**

**Step 8: Letter/Sound Drill**
Refer to the ESL Tutor Manual Tab Letter/Sound Drill, p.113 target spelling/sound for this story is “er, ir, and ur” as in *her, girl,* and *hurt.*

Show the students that these three spellings all make the same sound. “er” is the most common spelling for this sound.

**Activity 3: Literacy, Transitions & Critical Thinking (20 mins)**
- Materials: **Emergency Contact for a Child**

Learners complete the sample emergency contact form with information about one of their children.

For learners who do not have children, create a fictional child and write their information on the board. Learners copy that information into the form.

If time allows: **Activity 4: Life Skill, Literacy (20 mins)**
Materials: *Stand Out Basic, 2nd Ed. p. 10, 14*
Complete pages 10 and 14 as indicated.
Where is your family?

1. Draw a picture of your family on a sheet of paper.

2. Look at your picture. Write about the people in your family.

3. Talk to other students. Say, “Tell me about your family?”

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Amber is a young girl. She is in third grade. Everyday after lunch, Amber likes to play on the playground. She likes to run and swing.

One day, she swings very high. She falls down. Her teacher, Mr. Kirk, runs to Amber. She is crying. Her shirt and face are dirty and her arm hurts. The school nurse takes care of Amber.

Mr. Kirk looks at Amber’s emergency contact form. He sees her name and her birth date. He sees her father’s name and his phone number. He sees her mother’s name and her phone number. He sees her grandmother’s name and her phone number.

Mr. Kirk calls Amber’s father. Her father will come to school. He will take Amber to the doctor.

Hurt at School

1. Who is Amber’s teacher? ___________________________
2. Where will Amber go with her father? _______________________

3. Why did Mr. Kirk call Amber’s father? _______________________

   ______________________________________________________

4. Who are Amber’s emergency contacts? _______________________

   ______________________________________________________

   ______________________________________________________

5. What grade is Amber in? _________________________________

   ______________________________________________________

Write one question about the story. Ask a partner the question. Write the answer.

6. ______________________________________________________

   ______________________________________________________

   ______________________________________________________

Read the story again. Copy the words with er, ir, and ur.

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## Emergency Contact for a Child

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**Family Unit: Lesson 7**

**Objectives**
- Life skill: describe one’s own family
- Literacy: Read and understand family member words such as brother, sister, mother, cousin
- Listening/speaking: Ask and respond to basic questions about family members
- Listening/speaking: Ask and respond to questions about emergency contact information sections of school and/or work forms (ex. “What is the teacher’s name? What grade is she in?”)
- Grammar: Describe people using simple present verbs (ex. My brother is hardworking.)

**Materials**

**Make Student Copies**
- Handout: *Hurt at School* (from yesterday)
- Handout: *Reading Test Practice*
- Handout: *What’s your brother like* (2 pages)

**Make Single Copies or Reference**
- ESL Tutor Manual Tab p.119

**Props, Technology, or Other Resources**
- Make and cut apart story sentence strips (see activity 1)

**Lesson Preview**
- Calendar Question (10 mins)
- Review of Previous Lessons - learners pretend to be part of one extended family and practice introducing each other to the teacher (15 mins)
- Activity 1: review the story from yesterday and sequence story events (25 mins)
- Activity 2: practice reading test taking skills needed for CASAS Life and Work Reading tests (25 mins)
- Activity 3: introduce personality trait vocabulary and practice describing self and family (30 mins)
- *If time* Activity 4: Ask each person to name someone they know who is “talkative”, “friendly,” or “funny.”
IMPORTANT NOTE about discussing FAMILY: Talking about family in the adult ESL classroom can be a sensitive topic. Keep in mind that many learners have experienced trauma related to war, many have lost or been separated from family members, including young children. Some may not know to date where there siblings are living or if they are even alive. And many have had to make the difficult choice to leave children in the care of family members in their home country.

As much as possible, try to keep discussions about family open ended and allow learners to volunteer only the information they are comfortable talking about. For example, it may be better to ask “Tell me about your family” and avoid specific questions like “How many brothers and sisters do you have?”

Even with these precautions, some learners may feel sad or anxious talking about their families. Watch closely for feelings of discomfort. Allow learners to step out or take extra breaks as needed. And offer a compassionate ear if learners feel compelled to talk about sad or worrisome family issues and events.

Calendar Question (10 mins)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Review previous lesson (15 mins)

Step 1: Preview Vocabulary

Write on the board: **This is my brother. His name is Edgar.**

**This is my sister. Her name is Silvia.**

Practice the phrases several times as a class. Begin substituting other family member vocabulary (mother, niece, cousin, etc.)
Step 2: Making introductions
Teacher note: If the class is only women or only men, you may need to pretend who is the husband vs. wife, mother, etc.

Call 2 learners to the front of the room. Announce that they are now husband and wife. Have each one introduce the other to you (“This is my wife. Her name is_________. ”)

Call 2 additional learners -they are now the children of the first two. Have them introduce the 3 other people to you (“This is my mother. Her name is_________. Etc.)

Keep adding people (spouses, children, in-laws, etc.) each time have the newest members of the family introduce the people who are already standing.

Step 3: (optional) create a family tree
Use the newly created class family to draw a family tree on the board.

Activity 1: Life Skill, Literacy, Listening & Speaking (25 mins)
- Materials, Hurt at School handout from previous lesson

Step 1: read it again.
Distribute story copies and/or ask learners to find their copy from yesterday

Allow 5 minutes for silent reading.
Teacher reads aloud while learners follow.

Step 2: Sequencing
Learners cover their copy of the story.

Complete “sentence strip” activity as described in the ESL Tutor Manual Tab p. 119.

Activity 2: Literacy (25 mins)
- Materials - Reading Test Practice, document camera
Step 1: Independent Practice
Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2.

Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Step 2: Reviewing Answers
Use a document camera to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

Activity 3: Grammar, Literacy, Listening & Speaking (30 mins)
- Materials - What’s Your Brother Like?

Step 1: Introduce New Vocabulary
Learners repeat new vocabulary (numbers 1-8) several times.

Act out the different personality traits.

Describe members of your family and have learners choose the appropriate trait word.

Step 2: Guided Practice
Learners complete sentences 9-16. Check answers as a class.

Step 3: Independent Practice
Learners complete the 2nd page.
Step 4: Reinforce listening and speaking skills
  Write on the board: **Tell me about your family.**
  Practice the phrase as a class.

(if time) Activity 4: Checking for Understanding
  - Materials: (none)

  Ask each person to name someone they know who is “talkative”, “friendly,” or “funny.”

  For added challenge, ask “why?” Learners mingle, (if space is limited, consider walking the students to the hospitality room upstairs) with their papers asking and responding to this question.
Reading Test Practice

Capitol Hill Elementary School
Emergency Contact Form

Student’s First Name: Halimo  Last Name: Mohamed
Grade: 5th  Teacher: Mrs. Jackson

In case of emergency contact.

1. Name: Ikran Mohamed (mother) Phone 1: 651-223-5938 Phone 2: 651-223-3902
2. Name: Sadio Ali (aunt) Phone 1: 651-909-2933 Phone 2: 651-909-3924

1. Who is Halimo Mohamed’s mother?
   A. Capitol Hill  
   B. Mrs. Jackson  
   C. Sadio Ali  
   D. Ikran Mohamed

2. Who can you call at 651-909-2933?
   A. Halimo Mohamed  
   B. The teacher  
   C. Sadio Ali  
   D. The mother
1. Hardworking - works a lot, a good worker
2. Talkative - talks a lot
3. Quiet - does not talk a lot
4. Funny - makes other people laugh
5. Serious - does not smile or laugh a lot
6. Smart - understands many things
7. Friendly - nice, kind, has many friends
8. Mean - not nice, not kind

Write the words in the sentences below.

9. My mother is very _____________. She talks on the phone all day.
10. My brother is so ______________. He can speak 4 different languages.
11. My sister is very _________________. She works 3 different jobs.
12. Sometimes my son is _____________ to my daughter. He hits her and takes her toys.
13. My grandmother is a ______________ woman. She likes to listen but she doesn’t talk a lot.
14. My aunt is very _______________. Everyone in our family laughs at her stories.
15. My father and mother are very _________________. They have so many friends!
16. My uncle is a ________________ man. He doesn’t smile very much.
1. Write about YOU.

2. Practice with a partner, “Tell me about yourself.”

I am_____________________________________________________.
I am_____________________________________________________.
I am_____________________________________________________.

1. Write about your family.

2. Practice with a partner, “Tell me about your family.”

My_______________________ is ______________________________.
My_______________________ is ______________________________.
My_______________________ is ______________________________.
My_______________________ and my_______________________ are __________________
My_______________________ and my_______________________ are __________________.
Objectives

- Life skill: fill out personal information forms
- Literacy: Read and understand personality trait adjectives such as funny, friendly, serious, etc.
- Listening/speaking: ask and respond to basic questions about family members
- Grammar: Talk about family using appropriate subject pronouns and possessive pronouns, e.g., “His name is Edgar. He is very friendly.”
- Grammar: Talk about family using an apostrophe + s to show possession, e.g., “My brother’s name is Edgar.”
- Technology: Fill out emergency contact section of a form online.

Materials

Make Student Copies

- Textbook: Stand Out Basic, 2nd. Ed. P. 16-17
- Handout: Reading Test Practice
- Handout: Emergency Contact Information

Make Single Copies or Reference

- ESL Tutor Manual Tab p. 46

Props, Technology, or Other Resources

- Document camera
- See Activity 3 instructions for technology needs

Lesson Preview

- Calendar Question (10 mins)
- Review of Previous Lessons use the “ball toss” activity to describe personality traits (10 mins)
- Activity 1: practice reading and test-taking skills needed for CASAS Life and Work reading tests (25 mins)
- Activity 2: practice reading and filling out personal information forms (30 mins)
- Activity 3: fill out emergency contact forms (paper and online) (30 mins)
- (if time) Activity 4: write sentences or short paragraphs about the people in their family and their personalities
IMPORTANT NOTE about discussing FAMILY: Talking about family in the adult ESL classroom can be a sensitive topic. Keep in mind that many learners have experienced trauma related to war, many have lost or been separated from family members, including young children. Some may not know to date where there siblings are living or if they are even alive. And many have had to make the difficult choice to leave children in the care of family members in their home country.

As much as possible, try to keep discussions about family open ended and allow learners to volunteer only the information they are comfortable talking about. For example, it may be better to ask “Tell me about your family” and avoid specific questions like “How many brothers and sisters do you have?”

Even with these precautions, some learners may feel sad or anxious talking about their families. Watch closely for feelings of discomfort. Allow learners to step out or take extra breaks as needed. And offer a compassionate ear if learners feel compelled to talk about sad or worrisome family issues and events.

Calendar Question (10 mins)
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Review of Previous Lessons (10 mins)
- Materials: ESL Tutor Manual Tab Ball Toss, p. 46.

Use the “ball toss” activity to describe personality traits: “I am friendly.” Next person repeats: “He is friendly.”

Learners will change out the personality traits and use I/he/she properly.
**Activity 1: Literacy (25 mins)**
- Materials: Reading Test Practice, document camera

**Step 1: Independent Practice**

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

**Step 2: Reviewing Answers**

Use a document camera to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

**Activity 2: Life skill, Literacy (30 mins)**
- Materials: Stand Out Basic, 2nd Ed. p. 16-17
  
  Complete worksheets as indicated.

**Activity 3: Life Skills Technology (30 mins)**
- Materials: laptop & projector, computer lab (if available), Emergency Contact Information handout

**Step 1: Context**

Look at the form on page 16. “This looks like a form on the Internet.”

Talk about forms that you or the learners see on a computer or on the Internet.
Step 2: Demonstrate
Using a Chromebook with a projector, demonstrate how to open the Internet.

Go to http://mndigital.dreamhosters.com/forms2/INDEX.HTM
(This site is hosted by the Minnesota Literacy Council.)

Choose form 5a. slowly demonstrate how you move the cursor to the field, and then type the information.

Step 3: (optional) independent practice
If the computer lab is available, learners may work in pairs or individually to fill out form 5a online.

Step 4: independent practice
Learners work independently to complete Emergency Contact Information form.

(if time) Activity 4: Checking for Understanding
- Materials: (none)

Learners will write sentences or short paragraphs about the people in their family and their personalities

Reading Test Practice
Humboldt High School
Conference
Reminder

First Name Marion           Last Name Ali
Age 16                      Grade 10
Teacher’s Name Ms. Hue
Class Number 207
Conference Date March 10
Conference Time 4:30pm

1. What is the student’s name?
   A. Marion Ali
   B. Sue Hue
   C. Mrs. Ali
   D. Ms. Hue

2. What grade is the student in?
   A. ninth grade
   B. tenth grade
   C. eleventh grade
   D. twelfth grade
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Primary Phone: (____)_________  Alternate Phone: (____)_______

Relationship:  __________________
Money & Shopping Unit: Lesson 9

Objectives
- Life skill: read and write dollar amounts to the hundreds place
- Literacy: recognize and write ten common housewares; match dollar amounts with pictures of currency
- Listening/speaking: pronounce dollar amounts intelligibly; verbally identify coins and bills (penny, nickel, etc.)
- Transitions: practice counting money and paying for items
- Grammar: Recognize and sort singular and plural nouns

Materials
Make Student Copies
- Textbook: Grammar in Action, p. 90-91
- Handout: Practice Reading Test
- Handout: American Money

Props, Technology or Other Resources
- Lined paper, real coins (available in the ELC office) and play money
- Document camera

Lesson Preview
- Calendar Question (10 mins)
- Warm up: free write and partner share: “What was the first thing you remember buying in the U.S.?” (15 mins)
- Activity 1: learners will read coins to practice identifying the name and value of coins (30 mins)
- Activity 2: learners will complete a practice reading test (30 mins)
- Activity 3: introduce kitchen housewares vocabulary and sort into singular and plural (25 mins)
- (If time) Activity 4: learners will use play money to practice counting out exact change

Calendar Question (10 mins)
- Students write the date on the top of their journal page.
• Students copy the calendar question and answer it.
• Teacher walks around, checks, and stars sentences.
• The teacher models asking the question.
• Go around the room and have students ask and answer the calendar question one at a time.

Warm up
- Materials: lined paper

Write on the board:

“What was the first thing you remember buying in the U.S.?”

Allow learners 10-minutes to free write and partner share:

Activity 1: Life Skill/Listening & Speaking (30 mins)
- Materials – real money, American Money handout

Step 1: Activate prior knowledge
   Show examples of real coins and bills (not play money).

   Ask “How much money is this?” (allow learners to answer the question but don’t worry if they have incomplete information at this point)

Step 2: Introduce vocabulary
   Use the American Money handout to introduce and practice the names and amounts of the currency.

   Learners repeat the pronunciation of the words several times before and after writing the amounts.

Step 3: Controlled Practice
   Give each learner (or pair of learners) one of each coin (real, if possible).

   Say “Show me a penny.” Or “Show me five cents.” Learners hold up the appropriate coin.
When they have mastered the individual coins, call out amounts that require two or more coins.

**Step 4: Independent Practice**

Write on the board: **“Do you have five cents?”**

“Sure, here you go.”

Learners work in pairs to continue the practice from step 3 using this simple dialogue and asking for different amounts or coin names each time.

**Need a challenge?:** give each group a larger amount and variety of bills and coins so that they can practice with larger and more complicated amounts.

**Activity 2: Life Skills/Literacy (30 mins)**

– **Materials:** Practice Reading Test

**Step 1: Independent Practice**

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2.

Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

**Step 2: Reviewing Answers**

Use a document camera to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.
Activity 3: Grammar/Literacy (25 mins)
- Materials: Basic Grammar in Action, p. 90-91

Step 1: Review
Review the pronunciation of the coins and bills.

Step 2: Introduce Vocabulary
Teacher says each of the kitchen items as learners point and repeat. (at least 2 times)

Because the line drawings can be confusing, check for comprehension with simple questions like What do you cook in toaster oven? Why do you use pot holders? What do you eat with a fork?

Write on the board:
“I have________________________in my kitchen.”

Model by saying several example sentences using the words on p. 91 in the sentence above.

Call on learners to talk about their kitchens (don’t worry about singular and plural grammar at this point).

Step 3: Introduce grammar concept: Singular and Plural
Learners circle the pictures on p. 91 that show more than 1 item.

Underline the letter S at the end of each of those words: mugs, knives, dishes

Show that the words “dishes” and “glasses” have es endings. “s and es endings are for 2 or more things.”

Write on the board:
1 thing –singular,
2 or more things –plural
Return to the sentence “I have ______________ in my kitchen.”
Model in writing how to write “a” before each singular item and “s or es” at the end of each plural item.

**Step 4: Independent practice**

Learners write 5 sentences in their paper about things they have in their kitchen.

As they write watch for singular and plural errors.

**Activity 4: Transitions & Critical Thinking (20 mins)**

**Step 1: Context**

Write on the board:

*When I take the bus, I put **exact change** in the machine.*

Discuss the sentence: *Who takes the bus? Do you use cash or a card? Where do you put the money? How much money? Does the driver give change?*

Write on the board:

**exact change** -the correct amount of money. Not more or less.

Learners copy on their paper.

**Step 2: Teacher Guided Practice**

Give each learner a few bills and a handful of coins (play money)
Make sure they can identify the amounts of each of the coins.

Write an amount less than $1 on the board.

Each learner counts out that amount of money and shows it to the teacher. Alternate writing and saying the amounts.
Gradually give them more difficult amounts but only after they have mastered easier amounts.

**American Money**

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**American Money**

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<th>twenty five cents</th>
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Reading Test Practice
Money & Shopping Unit: Lesson 10

Objectives
- Life skill: read and write dollar amounts
- Literacy: recognize and write ten common housewares, read and write dollar amounts in words to hundreds place Listening/speaking: verbally identify coins and bills, pronounce dollar amounts intelligibly
- Transitions: practice counting money, paying, and giving change
- Grammar: Use singular and plural pronouns to construct sentences about prices (ex. It’s $5.00, They’re $5.00.) Construct “how much” questions with the correct subject- verb agreement to ask questions about price (ex. “how much is the_____? How much are the_____?”)

Materials
Make Student Copies
- Textbook: Basic Grammar in Action, p.91, 92-93
- Handout: How Much?
- Handout: Writing Numbers

Make Single Copies or Reference

<table>
<thead>
<tr>
<th>1. How much money is this?</th>
<th>2. How much is ½ (one-half) of this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. One dollar</td>
<td>A. 5 dollars</td>
</tr>
<tr>
<td>B. Five dollars</td>
<td>B. 10 dollars</td>
</tr>
<tr>
<td>C. Twelve dollars</td>
<td>C. 20 dollars</td>
</tr>
<tr>
<td>D. Twenty dollars</td>
<td>D. 40 dollars</td>
</tr>
</tbody>
</table>
Lesson Preview

- Calendar Question (10 mins)
- Warm up: identify American coins and bills (10 mins)
- Review of Previous Lessons: play “Pictionary” using kitchen housewares vocabulary from yesterday (15 mins)
- Activity 1: saying, writing, and listening for dollar amounts (30 mins)
- Activity 2: ask and write questions about price using “How much is/are ____” (25 mins)
- Activity 3: calculating and counting out change (~15 mins)

Calendar Question (10 mins)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Warm up (10 mins)

- Materials: real money, ESL Tutor Manual Tab Listening Comprehension Drill, p. 54.

Learners will participate in the Listening Comprehension Drill to identify American coins and bills. Teacher calls out various coins and bills and learners will select the correct coin and or bill and show to the teacher.

- “Show me a penny.”
- “Show me a quarter.”

Review of Previous Lessons (15 mins)

Learners will play “Pictionary” using kitchen housewares vocabulary from yesterday

**Activity 1: Life Skills, Literacy, Listening & Speaking**

**Step 1: Review**
Use **Writing Numbers** handout to review pronunciation of numbers in English. Learners should keep this page as a reference sheet throughout the unit.

**Step 2: Complete worksheet**
Complete worksheets as directed

Watch and listen for areas that need further review and provide additional practice, as needed

**Activity 2: Listening/Speaking, Grammar (25 mins)**
- Materials: **How Much?** handout

**Step 1: Review Grammar Concept**
Write on the board:

1 thing – singular

2 or more things – plural

Offer some examples: a fork, 3 pans, a glass, some dishes
Ask learners if each example is singular or plural

**Step 2: Complete Worksheet**
Complete worksheet as directed.

**Step 3: Speaking Practice**
Learners work in pairs. One learner asks the question on the worksheet. The other makes up a price for the item in question.

**Activity 3: Transitions & Critical Thinking (~15 mins)**

**Step 1: Activate Prior Knowledge**
Write on the board:

The pan is $12. I pay $20. The cashier gives me $8 change.

Discuss the sentences. Where do you buy a pan? What does a cashier do? Do you usually give exact change? Do you count the change after the cashier gives it to you?

Step 2: Calculating Change

“Today we’re going to practice counting change.” Write on the board:

Money from the customer: $20

Total: $12

“Twenty minus twelve equals eight.”

Make sure learners know the words minus and equals and the mathematical signs for each (even if the math concept is simple for them, they often do not know the English words.”

Show how to do the subtraction on the board (try to show instead of telling).

Step 3: Model the Activity

With a student or volunteer and the How Much handout from earlier...
The “customer” asks the first question on the handout.
The “cashier” makes up a price and says it.
The “customer” hands the learner a bill larger than the amount.
The “cashier” calculates the change and gives the correct change to the teacher.

Model it with at least 2 different learners.

Step 4: Independent Practice
Learners work in pairs to practice the modeled activity.

**Writing Numbers**

*Listen and repeat the numbers.*

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

Write S for singular things. Write P for plural things.
Write the questions about price using “is” and “are.”

<p>| | | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>1. S</td>
<td><img src="image1.png" alt="Frying Pan" /></td>
<td>How much is the frying pan?</td>
</tr>
<tr>
<td>2. P</td>
<td><img src="image2.png" alt="Dishes" /></td>
<td>How much ____ the dishes?</td>
</tr>
</tbody>
</table>
Money & Shopping Unit: Lesson 11

Objectives

- Life skill: fill out checks
- Literacy: Read and understand the words “sign, signature”
- Listening/speaking: Ask and respond to questions about price
- Transitions: scan checks for key information
- Grammar: Use singular and plural pronouns to construct sentences about prices (ex. It’s $5.00, They’re $5.00.) Construct “how much” questions with the correct subject-verb agreement to ask questions about price (ex. “how much is the__? How much are the__?”)

Materials

Make Student Copies

- **Textbook**: *Basic Grammar in Action*, p. 91
- **Textbook**: *Basic Grammar in Action*, p. 94-97
- **Manual**: Copies of blank BINGO grid -ESL Tutor Manual Tab p. 62
- **Handout**: **Reading Checks**
- **Handout**: **Writing Numbers** (a few copies for learners absent yesterday) –see yesterday’s materials
**Props, Technology, or Other Resources**
- Warm up: student scissors and glue/tape
- Document camera
- checkbook
- *Basic Grammar in Action* teacher script

**Lesson Preview**
- Calendar Question (10 mins)
- Review of Previous Lessons: Play Bingo using pictures of kitchen housewares (20 mins)
- Activity 1: review the names of kitchen housewares and practice asking about price (30 mins)
- Activity 2: introduce key information on a check, practice scanning for information on checks (25 mins)
- Activity 3: practice writing checks (20 mins)
- Activity 4: learners will demonstrate understanding of checks by pointing to key information (as they leave class)

**Calendar Question (10 mins)**
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

**Review of Previous Lessons** (20 mins)
- Materials: copies of *Basic Grammar in Action*, p. 91, scissors, glue, copies of ESL Tutor Manual Tab Bingo Grid, p. 62

Play Bingo using pictures of kitchen housewares (learners create their own bingo cards by cutting and pasting the pictures from p. 91 on the blank bingo grid.

**Activity 1: Listening & Speaking, Grammar** (30 mins)
- Materials: *Basic Grammar in Action, p. 94-95*

**Step 1: Context / Prior Knowledge**
“Where do you buy pots and pans?”
“Where do you buy things for your house?”
“Which stores have good prices?”

Step 2: Guided Practice

Write on the board:

How much is this________? It’s_________.
How much are these_________? They’re_________.

Learners repeat the phrases aloud several times. Teacher can use singular and plural classroom objects or pictures of housewares vocabulary from earlier in this unit.

Review which items are singular and plural. Show which phrases on the board are used for singular and plural items.

Step 3: Independent Practice

Complete pages 94-95.

Activity 2: Life Skill, Literacy, Transitions (25 mins)

-Materials: Reading Checks handout, checkbook, document camera

Step 1: Context / Prior Knowledge

Show an actual checkbook, if possible.
“Do you use checks?”
“What do you pay for with checks?”
“How do you pay your telephone bill?”
“Many people use checks to pay bills and sometimes buy things in a store. Checks come from the bank. You need to put money in a bank account to write checks.”

Step 2: Guided practice

Show the first check from the handout with the document camera (do not distribute handouts yet!)

Point out the dollar amount in numbers and words, the store or company name, the date, and the signature of the person paying the
money.

Ask learners to take turns coming to the document camera and circling key information as you call it out.

Step 3: Independent Practice
Learners complete both pages of Reading Checks independently, then check with a partner.

Activity 3: Life Skill, Literacy, Transitions (20 mins)
- Materials: Basic Grammar in Action, p. 96-97

   Additional Practice
   Complete pages 96-97.
   Students may use the Writing Numbers handout from yesterday as a reference for the spelling of numbers in English.

Activity 4: Life Skills, Literacy, Transitions
- Materials: Exit Ticket

   Teacher stands at the door with one copy of the Reading Checks handout from today’s lesson. As learners leave, the teacher asks each person to point out a key piece of information.

   - “Point to the signature.”
   - “Where is the amount?”
Reading Checks

1. What is the customer’s name? ________________________________

2. How much did she pay? ________________________________
3. Where did he go shopping? ___________________________

4. When did he go shopping? ___________________________

Answer the questions about the check.
5. Where do you write your name? ______________________

6. Where do you write $53.00? ______________________

7. Where do you write the store name? _________________

8. Where do you write the date? ______________________

9. Where do you write fifty three dollars? ______________________

Money & Shopping Unit: Lesson 12

Objectives

- Life skill: recognize authentic U.S. currency and pictures of U.S. currency; Fill out checks and money orders
- Literacy: read and understand the words “Sign, signature”
- Listening/speaking: Ask and respond to semi-authentic questions about filling out a money order
- Transitions: scan checks and money orders for key information
- Grammar: Construct simple wh- questions using where, when and what with be, do, and can verbs (ex. Where is, when does, where can.)

Materials

Make Student Copies
- Textbook: Basic Grammar in Action, p. 102-103
- Handout: Practice Reading Test
- Handout: Buying Money Orders (3 pages)

Make Single Copies or Reference
- Color copies of sample money orders
- Basic Grammar in Action CD or teacher script
Lesson Preview

- **Calendar Question** (10 mins)
- **Warm up**: guess the significance of different numbers and amounts (20 mins)
- **Review of Previous Lessons**: review asking price, listening for and writing dollar amounts (20 mins)
- **Activity 1**: practice answering CASAS Reading Test questions (15 mins)
- **Activity 2**: read about, scan, and fill out sample money orders (30 mins)
- **Activity 3**: tell the teacher one thing they learned and one thing they want to practice more (~10 mins)

Calendar Question (10 mins)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Warm Up (20 mins)

*Adapted from MLC Tutor Tips: [http://www.mnliteracy.org/tools/tutor-tips](http://www.mnliteracy.org/tools/tutor-tips)*

**Step 1: Context**

Start by asking questions of your students that require answering with a number: What bus do you take to school? How many children do you have? How many days are there in a week?, etc. On the board, write the numbers. Now go back, and for each answer, elicit the question from the students. Repeat as needed for students to feel comfortable with the questions.

**Step 2: Guided Practice**

Now write on the board five or six different numbers that can be answered by using the model you’ve just been practicing. To make it more personal, you could write numbers that are relevant in your life, for example, your shoe size, your age, your date of birth, your telephone number, your house or apartment
number. Try to incorporate a few prices ($1.75 – the cost of a bus ticket, $7.25 per hour – federal minimum wage)

Students ask you questions, trying to elicit what the numbers refer to, for example, “How old are you?”

After students have guessed as many numbers as they can, teach the rest.

Step 3: Independent Practice

Once the students know what your numbers refer to, they form groups of three and write down three of their own “secret numbers.” They ask questions to guess one another’s numbers.

Review previous lesson (20 mins)

- Materials: Basic Grammar in Action, p. 102-103

Complete pages 102-103.

Activity 1: Life Skills (15 mins)

- Materials: Reading Test Practice

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Step 2: Reviewing Answers

Use a document camera to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.
Activity 2: Life Skills, Literacy, Transitions (30 mins)

-Materials: Buying Money Orders (3 pages)

Step 1: Context
Pass around the large pictures of the sample money orders.

Write **Money Order** on the board

“Do you buy money orders?”
“Where do you buy money orders?”
“What do you pay for with money orders?”
“Do you pay extra money for a money order?”

Step 2: Guided Practice
Read the text on the first page and complete the questions as a class.

(If you’re not familiar with money orders, consider doing a web search for “How to buy a money order”)

Step 3: Guided Practice (Speaking)
Practice the dialogue between Simone and the Employee using the instructions from the ESL Tutor Manual Tab **Dialogue**, p. 69.

Step 4: Independent Practice
Learners complete the blank money order form using Simone’s information.

Activity 3: Checking for Understanding (~10 mins)

Step 1: Writing
Write on the board:

**What did you learn today?**
**What do you want to practice more?**

Learners write for 3-5 minutes on a sheet of paper.

Step 2: Discussion
Learners share responses with the teacher and/or a partner.

Reading Test Practice
1. How much money is this?
   A. twenty five cents  
   B. ten cents  
   C. fifty cents  
   D. five cents  
2. What is the name of this coin?
   A. penny  
   B. nickel  
   C. dime  
   D. quarter

Reading Test Practice
1. Where can you write $32.50?
   - A. 1
   - B. 2
   - C. 3
   - D. 4

2. Where can you sign your name?
   - A. 3
   - B. 4
   - C. 5
   - D. 6

Sample Money Order

Print in color, if possible
Buying Money Orders

Some people use money orders to pay bills and send money to friends and family. You do not need a bank account to buy a money order. You can buy money orders at banks, post offices, and some grocery stores.

1. Who uses money orders in your class? ________________________________

2. Where can you buy money orders in your city? _______________________

3. Why do people use money orders? ________________________________

Clara does not have a bank account. She buys a money order to pay her telephone bill every month. She keeps the receipt and sends the money order in the mail.

Circle the amount of money, the date, and the name of the telephone company.
Simone Abel sends money to her mother every month. Her mother lives in California but Simone lives in Minneapolis. Simone goes to a bank to buy a money order. She goes up to the bank teller. She wants to buy a money order.
BUYING MONEY ORDERS

Simone’s mother lives in Fresno, California. Her mother’s address is 4483 Sunrise Blvd. Her mother’s name is Elise Abel.
Simone Abel lives in Minneapolis. Her address is 5677 Carter Street, Minneapolis, MN 55454.

**Fill out this money order for Simone’s mother.**

---

**Money & Shopping Unit: Lesson 13**

**Objectives**
- Life skill: Read a short story about paying for products
- Life skill: scan for key information on checks and money orders
- Literacy: Read and understand the words: sale, price, regular, furniture
• Listening/speaking: Ask and respond to simple wh- questions
• Literacy: identify the same sound for C, K, and –CK spellings; use the C/K spelling rule to correctly identify the initial consonant.

Materials

Make Student Copies
  • Handout: How Much is This?
  • Handout: Checks and Money Orders
  • Handout: A Problem at the Store

Make Single Copies or Reference
  • ESL Tutor Manual Tab p.44, 69, 113

Lesson Preview

• Calendar Question (10 mins)
• Warm up: mingle, discussing three simple questions with several different learners (10 mins)
• Review of Previous Lesson: ask for the price of an item in a store (20 mins)
• Activity 1: fill in key information on checks and money orders (20 mins)
• Activity 2: read a short story about buying furniture, develop reading comprehension and ability to sound out words. (35 mins)
• Activity 3: role-play asking for a price in a store (~10 mins)

Calendar Question (10 mins)

• Students write the date on the top of their journal page.
• Students copy the calendar question and answer it.
• Teacher walks around, checks, and stars sentences.
• The teacher models asking the question.
• Go around the room and have students ask and answer the calendar question one at a time.

Warm Up (10 mins)
  - Materials: None

Learners will mingle, (if space is limited, consider walking the students to the hospitality room upstairs) discussing three simple questions with several different learners.

Write these questions on the board:

1. Where can you buy things for your home?
2. What store has good prices?
3. What do you want to buy for your home?
Review the questions as a group. Ask everyone to stand up and talk to 3 different people about the questions.

**Review of Previous Lesson (20 mins)**
- Materials: **How Much is This?** Handout

  Use the directions for leading a **dialogue** in the ESL Tutor Manual Tab, p. 69.

**Activity 1: Literacy (20 mins)**
- Materials: **Checks and Money Orders** handouts

  **Step 1: Context & Review**
  - Project or pass around copies of the sample check and sample money order.
  - Ask: which is the check? Which is the money order? How do you know? What is the same? What is different?

  **Step 2: Independent Practice**
  - Learners complete questions about the check and money order and check answers with a partner.

  Teacher reviews answers as a class and reviews information as needed, based on learners errors.

**Activity 2: Life Skills, Literacy, Listening & Speaking (35 mins)**

- Materials: **A Problem at the Store** handout

  **Step 1: Context**
  - Read the questions below the picture. Talk about the picture.

  **Step 2: Silent Reading**
  - Allow 5-10 minutes for learners to read silently and circle any words they don’t understand

  **Step 3: Teacher reads, Learners Follow**
Step 4: Teacher reads, Learners Repeat

Step 5: Choral Reading

Step 6: Learners Read with a Partner

Step 7: Learners complete comprehension exercises

Step 8: Letter/Sound Drill

Refer to the ESL Tutor Manual Tab 2012, Letter/Sound Drill, p. 113
The target spelling/sound for this story is “c, k, and –ck” as in card, Kim, and back

Show the students that these three spellings all make the same sound. C and K usually come at the beginning or middle of a word. -ck is only used at the end of a word or syllable.

Activity 3: Checking for Understanding (~10 mins)

Place a few small and familiar items (probably classroom supplies) at the front of the room. Review the name of each item and whether it is singular or plural.

Ask the class to help you write a very short conversation in which a customer asks a store employee the price.

Use instructions in the ESL Tutor Manual Tab Conversation Queue, p. 44 to practice the dialogue

When learners can easily read the dialogue and substitute new information, erase the dialogue and have them role-play using the dialogue or their own words.
Sample Money Order
Print in color, if possible

Sample check
Print in color, if possible
### Checks and Money Orders

1. Who paid for this money order? _______________________________
2. How much money is this? _______________________________
3. Who gets the money? ________________________________

Checks and Money Orders
1. What is the customer’s name? ________________________________

2. How much did she pay? ________________________________

3. Where did he go shopping? ________________________________

4. When did he go shopping? ________________________________

---

First National Bank,
Minneapolis, MN

DATE: 8/23/12

Pay to the order of Morning Bakery $ 102.55

One hundred two dollars AND 55 cents dollars

MEMO: ______________ Marco Vasquez ______________

001 340234 9992324 223843 . .
A Problem at the Store

Look at the picture. What do you see?

What size mattress do you like? Why?

Kim wanted a new bed. Her bed was too small. Her husband, Colin, is a big man. They needed a bigger bed.

Kim went to the mattress store. She saw the king sized bed. She liked the very big bed but their house is too small for a king sized bed. A queen sized bed is not too big and not too small. It was perfect!

Kim bought the queen sized mattress. It was very expensive. It cost $250.00. “Will you take a check?” she asked.

“No, but you can pay with a credit card,” said the cashier.

Kim used her credit card.
The next day the mattress company came to her house. They took the mattress out of the truck. They carried it up to the bedroom but it did not go. It was stuck. The mattress was too big because the company brought the wrong size.

“I’m very sorry said the worker. We will come back tomorrow with your queen sized mattress.

Words I don’t understand:

<table>
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<tr>
<th>WORD:</th>
<th>MEANING/PICTURE:</th>
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</tbody>
</table>

Write YES or NO.

1. Colin and Kim are married.  
   _________

2. Kim bought a king sized bed.  
   _________

3. The company brought the wrong mattress.  
   _________

4. The mattress was cheap.  
   _________

Talk about the questions with a partner. Write your answers.

1. Why does Kim want a new bed?
2. What is the problem?

3. What do people sleep on in your country? A mattress or something different?

How much is this?

CUSTOMER: Excuse me, do you work here?
SALES ASSOC.: Yes. What do you need?
CUSTOMER: How much is this sofa? I can't find a price tag.
SALES ASSOC.: Let me see. This sofa is on sale. It's $199.

Write the words you know for things in a house. Is it singular or plural? Practice the questions with a partner.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much is this _____?</td>
<td>How much are these _____?</td>
</tr>
<tr>
<td>pan</td>
<td>cups</td>
</tr>
<tr>
<td>bowl</td>
<td>pot holders</td>
</tr>
</tbody>
</table>
Objectives

- Life skill: find regular and sales price on store ads
- Literacy: Read and write dollar amounts to the hundreds place
- Listening/speaking: pronounce dollar amounts intelligibly
- Literacy: read a short story with fluency and expression

Materials

Make Student Copies

- Handout: A Problem at the Store (a few copies for learners absent yesterday)
- Handout: Can you Please Repeat That
- Create sentence strips using the sequence of events in “A Problem at the Store”
- Handout: Reading Test Practice

Make Single Copies or Reference

- ESL Tutor Manual Tab p. 119, p. 45

Props, Technology, or Other Resource

- Rubber bands for each learner (can be found in teacher room file cabinet)
- Document camera

Lesson Preview
• Calendar Question (10 mins)
• Warm up and Review: create a sentence strip activity (20 mins)
• Activity 1: practice reading with fluency and expression (25 mins)
• Activity 2: address common pronunciation errors with numbers and students dictate dollar amounts to each other. (30 mins)
• Activity 3: practice test taking skills for the CASAS Life and Work reading tests. (20 mins)
• Activity 4: conduct an “Exit Ticket” assessment

Calendar Question (10 mins)
• Students write the date on the top of their journal page.
• Students copy the calendar question and answer it.
• Teacher walks around, checks, and stars sentences.
• The teacher models asking the question.
• Go around the room and have students ask and answer the calendar question one at a time.

Warm up and Review: (20 mins)
- Materials: instructions in ESL Tutor Manual Tab Sentence Strips, p. 119, A Problem at the Store (from previous class)

Use the story A Problem at the Store to create a sentence strip activity

Activity 1: Literacy (25 mins)
- Materials: A Problem at the Store handout for those absent from previous class

Good readers read with fluency (they don’t have to stop frequently to sound out words) and expression (there is emotion in their voice and changes in intonation). These qualities help them better understand the text that they are reading.

This activity is designed to help learners revisit a reading with greater fluency and expression.

Step 1: read it again.
Distribute story copies and/or ask learners to find their copy from yesterday
Allow 5 minutes for silent reading. Teacher reads aloud while learners follow.

Step 2: adding expression
Show the story with a document camera.

Highlight a sentence in the story that is particularly expressive or emotional.

Kim went to the mattress store. She saw the king sized bed. She liked the very big bed but their house is too small for a king sized bed. A queen sized bed is not too big and not too small. **It was perfect!**

Say the sentence with two or three different “feelings” (ex. Sad, excited, disgusted). Ask learners to identify which one matches the meaning of the sentence.

Everyone repeats the sentence with the identified expression. –get into it! The more over- dramatic the better at this stage.

Repeat with several phrases in the story.

Teacher reads the story again –learners focus on the expression in the voice.

Learners read in pairs –focusing on expression.

**Activity 2: Listening and Speaking, Literacy (30 mins)**

- **Materials:** rubber band

*English numbers can be easily confused. The difference between thirteen and thirty from a pronunciation standpoint is where you place the stress. In the word “Thirteen.” TEEN is emphasized by saying it louder and longer. This can be demonstrated by stretching a rubber band as you say the second syllable. In the word “thirty” the first syllable is stressed (longer and louder).*

**Step 1: Teacher modeling**

Write on the board:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>14</td>
<td>40</td>
</tr>
<tr>
<td>15</td>
<td>50</td>
</tr>
</tbody>
</table>
Say the numbers as learners repeat.

Note that 13 and 30 sound similar. Many people learning English think this is difficult. Using a rubber band, model how the stress is different for thirteen and thirty. Stress means that part is longer and louder.

**Step 2: All Together Now!**
Give everyone a rubber band.

Repeat the numbers several times with everyone stretching the rubber band on the stressed syllable (the rubber band should be loose on the unstressed syllable).

**Step 3: Did you say 30?**
Learners pair up. One says a number on the board. The other writes the number they hear. They check together if the number matches what the learner wanted to say. The learner writing can ask “Did you say 30?”

**Step 4: Independent Practice**

Handout copies of *Can You Please Repeat That?*

Learners fold their paper in half so that they can only see half of the numbers.

In pairs, one person dictates numbers 1-10 to their partner, who will write them on a sheet of paper.

They switch roles for numbers 11-20.

**Activity 3: Life Skills (20 mins)**
- Materials: *Reading Test Practice*

**Step 1: Independent Practice**
Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

**Step 2: Reviewing Answers**

Use a document camera to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

**Activity 4: Checking for Understanding (as they leave)**

Use the Exit Ticket activity on p. 45 of the ESL Tutor Manual Tab.

Ask each learner to read off a price in the hundreds as they leave.

Note any areas that still need review.
A Problem at the Store

Look at the picture.  What do you see?

What size mattress do you like? Why?
Kim wanted a new bed. Her bed was too small. Her husband, Colin, is a big man. They needed a bigger bed.

Kim went to the mattress store. She saw the king sized bed. She liked the very big bed but their house is too small for a king sized bed. A queen sized bed is not too big and not too small. It was perfect!

Kim bought the queen sized mattress. It was very expensive. It cost $250.00. “Will you take a check?” she asked.

“No, but you can pay with a credit card,” said the cashier.

Kim used her credit card.

The next day the mattress company came to her house. They took the mattress out of the truck. They carried it up to the bedroom but it did not go.

It was stuck. The mattress was too big because the company brought the wrong size.

“I’m very sorry said the worker. We will come back tomorrow with your queen sized mattress.”
Can You Please Repeat That?

1. $14.25
2. $90.32
3. $1.17
4. $12.30
5. $29.15
6. $47.40
7. $70.00
8. $31.19
9. $62.01
10. $920.12

11. $939.50
12. $102.14
13. $38.30
1. What can you buy for a lower price?
   A. April 4th - 6th
   B. carpets
   C. fifty percent off
   D. things for the home

2. When is the last day of the sale?
   A. today
   B. April 4th
   C. April 5th
   D. April 6th
Money & Shopping Unit: Lesson 15

Objectives
- Life skill: find regular and sales price on a tag or ad
- Literacy: read and understand the words sale, price, regular, furniture
- Listening/speaking: ask and respond to questions about price
- Transitions: use math skills to compare prices
- Grammar: construct “how much” questions with correct subject-verb agreement to ask questions about price
- Technology: identify prices of items advertised online

Materials

Make Student Copies
- Handout: Reading Test Practice
- Handout: I’m Looking for a Coffee Maker
- Handout: Which One?

Make Single Copies or Reference
Props, Technology, or Other Resources
- Document camera
- Chromebook with Internet access
- Projector
- Computer speakers (see volunteer coordinator for this item)

Lesson Preview
- Calendar Question (10 mins)
- Warm up: students write questions and answers about the shopping/money theme (15 mins)
- (review) Activity 1: practice test taking skills for the CASAS Life and Work reading tests. (20 mins)
- Activity 2: listen to recorded conversations and write price information (30 mins)
- Activity 3: compare prices of a single item at different stores using the Internet (30 mins)
- If time: Activity 4: learners write one thing they understand now that they didn’t understand before today.

Calendar Question (10 mins)
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Warm up (15 mins)

Students write questions and answers about the shopping/money theme

Activity 1: Life Skills, Literacy (20 mins)
-Materials: Reading Test Practice

Step 1: Independent Practice
Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

**Step 2: Reviewing Answers**

Use a document camera to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

**Activity 2: Listening & Speaking, Transitions (30 mins)**
- Materials: Chromebook with internet access & speakers

**Step 1: Context**

Do you look for the lowest/cheapest price? Do you call stores for information?

Teacher may give an example of a time he/she called different stores to get price information.

Show the picture of the 10-cup coffee maker (or you may have one at your learning center)

Make predictions about how much a coffee maker costs.

Write the predictions on the board.

**Step 2: Overview Listening**
Go to [www.youtube.com/MLCESLListing](https://www.youtube.com/MLCESLListing), look for the video titled *I'm looking for a Coffee Maker*.

Test the sound with the computer and speakers.

Ask learners to listen for **who** is the woman calling and **why**?

Remind them that it’s okay if they don’t understand everything. They are going to listen for specific information.

Play the video once.

**Step 3: Listening for specific information**

Write on the board:

1. **Kendall’s Ace Hardware**
2. **Target**
3. **K-Mart**

These are the 3 stores the woman calls.

This time listen to the prices.

Write down the prices you hear next to the name of the store.

Play the clip 1-4 times until most learners have written at least 3 prices.

**Step 4: Checking Understanding**

Learners compare prices with a partner. Teacher writes correct prices on the board.

Discuss which stores had the cheapest and most expensive coffee makers.

**Activity 3: Technology, Grammar, Transitions**

-Materials: Chromebook, projector, **Which One?** handout

_The goal of this activity is to demonstrate how websites can help people find price information and even buy things online._

Demonstrate how to open the Internet, go to target.com, in the search bar type **10 cup coffee maker**.
Show how to scroll up and down, click on a product for more information, click on the back button to return to the list of products.

Use the computer and projector to complete the Which One? handout as a class. In the first column they write information about coffee makers displayed on the website. In the second column they choose a different item to search for.

(if time) Activity 4: Checking for Understanding
- Materials: (none)

Learners write one thing they understand now that they didn’t understand before today.

Reading Test Practice
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
</table>
| 1. How much was the microwave before the sale?                          | A. $ 20.00  
B. $ 67.99  
C. $ 85.00  
D. 20%                   |
| 2. What is on sale?                                                     | A. President’s Day  
B. $ 67.99  
C. kitchen appliances  
D. televisions       |
10-cup coffee maker

Which One?
<table>
<thead>
<tr>
<th>10 cup coffee maker</th>
<th>What do you want to buy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest price</td>
<td></td>
</tr>
<tr>
<td>Highest price</td>
<td></td>
</tr>
<tr>
<td>Which one do you like?</td>
<td></td>
</tr>
<tr>
<td>Why?</td>
<td></td>
</tr>
</tbody>
</table>
Money & Shopping Unit: Lesson 16

Objectives

- Life skill: read and write dollar amounts to the hundredths place; find regular price and sales price on a tag or ad
- Literacy: read and write dollar signs and decimal points Listening/speaking: pronounce dollar amounts intelligibly; ask and respond to questions about price
- Transitions: use math skills to compare prices of an item
- Grammar: Construct “how much” questions with the correct subject-verb agreement to ask questions about price; Use singular and plural pronouns to construct sentences about prices (It’s $5.00, They’re $3.00)

Materials

Make Student Copies
- Textbook: Basic Grammar in Action, p. 91
- Handout: Reading Test Practice

Make Single Copies or Reference
- ESL Tutor Manual Tab p. 57, 60
- A list of teacher-created sentences for warm up

Props, Technology, or Other Resources
- See activity 3 instructions for options

Lesson Preview

- Calendar Question (10 mins)
- Warm up: dictate sentences to each other about price. (20 mins)
- Activity 1: practice test taking skills needed for the CASAS Life and Work reading test. (20 mins)
- Activity 2: ask a partner for the price of specific items and record the price (20 mins)
- Activity 3: find and record price information (30 mins)
- (If time) Activity 4: ask and answer questions about price

Calendar Question (10 mins)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
• The teacher models asking the question.
• Go around the room and have students ask and answer the calendar question one at a time.

**Warm up (20 mins)**
- Materials: instructions in the ESL Tutor Manual Tab Peer Dictation, p. 60, A list of teacher-created sentences about price (ex. How much are the plates? Or The paper cups at Cub Food are $2.59.)

Learners dictate sentences to each other about price.

**Activity 1: Life Skills, Literacy (20 mins)**
- Materials: **Reading Test Practice**

**Step 1: Independent Practice**

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

**Step 2: Reviewing Answers**

Use a document camera to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

**Activity 2: Listening & Speaking, Literacy (20 mins)**
- Materials: **Basic Grammar in Action, p. 91**
Using the pictures on p. 91, learners work in pairs. One person asks questions about the price of each item and then records their partner’s response on a sheet of paper. Learners may move around the classroom switching partners after two or three questions.

**Activity 3: Grammar, Transitions, Technology (30 mins)**

*The goal of this activity is to have learners apply price comparison skills in an authentic environment or with authentic materials.*

*Talk with the Volunteer Coordinator about options for completing this activity.*

**OPTION 1: (take the class to a nearby store to record prices)**
Tell learners where you will go today. Ask what you can buy there. Make a list of products you can buy there.

Create a simple table on the board like the one below. Learners copy this table on a sheet of paper.

<table>
<thead>
<tr>
<th></th>
<th>How Many?</th>
<th>How Much?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As a class, choose 5 items that you will look for at the store. Write those items in the first column.

Review the meaning of **how many?** (they will record the number or amount. For example, a box of 12 pencils) **how much?** (they will record the price).

Learners bring their paper and pencil to the store and record prices. If there is any confusion, encourage learners to ask a store employee for the location or price.

When you return to the classroom, discuss the results. If some learners recorded two different prices for the same item (perhaps different brands), discuss which price is higher or lower.

**Need a challenge?:** Ask more advanced learners to write a price range for each item showing the lowest and highest prices (ex. $25.00-48.00)

**OPTION2:** (Use newspapers or magazines to search for and record prices)

Distribute copies of newspaper or magazine ads that you have collected. Ask learners “What store is this? What can you buy here?” Make a list of products you can buy there.

Create a simple table on the board. Learners copy this table.

<table>
<thead>
<tr>
<th></th>
<th>How Many?</th>
<th>How Much?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Review the meaning of **how many?** (they will record the number or amount. For example, a box of 12 pencils) **how much?** (they will record the price).

Model how to record the information for one item in the chart. (item name goes in the first column).

Learners can work independently or in small teams to complete the chart with information from the ads. (If you have many copies of the same ad, you can assign them to all look for the same 5 products).

When everyone has finished, discuss the results. If some learners recorded two different prices for the same item (perhaps different brands), discuss which price is higher or lower.

**Need a challenge?: Ask more advanced learners to write a price range for each item showing the lowest and highest prices (ex. $25.00-48.00)**

**(if time) Activity 4: Checking for Understanding**
- **Materials:** *Basic Grammar in Action, p. 91*, ESL Tutor Manual Tab
*Circle Drill*, p. 57

  Cut apart pictures from *Basic Grammar in Action, p. 91* (remove the name of each item). Put the pictures in a box or basket.

  Use the directions from the ESL Tutor Manual Tab *Circle Drill*, p. 57. On their turn, the learner will draw an item from the basket and ask the person next to them for the price. That person can make up any price.
Reading Test Practice

Regular Price $38.55

Today ONLY $29.99

MR. COFFEE™ 10-cup Automatic Coffee Maker

Filters sold separately ($3.99 for 50 count)
1. What is the sale price for the Coffee maker?  
A. $38.55  
B. $29.99  
C. $3.99  

2. What was the price before the sale?  
A. $38.55  
B. $29.99  
C. $3.99

**Food Unit: Lesson 17**

**Objectives**
- Life skill: describe likes and dislikes with common foods
- Literacy: read and write simple sentences about food likes and dislikes (ex. She likes carrots. She doesn’t like eggs.)
- Listening/speaking: Ask and respond to the questions, “Do you like_____? What is your favorite food.”
- Grammar: use subject verb agreement in third person simple present (ex. He likes, She doesn’t like.)
- Transition & Critical Thinking: survey class members about food preferences and chart and interpret the results (ex. Ten people like carrots and five people don’t. Most people like carrots.)

**Materials**

**Make Student Copies**
- Handout: **Food Words**
- Handout: **Do You Like...?**

**Make Single Copies or Reference**
- ESL Tutor Manual Tab p. 46, 57

**Props, Technology, or Other Resources**
- 2 “flyswatters”
- Post-it notes (see volunteer coordinator)
- Small soft ball or bean bag
Lesson Preview

- **Calendar Question** (10 mins)
- **Warm up**: work in groups to brainstorm as many food words as they know (10 mins)
- **Activity 1**: introduce and practice common food vocabulary (25 mins)
- **Activity 2**: practice expressing food preferences (15 mins)
- **Activity 3**: practice writing simple sentences about food preferences (20 mins)
- **Activity 4**: survey each other about food preferences and chart the results (25 mins)
- **(if time)Activity 5**: practice forming 3rd person singular sentences

**Calendar Question (10 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

**Warm-Up (10 mins)**

Place learners in groups of 2-3. Ask them to write down as many food words as they can *without* looking at their notebooks or dictionaries. Spelling is not important. Encourage everyone in the group to participate.

Ask each person in the group to share at least one word with the class.

**Activity 1: Life Skills (25 mins)**

-Materials: **Food Words** handout, gather pictures of the vocabulary on the handout, 2 “flyswatters”

**Step 1: Context**

What food do you like? Where do you buy food? Do you eat meat? What do you like to drink? Do you cook? Who cooks in your house?

**Step 2: Introduce vocabulary**

Hold up the pictures that you gathered one by one. Say the word and ask learners to repeat several times. Do not write the word yet. Tell learners that you will give them the words later.
Go through all the pictures at least twice.

Distribute the **Food Words** handout. Go through the pictures again and have learners find the word on their handout.

Learners draw a picture of the food next to the word.

**Step 3: Group Practice**

Play “Flyswatter Game”:

Write the new food words on the whiteboard or tape the words to the wall.

Divide learners into two teams. Representatives from each team come to the board and each gets a flyswatter. Show a picture. The students compete to be the first to “swat” the correct word.

Award a point to the team that swatted first and call two new representatives up to the board.

**Step 4: Pair Practice**

One partner says a word on the **Food Words** list. The other partner points to the word they hear.

**Need a Challenge?:** higher level students can dictate the words to each other for spelling practice.

**Activity 2: Life Skills, Listening & Speaking (15 mins)**


**Step 1: Context**

Write on the board:  

- I like_____.
- I don’t like_____.

Say each sentence with several example foods. Each time, use facial and vocal expression to show the meaning of the sentence.

Write on the board:  

- Do you like_______?
Pose the question to several students, encouraging them to answer with the full sentences on the board.

**Step 2: Circle Drill**

Practice the phrases on the board by leading a Circle Drill, as described in the ESL Tutor Manual Tab p. 57

**Activity 3: Grammar, Literacy, Life Skills (20 mins)**
- **Materials:** (none)

**Step 1: Review formation and use of simple present tense**

Write on the board:

I
You
He
She
It
We
They

Read each word together and use hand gestures to show the meaning of each one. (ex. point to your chest for “I”, point to a group of other people for “they”)

Write a verb next to each subject:

I like
You like
He likes
She likes
It likes
We like
They like

Ask “which words have ‘s’?” Circle “He likes, she likes, it likes.”

“In English, sometimes we change the verbs. Do you change verbs in your language? (Many languages do not: Hmong, Karen, Thai. Spanish and Somali do conjugate verbs to indicate time or tense).
“In present tense, we add an ‘s’ to the verb after he, she, or it.”

We use verbs like this to talk about usually, every day, sometimes, never.

Step 2: Individual writing
Learners write 2 sentences about foods they like and 2 about foods they don’t like on a sheet of paper.

Step 3: Introduce simple present 3rd person negative (doesn’t)
Write on the board:

I don’t like
You don’t like
He doesn’t like
She doesn’t like
It doesn’t like
We don’t like
They don’t like

Ask “Which sentences use ‘doesn’t’?” Circle those sentences.

Point out how there is no ‘s’ added to the verb like in these negative sentences.

Step 4: Pair practice
In pairs, learners share the sentences they wrote about food. Their partner rewrites the sentences using ‘he’ or ‘she’ (ex. She likes noodles. She doesn’t like beef.)

Activity 4: Life Skills, Transitions & Critical Thinking (25 mins)
-Materials: Do You Like...? Handout, post it notes (optional)

Step 1: Complete the Questions
Distribute copies of the handout.

Show learners how to complete the questions by filling in the name of a food. Learners can choose any food to complete the questions.
Step 2: Independent Practice
Model how to ask each student in the class the questions and record their answer with a tally mark.

Learners mingle, (if space is limited, consider walking the students to the hospitality room upstairs) asking each other the questions and recording answers on the handout with tally marks. As learners finish, have them check their work by making sure the total number of tally marks for each question matches the number of students in the class.

Step 4: Create Pie Graphs
Charts and graphs may be new to some learners, depending on their prior schooling. Here’s one way to model making a pie chart:

1. Use post-it notes of two different colors (or write yes or no on each note). Count the number of “yes” answers and put as many post-its on the board. Count the number of “no” answers and put as many post-its of a different color on the board.

2. Arrange the post-its in a circle.

3. Draw a circle around the outside edge and lines through the middle. Shade each section of the pie chart. Ask: Did more people say “yes” or “no”?

Step 5: Drawing Conclusions
After learners have completed the pie charts on their handout, talk about the results. Use more, most, a few. Write 1-2 conclusions on the board as full sentences (ex. Most students in our class like chicken. A few people like tea.)

(If time) Activity 5: Life Skills, Listening & Speaking, Grammar
-Materials: small soft ball or bean bag

Write on the board:

My name is ___________ and I like _______________.
His name is ___________ and he likes _______________.
Her name is ___________ and she likes _______________.
Lead a **Ball Toss** activity as described in the ESL Tutor Manual Tab p. 46, using the phrases on the board.

**Food Words**

Listen to your teacher. Say the words.

Draw a picture.

1. beef  
2. pork  
3. chicken  
4. fish  
5. eggs  
9. milk  
10. coffee  
11. tea  
12. fruit  
13. vegetables
6. noodles  
7. rice  
8. water  
14. butter  
15. bread  
16. ice cream

Do you like...?

Write your questions.
Ask other students.
Draw the graphs.

1. Do you like__________________?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

2. Do you like__________________?
3. Do you like__________________? 

| YES | NO |

---

Food Unit: Lesson 18

Objectives
- Life skill: Ask about and describe food locations in a kitchen
- Literacy: Read and understand common food locations including cupboard, shelf, counter, table, refrigerator, freezer.
- Listening/speaking: Ask the question “Where is/are the______?” and respond using prepositions of location (ex. in, on, next to.)
- Grammar: Distinguish count and non-count nouns and use the correct form of the BE verb when asking about location (ex. Where is the milk? Where are the noodles?)

Materials
Make Student Copies
- Handout: BINGO
- Handout: Bring Me the Eggs
- Handout: Food Words (from yesterday)

Make Single Copies or Reference
- ESL Tutor Manual Tab p. 44, 69

Props, Technology, or Other Resources
- Pictures of food vocabulary from yesterday
- magnets
- Picture of a milk jug or carton
- A few picture dictionaries

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**Lesson Preview**

- **Calendar Question** (10 mins)
- **Warm up** practice asking and answering the question, “What is your favorite food?”
- **Activity 1:** play vocabulary bingo with food vocabulary words
- **Activity 2:** practice asking “Where is the milk?” while introducing different locations in a kitchen.
- **Activity 3:** practice asking and answering the question “Where is/are the___?”
- **Activity 4:** practice a dialog about asking for things in a kitchen
- **Activity 5:** Assess learners’ ability to ask and answer questions about location

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**Calendar Question (10 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

**Warm-Up and Review (10 mins)**

- Materials: a few picture dictionaries

  Write on the board:
  
  **What is your favorite food?**
  I really like________________.

  Explain the meaning of the question on the board. Allow time for them to look through the food section of a picture dictionary to find one of their favorite foods.

  Learners stand up and mingle, (if space is limited, consider walking the students to the hospitality room upstairs), asking and answering the question on the board.
Activity 1: Life Skills, Literacy (25 mins)
-Materials: BINGO handout, Food Words handout (from yesterday), pictures of food words.

Step 1: Context
Learners take out the Food Words handout from yesterday.

Deal out the pictures.

Review the pronunciation of the words on the list. As you say each word, have the learners hold up that picture so everyone can see.

Step 2: Prepare BINGO cards
Model how to fill in the squares on the bingo card with the words from the word list in random order.

Allow learners time to fill in their cards.

Step 3: Play BINGO
Play by holding up one of the food pictures and asking learners to silently find the word.

Activity 2: Life Skills, Literacy, Listening & Speaking (20 mins)
-Materials: picture of a milk jug or carton

Step 1: Prep.
On the board, draw a picture of a refrigerator and freezer a counter and a shelf. Make the drawing large enough so that you can place your picture of the milk carton “in” each of these locations.

Step 2: Introduce location vocabulary
Tape the picture of the milk carton in the refrigerator. “Where is the milk?” “The milk is in the refrigerator.”

Learners repeat several times.
Continue to move the milk carton, each time saying the question and answer several times...
  · On the counter
  · On the shelf
  · In the freezer
  · Next to the____.

**Step 3: Group Practice**
Call on learners to answer the question as you change the location. Repeat until everyone can answer easily.

Write the phrases on the board:
  · On the counter
  · On the shelf
  · In the freezer
  · In the refrigerator
  · Next to the____.

**Step 4: Writing practice**
Have learners write at least 2 full sentences about the location of the milk.

**Activity 3: Grammar, Listening & Speaking, Literacy (25 mins)**
-Materials: magnets

**Step 1: introduce count/non-count nouns**
*NOTE:* Do NOT teach the words “count/non-count nouns”. Learners can practice distinguishing and using them without knowing the name for them.

Count and non-count nouns can be very complex and the rules governing them are not always consistent. Below is some suggested language for talking about them in very simple terms.

Write on the board:
  **Where is the**________?
  **Where are the**_________?
Look at the **Food Words** handout. Ask “Which words have ‘s’ at the end?” *(eggs, noodles, vegetables).* Circle these words

“These are things we count...1,2,3...We can talk about 1 or many. I am looking for one egg: *Where is the egg?* I am looking for many eggs: *Where are the eggs?*

“Do we usually talk about 1 noodle?....no....some foods are always plural.”

“Now look at the other words. These are words we don’t count. They are always singular. I always say ‘Where is the rice?’”

**Step 2: Group Practice**
Hold up the food pictures as you practice asking the question about each food.

**Step 3: Writing Practice**
Use magnets to affix 3 of the pictures on the board (at least one count and one non-count). Learners write questions about each food on a sheet of paper.

**Activity 4: Literacy, Listening & Speaking (20 mins)**

Introduce and practice the dialogues on the handout using the **dialogue** procedure outlined in the ESL Tutor Manual Tab p. 69.

Once learners are comfortable with the dialogue, begin varying the underlined portions.

**Activity 5: Checking for Understanding**
- Materials: ESL Tutor Manual Tab **Conversation Queue**, p. 44

Write on the board:

*Where is the_________?*
*Where are the_________?*

Practice asking and answering the questions on the board by leading the **Conversation Queue** activity as described in the ESL Tutor Manual Tab p. 44.
**BINGO**  
Write the words in the squares.
Bring Me the Eggs

Abdi? Can you bring me the eggs?

Eggs?

Yes.

Where are the eggs?

In the refrigerator, next to the milk.

I found them!
Thanks.

Susan? Could you get me the bread?

Bread?

Yes.

Where is the bread?

On the counter, next to the refrigerator.

I found it!

Thanks.

Food Unit: Lesson 19

Objectives
● Life skill: ask about and describe food locations in a kitchen
● Life skill: read a short story about food
● Literacy: ask and respond to simple written wh- questions
● Listening/speaking: ask the question “Where is/are the_?” and respond using prepositions of location (ex, in, on, under, next to.”)
● Grammar: distinguish count and non-count food vocabulary and use the correct form of BE verb when asking about location (ex. “Where is the milk? Where are the eggs?”)

Materials

Make Student Copies
   • Handout: The Kitchen is Busy
Make Single Copies or Reference
   • Food Words
   • ESL Tutor Manual Tab p. 113
Props, Technology, or Other Resources
   • (optional) whisper phones
- magnets
- Pictures of food vocabulary (from yesterday)

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**Lesson Preview**

- **Calendar Question:** (10 mins)
- **Warm up:** review food vocabulary and phrases (10 mins)
- **Review of Previous Lessons:** sort food words (15 mins)
- **Activity 1:** read a story and practice the letter/sound correspondence of “or” (40 mins)
- **Activity 2:** role-play asking for items in a busy kitchen (25 mins)
- **Activity 3:** learners write location sentences about pictures on the board. (15 mins)

---

**Calendar Question (10 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

---

**Warm-Up (10 mins)**

-Materials: ESL Tutor Manual Tab *Whispering Game*, p. 74

Review food vocabulary, expressing preferences, and describing location by playing the *whispering Game*, as described in the ESL Tutor Manual Tab p. 74.

Suggested phrases:

- I like coffee with milk.
- I don’t like vegetables.
- The chicken is in the refrigerator.
- The tea is on the counter (next to the noodles).

---

**Review of Previous Lessons (15 mins)**

-Materials: copy the words from *Food Words* handout onto notecards in large letters, magnets
Step 1: Sorting
Write on the board:

Where is the ________?     Where are the ________?

Hold up one of the notecards, demonstrate how to show (may use a magnet) the word under the appropriate question. Deal out the notecards. Learners take turns coming to the board, with a magnet, place the word under the question, and saying the complete question aloud.

Activity 1: Literacy, Life Skill (40 mins)
-Materials: The Kitchen is Busy, handout

Step 1: Context
Read the questions next to the pictures. Talk about the pictures.

Step 2: Silent Reading
Allow 5-10 minutes for learners to read silently and circle any words they don’t understand.

Step 3: Teacher reads, Learners Follow

Step 4: Teacher reads, Learners Repeat

Step 5: Choral Reading

Step 6: Learners Read with a Partner

Step 7: Learners complete comprehension exercises

Step 8: Letter/Sound Drill
Refer to the ESL Tutor Manual Tab Letter/Sound Drill, p. 113 The target spelling/sound for this story is “or,” as in “for”.

NOTE: in this story you will need to highlight the word “work” as an exception. You can say “Usually “or” says /or/. Sometimes it says /er/.”
Step 9: Spelling Extension

Write on the board:

corn
more
fork
pork

show how ‘fork’ and ‘pork’ rhyme and only the first letter is different.

Challenge learners to spell some new words based on rhyme:
(it is not important to spend time on the meaning of these words. They are just a means for practicing spelling strategies.)

- “Look at the word ‘corn.’ Write the word ‘born.’”
- “Look at the word ‘corn.’ Write the word ‘torn.’”
- “Look at the word ‘more.’ Write the word ‘store.’”
- “Look at the word ‘more.’ Write the word ‘chore.’”
- “Look at the word ‘fork.’ Write the word ‘cork.’”

Activity 2: Listening & Speaking, Life Skills (25 mins)

--Materials: (none)

Step 1: Practice Dialogue

Practice the dialogue at the end of The Kitchen is Busy handout. When learners are comfortable with the dialogue. Begin varying the underlined portions.

Step 2: Dialogue in Context

Designate places in the classroom to serve as...

- A refrigerator
- A freezer
- A counter
- A table
- A shelf

Why is moving around important?

Anyone who has studied another language knows that it is difficult to remember what you’ve learned from one day to the next. Incorporating multiple senses into language learning helps lay down additional pathways in the brain that help us remember.

So tell your students: This isn’t just silly, it will help your brain remember!
If you don’t have enough surfaces, you may draw a refrigerator on the board, making it large enough to place a picture inside. (use a magnet to affix the picture)

Choose 6-8 of the food pictures. Hold them up one by one and repeat the name of the food. Place it in one of the locations above and repeat the location (ex. “The chicken is in the refrigerator.”)

Model how to vary the dialogue according to the items you’ve placed. Encourage learners to physically move around the room, pantomiming taking the chicken and placing it on the counter.

Several pairs can practice at the same time.

**Activity 3: Checking for Understanding (15 mins)**

**Step 1: Writing**
Learners write at least 3 “where” questions and answers in their notebook based on the pictures in the classroom.

Ex. Where is the chicken? The chicken is in the refrigerator.

---

**The Kitchen is Busy**

Look at the pictures.

**What do you see?**

**What is his job?**

**Where does he work?**
Tim is a cook. Tim works in a restaurant. He works in the kitchen. Today, Tim is making pork.

Rob is a prep cook. Rob helps in the kitchen. The restaurant kitchen is very busy. There are many people in the kitchen.

Tim says, “Rob, I need more rice.
Go get a bag of rice and put it on the counter.”

Rob looks at the shelf. He sees cans of green beans. He sees bags of noodles. He sees bags of rice.

He takes a bag of rice. He brings the rice to the kitchen. He puts it on the counter.

“Here is the rice,” Rob says.

“Good. Get me a plate for the pork,” Says Tim. “Put it on the counter. And bring me a fork.”

Rob gets the plate and fork. Tim makes pork with vegetables and rice.

A waiter takes the pork to the customer.

Answer the questions.

1. What is Rob’s job? ________________________________
2. What food does Tim cook? __________________________
3. Where is the rice? ________________________________
4. Where does Rob put the plate? __________________________

Write one question about the story. Ask a partner the question. Write the answer.

_________________________________________________________________
_________________________________________________________________

Practice the conversation.

Tim: I need more rice. Go get some rice and put it on the counter.
Rob: Where is the rice?
Tim: On the shelf over there.
Rob: Here’s the rice.

Food Unit: Lesson 20

Objectives
- Life skill: read a short story about food
- Life Skill: describe likes and dislikes with common foods
- Literacy: read and understand common food locations, including cupboard, shelf, counter, table, refrigerator, freezer.
- Listening/speaking: Ask the question “Where is/are the__?” And respond using prepositions of location (ex. in, on, under, next to.)

Materials

Make Student Copies
- Handout: The Kitchen is Busy (from yesterday)
- Handout: I Like to Cook
- Handout: Where’s the Beef?

Make Single Copies or Reference
- ESL Tutor Manual Tab p. 76, 59
- Food Words (from previous lesson)
**Props, Technology, or Other Resources**
- Small blank notecards (to make flashcards)
- 2 flyswatters

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**Lesson Preview**

- **Calendar Question (10 mins)**
- **Warm up** practice talking about food preferences (10 mins)
- **Review of Previous Lessons** review the spelling of food vocabulary by playing “guess that word” (10 mins)
- **Activity 1:** re-read a short story and practice high frequency sight words (25 mins)
- **Activity 2:** read a personal story about food and write a story (25 mins)
- **Activity 3:** learners read about and dictate to a partner the location of items in a kitchen (25 mins)

---

**Calendar Question (10 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

**Warm-Up (10 mins)**

- Materials: ESL Tutor Manual Tab *Three Truths and a False*, p. 76.

  Practice describing food preferences by playing *Three Truths and a False* as described in the ESL Tutor Manual Tab p. 76.

  Learners should use sentences about foods that they like and don’t like.

**Review of Previous Lessons (10 mins)**

- Materials: *Food Words* (from previous lesson)

  Use the food vocabulary from the *Food Words* handout to play “Guess that Word” (aka. Non-violent “hangman”).
Have learners take turns guessing letters. You can keep score by drawing a stick figure (minus the noose) or subtracting “money” from a set amount each time they guess an incorrect letter.

**Activity 1: Life Skills, Literacy (25 mins)**

-Materials: *The Kitchen is Busy* (from yesterday), notecards, 2 flyswatters

*This activity will give learners extra practice with high frequency sight words. These are words that learners should eventually be able to read quickly without sounding them out. In fact, some of them cannot be sounded out because they do not follow “the rules” of English spelling. At Level 1, many readers have mastered some but not all of these sight words.*

**Step 1: Review Story from Yesterday**

Learners (re)read story silently.
Teacher reads aloud while learners follow.
Teacher asks a few very basic comprehension questions about the story.

**Step 2: Identify Sight Words**

Explain the purpose of the activity: “Let’s practice the words that we see many times. You will learn to read these words quickly. This will help your reading. We will not talk about the meaning of these words, just practice reading them.”

Write the sight words on the board one by one. For each word students will...

1. Underline the word in their story.
2. Spell and say the word while tracing the letters in the story (ex. “H-E, he”)
3. Spell and say the word while writing it in their notebook
4. Spell and say the word while writing it on a flashcard. (each student is creating their own deck of flashcards).

*Sight words:*

1. very
2. there
3. many
4. people
5. says
6. more
7. get
8. and
Step 3: Recognition Practice

Play “flyswatter” with these words. In this game all the words are written on the board in random order. Two learners, each equipped with a flyswatter, try to be the first to “swat” the words that the teacher says.

**Need a challenge?:** have a learner be the caller and call out words on the board for the other two competitors.

Step 4: Flashcard Drill

Learners work with a partner to quiz them on the sight words.

**Need a challenge?:** have one learner dictate the words to another for spelling practice. If this is still too easy, have them dictate sentences from the story to their partner.

**Learners struggling?:** very low readers can spread all of the flashcards on the table in front of them. A more proficient reader calls out the word and the low reader picks up the card for that word.

Activity 2: Life Skills, Literacy (25 mins)

-Materials: I Like to Cook, handout

Step 1: Read the story

Learners read the story silently.

Teacher reads and learners follow. Talk about unfamiliar vocabulary.

Ask some basic comprehension questions: *Where does Jessica buy food? What does she like to cook? Etc.*

Teacher reads and learners repeat aloud.

Step 2: Answer the questions
Learners write short answers to the questions *about themselves*.

**Step 3: Write a story.**

Model how to expand the short answers from step 2 into full sentences to create a story.

Learners may use Jessica’s story as a model but be careful that they do not copy it word for word.

**Activity 3: Literacy, Listening & Speaking (25 mins)**
- **Materials**: *Where’s the Beef?*, handouts, 6 “Post in Hallway” sentences, ESL Tutor Manual Tab *Walking Dictation*, p. 59.

**Step 1: Prep**

Tape the six sentences marked “*Post in the Hallway*” somewhere outside of the classroom where learners can easily reference them.

Familiarize yourself with the instructions for *Walking Dictation* activity, as described in the ESL Tutor Manual Tab p. 59.

**Step 2: Model**

With a student or volunteer, model the activity. The “Writer” will ask the questions on the *Where’s the Beef?* Handout and write the answers as dictated by their partner. The “walker” will reference the posted sheets in the hallway to find the answer to the question and report it to their partner.

**Step 3: Walking Dictation**

After completing three sentences, learners switch roles.
I Like to Cook

My name is Jessica. I like to cook for my family. In the summer I buy a lot of vegetables at the farmer's market. I grow some things outside my house, like strawberries, blueberries, and lettuce.

I like to cook noodles with vegetables. Sometimes I cook spicy pork with rice.

My husband doesn’t cook very much. My daughter wants to help me but she is only 1 year old!

Now, write about you.

1. Who cooks in your house? _________________________________

2. Where do you buy food? _________________________________

3. What food do you buy? _________________________________
   ____
4. What do you like to cook or eat? ___________________________

5. Who helps with cooking in your house? ______________________

Now, write a story.

________________________________________________________________________

Where’s the Beef?

Ask your partner the questions. Listen to the answers. Write the answers.

1. Where’s the beef? ____________________________
   ____________________________

2. Where are the noodles? ____________________________
   ____________________________

3. Where is the butter? ____________________________
   ____________________________
Where’s the Beef?

Ask your partner the questions. Listen to the answers. Write the answers.

4. Where are the eggs? __________________________________________
   __________________________________________
   ______________________

5. Where is the fish? __________________________________________
   __________________________________________

6. Where’s the coffee? _________________________________________
   __________________________________________
   ______________________
The coffee is on the table.
The beef is in the refrigerator.
The noodles are on
the counter.

(post in the hallway)
The fish is in the freezer.

(post in the hallway)
The butter is next to the milk.

(post in the hallway)
The eggs are on the shelf.

Housing Unit: Lesson 21

Objectives
- Life skill: identify rooms in a house or apartment
- Life skill: scan housing ads for rent, number of bedrooms and bathrooms
- Literacy: read and recognize common items in a home
- Listening/speaking: Describe rooms in a home
- Grammar: use the simple present of 'have' to describe features of a home (ex. I have a sofa. My apartment has 3 bedrooms.)

Materials
Make Student Copies
- Textbook: Survival English Book 1, 2nd Ed. p. 189, p. 196
- Textbook: Basic Grammar in Action, p. 57
- Handout: Your Home

Make Single Copies or Reference
- ESL Tutor Manual Tab p. 85

Lesson Preview
- Calendar Question (10 mins)
- Warm up: interview each other about their homes (15 mins)
- Activity 1: introduce and practice rooms in a home (15 mins)
- Activity 2: identify abbreviations for bedroom and bathroom in an apartment ad (15 mins)
- Activity 3: introduce and practice vocabulary for common items in a home (20 mins)
- Activity 4: read and write descriptions of their homes (30 mins)

Calendar Question (10 mins)
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Warm Up (15 mins)

Using the Your Home handout, lead a mingle, (if space is limited, consider walking the students to the hospitality room upstairs) Grid activity as described in the ESL Tutor Manual Tab p. 85.

Activity 1: Life Skills, Listening & Speaking (15 mins)
-Materials: Survival English Book 1, 2nd Ed. p. 189
Step 1: Introduce rooms in a home vocabulary
   Distribute textbook page.
   Practice the pronunciation of the 4 rooms.

   Ask “What do you do in the kitchen?” etc.
   Ask “Where is the kitchen?” (learners point to the kitchen picture)

Activity 2: Life Skills (15 mins)
-Materials: Survival English Book 1, 2nd Ed. p. 196

Step 1: Context
   Draw a stick figure on the board. “This is (Anna). She is new in Minnesota. She
   needs an apartment. What should she do?”

   Elicit ways to look for an apartment (talk to friends, look for signs, newspaper,
   online, etc.) Ask the learners, “How do you find an apartment?”

Step 2: Introduce housing ad abbreviations
   “In the newspaper, sometimes they use short words.”

   Write the word BATHROOM. Underline the BA. Write BA.
   Write the word BEDROOM. Underline the letters B and R. Write BR.

   Say and repeat “BA means bathroom” and “BR means bedroom”

Step 3: Reading simplified ads
   Complete p. 196 as directed.

Activity 3: Literacy, Listening & Speaking (20 mins)
-Materials: (none)

Step 1: Introduce vocabulary
   Use p. 189 (the pictures of the 4 rooms) to identify and label the following
   vocabulary as a class.

   1. bed    6. shower    11. freezer
   2. lamp    7. toilet    12. cupboard
   3. dresser    8. sofa    13. stove
   4. sink    9. chair    14. oven
   5. tub    10. refrigerator
Step 2: Where is the toilet?
Ask “Where is the bed?” etc. Learners point to the object on their worksheet.
Learners quiz each other using “where” questions.

Step 3: Do you have a sofa?
Write on the board:

Do you have a _______?
Yes, I have a _______.
No, I don’t have a _______.

Practice the questions and answers as a class with different items in the blanks.
Learners practice asking and answering the question with a partner.

Activity 4: Grammar, Literacy, Life Skills (30 mins)
-Materials: Basic Grammar in Action, p. 57

Step 1: Read the stories
Learners read the stories quietly.
Teacher reads and learners follow.
Ask simple comprehension questions with “Who...” learners respond by pointing to the correct story.
“Who lives in one room?”
“Who sleeps in the living room?”
“Who has a big house?”

Step 2: Pre-writing
Complete part B as a class. Read each sentence aloud and talk about the meaning before learners check their individual answers.

Step 3: Independent Writing
Model how to transfer the checked sentences into their notebooks and add details to write a story. Learners work independently to write a story about their home.
**Your Home**

<table>
<thead>
<tr>
<th>What is your name? How do you spell that?</th>
<th>Where are you from?</th>
<th>Do you live in a house or apartment?</th>
<th>What street do you live on?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Objectives

- Life skill: identify rooms in a home
- Literacy: recognize and understand housing ad abbreviations
- Listening/speaking: ask and respond to the questions “How much is the rent?” “How many bedrooms are there?”
- Transition & Critical Thinking: sort or rank housing ads based on a set of criteria (e.g., number of bedrooms, cost)
- Grammar: Use simple present of ‘have’ to describe features of a home (e.g., I have a sofa. My apartment has 3 bedrooms).

Materials
Make Student Copies
• Textbook: Survival English Book 1, 2nd Ed. p. 189.
• Handout: Apartment Ads
• Handout: Practice Reading Test

Make Single Copies or Reference
• ESL Tutor Manual Tab p.46

Props, Technology, or Other Resources
• 2 flyswatters
• Small bean bag or ball
• 3 authentic apartment ads from the newspaper or online
* document camera

Lesson Preview
• Calendar Question (10 mins)
• Review of Previous Lessons: review vocabulary (15 mins)
• Activity 1: review simple present (15 mins)
• Activity 2: practice reading and talking about apartment ads (25 mins)
• Activity 3: practice reading skills needed for the CASAS Life and Work reading test (25 mins)
• Activity 4: review housing vocabulary (15 mins)

Calendar Question (10 mins)
• Students write the date on the top of their journal page.
• Students copy the calendar question and answer it.
• Teacher walks around, checks, and stars sentences.
• The teacher models asking the question.
• Go around the room and have students ask and answer the calendar question one at a time.

Review of Previous Lesson (15 mins)
-Materials: Survival English Book 1, 2nd Ed. p. 189, (optional) crayons or colored pencils

Step 1: Prep.
Write 6-8 sentences like this on the board:
0 Circle the sofa.
Color the bed blue.
Put an X on the kitchen.

**Step 2: Learners work independently**

Give them a copy of p. 189 (if they don’t already have it).
Learners will follow the directions on the board.

As they finish they can compare their picture with other learners who are finished.

**Activity 1: Grammar (15 mins)**

- Materials: ESL Tutor Manual Tab Ball Toss, p. 46, small bean bag or ball

**Step 1: Review the sentences**

Write on the board:

- My name is ______ and I have a ______.
- Her name is _____ and she has a ______.
- His name is ______ and he has a ______.

Practice the sentences out loud, putting names of rooms or items in a house in the last blank. Show how the verb HAVE changes to HAS when used with he or she.

**Step 2: Structured Practice**

Using the phrases on the board, lead a Ball Toss activity as described in the ESL Tutor Manual Tab 2013, p. 46.

**Activity 2: Literacy, Listening & Speaking (25 mins)**

- Materials: copies of Apartment Ads handout, 3 authentic apartment ads from the newspaper or online

**Step 1: Context**

Draw a stick figure on the board. “This is (Anna). She is new in Minnesota. She needs an apartment. What should she do?”

Elicit ways to look for an apartment (talk to friends, look for signs, newspaper, online, etc.)

**Step 2: Review ad abbreviations**

Complete Apartment Ads handout as directed.
Step 3: Review scanning for specific information
Show one of the authentic apartment ads.

“I’m looking for a 2 bedroom apartment.”

Use your finger to track as you read the ad word-for-word from the beginning. Ask “is this a good way to read an ad?” (no)

“I’m looking for a 2 bedroom apartment.”

Use your finger to track as you jump around from heading to heading, scanning the page for the word “bedroom”.

Briefly talk about other types of materials that you scan for information (schedules, maps, dictionaries, phone books, ads, etc.)

Step 4: Reading authentic ads
Distribute copies of the authentic apartment ads.

In pairs, learners find and circle the rent cost for each apartment. Have them rank the apartments by cost.

Suggest a situation: “Tom needs an apartment; he can only pay $800. Which apt. is good for him?” In pairs, learners find and circle the number of bedrooms in each apartment. Have them rank the apartments by number of bedrooms and choose apartments to fit specific situations.

NOTE: avoid teaching all the vocabulary in the housing ad. The goal is for them to scan for information they can recognize: rent cost and number of bedrooms.

Activity 3: Life Skills, Literacy (25 mins)
- Materials: Reading Test Practice, document camera

Step 1: Independent Practice
Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

**Step 2: Reviewing Answers**

Use a document camera to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

---

**Activity 4: Checking for Understanding (15 mins)**

-Materials: 2 fly swatters

**Step 1: Prep**

Write at least 10 of the words from the unit on the board:

- Bedroom
- Bathroom
- Kitchen
- Living room
- Apartment
- House
- Rent
- Bed
- Lamp
- Dresser
- sink
- tub
- shower
- toilet
- sofa
- chair
- refrigerator
- freezer
- cupboard
- stove
- oven
Step 2: Vocabulary Review

Play “flyswatter” with these words. In this game all the words are written on the board in random order. Two learners, each equipped with a flyswatter, try to be the first to “swat” the words that the teacher says.

Show pictures, draw pictures, or provide clues (“The room where you sleep.”).

Need a challenge?: have a learner be the caller and call out words on the board for the other two competitors.

Apartment Ads

Match the word to the picture.

1. Yard

2. transportation
Circle these words in the apartment ads.

<table>
<thead>
<tr>
<th>bedroom</th>
<th>bathroom</th>
<th>apartment</th>
</tr>
</thead>
<tbody>
<tr>
<td>transportation</td>
<td>large</td>
<td>yard</td>
</tr>
</tbody>
</table>
2 BR, 1 BA house
Fenced yd.
Lg. kitchen
$850 /month

APT for RENT
$775 per month.
3 BR, 2 BA
Near trans.

Practice Reading Test
APARTMENTS for RENT

1. MPLS 2BR 1 BA $950, util. included, lg frnt yd.

2. ST. PAUL 2 BA 3 BR, $1200, 2 blks to trans.

3. OAK PARK 2 BR 1 ½ BA, $900, nr shops & schools

4. MPLS 1 BR 1 BA $575, renter pays util. except water and garbg.
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which apartments have 2 bedrooms?</td>
<td>A. apartments 1 and 2&lt;br&gt;B. apartments 2 and 3&lt;br&gt;C. apartments 1 and 3&lt;br&gt;D. apartments 2 and 4</td>
</tr>
<tr>
<td>2. Which apartments have 1 bathroom?</td>
<td>A. apartments 1 and 2&lt;br&gt;B. apartments 2 and 3&lt;br&gt;C. apartments 3 and 4&lt;br&gt;D. apartments 1 and 4</td>
</tr>
</tbody>
</table>

Practice Reading Test
APARTMENTS for RENT

1. MPLS 2BR 1 BA $950, util. included, lg frnt yd.

2. ST. PAUL 2 BA 3 BR, $1200, 2 blks to trans.

3. OAK PARK 2 BR 1 ½ BA, $900, nr shops & schools

4. MPLS 1 BR 1 BA $575, renter pays util. except water and grbg.

3. Which apartment is near a bus line?  
   A. apartment 1  
   B. apartment 2  
   C. apartment 3  
   D. apartment 4

4. Which apartment has a big yard?  
   A. apartment 1  
   B. apartment 2  
   C. apartment 3  
   D. apartment 4

Objectives
• Literacy: read and write the names of rooms in an apartment and common items in an apartment
• Listening/speaking: ask and respond to simple wh- questions
• Listening/speaking: Ask and respond to the questions: “How much is the rent?” and “How many bedrooms are there?”
• Grammar: use non-referential ‘there’ to describe features of a home (ex. There is a sofa. There are 3 bedrooms).

Materials
Make Student Copies
• Handout: About Your Home
• Handout: The Same or Different
Make Single Copies or Reference
• ESL Tutor Manual Tab p.59, p. 69-70.
Props, Technology, or Other Resources
• Old magazines or catalogs with pictures of rooms and furniture
* scissors, glue or tape, blank sheet of paper

Lesson Preview
• Calendar Question (10 mins)
• Warm up: answer questions about their home (20 mins)
• Review of Previous Lesson: review vocabulary and phrases (25 mins)
• Activity 1: review common items in a home (30 mins)
• Activity 2: practice calling about an apartment for rent (25 mins)
• (if time permits) Activity 3: play ‘pictionary’ to review common items in a house

Calendar Question (10 mins)
• Students write the date on the top of their journal page.
• Students copy the calendar question and answer it.
• Teacher walks around, checks, and stars sentences.
• The teacher models asking the question.
• Go around the room and have students ask and answer the calendar question one at a time.

Warm Up (20 mins)
-Materials: About Your Home handout, The Same or Different handout
NOTE: 2 versions of this handout are provided. One is simplified and has fewer questions. You may choose to assign a particular handout to specific students, based on their abilities. Or you may use one handout or the other.

Step 1: Review the Questions
Read the questions aloud and learners repeat.
Talk about the meaning of the questions and call on one or two learners to answer each question.

Step 2: Independent Practice
Learners work independently to answer the questions.

Step 3: Model Venn diagram
Ask a student or volunteer to help you demonstrate, Draw two overlapping circles on the board. Like this:

![Venn Diagram](image)

Write your name above one circle and the learner’s name above the other.

Ask the learner about their answers to the questions.

For each answer, discuss whether you have the same or different answers. Record the information in the appropriate place on the Venn diagram.

Step 4: Pair practice
Learners work in pairs, comparing their answers to the questions and writing the information in the Venn diagram.

Review of Previous Lessons (25 mins)
-Materials: write sentences on sheets of paper, hang in the hallway, ESL Tutor Manual Tab Walking Dictation, p. 59
Step 1: Prep

Copy these sentences onto pieces of paper in large lettering.

1. I don’t have a dresser in my bedroom.
2. I have a sofa in my living room.
3. How much is the rent?
4. Where is the bathroom?
5. My bathroom doesn’t have a tub.
6. There are 3 bedrooms in my apartment.

Step 2: Model and complete “walking dictation”

Lead a walking dictation activity as described in the ESL Tutor Manual Tab p. 59. After completing 3 sentences, learners should switch roles.

Activity 1: Life Skills (30 mins)
- Materials: old magazines or catalog with pictures of rooms and furniture, scissors, glue or tape, blank sheet of paper

Step 1: Select a picture
Learners look through magazines and select a picture of a room in a house. Cut and paste that picture onto a blank sheet of paper, leaving room for writing.

Step 2: Label the picture
Using room and furniture vocabulary from this unit, learners label as many of the items in the picture as they can.

Step 3: Review “there is/there are”
Write on the board:

There is a sofa. There are 2 lamps.

Review singular and plural items and how the verb changes to match the item.

Step 4: Learners write full sentences about the picture
Using “there is” and “there are”, learners write sentences about the picture.

Activity 2: Listening & Speaking, Literacy (25 mins)
Step 1: Context
Draw a stick figure on the board: “This is (Anna). She looks in the newspaper for an apartment. She sees 3 good apartments. She will call the apartment managers.”

Step 2: Practice the dialogue
Write on the board and allow learners time to copy in their notebooks:

   Hi. I’m calling about the apartment on Lake Street. It’s $900 a month. Heat and water are included. Can I see it? Sure. Can you come today at 4:00?

Use the instructions for Dialogue and Disappearing Dialogue in the ESL Tutor Manual Tab p. 69-70.

(if time permits) Activity 3: Life Skill
-Materials: (none)

Play “Pictionary” with vocabulary from activity 1.

About Your Home

1. What is your address?
2. Do you live in a house or an apartment?

3. Do you live upstairs or downstairs?

4. How many bedrooms do you have?

5. How many people live in your home?

6. How much money was your damage deposit?

7. What is your apartment manager’s name?

---

**About Your Home**

1. What is your address?
2. Do you live in a house or an apartment?

3. How many bedrooms do you have?

4. How much money was your damage deposit?

The Same or Different?

Name: ____________________  Name: ____________________
Housing Unit: Lesson 24

Objectives

- Life skill: report housing problems to a landlord
- Literacy: read and write simple sentences about housing problems using vocabulary including broken, leaking, locked, window, shower
• Listening/speaking: ask and respond to the question “What’s the matter/problem?”

Materials
Make Student Copies
• Textbook: Survival English Book 1, 2nd Ed. p. 200-201
• Handout: Home Problem Flashcards

Make Single Copies or Reference
• ESL Tutor Manual Tab p. 76, p.44, p. 69

Props, Technology, or Other Resources
• Student scissors and tape
  * document camera

Lesson Preview
• Calendar Question (10 mins)
• Review of Previous Lessons: review housing vocabulary (15 mins)
• Activity 1: create flashcards of common home problems (35 mins)
• Activity 2: practice calling a landlord about problems in an apartment (30 mins)
• Activity 3: practice reporting problems in an apartment (15 mins)
• (if time) Activity 4: learner writes one sentence about a problem in his/her home

Calendar Question (10 mins)
• Students write the date on the top of their journal page.
• Students copy the calendar question and answer it.
• Teacher walks around, checks, and stars sentences.
• The teacher models asking the question.
• Go around the room and have students ask and answer the calendar question one at a time.

Review of previous lessons (15 mins)
-Materials: ESL Tutor Manual Tab Three Truths and a False, p. 76.

Step 1: Review sentence structures

Write on the board:
I have ________________.

My apartment has ________________.

There is ________________ in my ____________.

There are ________________ in my ____________.

Elicit from learners suggestions of how to complete these sentences.

Step 2: Play the game

Play 3 Truths and a False using sentences about each person’s home. See ESL Tutor Manual Tab p. 76 for instructions.

Activity 1: Literacy, Listening & Speaking (35 mins)
-Materials: Home Problems Flashcards, a single set of large images, document camera

Step 1: Vocabulary Introduction
Hold or use a document camera to show each of the Large Home Problems Pictures.

Ask learners for words they know.

Say the name of the problem using the sentences on the flashcards Learners repeat several times.

Ask “What’s the matter?”

Say the problem sentence on the flashcard.
Learners repeat several times.

Step 2: Learners create flashcards
Distribute Home Problems Flashcards (3 pages)

Read the directions together.

Model the directions.
Repeat the directions as the whole class acts them out.
Hand out scissors and tape and allow work time for learners to create and practice with their flashcards.

**Step 3: Partner practice**
With another volunteer or learner model the following:
One person in each pair is the “teacher”, one is the “student”
The teacher holds the flashcard with the picture facing the student.
Teacher asks: “What’s the matter?” Student responds with the name of the problem (if he/she can). They repeat the problem together.

After several minutes, they switch roles.
(ask learners to bring their flashcards back to class every day!)

**Activity 2: Listening & Speaking, Literacy, Life Skills (30 mins)**
- **Materials:** Survival English Book 1, 2nd Ed. p. 200-201, ESL Tutor Manual Tab Dialogue, p. 69

**Step 1: Introduce and Practice the dialogue**
Introduce and practice the dialogue on p. 200. See the ESL Tutor Manual Tab p. 69 for instructions.

**Step 2: Vary the dialogue**
Learners complete the sentences on the worksheet. Practice varying the problem in the dialogue.

Repeat steps 1-2 for p. 201.

**Activity 3: Listening & Speaking, Literacy, Life Skill (15 mins)**
- **Materials:** ESL Tutor Manual Tab Conversation Queue, p. 44.

Write on the board: **What's the matter?**

Lead a Conversation Queue activity in which one line is the apartment manager and asks the question on the board. The other line is the tenant and responds with any problem they choose.

See ESL Tutor Manual Tab p. 44 for instructions.
(if time) **Activity 4: Checking for Understanding**  
-Materials: (none)

Each learner writes one sentence about a problem in his/her home.

---

**Home Problems Flashcards**  
Cut the dotted line. Fold the card. Tape the card. Practice the words.
There are mice.

There are cockroaches.

There are bed bugs.

The toilet is not working.

Home Problems Flashcards
Cut the dotted line. Fold the card. Tape the card. Practice the words.
The window is broken.

The ceiling is leaking.

There is no hot water.

There is no heat.
Home Problems Flashcards
Cut the dotted line. Fold the card. Tape the card. Practice the words.

- The carpet is stained.
- The paint is peeling.
- The air conditioner isn’t working.
- The smoke alarm is not working.
Community Unit: Lesson 25

Objectives
● Life skill: Identify parts of a complete address
● Literacy: Recognize and write addresses
● Listening/speaking: Ask and respond to address questions
● Transitions: Draw a map of the block that the Learning Center is on and identify correct addresses for different buildings.
● Grammar: Use possessive pronouns (My, his, her) to write information about addresses.

Materials
Make Student copies
• Handout: A Complete Address
• Handout: What’s Your Address?
• Handout: What’s Your Friend’s Address?

Props, Technology, or Other Resources
• Paper and markers

Lesson Preview

Calendar Question (10 mins)
• Warm up “Do you live in a house or an apartment?” “I live in a _____. “ (~10 mins)
• Activity 1: identify different parts of an address (25 mins)
• Activity 2: practice saying and recording addresses (20 mins)
• Activity 3: write sentences using possessive pronouns (25 mins)
• Activity 4: make a basic map with buildings and addresses of the street (25 mins)

Calendar Question (10 mins)
• Students write the date on the top of their journal page.
• Students copy the calendar question and answer it.
• Teacher walks around, checks, and stars sentences.
• The teacher models asking the question.
• Go around the room and have students ask and answer the calendar question one at a time.

Warm up (~10 mins)
-Materials: ESL Tutor Manual Tab Circle Drill instruction, p. 57

Circle Drill: “Do you live in a house or an apartment?” “I live in a ________.”
Activity 1: Life Skills (25 mins)
- Materials: A Complete Address, handout

Step 1: Introduce context
“Addresses are very important in the United States. Who asks you about your address? Where do people ask for your address? Where do you have to write your address?” Elicit responses from learners.

Step 2: Teacher modeling
Using a marker, make a circle in the air. Say “Circle the word.” Learners repeat the action and phrase several times.

Using a marker, make a horizontal line in the air. Say “underline the word.” Learners repeat the action and phrase several times.

Copy item 1 on the board.

Model how to circle and underline the appropriate information.

Distribute A Complete Address handout. Complete item 1 as a class.

Step 3: Independent Practice
Learners complete worksheets independently, consulting with other learners in English, as needed

Step 4: Peer Check
Learners compare their answers with a partner. Teacher floats around offering help only as needed.

Activity 2: Listening/Speaking, Literacy (20 mins)
- Materials: What’s Your Address? handout

See mingle, (if space is limited, consider walking the students to the hospitality room upstairs) Grid activity instructions, ESL Tutor Manual Tab p. 85

Activity 3: Grammar/Literacy (25 mins)
- Materials: What’s Your Friend’s Address, handout
Step 1: The Grammar Pattern

Write on the board:

**My name is __________. His name is __________. Her name is_________.**

Gesture to yourself as you say the first phrase. “My name is (Jessica.)”

Ask learners “What’s your name?” Encourage them to answer with a full sentence, as in the model above.

Point to the second sentence. Gesture to a man in the class as you say “His name is (Jose).”

Everyone repeats.

Gesture to a woman in the class as you say “Her name is (Amina).” Everyone repeats.

Ask learners to give other examples until you are confident that everyone associates his and her with male and female subjects.

Step 2: Model the Activity
Copy the first item on the board.
Model how to use the information gathered on the **What’s Your Address?** grid to complete the sentences on the **What’s Your Friend’s Address?** worksheet.

Step 3: Structured Independent Practice Learners complete the worksheet.

Step 4: Reporting Out
Learners stand up in pairs and report their partner’s address to the class using the model “His address is __________.”

Activity 4: Transitions: Navigating and Understanding One's Environment (25 mins)
- Materials: document camera, hand drawn map of the area around the learning center
**Preparation:** research the learner center’s address as well as a few addresses of houses and buildings near the learning center.
Create a hand-drawn map with only the school and unmarked cross streets near the school.

- Ask learners, “What is the school address? What streets are near the school? What other buildings are near the school? What are their addresses?” record their answers on the board.
- Show the hand-drawn map of the school using a document camera. Identify the school. Copy the school address below the school.
- Point to the lines on the map. Ask “What is this line?” After learners provide input, label the streets.
- If possible, the class takes a short walk around the neighborhood, collecting addresses, street names, and business names. Or, bring the class upstairs and look at the corner of 24th and Chicago.
- In pairs, learners work to draw their own map inserting whatever information they know: streets, local businesses, houses, etc.
- If possible, they write corresponding addresses on or above/below those buildings.
- Learners compare maps with another pair. What is the same? What is different?
- Teacher leads learners in creating one whole class map that incorporates all the correct information that pairs have written on their maps.
A Complete Address

1. Circle the first name.
   Underline the last name.
   Mr. James Monroe
   1116 Lexington Ave.
   St. Paul, MN  55105

2. Circle the building number.
   Underline the zip code.
   Nya Reh
   2435 Arkwright St.  #202
   St. Paul, Minnesota  55106

3. Circle the street name
   Underline the city.
   Halima Omar
   3523 Minnehaha Ave. Apt. 2
   Minneapolis, MN  55454

4. Circle the apartment number.
   Underline the state.
   Ms. Emilia Ruiz
   225 Polk Street, #6
   Minneapolis, MN  55115
5. Circle the house number. Underline the city.

6. Circle the first name. Underline the street name.

7. Circle the last name. Underline the state.

8. Circle the apartment number. Underline the zip code.
# What’s Your Address?

<table>
<thead>
<tr>
<th>What is your name?</th>
<th>What is your street address?</th>
<th>What is your city?</th>
<th>What is your state?</th>
<th>What is your zip code?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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<td>5.</td>
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<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What’s Your Friend’s Address?

My address is _________________________________________.

1. ________ address is ________________________________________
   (His/Her)

2. ________ address is ________________________________________
   (His/Her)

3. ________ address is ________________________________________
   (His/Her)

4. ________ address is ________________________________________
   (His/Her)

5. ________ address is ________________________________________
   (His/Her)

6. ________ address is ________________________________________
   (His/Her)

7. ________ address is ________________________________________
   (His/Her)

Community Unit: Lesson 26

Objectives:
- Life skill: Recognize and write addresses and their components
• Listening/speaking: Ask and respond to the questions “What is your address?” “Where do you live?” “What city/state do you live in?”
• Literacy: Read and write the names of 5 community locations they regularly visit

Materials
Make Student Copies
• map of nearby streets (optional)
• Textbook: Basic Grammar In Action, p. 51
• Where is the School? /What Can You Do Here?
• Community Places Flashcards

Make Single Copies or Reference
• Large Community Pictures
• ESL Tutor Manual Tab, p. 74, p.57, p. 56.

Props, Technology, or Other Resources
• tape, scissors, envelopes (optional), document camera

Lesson Preview
• Calendar Question (10 mins)
• Warm up: Whispering Game, “My address is __.” (10 mins)
• Review of previous lesson: “What’s your address?” “My address is __.” (10 mins)
• Activity 1: exchange addresses and practice addressing an envelope (20 mins)
• Activity 2: review the pronunciation of their street names and practice asking each other about their addresses (10 mins)
• Activity 3: make their own set of flashcards of community places vocabulary (30 mins)
• Activity 4: write names of community locations and activities next to pictures (15 mins)

Calendar Question (10 mins)
• Students write the date on the top of their journal page.
• Students copy the calendar question and answer it.
• Teacher walks around, checks, and stars sentences.
• The teacher models asking the question.
• Go around the room and have students ask and answer the calendar question one at a time.

Warm up (~10 mins)
-Materials: ESL Tutor Manual Tab Whispering Game instructions, p. 74
Whispering Game, “**The school’s address is 2315 Chicago Avenue.**” Learners will try to repeat the same address to each other accurately.

**Review of previous lesson: (~10 mins)**
- Materials: ESL Tutor Manual Tab Circle Drill instruction, p. 57

**Activity 1: Life Skills (20 mins)**

**Step 1: Teacher modeling**
Show the worksheet using the document camera. Model how to fill out the grid by asking the questions to learners in the class and recording their responses.

**Step 2: Rehearse the target language**
Learners repeat the questions in the chart several times to practice pronunciation and fluency.

Ask: “What do you say if you don’t understand?” Write student responses on the board. If necessary, add the following: Can you please repeat? Please speak slowly? Can you spell that?

Learners repeat the phrases several times to practice pronunciation and fluency.

Remind learners to use these clarification sentences as they work with other students in the class.

**Step 3: Learners complete the grid**
This is a good opportunity for informal assessment. Watch to see how difficult this is for different learners in the class. If they are having trouble, what is the problem (pronunciation? Knowledge of number? Spelling aloud? Listening to their peers?). Make a plan to address any remaining problems through more practice.

**Step 4: Set the context**
Ask: “Do you get mail/letters at home? Who are they from? Who brings them to you?” Point out the location of the to and from addresses.

**Step 5: Learners complete part B & C.**
Activity 2: Listening and Speaking (~10 mins)
-Materials: none

Step 1: Teacher modeling
Write on the board: “225 Birmingham Street” Say the address, learners repeat
Put your hand along your lower jaw as you say “Birmingham” slowly Ask learners to
watch and count how many times your mouth opens (3) Say “Birmingham has 3
syllables”

Draw vertical lines over the word indicating the syllable breaks. Everyone practices
saying Birmingham with their hand on their jaw.

Step 2: More practice
Repeat the process with street names from several learners in the class.
Point out that saying every syllable helps American’s understand their pronunciation
Learners stand up and mingle, (if space is limited, consider walking the students to the
hospitality room upstairs) asking each other “What’s your address?” or “Where do you
live?”

Activity 3: Literacy (30 mins)
-Materials: Community Places Flashcards, Community Places Flashcards, handout,
scissors, tape and/or glue

Step 1: Vocabulary Introduction
Hold or use a projector to show each of the Large Community Pictures. Ask learners for
words they know.

Say the name of the place using the vocabulary provided on the flashcards. Learners
repeat several times.

Ask “What can you do here?”

Say the activities listed on the flashcards. Learners repeat several times.

Step 2: Learners create flashcards
Distribute Community Places Flashcards
Read the directions together. Model the directions.
Repeat the directions as the whole class acts them out. Hand out scissors and tape and allow work time for learners to create and practice with their flashcards.

**Step 3: Partner practice**
With another volunteer or learner model the following:
One person in each pair is the “teacher”, one is the “student”
The teacher holds the flashcard with the picture facing the student.

Teacher asks: “What is this.” Student responds with the name of the place (if he/she can). They repeat the name together.

Teacher asks: “What can you do here?” Student responds with one or two words about activities. Both read the activities on the back of the flashcard together.
After several minutes, they switch roles.
(ask learners to bring their flashcards back to class every day!)

**Activity 4: Literacy (15 mins)**
-Materials: *Where is the School? /What can you do here?*, handout

**Step 1: Teacher modeling**
Write on the board:

“Where is the _________?”

Lead a substitution drill using the place names from the flashcard
(instructions ESL Tutor Manual Tab, Substitution Drill, p. 56.)

**Step 2: Learners complete both worksheets**

---

**Community Places Flashcards**
Cut the dotted line. Fold the card. Tape the card. Practice the words.
clinic
see a doctor

bank
deposit money
get cash

laundromat
wash clothes

library
check out books, CDs, DVDs
### Community Places Flashcards
Cut the dotted line. Fold the card. Tape the card. Practice the words.

<table>
<thead>
<tr>
<th>Image</th>
<th>Word</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Pharmacy" /></td>
<td><strong>pharmacy</strong></td>
<td>get medicine</td>
</tr>
<tr>
<td><img src="image" alt="Grocery Store" /></td>
<td><strong>grocery store</strong></td>
<td>buy food</td>
</tr>
<tr>
<td><img src="image" alt="Park" /></td>
<td><strong>park</strong></td>
<td>take a walk, take children to play</td>
</tr>
<tr>
<td><img src="image" alt="Mechanic" /></td>
<td><strong>mechanic</strong></td>
<td>fix a car</td>
</tr>
</tbody>
</table>
Where is the School?
Write a question for each picture using “Where is the ___________?”
What Can You Do Here?

Draw a line.

- clinic
- mechanic
- library
- pharmacy
- park
- grocery store
- laundromat
- bank
- check out books, CDs and DVDs
- deposit money and get money
- wash clothes
- buy food
- fix a car
- go to a doctor’s appointment
- get medicine
- children play
Community Unit: Lesson 27

Objectives
- Life skill: Read a short story about work and community
- Literacy: read and write 5 places in their community speaking: say their address with understandable pronunciation
- Listening/speaking: Ask and respond to the question “What can you do here?”
- Grammar: speak in full sentences using the phrase “I can at the ______.”

Materials
Make Student Copies
- **Community Places Flashcards** handout
- **Fresh Fish**, reading

Make Single Copies or Reference
- **Community Places Flashcards**
- ESL Tutor Manual Tab p. 113, p.76

Props, Technology, or Other Resources
- rubber bands
- highlighters or colored pencils

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Lesson Preview
- Calendar Question (10 mins)
- Warm up: use new community vocabulary to determine which sentence is false (10 mins)
- Review of Previous Lesson: write their own address and a partner’s address in (10 mins)
- Activity 1: practice counting syllables and syllable stress to improve pronunciation of their own addresses (15 mins)
- Activity 2: practice using community vocabulary in full sentences with their flashcards (20 mins)
- Activity 3: read a story about someone working in her community (30 mins)
- Activity 4: demonstrate their ability to say their address intelligibly (15 mins)

---

Calendar Question (10 mins)
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.
Warm up (10 mins)
- Materials: ESL Tutor Manual Tab Three Truths and a False, p. 76, Community Places flashcards student handout (from previous lesson)

Students will use new community vocabulary to determine which sentence is false (ex. “You can buy food at a grocery store.”)

Review of Previous Lesson (10 mins)
- Materials: none

Learners will write their own address and a partner’s address on a sheet of paper.

Activity 1: Listening and Speaking (15 mins)
- Materials: rubber bands

_English numbers can be easily confused. The difference between thirteen and thirty from a pronunciation standpoint is where you place the stress. In the word “Thirteen.” TEEN is emphasized by saying it louder and longer. This can be demonstrated by stretching a rubber band as you say the second syllable. In the word “thirty” the first syllable is stressed (longer and louder)._

**Step 1: Teacher modeling**

Write on the board:

\[
\begin{array}{cc}
13 & 30 \\
14 & 40 \\
15 & 50 \\
16 & 60 \\
17 & 70 \\
18 & 80 \\
19 & 90 \\
\end{array}
\]

Say the numbers as learners repeat. Note that 13 and 30 sound similar. Many people learning English think this is difficult. Using a rubber band, model how the stress is different for thirteen and thirty. Stress means that part is longer and louder.

**Step 2: All Together Now!**
Give everyone a rubber band. Repeat the numbers several times with everyone stretching the rubber band on the stressed syllable (the rubber band should be loose on the unstressed syllable).

**Step 3: Did you say 30?**
Learners pair up. One says a number on the board. The other writes the number they hear. They check together if the number matches what the learner wanted to say. The learner writing can ask “Did you say 30?”

**Activity 2: Listening and Speaking, Literacy, Grammar (20 mins)**
- Materials: Community Places Flashcards

**Step 1: Review: Partner practice**
Learners who were absent yesterday or forgot their flashcards should cut and tape their own set of flashcards.

With another volunteer or learner model the following:
- One person in each pair is the “teacher”, one is the “student”
- The teacher holds the flashcard with the picture facing the student.
- Teacher asks: “What is this.” Student responds with the name of the place (if he/she can). They repeat the name together.
- Teacher asks: “What can you do here?” Student responds with one or two words about activities. Both read the activities on the back of the flashcard together.
- After several minutes, they switch roles.

**Step 2: Adding Complexity**
Write on the board:

- What is this? This is a library.
- What can you do here? You can check out books.

Practice the phrases several times. Hold up a different picture and ask learners to change the underlined part of the sentence.

Learners switch partners. Practice again with a partner, this time answering with full sentences.

**Activity 3: Literacy (30 mins)**
Step 1: Context
Read the questions next to the picture. Talk about the picture.

Step 2: Silent Reading
Allow 5-10 minutes for learners to read silently and circle any words they don’t understand.

Step 3: Teacher reads, Learners Follow

Step 4: Teacher reads, Learners Repeat

Step 5: Choral Reading

Step 6: Learners Read with a Partner

Step 7: Learners complete comprehension exercises
Learners who finish quickly should check answers with a partner.

Step 8: Letter/Sound Drill
Refer to the ESL Tutor Manual Tab Letter/Sound Drill, p. 113 The target spelling/sound for this story is “sh,” as in “shoe”

Activity 4: listening and speaking (15 mins)

Learners will demonstrate their ability to say their address intelligibly. Ask each learner to quickly tell you their address. Write their response. Report to tomorrow’s teacher if more practice is needed.

Community Places Flashcards
Cut the dotted line. Fold the card. Tape the card. Practice the words.
<table>
<thead>
<tr>
<th>Image</th>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Clinic Image]</td>
<td>clinic</td>
<td>see a doctor</td>
</tr>
<tr>
<td>![Bank Image]</td>
<td>bank</td>
<td>deposit money, get cash</td>
</tr>
<tr>
<td>![Laundromat Image]</td>
<td>laundromat</td>
<td>wash clothes</td>
</tr>
<tr>
<td>![Library Image]</td>
<td>library</td>
<td>check out books, CDs, DVDs</td>
</tr>
</tbody>
</table>

**Community Places Flashcards**

Cut the dotted line. Fold the card. Tape the card. Practice the words.
Fresh Fish
Look at the picture.

What do you see?

What can you do here?

Do you shop in a store like this?

John works at a grocery store. He sells fresh fish. He can wash and cut the fish. Customers shop at this store because they have very fresh fish. The fish tastes good and doesn’t smell bad.

John likes his job but it is a lot of work. Sometimes it’s dirty and smelly work. He stands all day. Sometimes his feet hurt. He wishes he had better shoes. Maybe when he gets paid he will use the cash to buy some new shoes.

Words I don’t understand:

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**Fresh Fish - Reading Questions**
Write YES or NO.

_____  1. John cleans fish.

_____  2. John has a job.

_____  3. The customers like smelly fish.

_____  4. John’s job is easy.

_____  5. John has good shoes.

_____  6. John wants better shoes.

Talk about the questions with a partner. Write your answers.

1. Where does John work?

2. How does John feel about his job?

3. Why do customers come to this store?

4. Why does he want to buy new shoes?

5. When will he buy new shoes?

Community Unit: Lesson 28

Objectives
- Life skill: write their own and others addresses
- Life skill: read a short story about activities in a community
  Literacy: recognize and write addresses and their components (street, apt., city, state)
• Literacy: read and understand the words shop, wash, fix, see a doctor, get gas, buy, take a class, get cash.
• Listening/speaking: ask and respond to the questions “Where do you (buy food)?” and “What can you do at a ___?”
• Transitions: Complete a “problems” and “solutions” T-chart using problems that can be solved through community services.

Materials
Make Student Copies
• Community Places flashcard handout (from previous lesson)
• Basic Form
• Fresh Fish (for learners absent from previous lesson)
• blank BINGO grids
• Community Problems and Solutions
Make Single Copies or Reference
• ESL Tutor Manual Tab Charades/Pictionary, p. 147
• ESL Tutor Manual Tab Walking Dictation, p. 59
• ESL Tutor Manual Tab Vocabulary Bingo, p. 61-62

Props, Technology, or Other Resources
• Document camera
• highlighter
• bingo chips or markers, scissors

Lesson Preview
• Calendar Question (10 mins)
• Review of Previous Lesson: act out things they can do at different community locations (10 mins)
• Activity 1: find and relay address information to a partner who will record it in a simple form. (20 mins)
• Activity 2: re-read a story, focusing on reading fluency and reading with expression. (25 mins)
• Activity 3: play BINGO with community vocabulary, listening to full sentence clues. (20 mins)
• Activity 4: match tasks or “problems” with locations that offer “solutions” (20 mins)

Calendar Question (10 mins)
• Students write the date on the top of their journal page.
• Students copy the calendar question and answer it.
• Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

**Review of Previous Lesson (10 mins)**
- Materials/Prep: ESL Tutor Manual Tab Charades/Pictionary, p. 147., Community Places flashcard handout (from previous lesson)

Learners and teachers will act out things they can do at different community locations. See Community Places flashcard handout for vocabulary.

**Activity 1: Life Skills (20 mins)**
- Materials: Basic Form

This is a modified version of the activity Walking Dictation (see ESL Tutor Manual Tab Walking Dictation, p. 59)

In this version, you will post full names and addresses in the hallway (of your choosing).

For example:

John Doe

1429 Arlington Ave., Apt #4B

Maplewood, MN 55203

The learner who stays in the classroom and does the writing will record the information they hear from their partner into the Basic Form.

**Activity 2: Life Skills (25 mins)**
- Materials: **Fresh Fish** reading (from previous lesson), document camera, highlighter

Good readers read with fluency (they don’t have to stop frequently to sound out words) and expression (there is emotion in their voice and changes in intonation). These qualities help them better understand the text that they are reading. This activity is designed to help learners revisit a reading with greater fluency and expression.
**Step 1: read it again.**

Distribute story copies and/or ask learners to find their copy from yesterday. Allow 5 minutes for silent reading.

Teacher reads aloud while learners follow.

**Step 2: adding expression**

Show the story with the document camera.

Highlight a sentence in the story that is particularly expressive or emotional.

John likes his job but it is a lot of work. **Sometimes it’s dirty and smelly work.** He stands all day. Sometimes his feet hurt. He wishes he had better shoes. Maybe when he gets paid he will use the cash to buy some new shoes.

Say the sentence with two or three different “feelings” (ex. Sad, excited, disgusted). Ask learners to identify which one matches the meaning of the sentence.

Everyone repeats the sentence with the identified expression. –get into it! The more over-dramatic the better at this stage.

Repeat with several phrases in the story.

Teacher reads the story again –learners focus on the expression in the voice.

Learners read in pairs –focusing on expression.

**Activity 3: Listening and Speaking/Literacy (20 mins)**

-Materials: BINGO! See instructions in ESL Tutor Manual Tab Vocabulary Bingo, p. 61-62

**Learners Struggling?:** just read the words and learners will look for and cover the word.
Need a challenge?: Offer more complicated clues for each word. (ex. If your car doesn’t start in the morning, where will you take it? –MECHANIC”

Activity 4: Transitions: Navigating and Understanding One’s Environment (25 mins)
-Materials: Community Problems and Solutions

Step 1: Teacher modeling
Cut apart one set of cards for yourself ahead of time.
Show the “Problems and Solutions T-Chart”
Ask “What does problem mean?” “Can you say an example?” List a couple of examples
Discuss possible “Solutions” to those problems.

Now show the cards.
Note how the problems usually start with the words “you need…” Show how you can separate the cards into problems and solutions.

Now choose one problem.
Ask if anyone sees a solution card that matches this problem.
Show how to place the problem and solution across from each other but in the correct column.

Step 2: Separate Problems and Solutions
Learners cut apart cards and sort into problems and solutions
Learners work pairs to match problems with solutions and place the correct cards in their own copy of the chart.

Basic Form

Listen to your partner. Write the information in the form.

First Name: _____________________ Last Name _____________________
Fresh Fish

Look at the picture.

What do you see?
John works at a grocery store. He sells fresh fish. He can wash and cut the fish. Customers shop at this store because they have very fresh fish. The fish tastes good and doesn’t smell bad.

John likes his job but it is a lot of work. Sometimes it’s dirty and smelly work. He stands all day. Sometimes his feet hurt. He wishes he had better shoes. Maybe when he gets paid he will use the cash to buy some new shoes.

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**Fresh Fish  - Reading Questions**

Write YES or NO.

_____  1. John cleans fish.

_____  2. John has a job.
3. The customers like smelly fish.

4. John’s job is easy.

5. John has good shoes.

6. John wants better shoes.

**Talk about the questions with a partner. Write your answers.**

1. Where does John work?

2. How does John feel about his job?

3. Why do customers come to this store?

4. Why does he want to buy new shoes?

5. When will he buy new shoes?

**Problems and Solutions**
## Problems and Solutions

Cut the cards. Put the cards in the chart.
Objectives

- Life skill: interpret locations on a simple map
- Literacy: read a story and respond to simple “wh” questions
- Listening/speaking: respond to the question “Where is the Library?” using prepositions of location
Grammar: Use prepositions of location to answer “Where” questions, (ex. across the street)

Materials
Make Student Copies
- Textbook: Basic Grammar in Action, p. 61, 69
- **Wrong Turn** reading

Make Single Copies or Reference
- ESL Tutor Manual Tab charades/pictionary, p. 147.
- ESL Tutor Manual Tab Letter/Sound Drill, p. 113

Props, Technology, or Other Resources
- Document camera
- Colored pencils or highlighters

Lesson Preview
- Calendar Question (10 mins)
- Review of Previous Lessons: draw pictures of community places and guess the meaning of each other’s pictures. (15 mins)
- Activity 1: practice prepositions of location (between, near, etc.) (20 mins)
- Activity 2: apply prepositions of location to community places (30 mins)
- Activity 3: read a story, look for spelling patterns, and answer comprehension questions (30 mins)

Calendar Question (10 mins)
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Review of Previous Lessons (15 mins)
Materials: ESL Tutor Manual Tab charades/pictionary, p. 147., Community Places flashcards (from previous lesson)

Learners will draw pictures of community places and guess the meaning of each other’s pictures.
Activity 1: Grammar (20 mins)

Step 1: Total Physical Response (15 mins)
Use the instructions in the ESL Tutor Manual Tab Total Physical Response (TPR), p. 58.

Students will use classroom objects such as pencils and notebooks to demonstrate the following phrases.

1. The pencil is in front of me.
2. The pencil is behind me.
3. The pencil is next to the notebook.
4. The pencil is between the notebook and the bag.
5. The pencil is on the corner of the table.
6. The pencil is near the notebook.
7. (Jose) is across from (the teacher).
8. The pencil is on the table.

Activity 2: Life Skills/Listening and Speaking/Grammar (30 mins)
- Materials: Use Basic Grammar in Action, p. 61 and 69, document camera

Step 1: Listen and Repeat
Learners repeat each of the phrases on p. 61 several times.

Step 2: Peer practice
In pairs, one learner reads a phrase from p. 61 (in random order), the other learner listens and points to the correct picture.

Step 3: Teacher Models
Use a document camera to show the image on p. 69.
Model several sentences describing the locations of buildings on the map.

Step 4: Guided Practice
Call on individual learners to answer the question “Where is the (bank)?”

Step 5: Independent Practice
Learners complete the questions and answers on p. 69
Activity 3: Literacy (30 mins)
-Materials: Wrong Turn reading, ESL Tutor Manual Tab Letter/Sound Drill, p. 113

Step 1: Context
Read the questions next to the picture. Talk about the picture.

Step 2: Silent Reading
Allow 5-10 minutes for learners to read silently and circle any words they don’t understand

Step 3: Teacher reads, Learners Follow

Step 4: Teacher reads, Learners Repeat

Step 5: Choral Reading

Step 6: Learners Read with a Partner

Step 7: Learners complete comprehension exercises

Step 8: Letter/Sound Drill
Refer to the ESL Tutor Manual Tab Letter/Sound Drill, p. 113 The target spelling/sound for this story is “ur,” as in “turn”
Wrong
Turn

Look at the picture. What do you see? What are they saying?

Matt and Kathy are going to a wedding. Their friend Burt is getting married. The wedding starts at 4:00. They are lost and they are late.

Kathy takes a map out of her purse. They look at the map together. The wedding is in a church. The church is on Burns Street near the library. Where is Burns Street?

They took a wrong turn. They need to turn around. Hurry! The wedding starts in 5 minutes!

Words I don’t understand

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</table>
Write YES or NO.

1. Matt is getting married.  ____
2. They are going to a wedding.  ____
3. They took a wrong turn.  ____
4. They are late.  ____
5. They need to turn left.  ____
6. The church is near the clinic.  ____

Talk about the questions with a partner. Write your answers.

1. Where are they going?
2. Where is the church?
3. What do they look at together?
4. Why do they need to hurry?
5. What is the problem?
**Objectives**
- Life skill: interpret locations on a simple map
- Literacy: read a short story with expression
- Listening/speaking: Respond to the question “Where is the (library)?” using prepositions of location
- Transitions: ask and answer questions about directions to local locations and what can be done at those locations
- Grammar: Use prepositions of location to answer “Where” questions (ex. across the street).

**Materials**
Make Student Copies
- Textbook: *Stand Out 1, 2nd Ed.*, p. 86
- Textbook: *Basic Grammar in Action*, p. 63
- *Wrong Turn* (for students absent from previous lesson)

Make Single Copies or Reference
- ESL Tutor Manual Tab, Block Game, p.72.
- *Stand Out 1, 2nd Ed.*, p. 86, Textbook and listening script

Props, Technology, or Other Resources
- Document camera

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**Lesson Preview**
- Calendar Question (10 mins)
- Warm up: arrange classroom objects according to prepositions of location (10 mins)
- Review of Previous Lessons: demonstrate understanding of prepositions of location with objects (10 mins)
- Activity 1: review the story from yesterday focusing on fluency and expression (25 mins)
- Activity 2: form sentences about map locations using prepositions of location (25 mins)
  Activity 3: practice giving directions in the classroom and to nearby familiar locations (25 mins)

---

**Calendar Question (10 mins)**
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

**Warm up (10 mins)**
Materials/Prep: ESL Tutor Manual Tab Block Game, p.72. (instead of blocks use classroom obj.)

In pairs, learners will arrange classroom objects according to prepositions of location

**Review of Previous Lesson: Grammar (10 mins)**

**Step 1: Total Physical Response**
Use the instructions in the ESL Tutor Manual Tab Total Physical Response, p. 58.
Students will use classroom objects such as pencils and notebooks to demonstrate the following
1. The pencil is **in front of** me.
2. The pencil is **behind** me.
3. The pencil is **next to** the notebook.
4. The pencil is **between** the notebook and the bag.
5. The pencil is **on the corner** of the table.
6. The pencil is **near** the notebook.
7. (Jose) is **across from** (the teacher).
8. The pencil is **on** the table.

**Activity 1: Literacy (25 mins)**
-Materials: Wrong Turn, document camera

*Good readers read with fluency (they don’t have to stop frequently to sound out words) and expression (there is emotion in their voice and changes in intonation). These qualities help them better understand the text that they are reading. This activity is designed to help learners revisit a reading with greater fluency and expression.*

**Step 1: read it again.**
Distribute story copies and/or ask learners to find their copy from yesterday Allow 5
minutes for silent reading.

Teacher reads aloud while learners follow.

**Step 2: adding expression**
Show the story with a document camera.

Highlight a sentence in the story that is particularly expressive or emotional.

Say the sentence with two or three different “feelings” (ex. Sad, excited, disgusted). Ask learners to identify which one matches the meaning of the sentence.

Everyone repeats the sentence with the identified expression. – get into it! The more over-dramatic the better at this stage.

Repeat with several phrases in the story.

Teacher reads the story again – learners focus on the expression in the voice.

Learners read in pairs – focusing on expression.

**Activity 2: Listening and Speaking/Literacy (25 mins)**
-Materials: Basic Grammar in Action, p. 63, document camera

**Step 1: Teacher Models**
Use a document camera to show the map on p. 63.

Model the question and the answer using this format

- Where is the (bakery)?
- The (bakery) is (across from the police station).

**Step 2: Guided Practice**

Write on the board:
Where is the __________?

The __________ is __________.

Call on individual learners to answer questions about the map.

Step 3: Peer Practice

Learners practice asking and answering questions about the map in pairs (not writing at this time).

Step 4: Independent Practice

Learners complete sections B and C of the worksheet independently.

Activity 3: Transitions/Listening and Speaking (25 mins)

-Materials: Stand Out 1, 2nd Ed., p. 86

Step 1: Introduce new vocabulary
Complete part G as directed.

Repeat the phrases aloud several times.

Learners stand and act out the phrases by moving their whole body (teacher or learner can lead this part)

Step 2: Listening Practice
Complete sections H and I as directed.

Step 3: Limited Practice
Choose a starting and ending point in the classroom (move tables and chairs if necessary)
Learners give each other simple instructions to move from the starting point to the end point.

Step 4: Authentic Practice
Brainstorm some places near the school (stores, bus stops, etc.)
As a class, write directions from the school to one or two of those places.

If possible, walk there as a class, repeating and checking the directions as you go.

Wrong Turn

Look at the picture.
What do you see?
Matt and Kathy are going to a wedding. Their friend Burt is getting married. The wedding starts at 4:00. They are lost and they are late.

Kathy takes a map out of her purse. They look at the map together. The wedding is in a church. The church is on Burns Street near the library. Where is Burns Street?

They took a wrong turn. They need to turn around. Hurry! The wedding starts in 5 minutes!

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Write YES or NO.

_____  1. Matt is getting married.
2. They are going to a wedding.
3. They took a wrong turn.
4. They are late.
5. They need to turn left.
6. The church is near the clinic.

**Talk about the questions with a partner. Write your answers.**

1. Where are they going?
2. Where is the church?
3. What do they look at together?
4. Why do they need to hurry?
5. What is the problem?

**Objectives**
- Life skill: Interpret location on a simple map
- Literacy: answer reading test practice questions
- Listening/speaking: Respond to the question “Where is the (library)?” using prepositions of location
- Transitions: Ask and answer questions about directions to local locations and what can be done at those locations
- Grammar: Use prepositions of location to answer “Where” questions (ex. across the street)

**Materials**

**Make Student Copies**
- Change the Map
- Reading Test Practice

**Props, Technology, or Other Resources**
- Two flyswatters
- Scissors
- A toy car (hotwheel size)
- Document camera

---

**Lesson Preview**

- Calendar Question (10 mins)
- Warm up: “swat” the word that matches the description given by the teacher (10 mins)
- Review of Previous Lessons: Play “simon says” using basic direction words (10 mins)
- Activity 1: place locations on a simple map according to instructions (30 mins)
- Activity 2: practice answering reading test questions (20 mins)
- Activity 3: practice giving directions based on a simple map (25 mins)

---

**Calendar Question (10 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

**Warm up (10 mins)**

Materials: two flyswatters
Learners “swat” the word that matches the description given by the teacher (aka “Flyswatter”)

Write on the board several names or activities from this unit. (i.e. community places, prepositions)

**Review of Previous Lessons (10 mins)**
Materials: (none)

Play “simon says” using basic direction words (turn right/left, turn around, go straight/back)

**Activity 1: Life Skills/ Listening and Speaking (30 mins)**
-Materials: **Change the Map** handout, scissors, document camera

**Step 1: Materials Prep**
Learners cut out the “buildings” at the bottom of the handout

**Step 2: Teacher Models**
Use a document camera to show the map.

Read the name of each street and have learners find the street and trace its full length with their finger.

Give the location of a building and then show how to find that location and put the building there. (ex. The bank is on the corner of Baker Ave. and Cooper Drive).

**Step 3: Guided Practice**
Continue giving locations as learners place the buildings on their own copy of the map. Use these prepositional phrases:

- On ______ street
- Near _________
- Between
- Across from
- Next to

**Step 4: Peer Practice**
Learners give locations to each other.

*Ask learners to keep the paper and building pieces for tomorrow’s lesson*
Activity 2: Literacy (20 mins)
-Materials: Reading Test Practice, document camera

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Step 2: Reviewing Answers

Use a document camera to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

Activity 3: Transitions: Navigating and Understanding One’s Environment (25 mins)
-Materials: document camera, toy car

Step 1: Teacher Models

Use a document camera to show the map from the previous activity on the board. Make the projection large enough so that you can use a marker or toy car to “drive” the route on the projected map.

Place or draw some buildings on the map. Mark your starting point.

Ask “How do I get to the (park)?”

Trace your route with the toy car as you say the directions aloud.
Model the same route again

Ask a learner to model the same route.

**Step 2: Guided Practice**

Choose a different starting place and destination

Learners take turns coming to the board and demonstrating. One learner can say the directions while another follows the directions with the toy car.

---

**Change the Map**

Cut out the buildings. Listen to your teacher. Put the buildings on the map.
Reading Test Practice
1. Where is the clinic?
   A. Between Parson Avenue and Farmer Street.
   B. Across the street from the bank.
   C. Between Cooper Drive and Robert Street.
   D. At the corner of Farmer Street and Baker Avenue.

2. Where is the school?
   A. On Grant Street near Parson Avenue.
   B. Between Grant Street and Farmer Street.
   C. On the corner of Center Street and Cooper Drive.
   D. On Baker near the clinic.
Objectives
- Life skill: Interpret location on a simple map
- Literacy: answer reading test practice questions
- Listening/speaking: Respond to the question “Where is the (library)?” using prepositions of location
- Transitions: Ask and answer questions about directions to local locations and what can be done at those locations
- Transitions: Draw a map of the school area community
- Technology Benchmarks: Interpret locations on a simple online map

Materials
Make Student Copies
- Reading Test Practice
- online map of learning center area
- Community Unit Post-Test

Make Single Copies or Reference
- Community Unit Post-Test Answers (1 copy— for teacher)
- ESL Tutor Manual Tab, Whispering Game, p. 74

Props, Technology, or Other Resources
- paper and markers/colored pencils

Lesson Preview
- Calendar Question (10 mins)
- Warm up: play the whispering game
- Activity 1: practice answering reading test questions
- Activity 2: look at online maps of their neighborhood and identify familiar locations
- Activity 3: use online maps to practice giving directions to nearby locations
- Activity 4: draw a map of their school neighborhood or the neighborhood where they live
- Unit Wrap-up: Community Unit Post-Test

Calendar Question (10 mins)
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.
Warm up (10 mins)

Learners will play the whispering game using a phrase like “The park is next to the library.”

Activity 1: Life Skills/Literacy (20 mins)
-Materials: Reading Test Practice, document camera

Step 1: Independent Practice
Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Step 2: Reviewing Answers

Use a document camera to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

Activity 2: Life Skills/Technology (20 mins)
Materials: Chromebook

The goal of this activity is to familiarize learners with computer-generated maps, how they are created, and how to interpret them.

Talk with Volunteer Coordinator about technology access where you teach and then choose from the options below.
Step 1: Introducing Online Mapping

**OPTION 1: (if you have access to a single computer with Internet in the classroom)**

Demonstrate how to open the Internet, go to maps.google.com, enter an address to see a map of the location.

Show how to zoom in and out and note the locations (parks, libraries, etc.) that are listed on the map.

Repeat the process with a couple of learners’ addresses. Ask the learners to show everyone where their house is. Talk about any locations listed on the map. Do they go there? What can you do there?

**OPTION 2: (if you have no access to computers during class time).**

As you hand out the maps of the neighborhood. Describe how you created the map (opened the Internet, went to a special maps website, typed the address of the school).

Ask if any learners use maps or directions on the Internet? When? How? Why?

Step 2: Interpreting Online Maps

**OPTIONS 1, 2**

Distribute copies of the online map of the learning center area that you made before class.

Call out key features on the map (the learning center, major roads, highways, rivers, parks, etc.), Learners circle or highlight these features.

As you name libraries, schools, parks, clinics, or stores, ask “What can you do there?”

Activity 3: Transitions (20 mins)
-Materials: document camera

Step 1: Teacher Models
Use a document camera to show the online map. Choose a starting point and a destination.

Model giving directions slowly as you trace the path with a pen.

Repeat the directions and have learners trace the path on their own map.

**Step 2: Group Practice**

Choose a different starting point and destination

As a class, decide on the directions and trace the route.

**Step 3: Independent Practice**

Each learner (or pair of learners) writes directions from the school to an assigned destination.

**Learners Struggling?:** return to step one and repeat as many times as needed. For some low beginning learners this first step is challenging enough.

**Activity 4: Transitions (15 mins)**

**Step 1: Teacher Models**

Model drawing a map of your neighborhood starting with your house at the center then adding the surrounding streets and other landmarks.

**Step 2: Independent Practice**

Learners will draw their own maps of their neighborhoods. Maps should include at minimum...

1. Their house
2. 1 named street
3. 1 other location (a school, park, building, friend's home)

**Community Unit Post-Test**

- Community Unit Post-Test, Post-Test Answers

**Step 1: Read the following script to your students:**

“Over the past two weeks, we learned about the community. Today you are going to take a test to see how much you learned after studying the unit. First, write your name on the top of the test. Then read each question & circle only one answer: A  B  C  or D. Please work by yourself and do not talk during the test. There are 8 questions on the test. You will have only 20 minutes to work on it.”

**Step 2:** Distribute tests and have students complete it. Give them 20 minutes to complete the test.

**Step 3:** Correct the tests together and have students mark the questions they got correct/incorrect.

Discuss answers if necessary. Have students write their total number correct on the front of the post-test.

**Step 4:** Ask: What did they learn during this unit? (This can be related or unrelated to the post-test.)
1. Where is the library?
   A. Between Parson Avenue and Cooper Drive.
   B. Across the street from the bank.
   C. On Center Street near the park.
   D. At the corner of Farmer Street and Baker Avenue.

2. Where is Greenlawn Park?
   A. On Grant Street near Parson Avenue.
   B. Between Grant Street and Robert Street.
   C. On the corner of Center Street and Farmer Street.
   D. On Baker near the clinic.

Community Unit Post-Test

1. What is this?
   A. bank
   B. school
   C. clinic
   D. library
2. What is this?
   A. bank
   B. school
   C. clinic
   D. gas station

What can you do?

3. You need rice.
   A. You go to the library.
   B. You go to the grocery store.
   C. You see the doctor.
   D. You make a doctor’s appointment.

4. Your child needs shots and a check-up.
   A. You go to the pharmacy.
   B. You go to the grocery store.
C. You go to the gas station.
D. You make a doctor’s appointment.

5. When does the store open on Saturday?
   A. 6:00
   B. 10:00
   C. 9:00
   D. 8:00

6. When does the Mall close on Tuesday?
A. 9:00
B. 10:00
C. 6:00
D. 8:00

7. Where is the library?

A. next to the clinic
B. across from the bank
C. between the bank and school
D. behind the grocery store
What is next to the grocery store?

A. the library
B. the school
C. the clinic
D. the gas station

Community Unit Post-Test Answers
(Teacher Copy)

ANSWERS:

1. C
2. A
3. B
4. D
5. C
6. A
7. C
8. D
Health Unit: Lesson 33

Objectives:
● Life skill: describe simple medical symptoms
● Literacy: read and write parts of the body
● Listening/speaking: describe medical symptoms using my _____ hurts.
● Listening/speaking: ask and respond to the questions
  What’s the matter? What’s wrong? What’s the problem?

Materials:
● Textbook: Survival English Book 1, 2nd Ed., p. 90-91 - make copies for class
● ESL Tutor Manual Tab p. 56, 46 - use for teacher reference
● Crayons or colored pencils - enough for class

Lesson Preview
● Calendar Question (10 mins)
● Warm Up: Song (10 mins)
● Activity 1: Identify body parts (30 mins)
● Activity 2: Practice My _______ hurts (15 mins)
● Activity 3: Practice What’s the Matter? What’s wrong? What’s the problem (15 mins)
● Activity 4: Grammar practice (25 mins)

Calendar Question (10 mins)
● Students write the date on the top of their journal page.
● Students copy the calendar question and answer it.
Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

**Warm UP (10 mins)**
Write the following song lyrics on the board:

```
Head and shoulders, knees and toes
Eyes and ears and mouth and nose
```

- Teach song and body parts
- Sing and repeat the song line by line while pointing to each body part.
- Put it all together and try it at faster and faster speeds just for fun!

**Need a challenge?:** ask learners to volunteer other body parts that they know. Replace the words in the song with different body parts and sing and point again.

**Activity 1: Literacy, Listening & Speaking (30 mins)**

- Materials: Survival English Book 1, 2nd Ed. p. 90-91

Practice pronunciation:
- Distribute copies of the worksheet. Review each word by repeating several times and pointing to the part of the body.

Listening practice:
- Using colored pencils or crayons, give oral instructions to color different body parts on p. 90 with different colors. For example:

  Color the wrist green. Color the stomach brown.

**Need a challenge?:** write the instructions on slips of paper and have learners take turns reading the instructions on the slips to the whole class.

Dialogue practice:
- Practice the dialogue on p. 91 several times as a full class and in pairs.
Matching activity
- Learners complete the matching activity on p. 91 independently

**Activity 2: Listening & Speaking, Life Skills (15 mins)**

**Model**
Write on the board: My _____________ hurts.

Model the phrase with a few different body parts, each time pantomiming that that part hurts.

**Guided Practice**
Lead a substitution drill, as described in the ESL Tutor Manual Tab using the phrase on the board.

**Activity 3: Listening & Speaking, Life Skills (15 mins)**

This activity builds on the previous drill.

Write on the board:

**What’s the matter?**
My _____________ hurts.

Practice the question several times as a class. Learners then mingle, (if space is limited, consider walking the students to the hospitality room upstairs) around the room asking each other “What’s the matter?” Encourage learners to pantomime the problem as they say it (ex. Touching their ear when they say “my ear hurts.”).

After a few minutes, change the question to **What’s the problem?** Practice the question and start the mingle again.

Change the question to **What’s wrong?** Practice the question and start the mingle again.

**Activity 4: Grammar, Listening & Speaking (25 mins)**
- Materials: ESL Tutor Manual Tab Ball Toss, p. 46.
Introduce vocabulary and grammar structure

Write on the board:

What’s the matter?
My _________________ hurts.
His _________________ hurts.
Her _________________ hurts.

Review the phrases on the board with different body parts in the blanks.

Identify which phrase talks about women and which is about men.

Guided Practice

Lead a Ball Toss drill, as described in the ESL Tutor Manual Tab using the phrases on the board.

Independent Practice

Learners ask two other students “What’s the matter?” and write their responses in their notebook using his or her, as shown on the board.

Activity 5: Checking for Understanding

As learners leave, ask each person to point to a part of the body that you name, or visa versa.
Health Unit: Lesson 34

Objectives
- Life skill: describe simple medical symptoms
- Literacy: read and write parts of the body
- Listening/speaking: describe medical symptoms using my _____ hurts.
- Listening/speaking: ask and respond to the questions What’s the matter? What’s wrong? What’s the problem?
- Life Skill: Call to make a clinic appointment

Materials
- Textbook: Survival English Book 1, 2nd Ed. p. 90-91 - this is the same worksheet as previous class - make copies for students who missed previous class
- ESL Tutor Manual Tab p. 70, 69, 60, 44 - for teacher reference
- Old magazines or clothing catalogs for cutting, class set of scissors, glue or tape
- Pictures of Sam and Ron

Lesson Preview
- Calendar Question (10 mins)
- Warm Up: Play Simon Says (10 mins)
- Dialogue activity (15 mins)
- Activity 1: Label body parts (20 mins)
- Activity 2: Practice calling the clinic (30 mins)
- Activity 3: Dictation (20 mins)
- Activity 4: Role Play (15 mins)

Calendar Question (10 mins)
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
The teacher models asking the question.
Go around the room and have students ask and answer the calendar question one at a time.

**Warm Up (10 mins)**
- Materials: Survival English Book 1, 2nd Ed. p. 90-91

Ask learners to look at p. 90 (distribute copies to those who were absent yesterday). Briefly review the vocabulary on p. 90 by repeating aloud. Play “Simon Says” using the parts of the body on p. 90. Once students understand the rules of the game, have learners take turns leading the game.

**Review: Life Skills, Listening & Speaking (15 mins)**

Copy the dialogue from Survival English Book 1, 2nd Ed. p. 91 on the board.

Model and Practice
Lead the Disappearing Dialogue activity, as described in the ESL Tutor Manual Tab using the dialogue on the board.

**Activity 1: Literacy (20 mins)**
- Materials: old magazines or catalogs, scissors, glue or tape

Learners cut out pictures of people from magazines or catalogs, glue them onto paper, and label the body parts identified on p. 90 of their worksheet.

**Need a challenge?:** provide picture dictionaries so that learners can look up more detailed body parts, such as hip, heart, lungs, sinuses, and add those to their diagram.

**Activity 2: Life Skill, Listening & Speaking (30 mins)**
- Materials: ESL Tutor Manual Tab Dialogue, p. 69, Conversation Queue, p. 44.

**Context**
Ask: Do you go to the clinic sometimes? Do you call the clinic? Do you make an appointment? Does another person call the clinic?

Today we will practice calling the clinic to make an appointment.
Introduce and Practice the Dialogue
Write on the board:

Sam: Hello. Minneapolis Health Clinic.
Ron: Hi. I need an appointment.
Sam: What’s the matter?
Ron: My back hurts.
Sam: Can you come at 3:00 tomorrow?
Ron: Yes. Thank you.

Show pictures of Sam and Ron. Lead the Dialogue activity, as described in the ESL Tutor Manual Tab using the dialogue on the board.

Adding Variations
When learners are comfortable with the dialogue, practice varying the underlined elements.

Lead the Conversation Queue activity, as described in the ESL Tutor Manual Tab using the dialogue on the board.

Activity 3: Grammar, Literacy (20 mins)
-Materials: ESL Tutor Manual Tab Peer Dictation, p. 60

Lead a peer dictation activity, as described in the ESL Tutor Manual Tab using the sentences below.

My head hurts a lot today.
I am sick.
My stomach hurts.
My back hurts because I carry my children.
My knee hurts every day.
I need to go to the clinic because my ear hurts.

Activity 4: Checking for Understanding (15 mins)

Learners role-play making an appointment, without a script. You may choose to use the Conversation Queue activity from earlier to quickly move through these role-plays.
Health Unit: Lesson 35

Objectives:
- Literacy: read and understand common symptoms including sore throat, stomach ache, headache.
- Literacy: write an appointment date and time on a simple appointment card.
- Listening/speaking: verbally describe medical symptoms.
- Grammar: distinguish between have and hurts when describing symptoms, ex. I have a sore throat. My head hurts.
- Transitions & Critical Thinking: record appointment information in forms and tables.

Materials
- Textbook: Stand Out Basic, 2nd Ed. p.104-105 - make copies for class
- Handout: Appointment Cards - make copies for the class
- ESL Tutor Manual Tab p. 57, 46 - for teacher reference
- Stand Out Basic, 2nd Ed. teacher script at the back of the book p.172-173 - for teacher reference
- Blank paper - enough for one sheet per student
- Document camera
- Pictures of Sam and Ron

Lesson Preview:
- Calendar Question (10 mins)
- Warm Up: Label body parts (10 mins)
- Review: What’s wrong? My _______ hurts. (10 mins)
- Activity 1: Teach vocabulary on ailments (30 mins)
- Activity 2: Practice grammar - What’s the matter? He has, she has, I have (15 mins)
- Activity 3: Completing an appointment card (30 mins)
- Activity 4: Check for understanding - as they leave class

Calendar Question (10 mins)
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

**Warm Up (10 mins)**
Distribute blank paper. Draw a body on the board and tell the learners to copy it.

Learners can work independently or in small groups. The objective is to label as many body parts as possible.

For the first 5 minutes, encourage learners to work without referencing their notes.

**Review: Grammar, Listening & Speaking (10 mins)**
-Materials: ESL Tutor Manual Tab Circle Drill, p. 57

Write on the board:

**What’s wrong?**
My ___________ hurts.

Lead a Circle Drill activity, as described in the ESL Tutor Manual Tab using the phrases on the board.

**Activity 1: Literacy, Listening & Speaking (30 mins)**

Introduce the following vocabulary one by one using these steps:

- Say the word, learners repeat
- Pantomime the symptom, learners repeat and pantomime as well
- Write the word, learners copy
- Say and repeat again.

1. sore throat
2. stomachache
3. fever
4. headache
5. cold
6. flu
7. runny nose
8. cough
9. backache
10. diarrhea
Introduce grammar structure (I have a ...) Write on the board:

**What’s the problem?**  
I have a ______________.

Practice the phrases on the board as a class and in partners.

Complete pages 104-105 as directed. Use the textbook script at the back of the book. p.172-173

**Activity 2: Listening & Speaking, Grammar (15 mins)**
-Materials: ESL Tutor Manual Tab Ball Toss, p. 46.

Introduce vocabulary and grammar structure. Write on the board:

**What’s the matter?**  
I have a ______________.
He has a ______________.
She has a ______________.

Review the phrases on the board with different symptoms in the blanks. Identify which phrase talks about women and which is about men.

Lead a **Ball Toss** drill, as described in the ESL Tutor Manual Tab using the phrases on the board.

**Independent Practice.** Learners ask two other students “**What’s the matter?**” and write their responses in their notebook using he or she, as shown on the board.

**Activity 3: Listening, Transitions & Critical Thinking (30 mins)**
-Materials: Appointment Cards, document camera

Show the appointment cards using the document camera.

**Ask:** Where do you see these? Who give these cards? What information do they write on the card?

Review the abbreviations for the days of the week on the cards.
Distribute copies of **appointment cards**.

Write on the board:

**Sam:** Hello. Minneapolis Health Clinic.
**Ron:** Hi. I need an appointment.
**Sam:** What’s the matter?
**Ron:** I have a __________.
**Sam:** Can you come at 3:00 on Friday?
**Ron:** Yes. Thank you.

Show pictures of Sam and Ron. Practice the dialogue several times as a whole class and in pairs.

Practice varying the problem and the day and time.

Finally, ask for volunteers to perform the dialogue for the class. Everyone else listens carefully and records the problem and appointment time on the appointment card.

**Activity 4: Checking for Understanding**
As learners leave, ask each “What’s the matter?” Encourage them to give a full sentence answer with I have... or my___hurts.
Appointment Cards

Listen to other students make an appointment. Write down the appointment information.

<table>
<thead>
<tr>
<th>Your Appointment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem:</td>
</tr>
<tr>
<td>Time:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your Appointment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem:</td>
</tr>
<tr>
<td>Time:</td>
</tr>
</tbody>
</table>
Your Appointment

Problem ____________________________


Time: ________________________________

Your Appointment

Problem ____________________________


Time: ________________________________


Health Unit: Lesson 36

Objectives:
- Literacy: read and understand common symptoms including sore throat, stomach ache, headache.
- Listening/speaking: verbally describe medical symptoms.
- Grammar: distinguish between have and hurts when describing symptoms, ex. I have a sore throat. My head hurts.
- Transitions & Critical Thinking: record appointment information in forms and tables.

Materials
- Textbook: Stand Out 1, 2nd Ed. p. 104-105 - makes copies for class
- Textbook: Stand Out Basic, 2nd Ed. p. 107 - make copies for class
- Handout: What’s the Matter? - make copies for class
- Symptom Sorting - make sets to be used for 2-3 students
- Stand Out 1 2nd Ed. teacher script at the back of the textbook p. 174
- Stand Out Basic, 2nd Ed. teacher script at the back of the textbook p. 173

Lesson Preview
- Calendar Question (10 mins)
- Warm Up: Vocabulary review & Play Charades (10 mins)
- Activity 1: Practice What’s the Problem (30 mins)
- Activity 2: Symptom Sorting & What’s the Matter handout (30 mins)
- Activity 3: Mix & Mingle, Practice speaking and answering: What’s the matter? (10 mins)
- Activity 4: Read an appointment schedule (15 mins)

Calendar Question (10 mins)
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.
Warm Up (10 Mins)

Write on the board:

I have a ________________. My ___________ hurts.

On note cards or slips of paper, write different symptoms for learners to act out.

Vocabulary for this unit includes basic body parts plus the words below:
1. sore throat
2. stomachache
3. fever
4. headache
5. cold
6. flu
7. runny nose
8. cough
9. backache
10. diarrhea

Play charades

You can kick off the game by drawing 2-3 slips and acting them out one by one. Encourage learners to guess using the full sentences written on the board.

Learners draw slips and act out symptoms.

Need a challenge?: if a few students are always shouting out the answer, ask them to write their answer in their notebook. It will give them more challenging practice and encourage other students to speak up.

Activity 1: Listening & Speaking, Critical Thinking (30 mins)

-Materials: Stand Out 1, 2nd Ed. p. 104-105, Stand Out 1, and teacher script at the back of the book, p. 174

Complete pages 104-105 as directed.

Activity 2: Grammar, Listening & Speaking (30 mins)
- Materials: a few copies of *Symptom Sorting* (cut apart), student copies of *What’s the matter*?

**Review grammar structures**

Draw a line down the middle of the board.

On the left side of the board write: **My ____________ hurts.**

Elicit words that could finish that sentence.

On the right side of the board, write: **I have a ______________.**

Elicit words that could finish that sentence.

**Small Group Practice**

Divide into groups of 2-3 students. Distribute cut apart symptom words to each group. Learners sort the words into two columns to match the columns on the board.

When everyone is finished, check answers as a class by recording them on the board.

**Individual Practice**

Distribute copies of *What’s the Matter?*

Learners work independently to write sentences next to each picture.

Review the answers as a class.

**Activity 3: Listening & Speaking, Life Skills (10 mins)**

Learners mingle, (if space is limited, consider walking the students to the hospitality room upstairs) around the room asking each other “**What’s the matter?**” Encourage learners to pantomime the problem as they say it (ex. Touching their ear when they say “my ear hurts.”).
After a few minutes, change the question to **What’s the problem?** Practice the question and start the mingle again.

Change the question to **What’s wrong?** Practice the question and start the mingle again.

**Activity 4: Literacy, Listening & Speaking, Transitions (15 mins)**

-Materials: Stand Out Basic, 2nd Ed. p. 107, and teacher script at the back of the textbook, p. 173

Look at the chart in part A.

**Ask:** Where are the patient’s names? Where is the date? Where are the problems? What is Ayumi Tanaka’s problem? What time is Julio Rodriguez’s appointment? Who uses a chart like this? Why?

Read the patient names as a class.

Complete the page as directed.

**Activity 5: Checking for Understanding**

As learners leave, ask each person “What’s the matter?”. Encourage them to answer in full sentences.
Symptom Sorting
Cut on the dotted lines. Learners will sort the words by the grammar structure they fit into: *My ____________ hurts. Or I have a ____________.*

<table>
<thead>
<tr>
<th>headache</th>
<th>back</th>
</tr>
</thead>
<tbody>
<tr>
<td>sore throat</td>
<td>stomachache</td>
</tr>
<tr>
<td>fever</td>
<td>leg</td>
</tr>
<tr>
<td>knee</td>
<td>diarrhea</td>
</tr>
<tr>
<td>runny nose</td>
<td>cough</td>
</tr>
<tr>
<td>stomach</td>
<td>neck</td>
</tr>
<tr>
<td>foot</td>
<td>the flu</td>
</tr>
<tr>
<td>cold</td>
<td>shoulder</td>
</tr>
</tbody>
</table>
What’s the Matter?
Objectives

- Literacy: read and write common entry level job titles
- Listening/speaking: identify one task for each job title. Ask and respond to the questions “What do ____ do?” and “Where do ______ work?”
- Grammar: use simple present tense and subject-verb agreement to describe work actions. (ex. I work in the morning. She works as a nurse’s aid.)
- Transitions & Critical Thinking: create pie charts to represent data about students in the class; draw conclusions about student data

Materials
Make Student Copies
- Handout: Looking for Work
- Handout: Job Title Flashcards
- Handout: Reading Test Practice

Props, Technology, or Other Resources
- Post-it notes (two different colors, if possible - optional)
- Tape and set of student scissors
- Document camera

Lesson Preview
- Calendar Question (10 mins)
- Warm up: brainstorm job titles they know (10 mins)
- Activity 1: survey each other about work and create pie charts to represent their data (30 mins)
- Activity 2: introduce job title vocabulary (25 mins)
- Activity 3: practice reading skills needed for the CASAS Life and Work Reading Test (20 mins)
- Activity 4: name the job title based on hearing about the job duties. (10 mins)

Calendar Question (10 mins)
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Warm up (10 mins)
- Materials: (none)
Divide learners into pairs or small groups. Each group writes down as many job as they can think of in 5 minutes.

Remind them that spelling is not important. During the activity, walk around noting which job titles they are already familiar with.

After 5 minutes, have each group share 1 or 2 jobs. Do NOT share the full list.

**Activity 1: Listening & Speaking, Transitions & Critical Thinking (30 mins)**
-Materials: Looking for Work handout, scissors, tape, post-its (optional)

**Step 1: Context**
Tell learners that they are going to learn about different jobs and how to look for jobs.

**Step 2: Guided Practice**
Practice the questions and answers on the Looking for Work handout several times.

**Step 3: Independent Practice**
Model how to ask each student in the class the two questions and record their answer with a tally mark.

Learners mingle, (if space is limited, consider walking the students to the hospitality room upstairs) asking each other the questions and recording answers on the handout with tally marks. As learners finish, have them check their work by making sure the total number of tally marks for each question matches the number of students in the class.

**Step 4: Create Pie Graphs**
*Charts and graphs may be new to some learners, depending on their prior schooling.*
Here’s one way to model making a pie chart:

1. Use post-it notes of two different colors (or write yes or no on each note).
   Count the number of “yes” answers and put as many post-its on the board. Count the number of “no” answers and put as many post-its of a different color on the board.

2. Arrange the post-its in a circle.
3. Draw a circle around the outside edge and lines through the middle. Shade each section of the pie chart. Ask: Did more people say “yes” or “no”?

**Step 5: Drawing Conclusions**
After learners have completed the pie charts on their handout, talk about the results. Use **more, most, a few**. Write 1-2 conclusions on the board as full sentences (ex. *Most students in our class are looking for work. A few students have jobs.)*

**Activity 2: Literacy, Listening & Speaking (25 mins)**
-Materials: Job Title Flashcards

**Prep:** Decide how you will demonstrate vocabulary meaning

Bring in pictures, use a laptop and projector to do image searches in the classroom, draw or act out each job.

**Step 1: Vocabulary Introduction**

**Before you distribute the handout...**

Demonstrate each job title with one of the methods above.

Say the job title and ask learners to repeat several times.

Ask: What does a ______ do? Where does a ______ work? (Try to elicit words that learners already know but don’t introduce new vocabulary yet).

Write the job title on the board, read it together several times (tell learners not to write yet, you will give them the words on paper later)

Distribute **Job Title Flashcards**
Read the job titles, questions and answers. Learners repeat.

**Step 2: Learners create flashcards**
Read the directions together.
Model the directions.
Repeat the directions as the whole class acts them out.
Hand out scissors and tape and allow work time for learners to create and practice with their flashcards.

**Step 3: Partner practice**
With another volunteer or learner model the following:
One person in each pair is the “teacher”, one is the “student”
The teacher holds the flashcard with the job title facing the student.
The teacher reads the questions on the back of the card:
What does a _____ do? Where does a _____ work?
The learner answers in his/her own words, if he can.
If not, they study the back of the card together.
After several minutes, they switch roles.

(ask learners to bring their flashcards back to class every day!) –give any extra copies of the handout to the coordinator for use later in the week.

Activity 3: Life Skills, Literacy (20 mins)
- Materials: Reading Test Practice, document camera

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Step 2: Reviewing Answers

Use a document camera to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

Activity 4: Checking for Understanding (10 mins)
Learners put away papers from today. Read a job duty for one of the job titles studied today. Learners try to name the job. Make sure that each student answers at least one question.

Example dialogue:
Teacher: “Who cleans and fixes buildings like schools, churches, apartment buildings?”.
Students: “a custodian!”

Looking for Work
**Do you have a job?**

<table>
<thead>
<tr>
<th>Yes, I do</th>
<th>No, I don’t</th>
</tr>
</thead>
</table>

**Are you looking for work?**

<table>
<thead>
<tr>
<th>Yes, I am</th>
<th>No, I am not</th>
</tr>
</thead>
</table>

Have a job / don’t have a job  
Looking for work / not

looking for work
Job Titles Flashcards
Cut the dotted line. Fold the card. Tape the card. Practice the words.
<table>
<thead>
<tr>
<th>Job</th>
<th>What does a {job} do?</th>
<th>Where does a {job} work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>doctor</td>
<td>Take care of sick people.</td>
<td>A clinic or hospital</td>
</tr>
<tr>
<td>teacher</td>
<td>Teach students</td>
<td>a school</td>
</tr>
<tr>
<td>Cook</td>
<td>Cook food</td>
<td>A restaurant, or cafeteria</td>
</tr>
<tr>
<td>Job</td>
<td>What does a manager do?</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tell other workers what to do</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Where does a manager work?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in all kinds of companies</td>
<td></td>
</tr>
<tr>
<td>cashier</td>
<td>What does a cashier do?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Take money and make change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Where does a cashier work?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In a store</td>
<td></td>
</tr>
<tr>
<td>delivery driver</td>
<td>What does a driver do?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drive things to different companies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Where does a driver work?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in a delivery truck</td>
<td></td>
</tr>
<tr>
<td>sales person</td>
<td>What does a sales person do?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Help customers shop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Where does a sales person work?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A store</td>
<td></td>
</tr>
<tr>
<td>Job</td>
<td>What does a custodian do?</td>
<td>Clean and fix a building</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>custodian</td>
<td>Where does a custodian work?</td>
<td>in all kinds of buildings</td>
</tr>
<tr>
<td>mail carrier</td>
<td>What does a mail carrier do?</td>
<td>Bring mail to houses and stores</td>
</tr>
<tr>
<td>nurse</td>
<td>Where does a mail carrier work?</td>
<td>Outside and in a mail truck</td>
</tr>
<tr>
<td>nurse</td>
<td>What does a nurse do?</td>
<td>Take care of sick people.</td>
</tr>
<tr>
<td>nurse</td>
<td>Where does a nurse work?</td>
<td>A clinic or hospital</td>
</tr>
<tr>
<td>seamstress</td>
<td>What does a seamstress do?</td>
<td>Sews clothes</td>
</tr>
<tr>
<td>seamstress</td>
<td>Where does a seamstress work?</td>
<td>At home or in a store</td>
</tr>
</tbody>
</table>
Reading Test Practice

PREP COOK – prepare vegetables and salads for Martin’s Restaurant, Tues-Sat. 2-10. Apply at martinsrestaurant.com.

1. What does the prep cook do?
A. Clean the restaurant
B. Apply for a job
C. Make food in a restaurant
D. Prepare desserts

2. How can you apply for this job?
A. Call the restaurant
B. Prepare a salad
C. Use the Internet
D. Saturday from 2:00-10:00
“Looking for Work” Unit: Lesson 38

Objectives:
- Literacy: read and write common entry level job titles
- Listening/speaking: identify one task for each job title
- Listening/speaking: ask and respond to the questions “What do/does _____ do?” and “Where do/does _____ work?”
- Grammar: use simple present tense and subject-verb agreement to describe work actions, (ex. I work in the morning. She works as a nurse’s aid.)

Materials
Make Student Copies
- Textbook: **Stand Out Basic, 2nd Ed.**, p. 122-123
- Handout: Reading Test Practice

Make Single Copies or Reference
- Job Title Matching ESL Tutor Manual Tab p. 147
- Job Title Flashcards (from yesterday)

Props, Technology, or Other Resources
- Scissors, tape
- Document camera

Lesson Preview
- Calendar Question (10 mins)
- Review Previous Lessons: mingle and match job titles (10 mins)
- Activity 1: write and say simple present sentences about people’s jobs (30 mins)
- Activity 2: act out job duties and write sentences about jobs in simple present tense (20 mins)
- Activity 3: Practice reading skills needed for the CASAS Life and Work Reading Test (20 mins)
- Activity 4: quiz each other with their flashcards from yesterday. (15 mins)

Calendar Question (10 mins)
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.
Review Previous Lesson: Literacy (10 mins)
-Materials: cut apart one set of Job Title Matching Cards

Step 1: Model the Activity
Write on the board:

I have a __________. What do you have?

Deal out all the cards. Model asking others one by one (without showing your card), “What do you have?” until you find a match.

Step 2: Independent Practice
Learners mingle, (if space is limited, consider walking the students to the hospitality room upstairs) trying to find a match for their card(s). They bring completed matches to the teacher to check.

Activity 1: Literacy, Grammar (30 mins)
-Materials: Stand Out Basic, 2nd Ed. p. 122-123

Step 1: Worksheet
Complete pages 122-123 section by section, repeating new vocabulary and sentences several times.

Step 2: Sentences about Classmates
Write on the board a sample sentence about your own job using this format:

Janet is an office worker. She works in an office. She uses a computer.

Elicit information about jobs that students or their family members have. (NOTE: stick with current jobs so that you can demonstrate present tense sentences.)

Write these sentences on the board.
Learners copy the into their notebook.

Point out the ‘s’ on any third person regular verbs (ex. works, uses). Tell students: we write an ‘s’ on verbs after ‘he’, ‘she’, or ‘it’.

Step 3: Independent writing
Using the sentences on the board as a model, learners write 1-2 more sentences about the jobs of someone they know.
Activity 2: Literacy, Listening & Speaking, Grammar (20 mins)
-Materials: ESL Tutor Manual Tab Charades/Pictionary, p. 147

Step 1: Vocabulary Review
Write on the board:

He is a _______________. He ____________________.

Play Pictionary or charades using job title cards from the warm-up activity as prompts. See ESL Tutor Manual Tab Charades/Pictionary, p. 147.

After each job title is guessed. Call on one person to talk about the job in a full sentence using the prompt on the board.

Activity 3: Life Skills, Literacy (20 mins)
- Materials: Reading Test Practice, document camera

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Step 2: Reviewing Answers

Use a document camera to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.
Activity 4: Checking for Understanding (15 mins)

-Materials: Job Title Flashcards (students who were here yesterday will each have a set)

Learners quiz each other by asking the questions on the back of each card.

Learners absent yesterday can use this time to make their own set of cards.
## Job Titles Matching

Cut cards apart. Learners mingle, (if space is limited, consider walking the students to the hospitality room upstairs) to find matches. They bring matches to the teacher to check.

<table>
<thead>
<tr>
<th>doctor</th>
<th>Take care of sick people.</th>
</tr>
</thead>
<tbody>
<tr>
<td>teacher</td>
<td>Teach students</td>
</tr>
<tr>
<td>Cook</td>
<td>Cook food</td>
</tr>
<tr>
<td>Role</td>
<td>Task Description</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>manager</td>
<td>Tell other workers what to do</td>
</tr>
<tr>
<td>cashier</td>
<td>Take money and make change</td>
</tr>
<tr>
<td>delivery driver</td>
<td>Drive things to different companies</td>
</tr>
<tr>
<td>sales person</td>
<td>Help customers shop</td>
</tr>
<tr>
<td>Job Title</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>custodian</td>
<td>Clean and fix a building</td>
</tr>
<tr>
<td>mail carrier</td>
<td>Bring mail to houses and stores</td>
</tr>
<tr>
<td>nurse</td>
<td>Take care of sick people.</td>
</tr>
<tr>
<td>seamstress</td>
<td>Sews clothes</td>
</tr>
</tbody>
</table>
PREP COOK — prepare vegetables and salads for Martin’s Restaurant, Tues-Sat. 2-10. Apply at martinsrestaurant.com.

<table>
<thead>
<tr>
<th>1. What does Sonia do?</th>
<th>2. How does Sonia feel about this job?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. She is a custodian.</td>
<td>A. It is too much work.</td>
</tr>
<tr>
<td>B. She is very busy.</td>
<td>B. She cleans the dirty hallways.</td>
</tr>
<tr>
<td>C. She is a housekeeper.</td>
<td>C. She likes her job.</td>
</tr>
<tr>
<td>D. She likes her job.</td>
<td>D. Saturday from 2:00-10:00</td>
</tr>
</tbody>
</table>
“Looking for Work” Unit: Lesson 39

Objectives:
● Life skill: identify at least five common entry-level jobs
● Transition & Critical Thinking: identify criteria for choosing a job; draw conclusions about advantages and disadvantages of different jobs.
● Grammar: construct simple sentences with conjunction “because” to describe job choices (ex. I want to be a nurse because I like to help people)

Materials:
Make Student Copies
● Handout: What do I like to do?
● Handout: Why do you want this job?
● Handout: Practice Reading Test

Make Single Copies or Reference
● Handout: Job Title Flashcards
● ESL Tutor Manual Tab Circle Drill, p. 57

Props, Technology, or Other Resources
● Flyswatters
● Document camera

Lesson Preview
● Calendar Question (10 mins)
● Review of Previous Lessons: play “flyswatter” with job title vocabulary from this week (10 mins)
● Activity 1: complete a work preference questionnaire and select job titles that match preferences (25 mins)
● Activity 2: complete sentences about their own preferences and those of their classmates (25 mins)
● Activity 3: practice reading skills needed for the CASAS Life and Work Reading Test (20 mins)
● Activity 4: work preference activity (15 mins)

Calendar Question (10 mins)
● Students write the date on the top of their journal page.
● Students copy the calendar question and answer it.
● Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

**Review of previous lesson: Listening & Speaking, Literacy (10 mins)**

- Materials: “Flyswatters”

Write the words on the board or tape the words or pictures to the wall. Divide learners into two teams. Representatives from each team come to the board and each gets a flyswatter. Act out the word, read a simple definition, or give an example. The students compete to be the first to “swat” the correct word or picture.

Award point to the team that swatted first and call two new representatives up to the board.

<table>
<thead>
<tr>
<th>doctor</th>
<th>teacher</th>
<th>cook</th>
<th>manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>cashier</td>
<td>Delivery driver</td>
<td>Sales person</td>
<td>custodian</td>
</tr>
<tr>
<td>Mail carrier</td>
<td>nurse</td>
<td>seamstress</td>
<td></td>
</tr>
</tbody>
</table>

**Activity 1: Transitions and Critical Thinking (25 mins)**

- Materials: What do I like to do?, document camera, Job Titles Flashcards (from previous lesson)

**Step 1: Context**
Tell students: You are a manager at a landscaping company. You need someone to cut grass and plant flowers. Two people want the job (draw two stick figures on the board). The first person says: “I need a job. I need to make money for my family.” The second person says: “I can work hard. I like to work outside. I like to use my hands.”

Who do you want to work for your company? Why? (discuss)

Summarize: In the U.S., managers give jobs to people they think will work hard and will like the job. Because if the worker likes the job they will stay longer and be a good worker.
Step 2: Modeling
Show the **What do I like to do?** handout on a document camera. Use a separate piece of paper to cover the worksheet so that you can reveal one sentence at a time. As you reveal each sentence, explain your own answer to each item with an example (Yes, I like to help people. I come to school to teach because I like to help people learn English) and ask at least one learner to answer the same question.

Step 3: Group Practice
Distribute the handouts, read out loud, learners repeat.

Step 4: Independent Practice
Preteach the vocabulary: true/truth.

Learners mark the check boxes and copy their own preferences onto the lines at the bottom. Write on the board: **What do you like to do?**

Learners mingle, (if space is limited, consider walking the students to the hospitality room upstairs) and ask each other this question. They can read the answers off their handout or, for a greater challenge, try to talk without looking at their paper.

Step 5: Choosing Job Titles
Put learners in small groups (2-3). Give each group a set of **Job Title Flashcards** from previous lesson (some students may have their own set of flashcards)

Have them take turns choosing a card and saying why they would or would not like to do that job (ex. I like nurse. I like to help people.). Do not worry about correct grammar or sentence structure at this stage. Communicating ideas is the most important.

**Activity 2: Grammar (25 mins)**
-Materials: **Why do you want this job?**

Step 1: Context & Grammar Introduction
Write on the board: **Why do you want this job?**

Explain that many managers ask this question in a job interview.

Write on the board: **I want to be a cook. I like to work with food.**
Demonstrate how to insert the word **because** to make one sentence. Explain that because shows why. (I want to be a cook. Why? Because I like to work with food. I want to be a cook **because** I like to work with food.)

**Step 2: Group Practice**
Ask students to generate other examples with **because**. Write them on the board.

**Step 3: Independent Practice**
Distribute **Why do you want this job?** handout.

Students work independently to complete the sentences. They can use the previous worksheet and job title cards as reference.

**Step 4: Speaking Practice**
Choose a job title that many students are interested in. Ask two students to role-play a very simple job interview. One is the manager and the other a worker. The manager asks: **Why do you want this job?** The worker answers with a sentence including **because**.

This is also a good time to start working on eye contact, handshake, and introductions. (save any extra copies of Job Title Flashcards)

**Activity 3: Life Skills, Literacy (20 mins)**
- **Materials:** Reading Test Practice, document camera

**Step 1: Independent Practice**

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

**Step 2: Reviewing Answers**
Use a document camera to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

**Activity 4: Checking for Understanding (15 mins)**

-Materials: ESL Tutor Manual Tab Circle Drill, p. 57

Use the questions from Activity 1 (What do I like to do?) with the instructions for circle drill in the Volunteer Tutor Manual.
What do I like to do?
Read the sentences. Mark the sentences that are true for you.

□ I like to help people.
□ I like to teach.
□ I like to work with sick people.
□ I like to work outside.
□ I like to work with my hands.
□ I like to use machines.
□ I like to cook.
□ I like to work with food.
□ I like to sit all day.
□ I like to stand all day.

Write your true sentences below.
Why do you want this job?

Finish the sentences. Write about the jobs you want.

1. I want to be a ____________________ because I like to
   ____________________________________________________________________.

2. I want to be a ____________________ because I like to
   ____________________________________________________________________.

3. I want to be a ____________________ because I like to
   ____________________________________________________________________.

Copy the sentences above.

1. ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

2. ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

3. ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________
Abdi works in a factory. He is a packager. He puts CDs in big boxes. He needs to work very quickly. He works the night shift, Monday through Thursday. He thinks it’s an easy job but he doesn’t like working at night.

1. What is Abdi’s job?
   A. He is a factory manager.
   B. He works in a CD store.
   C. He has an easy job.
   D. He is a packager.

   B. Saturday
   C. Six days
   D. Four days

2. How many days does he work?
   A. Monday
“Looking for Work” Unit: Lesson 40

Objectives:
- Literacy: identify key information on a job ad, including work hours, how to apply, and job duties
- Listening and Speaking: ask and respond to questions about job ads and job preferences
- Transition & Critical Thinking: create bar graphs and pie charts to represent data about students in the class; draw conclusions about student data
- Grammar: construct simple sentences with conjunction “because” to describe job choices (ex. I want to be a nurse because I like to help people)

Materials
Make Student Copies
- Handout: Work Preferences
- Handout: Job Ads
- Handout: Reading Test Practice

Make Single Copies or Reference
- Handout: Job Title Flashcards (from previous lesson)

Lesson Preview
- Calendar Question (10 mins)
- Review of Previous Lessons: sort job title cards by key criteria (20 mins)
- Activity 1: survey each other about job preferences and create pie charts (30 mins)
- Activity 2: scan job ads for key information and express which job they would apply for and why (25 mins)
- Activity 3: practice reading skills needed for the CASAS Life and Work Reading Test (20 mins)
- (If time) Activity 4: write or say one thing they learned and one thing they want to practice more.

Calendar Question (10 mins)
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.
Review Previous Lesson: Literacy, Transitions (20 mins)
- Materials: Job Title Flashcards (from previous lesson)

Divide learners into groups (2-3 students). Give each group a set of Job Title Flashcards from previous lesson. (Some learners may already have their own set).

Ask learners to sort the jobs into two groups: jobs that you need to go to college/university for and jobs you don’t need college for.

Discuss any areas of disagreement among groups.

Additional categories to sort by:
- Work inside or outside
- Need to speak a lot of English on the job.
- Work with your hands
- Sit, stand, or walk around most of the day.

In some cases there is not a right or wrong answer. Encourage learners to explain their answers

Activity 1: Listening & Speaking, Transitions (30 mins)
- Materials: Work Preferences

Step 1: Context
Tell learners that they are going to talk about what work they like and don’t like.

Step 2: Guided Practice
Practice the questions and answers on the Work Preferences handout several times.

Step 3: Independent Practice
Model how to ask each student in the class the questions and record their answer with a tally mark. NOTE: For this activity, they need to choose one answer or the other (daytime or nighttime, not both)

Learners mingle, (if space is limited, consider walking the students to the hospitality room upstairs) asking each other the questions and recording answers on the handout with tally marks.

As learners finish, have them check their work by making sure the total number of tally marks for each question matches the number of students in the class.

**Step 4: Create Pie Graphs**
Charts and graphs may be new to some learners, depending on their prior schooling.

Here’s one way to model making a pie chart:
1. Use post-it notes of two different colors (or write yes or no on each note). Count the number of “yes” answers and put as many post-its on the board. Count the number of “no” answers and put as many post-its of a different color on the board.
2. Arrange the post-its in a circle.
3. Draw a circle around the outside edge and lines through the middle. Shade each section of the pie chart. Ask: Did more people say “inside” or “outside”?

**Step 5: Drawing Conclusions**
After learners have completed the pie charts on their handout, talk about the results. Use **more, most, a few**.

Write 1-2 conclusions on the board as full sentences (ex. Most students in our class want full-time work.)

**Activity 2: Listening & Speaking, Literacy (25 mins)**
-Materials: Job Ads handout, document camera
Step 1: Context
Ask: How do you look for work? Do you use the Internet? Talk to friends? Read the newspaper? Today we are going to look at job ads. Job ads are in the newspaper and on the Internet.

Step 2: Vocabulary and Abbreviation Review
Write on the board:
1. Job title – name of the job
2. Full time - 40 hours a week or more
3. Part time - 20-30 hours a week
4. Apply – fill out an application for a job

Review vocabulary on the board. Review different abbreviations for days of the week (ex. Thursday, Thurs., Th.)

Step 3: Model the activity
Show the Job Ads handout on a document camera (do not distribute to learners yet).

Model how to complete the first line of the table using one of the job ads. Talk about each element as you go.

Step 4: Independent Practice
Distribute handout. Learners complete the table independently.

Need a Challenge?: learners who finish quickly can write their own job ad while they wait for others to finish.

Step 5: Comprehension questions
After everyone has completed the table, ask comprehension questions about the job ads. (ex. Which jobs are full-time?, Which jobs do you work weekends? Which job can you apply by email?)
Activity 3: Life Skills, Literacy (20 mins)
- Materials: Reading Test Practice, document camera

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Step 2: Reviewing Answers

Use a document camera to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

Activity 4: Checking for Understanding (if time)

Have each learner write or say one thing they learned and one thing they want to practice more.
Work Preferences

Count how many students want...
Do you want ______________ or ______________?

<table>
<thead>
<tr>
<th>Full time work</th>
<th>Part time work</th>
<th>Outdoor work</th>
<th>Indoor work</th>
<th>Day work</th>
<th>Night work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Draw the graphs

full-time/part-time  outdoor work/indoor work  day work/night work
# Job Ads

**CASHIER** — Full-time, Tu-Sat. Cash register experience req. Call 743-999-0000.

**BUS DRIVER** — Part-time, no exp. needed, training provided. Sat. and Sun. 6am-3pm. Apply at 4500 E. Mark Street, Minneapolis

**NIGHT MANAGER** — Manage 15 workers on factory floor. M-F, 9pm-6am. Apply online: www.medworks.com/career

**NURSE** — Oak Lawn Nursing Home, full-time, some nights and weekends. Email h.thompson@oaklawnnursing.com

<table>
<thead>
<tr>
<th>Job title</th>
<th>Full-time/ part time</th>
<th>How to apply</th>
<th>hours</th>
<th>schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M Tu W Th F Sa Su</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M Tu W Th F Sa Su</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M Tu W Th F Sa Su</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M Tu W Th F Sa Su</td>
</tr>
</tbody>
</table>
AUTO MECHANIC – perform basic tasks such as oil changes and tire rotations. Part-time, T-F, 8-1.
Wayne Motors (651) 000-3423

1. What are the hours of this job?
   A. Eight hours a day
   B. Five hours a week
   C. 8:00 to 1:00
   D. Full-time

2. How can you apply for this job?
   A. Call Wayne Motors
   B. Part-time
   C. Use the Internet
   D. Auto mechanic

“Talking on the Phone” Unit: Lesson 41
Objectives:
- Life skill: answer the phone, take a message
- Literacy: recognize and write telephone numbers; ask and respond to simple written wh-questions.
- Listening/speaking: Respond to the question “Is _____there/home?”
  Listening/speaking: Understand key information in order to take a basic message (ex. name, phone number, etc.)
- Transition & Critical Thinking:: analyze miscommunications
- Grammar: Use non-referential “this” to identify self on phone (ex. “This is Jessica”)

Materials:
Make Student Copies
- Stand Out Basic, 2nd Ed., p.P5-P6
- Survival English Book 1: p. 246
- Handout: Leaving a Message
- Handout: Reading Practice Test

Make Single Copies or Reference
- ESL Tutor Manual Tab p.69-70
- Activity 4 teacher script

Lesson Preview
- Calendar Question (10 mins)
- Warm up for today’s Lesson: reflect on their English phone skills (10 mins)
- Activity 1: practice saying, listening for, and recording telephone numbers (20 mins)
- Activity 2: practice two simple phone dialogues (20 mins)
- Activity 3: listen to each other role-play leaving a message and record basic information (25 mins)
- Activity 4: practice test taking skills needed for the CASAS Life and Work Reading test (20 mins)
- (if time)Activity 5: ask each person to tell you their phone number in English

Calendar Question (10 mins)
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
Go around the room and have students ask and answer the calendar question one at a time.

Warm up (10 mins)
Materials: None

Learners reflect on their English phone skills

Write these questions on the board:
1. Can you say your phone number in English?
2. Who talks to you on the phone in English?
3. Is it easier or more difficult to speak English on the phone? Why?

Activity 1: Literacy, Listening & Speaking (20 mins)
-Materials: copies of Stand Out Basic, 2nd Ed., p. P5-P6,

Learners practice saying, listening for, and recording telephone numbers

Activity 2: Life Skills, Listening & Speaking, Grammar (20 mins)
-Materials: Survival English Book 1, p. 246

Use the instructions in the ESL Tutor Manual Tab 201, Disappearing Dialogue, p. 69-70 to practice the dialogue from the textbook.

Activity 3: Life Skills, Listening & Speaking, Literacy, Transitions (25 mins)
-Materials: Survival English Book 1, p. 246, Leaving a Message handout

Step 1: Extend the dialogue
Copy the first three lines of the dialogue on p. 246 on the board and add the following lines:
...No, he isn’t. He’s at school. Can I take a message?
Sure my name is Jessica. J-E-S-S-I-C-A. My phone number is ________________.

Step 2: Guided Practice
Practice the dialogue with the new lines several times.
Step 3: Clarification Questions
Handout copies of Leaving a Message, practice the clarification questions at the bottom of the page several times.

Step 4: Teacher Models
With a student or volunteer model answering the phone, offering to take a message, recording the information in the chart on the handout, and asking for clarification when you don’t understand.

Step 5: Independent Practice
Pairs of learners take turns coming to the front of the room and completing the dialogue on the board. The rest of the class listens carefully and records the information in the grid.

Need a challenge?: erase the dialogue from the board and ask learners to role-play in their own words. OR Instead of learners at the front of the classroom, everyone mingle, (if space is limited, consider walking the students to the hospitality room upstairs) around the room completing the dialogue and recording the message info.

Activity 4: Life Skills, Literacy (20 mins)
- Materials: Reading Test Practice, document camera

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Step 2: Reviewing Answers
Use a document camera to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

**(if time) Activity 5: Checking for Understanding**

Materials: (none)

As learners leave the classroom ask each person to tell you their phone number in English.
# Leaving a Message

Listen to other students talk on the phone. Write the caller’s name and phone number.

<table>
<thead>
<tr>
<th>Caller’s Name</th>
<th>Caller’s Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
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</tr>
</tbody>
</table>

- Can you repeat that?
- Can you say that slowly?
- Can you spell that?
- Let me repeat that phone number: __________________________
<table>
<thead>
<tr>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To:</strong> Gabriel</td>
</tr>
<tr>
<td><strong>Date:</strong> 8/14/12</td>
</tr>
<tr>
<td><strong>W H I L E  Y O U  W E R E  O U T</strong></td>
</tr>
<tr>
<td><strong>Callers Name:</strong> Kim Lee</td>
</tr>
<tr>
<td><strong>Phone Number:</strong> 319-255-3923</td>
</tr>
<tr>
<td>X Please return call</td>
</tr>
<tr>
<td>Will call again</td>
</tr>
<tr>
<td><strong>Message:</strong> She has a question for you.</td>
</tr>
<tr>
<td><strong>Taken by:</strong> Amber</td>
</tr>
</tbody>
</table>

1. Why did Kim Lee call?  
   A. Amber  
   B. On August 14th  
   C. Because she has a question  
   D. While you were out

2. What information is missing?  
   A. The reason for the call  
   B. The phone number  
   C. The date  
   D. The time
“Talking on the Phone” Unit: Lesson 42

Objectives:

- Life skill: answer the phone; read a short story about talking on the phone; call in an absence for self or child
- Literacy: recognize and write phone numbers; recognize key words for leaving messages (ex. phone number, reason, absence, date)
- Listening/speaking: respond to the question “Is ____ there/home?”; Ask and respond to simple oral wh- questions
- Technology:: leave a voicemail, check voicemail on a cell phone
- Grammar: Use non-referential “this” to identify self on phone (ex. “This is Jessica.)

Materials:

Make Student Copies

- Textbook: Basic Grammar in Action, p. 15
- Handout: My Daughter is Sick (3 pgs.) –leave extra copies for tomorrow’s teacher
- Handout: I Can’t Come to School Today
- Handout: Reading Test Practice

Make Single Copies or Reference

- Response Cards
- She is Sick –picture cards (10) –leave copies for tomorrow’s

Props, Technology, or Other Resources

- A cell phone (for demonstration purposes)

Lesson Preview

- Calendar Question (10 mins)
- Warm up: mingle practicing different responses to the question “Is Jessica there?” (10 mins)
- Review of Previous Lessons practice writing phone numbers in different types of forms (15 mins)
- Activity 1: make predictions, read a story, and answer comprehension questions (25 mins)
- Activity 2: practice calling in an absence for self or a child (15 mins)
- Activity 3: practice test taking skills needed for the CASAS Life and Work Reading test (20 mins)
- Activity 4: discuss and explain steps for checking voicemail and setting cell phones to vibrate (10 mins)
- (if time) Activity 5: learners finish this sentence in their notebook: I can’t come to school today because...

---

**Calendar Question (10 mins)**

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

**Warm-Up (10 mins)**

- Materials: Response Cards

**Step 1: Prep On the board**

write: **Hello. Is Jessica there?**

**Step 2: Teacher Models**

With a learner or volunteer (each has one of the response cards)

- **Hello. Is Jessica there?**
  - (reads the response on the card)
  - (offers an appropriate response, if possible)

After each person has played both roles, they switch cards and find a different partner.

**Step 3: Independent Practice**

Distribute response cards.

Learners mingle, (if space is limited, consider walking the students to the hospitality room upstairs) and complete the activity as modeled

**Review of Previous Lesson (15 mins)**

- Materials: Basic Grammar in Action, p. 15

Complete the worksheet as indicated.
Activity 1: Life Skills, Listening & Speaking, Literacy (35 mins)
-Materials: She is Sick pictures (1-10) and My Daughter is Sick story, document camera

Step 1: Context
“Do you have children?”
“Do they go to school?”
“Do you call the school sometimes?”
“What do you do when they are sick?”

Step 2: Picture Story Elicitation
Show each picture one by one using a document camera.
Ask the question prompts at the bottom to elicit as much language from the learners as possible. (if your class is quiet you might go through the whole set of pictures twice. The goal of this step is to elicit the vocabulary learners already know and get them to make predictions about the story. Do not worry if their answers do not match the story text they are about to read.

Step 3: Silent Reading
Handout copies of the story My Daughter is Sick.
Allow learners 5-10 minutes to read the story silently, circling any words they don’t know.

Step 4: Teacher reads, Learners Follow

Step 5: Teacher reads, Learners Repeat

Step 6: Choral Reading

Step 7: Learners Read with a Partner

Step 8: Learners complete comprehension exercises
Activity 2: Life Skills, Listening & Speaking, Transitions (15 mins)
-Materials: copies of I Can’t Come to School Today

Step 1: Context
“Sometimes you can’t come to school. It is important to call the learning center. If there is no answer, leave a message.”

Step 2: Guided Practice
Practice both dialogues several times as a class and in pairs.

Elicit other possible reasons for being absent. Talk about good and bad reasons for being absent.

Step 3: Partner Practice
Learners practice explaining their absence with a partner.

Activity 3: Life Skills, Literacy (20 mins)
- Materials: Reading Test Practice, document camera

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Step 2: Reviewing Answers

Use a document camera to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.
Activity 4: Technology (10 mins)
-Materials: cell phone

Step 1: Context
“Do you have a cell phone?”
“Do you bring it to school?”
“Does it ring during class?”
“Do you other people leave you messages?”
“Do you check your voicemail?”

Write on the board: “messages” “voicemail” “ring” “vibrate”

Introduce the meanings of these words (tell, don’t ask) in the context of cell phone use.

Step 2: Write the Instructions
As a class, write the instructions for turning a phone from “ring” to “vibrate.” Since many learners have cell phones, they may be able to tell or demonstrate all the steps. If not, the teacher can demonstrate the steps and ask the learners to come up with the language to describe the steps.

Step 3: Read the instructions together

Step 4: Learners demonstrate the instructions
Using their own phones or the teacher’s phone, learners demonstrate the steps, saying them aloud as they do. (repeat steps 2-4 for the process of checking voicemail messages)

(if time) Activity 5: Checking for Understanding
-Materials: none

Learners finish this sentence in their notebook: I can’t come to school today because...
Response Cards
<table>
<thead>
<tr>
<th>Sorry. I think you have the wrong number.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, she’s not home right now.</td>
</tr>
<tr>
<td>No, she’ll be home at 4:00</td>
</tr>
<tr>
<td>She’s not here. Can I take a message?</td>
</tr>
<tr>
<td>Yes. Just a minute.</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>Yes, but she can’t answer the phone right now.</td>
</tr>
<tr>
<td>Yes, but she can’t talk right now. Can she call you back?</td>
</tr>
<tr>
<td>I don’t know. Let me see.</td>
</tr>
</tbody>
</table>
She is sick: picture 1

Possible Prompts:
- What’s the matter?
- How does the girl feel?
- How does the mother feel?
She is sick: picture 2

Can the girl go to school?
What should the mother do?
She is sick: picture 3

Who does she call?

She is sick: picture 4
Why does she call?
What does she say?

She is sick: picture 5
Mother’s Name

What does she say?

She is sick: picture 6
Child’s Name

What does she say?

She is sick: picture 7
Grade

What does she say?

She is sick: picture 8
Teacher

What does she say?

She is sick: picture 9
Problem

What does she say?

She is sick: picture 10
Phone Number

What does she say?

My Daughter is Sick
The little girl wakes up in the morning.
She has a headache.
She has a stomachache.
Her mom takes her temperature.

The little girl is sick.
She has a fever.
She needs to stay in bed all day.

The little girl goes to Utica Elementary School.
She is in third grade.
Today she can't go to school.

Her mother calls the school to leave a message.
She listens, then pushes button number 1.
My name is Lora Smith. I am calling about my daughter.

The mother waits for the beep.
Then she says her name.
She says that she is calling about her daughter.

Her name is Kate Smith. It is spelled K-A-T-E

The mother says her daughter’s name.
She spells her daughter’s name.
She speaks loudly and slowly.

She is in third grade.
Her teacher is Mrs. Lee.

Today she has a fever. She will go to school tomorrow if she feels

The mother says her daughter’s grade.
She says her daughter’s teacher.

The mother says her daughter’s problem.
She says when she will come back to school.
The mother says her phone number.

She says thank you, and hangs up the phone.

The school office will tell the teacher that Kate Smith is sick today.

Answer the questions about the story.

1. What is the daughter’s name? _________________________________
2. What is the mother’s phone number? ________________________
3. Where does Kate go to school? ______________________________
4. What is her teacher’s name? ________________________________
5. Why will Kate stay home today? ______________________________
6. Do you think it’s good for parents to call their child’s school? _________ Why? ___________________________________________________________
Reading Test Practice

Capitol Hill Elementary School
Emergency Contact Form

Student’s First Name: Halimo  Last Name: Mohamed
Grade: 5th  Teacher: Mrs. Jackson

In case of emergency contact.

1. Name: Ikran Mohamed (mother) Phone 1: 651-223-5938
   Phone 2: 651-223-3902

2. Name: Sadio Ali (aunt) Phone 1: 651-909-2933
   Phone 2: 651-909-3924

1. Who is Halimo Mohamed’s mother?
   A. Capitol Hill  B. Mrs. Jackson  C. Sadio Ali  D. Ikran Mohamed

2. Who can you call at 651-909-2933?
I Can’t Come to School Today

Call YOUR school.

Hello. This is ______________.  I can’t come to school today.
•      My child is sick.
•      I am sick.
•      I have an appointment.
•      I don’t have transportation.
•      I’m working today.

I will be back on ________________ .

Call your CHILD’s teacher.

Hello.  This is ____________.  My son/daughter can’t come to school today.
•      My child is sick.
•      She has an appointment.
•      Her bus didn’t come.
•      She missed the bus.

____________ will be back on ________________ .
“Talking on the Phone” Unit: Lesson 43

Objectives:
- Life skill: take a message, leave a message, read a short story about talking on the phone
- Literacy: recognize and write phone numbers; recognize key words for leave messages (ex. phone number, reason, absence, date)
- Listening/speaking: Understand key information in order to take a basic message (ex. name, phone number); Listen for and record key information, ask the speaker to repeat information; ask clarification questions
- Transition & Critical Thinking:: seek clarification in spoken communication

Materials:
Make Student Copies
- Textbook: Basic Grammar in Action, p. 9
- Handout: My Daughter is Sick (3 pgs.) –see if copies were left yesterday
- Textbook: Stand Out 1, 2nd Ed, p. 91

Make Single Copies or Reference
- ESL Tutor Manual Tab p. 74, 113, 57
- Teacher script: I Can’t Come to School Today
- She is Sick picture prompts (1-10) –see if copies were left yesterday

Lesson Preview
- Calendar Question (10 mins)
- Warm up: practice careful listening and pronunciation (10 mins)
- Review of Previous Lessons: practice saying and writing telephone numbers (10 mins)
- Activity 1: record key information from phone messages (25 mins)
- Activity 2: recall details from yesterday’s story and build awareness of letter/sound relationships (25 mins)
- Activity 3: leaving and recording messages (20 mins)
- Activity 4: Checking for Understanding: learners ask and answer the question, “What did you learn today?” (5 mins)

Calendar Question (10 mins)
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
Go around the room and have students ask and answer the calendar question one at a time.

**Warm up (10 mins)**

**Materials/Prep: ESL Tutor Manual Tab p. 74**

Practice careful listening and pronunciation in the “Whispering Game”

**Review of Previous Lessons (10 mins)**

**Materials:** copies of Basic Grammar in Action, p. 9

Practice saying and writing telephone numbers

**Activity 1: Life Skill, Transition & Critical Thinking (25 mins)**

- one copy of Teacher Listening Script, lined paper

**Step 1: Context**

“Sometimes you can’t come to school. Why?” “Do you call your school? What do you say?”

**Step 2: Listening for Specific Information**

Write on the board: **Student’s Name**

“I am going to read a telephone message. Listen for the student’s name. Write the student’s name on a sheet of paper. If you don’t know the spelling, don’t worry, just write what you think.”

Hand out lined paper. Read the script for number one (repeat if necessary) Learners check with a partner. Teacher confirms the correct answer.

Write on the board: **class/grade**

“I’m going to read the same message again. Listen for the class or grade. Write it on the sheet of paper.”

Read the script for number one (repeat if necessary) Learners check with a partner. Teacher confirms the correct answer.
Write on the board: **Reason**

“**Reason** means WHY you can’t come to school. I’m going to read the same message again. Listen for the reason, write it in your notebook.

Repeat with messages 2-5

**Need a challenge?:** Instead of listening for each piece of information separately, learners listen for all three. Set a limit as to how many times you will repeat each message. Increase the speed of your reading. Read as authentically as possible and challenge learners to keep up.

**Activity 2: Life skill, Literacy, Listening & Speaking (25 mins)**

-Materials: She is Sick (picture prompts 1-10), -My Daughter is Sick (learner copies – may have copies from yesterday)

**Step 1: Review (without the story in front of them)**
Show each of the picture prompts and ask “What did you read yesterday? What do you remember about the story?” Elicit as much language as possible.

**Step 2: Silent Reading**
Allow 5-10 minutes for learners to read silently and circle any words they don’t understand

**Step 3: Teacher reads, Learners Follow**

**Step 4: Learners Read with a Partner**

**Step 5: Letter/Sound Drill**
Refer to the ESL Tutor Manual Tab Letter/Sound Drill, p. 113 The target spelling/sound for this story is “er,” as in “her”

Teacher note: There are many different spellings of this sound in English. The most common spelling is ER. Do not introduce or point out additional spellings of this sound. If learners identify other spellings of the sound, acknowledge them but let them know that we’re only practicing the spelling “er” today.

**Activity 3: Life Skills, Literacy, Listening & Speaking, Transitions (20 mins)**

-Materials: Stand Out 1, 2nd Ed. P. 91
Step 1: Context

“Sometimes you call. There is no answer. Do you leave a message?”
“Who do you leave messages for?”
“What information do you say?”

Step 2: Guided Practice
Complete p. 91 as indicated.

“I can’t come to school today”

Activity 4: Checking for Understanding (5 mins)
-Materials: ESL Tutor Manual Tab p. 57

Circle drill in which learners ask and answer the question, “What did you learn today?”
1. (beep!) Hi This is Anna Sanchez. I’m in the level C class. I can’t come to school today because I have a meeting with my job counselor. I’ll be back in school tomorrow. If you have any questions you can call me at 651-889-3429.

2. (beep!) Good morning. My name is Min Tin. I’m sorry my son, Eric Paw, can’t come to school this morning. He has a dentist appointment. His teacher’s name is Mr. Jones. He’s in 3rd grade. He will come back to school after lunch.

3. (beep!) Hello. I’m calling about my daughter, May Yang. She has a fever this morning so she is staying at home. She’s in Mrs. Lee’s kindergarten class. If you have any questions my number is 651-330-4493.

4. (beep!) Hi, can you please tell Mr. Daniels that my son, Jason Paul, cannot come to school today. Jason is a senior and he is going to a college meeting today.

5. (beep!) Hello, my name is Tim Carlos. I don’t have any childcare today so I have to stay home with my children. Hopefully I will come back to school on Monday. I’m in Level 2. My teacher is Andrea. Thank you. Have a good day.

“Talking on the Phone” Unit: Lesson 44

Objectives:

- Life skill: Take a message
- Literacy: fill out a simple message form, including reason for the call, caller’s phone number, caller’s name and “taken by”, time of message
- Listening/speaking: listen for and record key information,
• Transition & Critical Thinking: Analyze miscommunications
• Grammar: Distinguish subject and object pronouns (ex. “She called.” “She wants you to call her back.”)
• Grammar: Use the separable transitive phrasal verbs look up and call back with an object (ex. “Look up the number/Look it up” and “Call your teacher back/Call back your teacher.”)

Materials:
Make Student Copies
• Handout: My Daughter Is Sick - see if copies were left yesterday
• Handout: While You Were Out
• Handout: Call Him Back
Make Single Copies or Reference
• ESL Tutor Manual Tab p.148
• Stand Out 1, 2nd Ed – CD 2, Track 11 script
Props, Technology, or Other Resources
• Post-It notes
• Document camera

Lesson Preview
• Calendar Question (10 mins)
• Warm up: “How many times do you speak English on the phone each day?” (10 mins)
• Review of Previous Lessons: sequence details from yesterday’s story and role-play parts of the story (15 mins)
• Activity 1: record phone messages on a message form (20 mins)
• Activity 2: practice using object pronouns with “call back” (20 mins)
• Activity 3: look for telephone numbers online (if computer lab is available) (20 mins)
• Activity 4: recall each of the activities you did today. (10 mins)

Calendar Question (10 mins)
• Students write the date on the top of their journal page.
• Students copy the calendar question and answer it.
• Teacher walks around, checks, and stars sentences.
• The teacher models asking the question.
• Go around the room and have students ask and answer the calendar question one at a time.
Warm up (10 mins)

Respond to the question “How many times do you speak English on the phone each day?”

Review of Previous Lesson (15 mins)
-Materials: My Daughter is Sick

Step 1: Review
Ask learners to take out copies of “My Daughter is Sick” – from previous lessons.
Teacher reads and learners follow.
Learners read with a partner.

Step 2: Role-Play
Role play the action in the story. 1 person is the mother and 1 person is the school receptionist. For added drama you can even ask 1 person to be the daughter. Learners may read from the dialogue portions of the story or act out the situation in their own words for added challenge.

Activity 1: Life skills, Listening & Speaking, Literacy (20 mins)
-Materials: While You Were Out and Stand Out 1, 2nd Ed., Track 11 teacher script, document camera

Step 1: Context
“At work, sometimes people write messages on special forms.”
Look at the message form as a class. Call out specific pieces of information and have everyone point to that part of the form. (ex. “Where do you write today’s date?” “Where do you write the reason.”

Step 2: Structured Practice
Read track 11 from the teacher script.
Learners will record the information in the message form. Plan to say the message more than once. Do the first message together as a class using a document camera to model how to fill out the form. Make sure everyone fills in the date, time, taken by, and checks the action needed (ex. return call) on each form.

Activity 2: Grammar (20 mins)
-Materials: Call Him Back, telephone prop

**Step 1: Context**
Write on the board: **call back**

Discuss meaning (in the context of phone messages)

**Step 2: Guided Practice**
Read the example sentences in the box. (you may want to draw pictures or have students act out each person calling and leaving a message to illustrate the sentence).

Teacher reads the words in the chart and learners repeat.

Complete the fill-in-the-blank activity independently, in groups, or as a class depending on level.

**Step 3: Independent Practice**
Write on the board: **You need to call ______ back.**

Ask 2 learners to come to the front of the room. Give one a telephone prop. Ask that learner to “call” one of the other learners. He/she only needs to give their name and phone number. The learner answering the phone takes a message (writes down the name and phone number).

Ask the “caller” to sit down. Call a third learner to the front of the room. Have the message taker give the message to that person. They should say the sentence on the board, filling in he/she depending on the gender of the caller.

Repeat several times with different learners.

**Activity 3: Technology (20 mins)**
Access to computers, Internet, and printing varies by learning center. The goal of this activity is to familiarize learners with searching for organizations or businesses contact information online.

*Talk with your Volunteer Coordinator about technology access and then choose from the options below.*

**OPTION 1: (if you have access to a computer in the classroom)**
Step 1: Context and Teacher Modeling
Suggest a scenario: You want to call the library to know what times it is open. Where do you look for the telephone number? (in a phone book, call information, look on the Internet)

Model how to open the Internet, type “library Minneapolis” (or other city depending on learning center), and click on links to find the phone number of the library near your location.

As you do each step, say aloud what you are doing and why.
For example: “I type library and then I type Minneapolis because I don’t want information about libraries in other cities. I press the Enter key so the computer knows that I am finished typing. Now I see a lot of information but I don’t see a phone number. I’m going to click on the first link (the blue words are links). I still don’t see a phone number. I want more information. I’m going to click on “Library Information” etc.”

If your learners have very low listening comprehension, plan to show the same example multiple times.

Step 2: Independent Practice
As a class, practice searching for locations that may be of interest to them. Here are some ideas:
● Libraries
● Como zoo
● A local swimming pool
● Stores they visit regularly or are near the learning center
● Government or non-profit agencies they work with
● Solicit additional ideas from learners

OPTION 2: (if you have no access to computers during class time).
Before class, do an Internet search such as “Target Store Saint Paul” that will yield a list of locations on the first page. Something like this...
Print copies of 2-3 search pages like this. Distribute copies to learners, explaining how you created these papers (ie. I opened the Internet and typed the words “Target Store Saint Paul.”) Call out specific information for the learners to find. Learners circle the information on their paper.

**Activity 4: Checking for Understanding (10 mins)**
Materials: (none)

Recall each of the activities you did today. Everyone in the class rates their understanding of the activity with simple hand gestures

**While you were out**
Listen and Write the messages on the form.
While you were out
Listen and Write the messages on the form.

Call Him Back
Call back is a verb with two words. When someone calls you and leaves a message you usually call back. Read the examples below with your teacher.

Anita is not home? Okay. I will call back later.

David called. He wants you to call him back.

Amy called. You need to call her back.

This is Jessica. My number is 651-793-4423. Can you call me back?

<table>
<thead>
<tr>
<th>I</th>
<th>me</th>
</tr>
</thead>
<tbody>
<tr>
<td>he</td>
<td>him</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
</tr>
</tbody>
</table>

Write the correct word in the sentences below.

1. I called you three times. Please call _______ back.

2. Mary called yesterday. She wants you to call _______ back.

3. Your mother and father called. They are worried. Call _______ back.

4. We called you but you didn’t call _______ back.

5. Mr. Johnson called. Did you call _______ back?

Signs in Our Lives Unit: Lesson 45
Objectives:
- Life skill: recognize and interpret common signs
- Literacy: read and understand common phrases on signs, including be careful, do not enter, safety equipment, etc.
- Listening/speaking: Ask and respond to directional questions, ex. Which way is the ______?
- Transition & Effective Communication: Use authentic clarification strategies to understand and accurately respond to directional commands within a school building
- Technology: use an Internet image search as a strategy for understanding new vocabulary

Materials:
Make Student Copies
- Handout: Signs we see (3 pgs.) –save for tomorrow
- Handout: Reading Test Practice

Make Single Copies or Reference
- ESL Tutor Manual Tab p. 56
- Full-sheet sign cards (cut on the dotted line to separate the description from the image) –save for tomorrow

Props, Technology, or Other Resources
- Post-it notes & Tape
- Computer and projector (optional)
- 2 flyswatters

Lesson Preview
- Calendar Question (10 mins)
- Warm up: show what they already know about sign vocabulary (10 mins)
- Activity 1: sign is discussed and learners write descriptions under a picture of each sign (25 mins)
- Activity 2: play flyswatter by posting the sign images and calling out the descriptions (15 mins)
- Activity 3: introduce and practice directional words with “Which way is ______?” and “Where is _____?” (25 mins)
- Activity 4: practice reading skills needed for the CASAS Life and Work Reading Test (20 mins)

Calendar Question (10 mins)
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

**Warm up (10 mins)**

Materials: print the full-sheet sign cards, cut on the dotted line. Hang the signs (without the descriptions) on the wall, post-it notes (optional)

Learners use post-it notes or tally marks on a sheet of paper to show what they already know about sign vocabulary Each learner puts a post-it note or puts a tally on the signs he or she thinks they understand already.

**Activity 1: Life Skills, Literacy (25 mins)**
-Materials: Signs We See, document camera

**Step 1: Context**
“Signs are everywhere. Where do you see signs? What do they say? What happens if you don’t understand a sign? Why do people make signs?”

**Step 2: Introduce Vocabulary**
Discuss each of the pictures on the Signs We See handout by following these steps:
1. Show the large copy of the sign with a document camera
2. Ask “Where do you see this sign?”
3. Ask “What pictures do you see?” or “What words do you know?”
4. Put the corresponding sign description (the part printed below the dotted line) under the picture.
5. Learners copy the description on their handout
6. Give an example of a situation in which someone might see this sign and how they would react to the sign (ex. A man is about to go out the door, he sees the Emergency Exit sign, he stops and goes to a different door). Act out or draw the scenario if you can.

**Step 3: Review Vocabulary**
Deal out the full-page signs to the learners Read one of the descriptions. The learner with the matching sign stands up and shows the sign to everyone.
Step 4: Partner Practice
In partners, one learner reads the description written on their paper. The other learner points to the corresponding picture on his or her paper.

Activity 2: Listening & Speaking, Literacy, Life Skill (15 mins)
-Materials: flyswatters(2)

Tape all the sign pictures (or as many as you can fit) to the wall or board.

Divide learners into two teams. Representatives from each team come to the board and each gets a flyswatter.

The teacher reads a description of the sign. The students compete to be the first to “swat” the corresponding sign.

Activity 3: Listening & Speaking, Transitions (25 mins)
-Materials: Substitutions Drill, ESL Tutor Manual Tab p. 56

Step 1: Context
Tell and draw or act out a story about a time when you needed directions within a building (ex. I went to Target. My daughter needed the bathroom. We looked and looked but we didn’t find it. I asked a worker “Where is the bathroom?” He said, “Turn left on aisle 6. Go straight ahead.”)

Step 2: Introduce vocabulary
Write on the board: Where is the ____________?

See instructions for Substitutions Drill, ESL Tutor Manual Tab p. 56

Use the substitution drill to practice the question with a variety of different locations within the learning center building (restroom, classroom, office, exit, etc.)

Write on the board: Which way is the ____________?

Repeat the substitution drill with this question.

Write on the board:

Take a right
Take a left
Go upstairs
Go downstairs
Take the elevator to the _____ floor
Go down the hall
Go through the lobby
Go through doors

Say and repeat each phrase several time, adding a gesture to each to help convey the meaning.

Step 3: Practice Vocabulary
Say the phrase and learners show the gesture to demonstrate comprehension. Give the gesture and learners say the phrase to demonstrate production of the language.

Step 4: Applied Practice
Practice giving directions to various locations in the building. It may help to leave the classroom and walk around the building to see the directions in action.

Activity 4: Life Skills, Literacy (20 mins)
- Materials: Reading Test Practice, document camera

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Step 2: Reviewing Answers
Use a document camera to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

**Signs We See**
EMERGENCY
EXIT ONLY
DOOR ALARM
WILL SOUND

STAIRS

IN CASE OF EMERGENCY
Call 911

STAIRS

NOTICE
NOT AN ENTRANCE
school crossing
bus stop
ENTRANCE

go in on the right
enter
on the left
go out here
go out here
use this door only in emergencies
stairs to the right
stairs to the left
elevator
call 9-1-1 for help
don’t go in here
you need safety equipment
restrooms/
bathrooms
be careful walking here
no right turn
no left turn
no smoking
this is broken
Reading Test Practice

1. Where are the girl’s clothes?
   A. upstairs
   B. downstairs
   C. to the left
   D. to the right

2. Which way to the school supplies?
   A. upstairs
   B. downstairs
   C. to the right
   D. to the left
Signs in Our Lives Unit: Lesson 46

Objectives:
- Life skill: recognize and interpret common signs
- Literacy: interpret directional signs including the words up, down, right, left, upstairs, downstairs
- Literacy: read and understand common phrases on signs, including be careful, do not enter, etc.
- Listening/speaking: ask and respond to directional questions (ex. Which way is the ___?)
- Listening/speaking: Ask and respond to basic questions about signs (ex. What does this sign mean?)
- Transition & Effective Communication: use authentic clarification strategies to understand and accurately respond to direction commands within a school building

Materials:
Make Student Copies
- Handout: Reading Test Practice
Make Single Copies or Reference
- Full-sheet sign cards and descriptions from yesterday
- Sample directional signs and directory signs
Props, Technology, or Other Resources
- large poster paper and markers (optional)
- Document camera

Lesson Preview
- Calendar Question (10 mins)
- Warm up: mingle to match signs with their written descriptions (10 mins)
- Review of Previous Lessons: physically sort sign cards by different categories (10 mins)
- Activity 1: tour the school building and record signs and their meaning (25 mins)
- Activity 2: create a directional signs and floor directories to key locations in the school (30 mins)
- Activity 3: practice reading skills needed for the CASAS Life and Work Reading Test (20 mins)
- (if time) Activity 4: learners answer questions about the signs they created
Calendar Question (10 mins)
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Warm Up (10 mins)
-Materials: Large sign pictures and sign descriptions (from previous lesson)

Deal out large sign pictures to half of the class, (each person may have more than one), deal out the sign descriptions to the other half of the class. Learners stand up and mingle, (if space is limited, consider walking the students to the hospitality room upstairs), matching signs with descriptions. When they find a match, they present it to the teacher, who asks them to read the description aloud. Review any signs that are particularly difficult.

Need a challenge?: learners cannot show their paper to anyone. They must find the match only by describing or reading their paper.

Review of previous lesson (10 mins)
-Materials: Large sign pictures

Deal out only the sign images. As you call out each category. Learners with a sign matching that category come and stand at the front of the room facing the class and showing their sign.

“Show me the signs that____________.”
You see outside
You see in a building
You see at work
Driver’s see
Are about emergencies
Mean NO, don’t do it.
Activity 1: Life Skills, Literacy, Listening & Speaking (25 mins)
-Materials: document camera

Step 1: Teacher Models
Using a document camera, model making 3 columns in a notebook. In the first column you draw a picture of a sign you see in the school. In the second column you write where you see the sign (ex. by the door, by the restroom, upstairs, outside, etc.). Tell students that they will write in the third column later.

Step 2: Group Practice
As a class, walk around the building with notebooks and find one sign that you can record together. Continue recording signs and locations as a group until you feel everyone understands the directions. Then you can allow them to branch off independently to look for signs.

Step 3: Class Discussion
Back in the classroom, learners share the signs they saw. As a class, write a simple definition for each sign in the third column (use sign descriptions from warm-up as a guide).

Activity 2: Life Skills, Literacy (30 mins)

Step 1: Context
Show the sample directional sign. Point to the arrows and ask “which way?”. Ask simple comprehension questions about the information on the sign: “Which way is the ____?”

Step 2: Teacher Models & Group Practice
Hang a large piece of paper on the door or next to the door. Ask “Which way is the restroom?” Write restroom with an appropriate arrow on the piece of paper. Elicit other locations and directions in your building and add them to the sign. Invite learners to add items to the sign.

When you have at least 4 locations on the sign, learners ask each other “Where is the ______?” and “Which way is the ______?”
Step 3: Independent Practice

Learners work in pairs. Give each pair a blank sheet of paper and a marker. Assign each pair a different location in the building or hallway to post their sign (this way group will need to think about the arrows for their specific location). Each pair should try to write at least 4 locations and arrows on their paper. As groups finish, they can tour the signs of others and practice asking and answering “Where is the ___?” And “Which way is the ___?”

Step 4: Extension Activity

Create a building directory as a class that lists what classes or services are on each floor of the building. Include a map of the basement with each of the classrooms labeled.

Activity 3: Life Skills, Literacy (20 mins)
- Materials: Reading Test Practice, document camera

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Step 2: Reviewing Answers

Use a document camera to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

(if time) Activity 4: Checking for Understanding

Materials/Prep: (none)
Learners answer questions about the signs they created

Practice Reading Test

1. What does this sign mean?
   A. Go this way to the emergency room.
   B. This is the only door
   C. Only use this door in emergencies
   D. This is the entrance

2. Where is the rental office?
   A. upstairs
   B. downstairs
   C. to the right
   D. to the left
Signs in Our Lives Unit: Lesson 47

Objectives:
- Life skill: Ask for and give directions within a building
- Life Skill: Recognize and interpret common signs
- Literacy: recognize common directional phrases such as go down the hall, take a right, etc.
- Listening/speaking: Give and respond to directional commands (ex. Go down the hall, take a right, etc.)
- Transition & Critical Effective Communication: Use authentic clarification strategies to understand and accurately respond to direction commands within a school building
- Grammar: Use simple commands to give and respond to directions in a school building (ex. Go down the hall.)

Materials:
Make Student Copies
- Handout: Signs We See (from previous lesson)
- Handout: Reading Test Practice
Make Single Copies or Reference
- Full-sheet sign cards and descriptions (from previous lesson)
Props, Technology, or Other Resources
- Document camera

Lesson Preview
- Calendar Question (10 mins)
- Warm up: mingle to match signs with their written descriptions (10 mins)
- Review of Previous Lessons: quiz each other on signs by pointing to a picture and asking “What does this sign mean?” (10 mins)
- Activity 1: Introduce and practice phrases for giving directions (10 mins)
- Activity 2: practice phrases for giving directions by touring key locations in the school building (20 mins)
- Activity 3: role-play asking for and giving directions within the school building (25 mins)
- Activity 4: Practice reading skills needed for the CASAS Life and Work Reading Test (20 mins)
- Activity 5: as each student leaves the room ask them for directions to a place in the building (restroom, etc.)
Calendar Question (10 mins)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

Warm Up (10 mins)

-Materials: large sign pictures and descriptions (from previous lesson)

Deal out large sign pictures to half of the class, (each person may have more than one), deal out the sign descriptions to the other half of the class.

Learners stand up and mingle, (if space is limited, consider walking the students to the hospitality room upstairs), matching signs with descriptions. When they find a match, they present it to the teacher, who asks them to read the description aloud. Review any signs that are particularly difficult.

Need a challenge?: learners cannot show their paper to anyone. They must find the match only by describing or reading their paper.

Review of Previous Lessons: (10 mins)

Materials: additional copies of Signs We See (from previous lesson)

Learners quiz each other on signs by pointing to a picture and asking “What does this sign mean?”

Activity 1: Life skill, Literacy, Listening & Speaking, Transitions, Grammar (10 mins)

Materials: ESL Tutor Manual Tab Total Physical Response (TPR), p. 58

Introduce and practice phrases for giving directions using Total Physical Response (TPR)
Activity 2: Listening & Speaking (20 mins)

Step 1: Context
Tell and draw or act out a story about a time when you needed directions within a building (ex. I went to Target. My daughter needed the bathroom. We looked and looked but we didn't find it. I asked a worker “Where is the bathroom?” He said, “Turn left on aisle 6. Go straight ahead.”)

Step 2: Introduce vocabulary
Write on the board: Where is the ___________?

See instructions for Substitutions Drill, ESL Tutor Manual Tab p. 56. Use the substitution drill to practice the question with a variety of different locations within the learning center building (restroom, classroom, office, exit, etc.)

Write on the board: Which way is the ___________?

Repeat the substitution drill with this question

Write on the board:
Take a right
Take a left
Go upstairs
Go downstairs
Take the elevator to the ______ floor
Go down the hall
Go through the lobby
Go through doors

Say and repeat each phrase several time, adding a gesture to each to help convey the meaning.

Step 3: Practice Vocabulary
Say the phrase and learners show the gesture to demonstrate comprehension. Give the gesture and learners say the phrase to demonstrate production of the language.

**Activity 3: Life Skills, Literacy, Listening & Speaking (25 mins)**

Walk around the building as a class. Locate the office, restrooms, emergency exits, different classrooms, and other key locations or services in the building. Periodically stop and review the locations you’ve already toured by asking learners to give you directions to that location.

Back in the classroom, model giving directions with multiple steps (ex. go down the hall, take a right, and go through the doors.) Assign learners to write directions to different locations. You can give everyone the same location or give some students locations with easier (one or two steps) directions and give other students locations with more complex directions.

Practice giving directions orally with a partner. If possible, provide authentic practice by enlisting the help of others in your building. Have learners practice asking someone they don’t know (a front desk worker, librarian, security guard, or custodian) for directions to a location in the building.

Although potentially nerve-wracking, positive interactions like this can dramatically increase a learner’s confidence.

**Activity 4: Life Skills, Literacy (20 mins)**

- **Materials:** Reading Test Practice, document camera

**Step 1: Independent Practice**

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.
Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

**Step 2: Reviewing Answers**

Use a document camera to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

**Activity 5: Checking for Understanding:**
Materials: (none)

As each student leaves the room ask them for directions to a place in the building (restroom, etc.)
Shoreview Family Clinic
1600 Market Street

1. What does this sign mean?
   A. Stop on the left
   B. Go out on the right
   C. Go in on the right
   D. Exit on the right

2. What is the name of the family clinic?
   A. entrance
   B. Market Street
   C. Shoreview
   D. Shallow
Signs in Our Lives Unit: Lesson 48

Objectives:
- Life skill: recognize and interpret common signs
- Life skill: ask for and give directions within a building
- Literacy: recognize common directional phrases such as Go down the hall, take a right, etc.
- Listening/speaking: Give and respond to directional commands, (ex. Go down the hall, take a right.)
- Transition & Effective Communication: Use authentic clarification strategies to understand and accurately respond to direction commands within a school building
- Grammar: use simple commands to give and respond to directions

Materials:
Make Student Copies
- Textbook: Stand Out 1, 2nd Ed., p. 112
- Handout: Reading Test Practice
- Handout: BINGO

Make Single Copies or Reference
- ESL Tutor Manual Tab, p. 44
- Sign card descriptions (from previous lesson)

Props, Technology, or Other Resources
- CD 2, Track 22 or script for Stand Out 1, 2nd Ed., p. 112
- BINGO chips or makers
- BINGO prizes (optional)

Lesson Preview
- Calendar Question (10 mins)
- Warm up: learners practice asking for and giving directions in the building (10 mins)
- Review of Previous Lessons: play BINGO (25 mins)
- Activity 1: listen for specific information in recorded conversations about directions (20 mins)
- Activity 2: learners write and practice giving directions within the school building (15 mins)
- Activity 3: practice readings skills needed for the CASAS Life and Work Reading Test (20 mins)
• Activity 4: Review each of the skills practiced in this unit, learners rate their own skills in each of these areas. (15 mins)

**Calendar Question (10 mins)**
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

**Warm up: (10 mins)**
Materials: ESL Tutor Manual Tab Conversation Queue, p. 44.

Learners practice asking for and giving directions in the building with Conversation Queue activity.

**Review of Previous Lesson (25 mins)**
- Materials: BINGO

Write on the board:

<table>
<thead>
<tr>
<th>No smoking</th>
<th>No right turn</th>
<th>No left turn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedestrian crossing</td>
<td>Emergency exit</td>
<td>Out of order</td>
</tr>
<tr>
<td>Watch your step</td>
<td>Wear safety equipment</td>
<td>Stairs to the right</td>
</tr>
<tr>
<td>Stairs to the left</td>
<td>Entrance to the left</td>
<td>Entrance to the right</td>
</tr>
<tr>
<td>Bus stop</td>
<td>Restroom</td>
<td>Call 911</td>
</tr>
<tr>
<td>Do not enter</td>
<td>Elevator</td>
<td></td>
</tr>
</tbody>
</table>

Model how to randomly write the descriptions in the squares on the blank BINGO board.

Emphasize that they should all be different. There are 17 words and only 16 spaces so each person needs to choose 1 word to leave out. Those who finish quickly can use the time to study the signs and descriptions in their notes from this week.

When everyone is finished, hold up one of the full-sheet sign cards. Everyone finds the corresponding description on their bingo card and marks that space. Continue playing until at least 1 person has a bingo and you feel that everyone has adequately reviewed the material.
Talk about any of the signs that were still difficult for learners.

**Activity 1: Life Skills, Literacy, Grammar, Transitions (20 mins)**
- Materials: Stand Out 1, 2nd Ed. p. 112

Review the key vocabulary on the worksheet, including location and direction words. Complete the activity as directed.

**Activity 2: Life Skills, Literacy, Grammar, Transitions (15 mins)**

**Step 1: Model**
As a class, generate a list of places in the learning center building (restrooms, office, front desk, entrance, etc.) Model giving directions to one of these locations with multiple steps (ex. go down the hall, take a right, and go through the doors.)

**Step 2: Individual and Group Practice**
Assign learners to write directions to different locations. You can give everyone the same location or give some students locations with easier (one or two steps) directions and give other students locations with more complex directions.

Practice giving directions orally with a partner. If possible, provide authentic practice by enlisting the help of others in your building. Have learners practice asking someone they don’t know (a front desk worker, librarian, security guard, or custodian) for directions to a location in the building.

Although potentially nerve-wracking, positive interactions like this can dramatically increase a learner’s confidence.

**Activity 3: Life Skills, Literacy (20 mins)**
- Materials: **Reading Test Practice**, document camera

**Step 1: Independent Practice**
Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

**Step 2: Reviewing Answers**

Use a document camera to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

**Activity 4: Checking for Understanding (15 mins)**

Write on the board:

1. Up, down, right, left
2. Read the sign meaning
3. Say the sign meaning
4. Where is the ________?
5. Give directions

“This is what we studied this week. Can you do this?”

For each item, read it aloud, give an example of the skill, ask everyone to show if they can do this now by holding up their hands with one of these gestures (thumbs up: I can do it., flat palm: so-so, thumbs down: I need more help/I cannot do it)

If this rating system is new to learners you may want to go through the skills twice to get full participation.

**BINGO**
Reading Test Practice
**Transportation Unit: Lesson 49**

Eric works in a factory. There are many safety rules in the factory. Everyone must wear a hard hat and safety glasses. It is important for Eric to read safety signs and ask questions when he doesn’t understand.

<table>
<thead>
<tr>
<th>1. What does this sign mean?</th>
<th>2. What do workers in the factory need to wear?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. You must wear a hard hat</td>
<td>A. watches</td>
</tr>
<tr>
<td>B. Look and listen</td>
<td>B. read safety signs</td>
</tr>
<tr>
<td>C. Be careful walking here.</td>
<td>C. hard hats and safety glasses</td>
</tr>
<tr>
<td>D. Use safety equipment</td>
<td>D. hair nets and watches</td>
</tr>
</tbody>
</table>
Objectives:
- Life skill: identify modes of transportation
- Life skill: identify names of building and community destinations
- Literacy: recognize and write transportation words, including walk and wait for the bus.
- Listening/speaking: Ask and respond to basic questions about transportation (ex. How do you get to school?)
- Grammar: Use the simple present tense and adverbs of frequency to describe typical modes of transportation (ex. I usually walk to school. Sometimes I take the bus).

Materials:
Make Student Copies
- Textbook: Basic Grammar in Action, p. 168
- Handout: How do you Get to School?
- Textbook: Stand Out Basic, 2nd Ed., p. 90-91

Make Single Copies or Reference
- ESL Tutor Manual Tab p. 57, 85, 148

Props, Technology, or Other Resources
- Post-it notes
- Markers of 4-5 different colors (optional)

Lesson Preview
- Calendar Question (10 mins)
- Warm up: “Do you drive a car?” and “Do you take the bus?” (5 mins)
- Activity 1: introduce modes of transportation vocabulary (25 mins)
- Activity 2: practice basic transportation sentences with the simple present tense (30 mins)
- Activity 3: mingle practicing the question “How do you get to ______?” (20 mins)
- Activity 4: learners make a pie chart to show how they get to class. (15 mins)
- Activity 5: before they leave the room ask each learner “How do you get to school?”

Calendar Question (10 mins)
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

**Warm Up (5 mins)**

Circle drill using the questions “Do you drive a car?” and “Do you take the bus?”

**Activity 1: Life Skills, Literacy (25 mins)**
-Materials: Basic Grammar in Action, p. 168

**Step 1: Context**
Ask “how do you come to school?”

Pantomime if necessary: do you drive a car? Do you walk? Do you take the bus?

**Step 2: Introduce vocabulary**
Distribute handouts. Teacher reads and students repeat.

Discuss each way of travel using questions such as “Do you take the bus? Where do you take the bus? Why do you take the bus? Do your friends and family take the bus? Do you like to take the bus?”

Make sure everyone in the class answers at least one question.

**Step 3: independent practice**
In pairs, one learner reads one of the phrases on p. 168. Their partner listens to the phrase and then points to the corresponding picture.

**Need a challenge?:** high beginning learners can write a sentence for each picture on p. 168 (ex. The man takes a taxi to the airport. I ride my bicycle to the park.)

**Activity 2: Grammar, Literacy (30 mins)**
-Materials: Stand Out Basic, 2nd Ed. p. 90-91

**Step 1: Teacher Models**
Model the instructions for parts A and B. Review the meaning of the words country, housing, and transportation by giving examples of each.

**Step 2: Independent Practice**
Learners complete sections A and B independently.

**Step 3: Introduce grammar concept**
– add an ‘s’ to verbs that follow he or she in present tense

Write on the board:

I
You
He
She
It
We
They

Read each word together and use hand gestures to show the meaning of each one. Write a verb next to each subject:

I walk
You walk
He walks
She walks
It walks
We walk
They walk

Ask “which words have ‘s’?” Circle “He walks, she walks, it walks.” “In English, sometimes we change the verbs. Do you change verbs in your language? (Many languages do not: Hmong, Karen, Thai. Spanish and Somali do conjugate verbs to indicate time or tense). “In present tense, we add an ‘s’ to the verb after he, she, or it.” “we use present tense to talk about ‘everyday’, ‘usually’, ‘sometimes’, ‘all the time.’”

If some learners are confused at this point, don’t belabor the point. They will see many examples in the next step.

**Step 4: Guided Practice**
Teacher reads example sentences in the grammar chart on p. 91. Teacher reads again and learners repeat. Model how to complete sections D and E, as needed. Learners complete sections D and E and check answers with a partner.

**Activity 3: Life Skills, literacy, listening and speaking (20 mins)**
- Materials: How do you get to school?

See instructions for introducing and leading a mingle, (if space is limited, consider walking the students to the hospitality room upstairs) activity in the ESL Tutor Manual Tab Mingle Grid, p. 85.

**Activity 4: Life Skills, Literacy (15 mins)**

In this variation, learners post-it notes are grouped together by similar response and then arranged in a circle on the board. The teacher then draws lines to create a pie chart and shades each slice with a different color or pattern. Make a “key” below the chart to show what mode of transportation each color or pattern represents. Learners copy the chart into their notebooks. Ask some simple questions using more, less, the most, and the least.

**Activity 5: Checking for Understanding:**
Materials/Prep: (none)

Before they leave the room ask each learner “How do you get to school?”

---

How do you get to school?

How do you get to ____________?
How do you go to _____________?
1. Practice the questions with your teacher.

2. Talk to other students and write their answers.

<table>
<thead>
<tr>
<th>name</th>
<th>school</th>
<th>the grocery store</th>
<th>your friend’s house</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
Objectives:

- Life skill: give and follow basic driving/walking directions
- Literacy: read and write major street names in their neighborhood
- Listening/speaking: ask and respond to questions about directions (ex. Where is the hospital?)
- Listening/speaking: listen for and understand basic walking/driving directions to a nearby location
- Grammar: use the simple present tense and adverbs of frequency to describe typical modes of transportation (ex. I usually walk to school. Sometimes I take the bus.)

Materials:

Make Student Copies

- Textbook: Basic Grammar in Action, p. 168
- Handout: Reading Test Practice
- Textbook: Stand Out 1, 2nd Ed. p. 86

Make Single Copies or Reference

- ESL Tutor Manual Tab p. 46

Props, Technology, or Other Resources

- A map of surrounding area for teacher reference
- Document camera

Lesson Preview

- Calendar Question (10 mins)
- Warm up: mingle with picture prompts to practice “How do you get to _____?” questions. (10 mins)
- Review of Previous Lessons: use the phrase “My name is Jessica and I walk to school.” (10 mins)
- Activity 1: practice test taking skills for the CASAS Life and Work reading tests. (20 mins)
- Activity 2: introduce adverbs of frequency (usually, sometimes, never), learners write sentences (20 mins)
- Activity 3: practice basic directional phrases (25 mins)
- Activity 4: practice the spelling and pronunciation of area street names (20 mins)
- Activity 5: learners write one thing they learned today (10 mins)

Calendar Question (10 mins)

- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
Teacher walks around, checks, and stars sentences.
The teacher models asking the question.
Go around the room and have students ask and answer the calendar question one at a time.

**Warm-Up (10 mins)**
-Materials: Basic Grammar in Action, p. 168

**Step 1: Teacher Models**
Write on the board: “**How do you get to school?**”

Deal one of the vocabulary cards to each learner and take one for yourself. Approach one learner and gesture for them to ask you the question on the board. You respond with the information on your vocabulary card (ex. I take the train.), showing the class that this is the picture on your card. Now you ask the student the same question. They respond using the information on their vocabulary card. After both have answered the question you exchange cards and each find a different partner.

**Step 2: Independent Practice**
Learners mingle, (if space is limited, consider walking the students to the hospitality room upstairs) around the room asking each other “How do you get to school?” Periodically change the question on the board to a different location (ex. the grocery store, your friend’s house, the park, the bank, etc.)

**Review of Previous Lesson (10 mins)**
-Materials: ESL Tutor Manual Tab Ball Toss, p. 46., a ball or other object

See instructions in the ESL Tutor Manual Tab Ball Toss, p. 46.

Use the phrase “My name is **Jessica** and I walk to school”
Next person repeats: “Her name is **Jessica** and she walks to school.”

**Activity 1: Life Skills, Literacy (20 mins)**
- Materials: **Reading Test Practice**, document camera

**Step 1: Independent Practice**
Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.
Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

**Step 2: Reviewing Answers**

Use a document camera to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

**Activity 2: Grammar, Literacy (20 mins)**

**Step 1: Context**

Write on the board: **Usually, Sometimes, Never**

Depending on the level of the class these words can be difficult to define. Here’s a suggested simplified explanation of these adverbs:

“I **usually** walk to school. Yes. Yes. I walk to school.”

“**Sometimes**, I drive to school. *Maybe yes, maybe no.* **Sometimes** I drive to school.”

“I **never** take the bus to school. No. No. I don’t take the bus to school. I **never** take the bus to school.”

**Step 2: Introduce position of adverbs of frequency**

Write on the board:

- **Usually** I walk to school.
- **I usually** walk to school.

- **Sometimes** I walk to school.
- **I sometimes** walk to school.

- **I never** walk to school.

Underline the adverbs of frequency, pointing out how there is only one possible place for the word ‘never’. *If you hear students put the adverbs “usually” or “sometimes” at the
end of the sentence (ex. “I walk to school sometimes.”) do not correct them. In spoken English this is common and acceptable but not usually in written English.

Step 3: Independent Practice
Learners write sentences in their notebooks about how often they use each of the different modes of transportation.

Activity 3: Transitions/Listening and Speaking (25 mins)
-Materials: Stand Out 1, 2nd Ed., p. 86

Step 1: Introduce new vocabulary
Complete part G as directed.
Repeat the phrases aloud several times.
Learners stand and act out the phrases by moving their whole body (teacher or learner can lead this part)

Step 2: Listening Practice
Complete sections H and I as directed.

Step 3: Structured Practice
Choose a starting and ending point in the classroom (move tables and chairs if necessary)

Learners give each other simple instructions to move from the starting point to the end point.

Step 4: Authentic Practice
Brainstorm some places near the school (stores, bus stops, etc.)

As a class, write directions from the school to one or two of those places. If possible, walk there as a class, repeating and checking the directions as you go.

Activity 4: Life Skills, Literacy, Listening & Speaking (20 mins)

Step 1: Context
“We are going to practice the names of streets that you see every day.” “Sometimes students tell me the name of a street and I don’t understand. Sometimes I say the name of a street and students don’t understand. Some street names are difficult to say.”
Step 2: Group Brainstorm
As a class, make a list of 10-12 street names that they are familiar with but find difficult to say. Use streets in students’ addresses, streets near the English Learning Center (a map for reference might be helpful).

Step 3: Breaking the words apart
For each street name, use the following pronunciation strategies: Teacher says the word several times and learners are directed to watch his/her mouth, then repeat.

Teacher says and claps out the syllables in each street name. Learners repeat.

Teacher underlines difficult sounds in the word, learners watch the teacher’s mouth as they repeat that sound several times, learners repeat the sound, then repeat the street name.

Activity 5: Checking for Understanding (10 mins)
Materials: (none)

Learners write one thing they learned today in their notebooks

Reading Test Practice
It is Salma’s first day of English class. She doesn’t want to be late. She gets in her car and looks at the map. The school is on Market Street. She drives for 15 minutes but she is lost. She stops the car and asks a man for directions.

When she gets to school, she parks in the parking lot and then locks her car. She gets to school right on time. Salma feels good.

1. What is Salma’s problem?
   A. She doesn’t know what street the school is on.
   B. She gets lost.
   C. She doesn’t have a map.
   D. She cannot park.

2. What does Salma do after she parks the car?
   A. She looks at her map.
   B. She drives to school.
   C. She gets lost.
   D. She locks the car.

Transportation Unit: Lesson 51

Objectives:
- Life skill: read a short story about transportation
- Literacy: ask and respond to simple written wh- questions
- Listening/speaking: listen for and understand basic walking/driving directions to a nearby location
- Transition & Critical Thinking: use authentic clarification strategies in asking and answering questions about directions
- Grammar: use imperative phrases to give walking/driving directions (ex. Turn right, go straight.)

**Materials:**
Make Student Copies
- Handout: Car Problems
Make Single Copies or Reference
- ESL Tutor Manual Tab p. 147
Props, Technology, or Other Resources
- Some blank paper for drawing
- Colored pencils or thin highlighters

**Lesson Preview**
- Calendar Question (10 mins)
- Warm Up: charades/Pictionary with transportation vocabulary (10 mins)
- Review of Previous Lessons: draw their route from home to school and practice telling a partner about their route. (40 mins)
- Activity 1: read a short story and develop letter/sound correspondence (40 mins)
- Activity 2: says one thing that they learned today (5 mins)

**Calendar Question (10 mins)**
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.

**Warm up (10 mins)**
Materials/Prep: ESL Tutor Manual Tab Charades/Pictionary, p. 147.

Play Charades/Pictionary with transportation vocabulary introduced this week.

**Review of Previous Lesson (40 mins)**
Materials: blank paper, document camera

Step 1: Teacher Models
Use a document camera to draw the route (without a map) that you take from home to school. (If your route is very long and/or complex you may want to choose a different starting destination).

As you draw the route talk about the turns that you make and label the streets that you drive. After you’ve drawn the complete route, repeat the instructions as you trace the route again with your finger.

Learners repeat each step after you.

Step 2: Guided Practice
Ask one learner to tell you how he/she gets to school. Draw their route using the document camera as you repeat each step.

Step 3: Independent Practice
On sheets of blank paper, each learner draws his/her route to school, labeling the street names they know.

Step 4: Peer Practice
Learners practice describing their route to a partner.

Need a challenge?: in pairs, one learner hides the drawing of his route from his partner. As he describes his route, his partner tries to draw the route on a blank piece of paper. Then they compare drawings.

Activity 1: Life Skills, Literacy (40 mins)
-Materials: Car Problems

Step 1: Context
Read the questions next to the picture. Talk about the picture.
Step 2: Silent Reading
Allow 5-10 minutes for learners to read silently and circle any words they don’t understand

Step 3: Teacher reads, Learners Follow

Step 4: Teacher reads, Learners Repeat

Step 5: Choral Reading

Step 6: Learners Read with a Partner

Step 7: Learners complete comprehension exercises

Step 8: Letter/Sound Drill
Refer to the ESL Tutor Manual Tab Letter/Sound Drill, p. 113. The target spelling/sound for this story is “ing,” as in “walking”

Activity 3: Checking for Understanding (5 mins)
Materials: (none)

Each learner says one thing that they learned today.

Car Problems
Look at the picture.

What do you see?
What happened?
Did this happen to you before?
Today Marcos is driving to work. He usually walks to work but today he is driving his friend’s car because it is very cold outside. Marcos is warm in the car. Marcos is thinking “Driving is great. Driving is much better than walking.”

He is turning left onto Irving Avenue when the car just stops. He turns the key but nothing happens. Other cars are honking and people are getting angry but nobody stops to help him.

Finally another driver stops and helps Marcos move his car to the side of the road. Marcos calls a tow truck. He also calls a taxi so he can go to work. He doesn’t think driving is great anymore.

1. What’s the problem? ____________________________

2. Where is Marcos going? ___________________________

3. Why is Marcos driving? ___________________________

4. Who does Marcos call? ___________________________

5. Do you think Marcos will be late for work? _____________

Transportation Unit: Lesson 52

Objectives:
- Life skill: Give and follow directions based on a basic street map
- Literacy: identify landmarks on a basic map; read and interpret simple directions on a map.
- Listening/speaking: Listen for and understand basic walking/driving directions to a nearby location
- Transition & Critical Thinking: use a basic map of a familiar area to identify familiar locations
- Technology: interpret locations and directions on a simple online map.
- Grammar: use the simple present tense with adverbs of frequency to describe typical modes of transportation (ex. I usually walk to school. Sometimes I take the bus.)

**Materials:**
Make Student Copies
- Textbook: Survival English, p. 131
- Handout: How often do you take the bus?
- Handout: Car Problems (from yesterday)
- Handout: Reading Test Practice

Make Single Copies or Reference
- ESL Tutor Manual Tab p. 85

Props, Technology, or Other Resources
- search for directions from nearby location to the learning center using Google Maps print copies of the resulting directions and map.
- Document camera

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**Lesson Preview**
- Calendar Question (10 mins)
- Review of previous lessons: practice adverbs of frequency (sometimes, always, never) (15 mins)
- Activity 1: practice reading directions generated by an online map service (15 mins)
- Activity 2: practice reading fluency and reading with expression (25 mins)
- Activity 3: practice reading skills needed for the CASAS Life and Work Reading tests (20 mins)
- Activity 4: practice giving and following directions (20 mins)
- Activity 5: write 3 sentences using usually, sometimes, never. (5 mins)

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**Calendar Question (10 mins)**
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
● Go around the room and have students ask and answer the calendar question one at a time.

Review of previous lessons (15 mins)

Students participate in a mingle, (if space is limited, consider walking the students to the hospitality room upstairs) grid to practice adverbs of frequency (sometimes, always, never).

Ask the question: “How often do you take the bus?”

Activity 1: Life Skills, Literacy, Technology (15 mins)
Materials: Before class, use Google (or another online mapping service) to search for directions from the English Learning Center to a nearby landmark (a major grocery store, park, shopping mall, etc.). Print the turn by turn directions and the map with the highlighted route and make copies for the learners.

Step 1: Context
As you hand out the maps, describe how you created the map (opened the Internet, went to a special maps website, typed the address of the school). Talk about why you created the map (ex. I want to go shopping after school. My friend said this is a good store. I don’t know how to drive there.)

Ask if any learners use maps or directions on the Internet? When? How? Why?

Look at the map with the highlighted route. Point out the starting point and end of the route. Talk about the turns (right turn, left turn, go straight).

Learners practice saying the directions with a partner.

Look at the turn-by-turn instructions. Learners circle the direction words they know (turn right, turn left, go straight) and the street names they recognize. Don’t spend a lot of time explaining new vocabulary that is found in these directions. They should become familiar with the elements of online directions but don’t need to master them at this level.
Activity 2: Listening & Speaking, Literacy (25 mins)
Materials: Car Problems handout (from previous class), document camera

Good readers read with fluency (they don’t have to stop frequently to sound out words) and expression (there is emotion in their voice and changes in intonation). These qualities help them better understand the text that they are reading. This activity is designed to help learners revisit a reading with greater fluency and expression.

Step 1: read it again.
Distribute story copies and/or ask learners to find their copy from yesterday. Allow 5 minutes for silent reading. Teacher reads aloud while learners follow.

Step 2: adding expression
Show the story with a document camera. Highlight a sentence in the story that is particularly expressive or emotional.

Today Marcos is driving to work. He usually walks to work but today he is driving his friend’s car because it is very cold outside. Marcos is warm in the car. Marcos is thinking “Driving is great. Driving is much better than walking.”

Say the sentence with two or three different “feelings” (ex. Sad, excited, disgusted). Ask learners to identify which one matches the meaning of the sentence.

Everyone repeats the sentence with the identified expression. –get into it! The more overdramatic the better at this stage.

Repeat with several phrases in the story.

Teacher reads the story again –learners focus on the expression in the voice. Learners read in pairs –focusing on expression.

Activity 3: Life Skills, Literacy (20 mins)
- Materials: **Reading Test Practice**, document camera

**Step 1: Independent Practice**

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

**Step 2: Reviewing Answers**

Use a document camera to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

**Activity 4: Grammar, Literacy (15 mins)**

-Materials: Survival English, p. 131, document camera

**Step 1: vocabulary review**

Look at the pictures on the map. Review the names of these places. Practice saying the street names.

**Step 2: Teacher Models**

Use a document camera to show p. 131

Write on the board: **How do you get from the grocery store to the gas station?**

Practice the question as a class several times.

Gesture for one learner to ask you the question. Then slowly give the directions as you trace the route with your finger on the map.
Change the locations in the question.

Ask a student to come to the projector. Have the class help the student give directions.

**Step 3: Pair Practice**
Learners practice giving instructions to a partner, each time changing the locations in the question.

**Activity 5: Checking for Understanding (5 mins)**
Materials: (none)

Learners write 3 sentences using usually, sometimes, never.

**Reading Test Practice**
### Transportation Unit: Lesson 53

**Objectives:**
- Life skill: describe how to ride public transit
- Literacy: recognize and write transportation words

<table>
<thead>
<tr>
<th>1. What are they doing?</th>
<th>2. How long can you stay here?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. driving</td>
<td>A. 3 minutes</td>
</tr>
<tr>
<td>B. parking</td>
<td>B. All day</td>
</tr>
<tr>
<td>C. packing</td>
<td>C. Parking</td>
</tr>
<tr>
<td>D. playing</td>
<td>D. 30 minutes</td>
</tr>
</tbody>
</table>
● Listening/speaking: ask and respond to questions about destination (ex. Where is she going?)
● Listening/speaking: Ask and respond to questions about how to ride the bus (price, schedules, bus numbers, etc.)
● Grammar: Use the present continuous tense to describe immediate actions, (ex. She is going to work.)

Materials:
Make Student Copies
● Handout: Present Continuous
● Handout: reading test practice
Make Single Copies or Reference
● ESL Tutor Manual Tab p. 46, 58
Props, Technology, or Other Resources
● Small soft ball or beanbag

Lesson Preview
● Calendar Question (10 mins)
● Warm up: mingle and ask each other questions. (10 mins)
● Activity 1: practice forming the present continuous and understand when to use it. (30 mins)
● Activity 2: practice using present continuous to describe where people are going (20 mins)
● Activity 3: practice vocabulary for riding the bus (15 mins)
● Activity 4: practice reading skills needed for the CASAS Life and Work Reading Test (20 mins)
● (as they leave) Activity 5: ask each person “Where are you going right now?”

Calendar Question (10 mins)
● Students write the date on the top of their journal page.
● Students copy the calendar question and answer it.
● Teacher walks around, checks, and stars sentences.
● The teacher models asking the question.
● Go around the room and have students ask and answer the calendar question one at a time.

Warm up: (10 mins)
Write three questions on the board. Learners mingle, (if space is limited, consider walking the students to the hospitality room upstairs), asking each other the questions.

1. What’s your name?
2. How did you come to school today?
3. Where are you going after school today?

**Activity 1: Grammar (30 mins)**
- Materials: Present Continuous handout

**Step 1: Review grammar concept**
– add an ‘s’ to verbs that follow he or she in present tense

Write on the board:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>drive</td>
</tr>
<tr>
<td>You</td>
<td>drive</td>
</tr>
<tr>
<td>He</td>
<td>drives</td>
</tr>
<tr>
<td>She</td>
<td>drives</td>
</tr>
<tr>
<td>It</td>
<td>drives</td>
</tr>
<tr>
<td>We</td>
<td>drive</td>
</tr>
<tr>
<td>They</td>
<td>drive</td>
</tr>
</tbody>
</table>

Read each word together and use hand gestures to show the meaning of each one. Write a verb next to each subject:

- I drive
- You drive
- He drives
- She drives
- It drives
- We drive
- They drive

Ask “which words have ‘s’?” Circle “He buys, she buys, it buys.” “In English, sometimes we change the verbs. Do you change verbs in your language? (Many languages do not: Hmong, Karen, Thai. Spanish and Somali do conjugate verbs to indicate time or tense). “In present tense, we add an ‘s’ to the verb after he, she, or it.” We use verbs like this to talk about usually, every day, sometimes, never.

**Step 2: Ball Toss**
Write on the board:

**How do you usually get to school?**
- I _________ to school.
- He _________ to school.
- She _________ to school.

Say each sentence with example words in the blank. Learners repeat. Substitute different answers in the blank. Learners repeat.

See instructions in the ESL Tutor Manual Tab Ball Toss, p. 46

Use the sentence models on the board with the ball toss activity to practice adding the ‘s’ each time someone repeats a sentence about a classmate.

**Step 3: Contrast new grammar concept**
–constructing present continuous
Write on the board:

I am walking.
You are walking.
He is walking
She is walking.
It is walking.
We are walking.
They are walking.

“These sentences are about right now or very soon.” (walk around the room to demonstrate that you are walking right now.)

Underline the verb BE in each sentence.

Underline the –ing ending in each sentence.

Ask “How are you going home after school?” change the sentences on the board to match the learner’s answer (ex. I am driving home.). Read each sentence, learners repeat. Offer several examples using different modes of transportation

**Step 4: Ball Toss**
Write on the board:
How are you going home today?
-I am _________ home.
-He is _________ home.
-She is _________ home.

Say each sentence with example words in the blank. Learners repeat. Substitute different answers in the blank. Learners repeat. Repeat the ball toss activity with the new grammar structure.

**Step 5: Written Practice**
Hand out copies of Present Continuous

Read example sentences, learners repeat. Learners give oral answers to the fill-in-the-blank sentences (without writing)

Learners complete the written sentences independently and check with a partner.

**Activity 2: Listening & Speaking, Grammar (20 mins)**
-Materials: Survival English, p. 134

**Step 1: Teacher Models**
Using the pictures on p. 134, review the vocabulary (gas station, hospital, school, drive, take the bus, ride a bicycle.)

Model using the present continuous to describe what’s happening in the pictures (ex. She is going to the gas station. She is driving to the gas station.) Learners should focus on listening. They will write later.

**Step 2: Oral Practice** Say the sentences again and learners repeat. Learners practice oral sentences with a partner.

**Step 3: Written Practice**
Learners write the sentences in their notebooks.

**Step 4: More Practice**
Write on the board:

*Where are you going?*
How are you getting there?

Learners ask each other these questions, record their partner’s answers, and write the answers in full sentences.

**Activity 3: Life Skill, Listening & Speaking, Literacy (15 mins)**
- Materials: Survival English, p. 127

**Step 1: Context**
“Do you ride the bus? Where do you see buses? Where do you go on the bus? How much does it cost? What bus number do you take? Is it easy or difficult? Do you ride the train? Where does the train go?”

**Step 2: Introduce and practice vocabulary (listening and speaking practice)**
Use the instructions for TPR (Total Physical Response) in the ESL Tutor Manual Tab TPR, p. 159 to practice the phrases/actions on p. 127 of Survival English.

**Unit Step 3: Incorporate the Present Continuous**
As a class circle all the verbs on p. 127. Model how to change the verb to create a full sentence using present continuous. (ex. He is waiting for the bus).

Learners write sentences for each of the pictures using present continuous.

**Need a Challenge?:** use a post-it note to cover the vocabulary in the last box so that the learner has to remember the vocabulary.

**Learners Struggling?:** write the sentences on the board as a class. After you’ve completed all the sentences learners cover them and try to write them independently.

**Step 4: More Listening and Speaking Practice.**
Write on the board:

**What is he doing?**

Learners work in pairs. One learner points to a picture and asks the question. The other learner responds with a full sentence. For lower level learners they
can read the corresponding sentence from their notebook. For higher learners they should do it without referencing other materials.

**Activity 4: Life Skills, Literacy (20 mins)**
- Materials: Reading Test Practice, document camera

**Step 1: Independent Practice**

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

**Step 2: Reviewing Answers**

Use a document camera to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

**Activity 5: Checking for Understanding**
As learners leave, ask each person “Where are you going right now?” Encourage them to answer with full sentences in the present continuous.

**Present Continuous**

In English, verbs change when we talk about different time. These sentences are about right now or very soon.

I **am going** to work.  
You **are going** to work.
She is going to work.
He is going to work.
We are going to work.
They are going to work.
I am walking to school.
You are walking to school
She is walking to school.
He is walking to school.
We are walking to school.
They are walking to school.

1. He is driving.

2. He _______ a bicycle.

3. She _______ a taxi.

4. They _______ the bus.

Reading Test Practice
<table>
<thead>
<tr>
<th>1. What is he doing?</th>
<th>2. What is his job?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. dancing</td>
<td>A. teacher</td>
</tr>
<tr>
<td>B. driving</td>
<td>B. cook</td>
</tr>
<tr>
<td>C. drinking</td>
<td>C. repair person</td>
</tr>
<tr>
<td>D. talking</td>
<td>D. bus driver</td>
</tr>
</tbody>
</table>

Transportation Unit: Lesson 54
Objectives:
- Life skill: describe how to ride public transit
- Literacy: Ask and respond to simple written wh-questions
- Listening/speaking: ask and respond to simple oral wh-questions
- Listening/Speaking: ask and respond to questions about how to ride the bus (price, schedules, bus numbers, etc).
- Grammar: Use the present continuous with “Where” and “What” to form simple questions (ex. Where is she going? What is she doing?”)

Materials:
Make Student Copies
- Handout: Present Continuous (from yesterday)
- Handout: How are you Going Home
- Handout: How to ride the bus and train
- Handout: Reading Test Practice

Make Single Copies or Reference
- ESL Tutor Manual Tab p. 56-57, 76, 85
- Activity 2 teacher script (dictation)

Props, Technology, or Other Resources
- (optional) additional photos or web videos for activity
- Document camera

Lesson Preview
- Calendar Question (10 mins)
- Warm up: play Three Truths and a False (10 mins)
- Review of Previous Lessons: review formation of present continuous (15 mins)
- Activity 1: practice simple present and present continuous tenses (20 mins)
- Activity 2: introduce vocabulary and concepts for riding public transit (30 mins)
- Activity 3: practice reading skills needed for the CASAS Life and Work Reading test (20 mins)
- (if time) Activity 4: write in their notebook one thing they learned about riding the bus or train

Calendar Question (10 mins)
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.
Warm up (10 mins)
Materials/Prep: ESL Tutor Manual Tab Three Truths and a False, p. 76

Teacher write three statements using present continuous (ex. “I am going home after class.”). Learners guess which is not true.

Review of Previous Lessons (15 mins)
-Materials: Present Continuous handout (from yesterday), ESL Tutor Manual Tab Substitution Drill, p. 56, ESL Tutor Manual Tab Circle Drill, p. 57

Step 1: Review Grammar Structure
Ask students to take out the “present continuous” handout from yesterday, if they have it. Review the sentences at the top of the sheet. Draw attention to the changing BE verb and the -ing endings.

Step 2: Substitution Drill
See instructions in the ESL Tutor Manual Tab Substitution Drill, p. 56.

Use the phrases “I am driving to school.” “You are driving to school.” “He is driving to school.” Etc.

Step 3: Circle Drill
See instructions in the ESL Tutor Manual Tab Circle Drill, p. 57

Use the phrases:
    
    After school I am going ________. Where are you going?

Activity 1: Literacy, Listening & Speaking, Grammar (20 mins)
-Materials: How Are You Going Home? handout

Step 1: Grammar Review
Write on the board (or create your own handout)
### Time/Frequency Words with Present Tense and Present Continuous

<table>
<thead>
<tr>
<th>Frequency Words</th>
<th>Present Tense</th>
<th>Present Continuous</th>
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</thead>
<tbody>
<tr>
<td>Usually</td>
<td>I drive to work.</td>
<td>I am driving to work.</td>
</tr>
<tr>
<td>Sometimes</td>
<td>You drive to work.</td>
<td>You are driving to work.</td>
</tr>
<tr>
<td>Every day</td>
<td>She drives to work.</td>
<td>He is driving to work.</td>
</tr>
<tr>
<td>always</td>
<td>He drives to work.</td>
<td>She is driving to work.</td>
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<tr>
<td></td>
<td>We drive to work.</td>
<td>We are driving to work.</td>
</tr>
<tr>
<td></td>
<td>They drive to work.</td>
<td>They are driving to work.</td>
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</tbody>
</table>

### Additional Context and Activities

#### Step 2: Interactive Activity
See instructions in the ESL Tutor Manual Tab Mingle Grid, p. 85. Use the handout How Are You Going Home as the mingle grid.

#### Activity 2: Life Skills, Literacy, Listening & Speaking (30 mins)
- Materials: How to Ride the Bus and Train

#### Step 1: Context
Do you ride the city bus? Where do you see the city bus? Do you know any bus numbers? Where do they go? Do you ride the train? Where does the train go? How much does the bus cost? How much does the train cost? Do you like to ride the bus?
**Step 2: Introduce vocabulary.**
Using the How to Ride the Bus and Train handout, go over each word using these steps:

1. Teacher says the word, learners repeat (2-3 times)
2. Teacher asks “How do you spell fare? (learners spell aloud)
3. Teacher reads the meaning, learners follow on their paper
4. Class talks about the picture a. optional: bring in additional pictures from the Internet. Metro Transit’s website also has great video clips. Show video clips with the sound off and have learners describe what they see
5. Ask comprehension questions or ask learners for examples that demonstrate they understand the word.
   a. How much is the train fare?
   b. When do you pay the fare?
   c. Can you pay the fare with a credit card?

**Step 3: Dictation**
Dictate the following sentences. Learners write them on the line under the vocabulary word on the handout.

1. The bus fare is $1.25.
2. The woman uses a transfer to ride two buses.
3. The man buys a bus pass every month.
4. You must pay with exact change.
5. Look at the schedule to see what time the bus comes.
6. They are waiting at the bus stop.

Check the sentences as a class by writing them on the board.

**Activity 3: Life Skills, Literacy (20 mins)**
- Materials: Reading Test Practice, document camera

**Step 1: Independent Practice**

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners' papers.
Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

**Step 2: Reviewing Answers**

Use a document camera to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

**(if time)** **Activity 4: Checking for Understanding**

**Materials:** (none)

Learners write in their notebook one thing they learned about riding the bus or train, then share with a partner.

---

**How Are You Going Home?**

<p>| What’s your | Where do you | How do you | Where are you | How are you |</p>
<table>
<thead>
<tr>
<th>name?</th>
<th>live?</th>
<th>usually get to school?</th>
<th>going after school today?</th>
<th>going home today?</th>
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How to Ride the Bus and Train
Listen to your teacher. Read the words. Write the sentences your teacher says.
1. **fare**

   **Meaning:** how much money you pay to ride the bus or train.
   - The fare is different at different times of day.
   - People 65 or older pay less.
   - Children pay less.
   - Children 5 and younger are free.

   **Write:**

2. **transfer**

   **Meaning:** a card so you can change buses but you only pay 1 time.
   - You need to ask the bus driver for a transfer.
   - You can ride for 2 hours 30 minutes. After that you pay again.

   **Write:**
3. bus pass

**Meaning:** a card you buy to ride the bus.
- There are many different passes.
- You can buy a pass at a big grocery store, like Cub or Rainbow.

Write: __________________________________________________________

4. exact change

**Meaning:** the correct amount of dollars and cents, not more or less
- Bus drivers do not give change.

Write: __________________________________________________________

On the train, you pay *before* you get on the train.

Use a machine to buy a ticket.

Sometimes police on the train ask to see your ticket.
No ticket = $180.

Use this machine to buy a train ticket.
5. **schedule**

*Meaning:* the times that each bus stops in different places.

- You can get schedules on paper, on the telephone, on a computer, and on a smart phone.
- Sometimes schedules change.

Write: __________________________________________________________________________

6. **bus stop**

*Meaning:* the place where you wait for the bus.

- Some bus stops have signs and benches.
- Don’t park a car at a bus stop.
- Stand up when the bus comes so the driver sees that you want the bus.

Write: __________________________________________________________________________
Reading Test Practice

1. What are they doing?
   A. parking the bus
   B. Waiting for the bus
   C. Getting off the bus
   D. Getting on the bus

2. Where are they?
   A. a parking lot
   B. a bus stop
   C. school
   D. home
Transportation Unit: Lesson 55

Objectives:
- Life skill: read a short story about transportation
- Literacy: Ask and respond to simple written wh- questions
- Listening/speaking: ask and respond to questions about how to ride the bus
- Listening/speaking: Ask and respond to questions about destinations (ex. Where is she going?)
- Grammar: Use the present continuous to describe immediate actions (I am going to work).

Materials:
Make Student Copies
- Textbook: Survival English, p. 124, 127
- Handout: The Right Bus

Make Single Copies or Reference
- ESL Tutor Manual Tab p. 44, 70, 113

Props, Technology, or Other Resources
- Make sentence strips based on Survival English, p. 127

Lesson Preview
- Calendar Question (10 mins)
- Warm up: sequence actions for riding the bus. (15 mins)
- Review of Previous Lessons practice a dialog using the present continuous (20 mins)
- Activity 1: talk about where they’re going. (20 mins)
- Activity 2: read a story about riding the bus and practice the sounds of “ch” and “-tch”) (40 mins)
- Activity 3: as students leave, ask each person to tell you one word with the “ch” sound.

Calendar Question (10 mins)
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.
Warm up: (15 mins)
Materials/Prep: make sentence strips using the phrases and/or pictures from Survival English, p. 127.

Sequence actions for riding the bus.

Review of Previous Lessons (20 mins)

Practice the dialogue on p. 124 of Survival English using instructions in ESL Tutor Manual Tab Disappearing Dialogue, p. 70.

Activity 1: Listening & Speaking (20 mins)
-Materials: ESL Tutor Manual Tab Conversation Queue, p. 44

Write on the board:
   Where are you going?
   I’m going ______________. Are you?
   Yes, I am. / No, I’m not.

Practice the dialogue several times as a class suggesting different answers to put in the blanks. Follow instructions in the ESL Tutor Manual Tab Conversation Queue, p. 44 to practice the dialogue several times. When learners seem comfortable, erase the dialogue on the board and have them try the same task from memory.

Activity 2: Life Skills, Literacy (40 mins)
-Materials: The Right Bus, ESL Tutor Manual Tab Letter/Sound Drill, p. 113

Step 1: Context
Read the questions above the pictures. Talk about the pictures.

Step 2: Silent Reading
Allow 5-10 minutes for learners to read silently and circle any words they don’t understand

Step 3: Teacher reads, learners follow
Step 4: Teacher reads, Learners Repeat

Step 5: Choral Reading

Step 6: Learners Read with a Partner

Step 7: Learners complete comprehension exercises

Step 8: Letter/Sound Drill
Refer to the ESL Tutor Manual Tab Letter/Sound Drill, p. 113.

The target spelling/sound for this story is “ch” as in church and “-tch” as in watch. Explain that these two spellings make the same sound. More words use “ch” to make the /ch/ sound. -tch only comes in the middle or at the end of a word. Words do not begin with –tch.

**Activity 3: Checking for Understanding**
- Materials: (none)

As students leave, ask each person to tell you one word with the “ch” sound.

---

**The Right Bus**
Look at the pictures.

What do you see? Do you ride the bus? What bus numbers do you ride? How much does the bus cost?

Mitch and his children are going to church. They wait at the bus stop. They sit on the bench. They are waiting for the number 61 bus. Mitch is chatting with a woman at the bus stop. He is not watching the buses.

A bus stops at the bus stop. Mitch and his children get on the bus. Mitch asks the driver, “How much does it cost?” They pay with cash. They use exact change. They sit down and the bus drives down the street.

Mitch looks out the window. He does not see the streets that he knows. This is not the 61 bus. This is the 64 bus. They are going the wrong way!
Mitch reaches for the bell. The bus stops. Mitch asks the bus driver for a transfer. Mitch and his children get off the bus. They wait again. They wait for the 61 bus. They watch each bus that comes. They check the number on the bus.

Finally, the 61 bus comes. They get on the bus. They don’t pay. They give the bus driver the transfers. Now they are going the right way but they are late for church.

Answer the questions.

1. Mitch has a bus pass  
   YES
   NO

2. Mitch pays with cash  
   YES
   NO

3. Mitch doesn’t have children  
   YES
   NO

4. Mitch is going to the park  
   YES
   NO

5. Mitch takes the wrong bus  
   YES
   NO

1. Where are they going? ____________________________

2. What is the problem? ____________________________

3. Why do they need a transfer? _______________________

4. What question does Mitch ask the bus driver?      
   ___________________________________________________________________

5. Why do you think Mitch got on the wrong bus?      
   ___________________________________________________________________

Transportation Unit: Lesson 56

Objectives:
- Life skill: describe how to ride public transit
- Life skill: read a short story about transportation
- Literacy: read and answer written questions about a bus schedule.
- Literacy: recognize and write transportation vocabulary
- Listening/speaking: ask and respond to questions about how to ride the bus (schedules, bus numbers, etc.)
- Grammar: Use present continuous to describe immediate actions (ex. I am going to work.)
- Grammar: Use the simple present tense to describe typical modes of transportation

**Materials:**
Make Student Copies
- Handout: The Right Bus
- Blank bingo cards (found in ESL Tutor Manual Tab p. 62)
- Metro Transit bus schedule
Make Single Copies or Reference
- ESL Tutor Manual Tab p. 46, 61-62
Props, Technology, or Other Resources
- flyswatters
- Blank flashcards (need 6 flashcards per student)
- Bingo prizes (optional)

**Lesson Preview**
- Calendar Question (10 mins)
- Warm up: students practice “After school I usually go home. After school today I’m going to the park.” (10 mins)
- Activity 1: practice high frequency “sight” words in a short story using flashcards (35 mins)
- Activity 2: look at authentic bus schedules and route information (20 mins)
- Activity 3: review transportation vocabulary (25 mins)
- Activity 4: Checking for Understanding create a list of what they learned during the 2-week transportation unit.

**Calendar Question (10 mins)**
- Students write the date on the top of their journal page.
- Students copy the calendar question and answer it.
- Teacher walks around, checks, and stars sentences.
- The teacher models asking the question.
- Go around the room and have students ask and answer the calendar question one at a time.
Warm up (10 mins)
Materials/Prep: ESL Tutor Manual Tab Ball Toss, p. 46.

Follow instructions for ball toss activity.

Phrases are: “After school I usually go **home**, After school today I’m going to the **park**.”

Activity 1: Life Skills (35 mins)
-Materials: The Right Bus (from yesterday), flyswatters, blank flashcards (6 per student)

*This activity will give learners extra practice with high frequency sight words. These are words that learners should eventually be able to read quickly without sounding them out. In fact, some of them cannot be sounded out because they do not follow “the rules” of English spelling.*

At Level 1, many readers have mastered some but not all of these sight words.

Step 1: Review Story from Yesterday
Learners (re)read story silently. Teacher reads aloud while learners follow. Teacher asks a few very basic comprehension questions about the story.

Step 2: Identify Sight Words
Explain the purpose of the activity: “Let’s practice the words that we see many times. You will learn to read these words quickly. This will help your reading. We will not talk about the meaning of these words, just practice reading them.”

Write the sight words on the board one by one. For each word students will...
1. Underline the word in their story.
2. Spell and say the word while tracing the letters in the story (ex. “H-E, he”)
3. Spell and say the word while writing it in their notebook
4. Spell and say the word while writing it on a flashcard. (each student is creating their own deck of flashcards).

Sight words:
1. **his**
2. **children**
3. **are**
4. **they**
5. **for**
6. **with**
7. **get**
8. **how**
9. **much**
10. **does**
Step 3: Recognition Practice
Play “flyswatter” with these words. In this game all the words are written on the board in random order. Two learners, each equipped with a flyswatter, try to be the first to “swat” the words that the teacher says.

Need a challenge?: have a learner be the caller and call out words on the board for the other two competitors.

Step 4: Flashcard Drill
Learners work with a partner to quiz them on the sight words.

Need a challenge?: have one learner dictate the words to another for spelling practice. If this is still too easy, have them dictate sentences from the story to their partner.

Learners struggling?: very low readers can spread all of the flashcards on the table in front of them. A more proficient reader calls out the word and the low reader picks up the card for that word.

Activity 2: Life Skills, Literacy, Listening & Speaking (20 mins)

The purpose of this activity is for learners to see authentic bus schedule and routes for their area and practice searching for specific information on the schedules.

Instructions are very general to allow you to customize to your learners and your location. Talk with your coordinator about the best way to access bus schedules and a level appropriate task for your class of learners.

Options for accessing bus and train schedules
- Use paper schedules: the English Learning Center keeps a small supply of these in the teacher room. They can also be found on city buses, at public libraries, and at some major grocery stores. They can also be printed from Metro Transit’s website (Metrotransit.org).

- Access schedules, maps, and route information online: schedule and route information can be found on Metro Transit’s website (metrotransit.org) or by searching for directions on Google or Mapquest and clicking on the transit icon.
These websites can be shown to the class using a projector or learners can do their own searches if they have access to computers.

- Access schedules on a smart phone: Metro Transit has several apps for smart phones. More information can be found by searching on their website for “apps.” Teachers can use their phones, show learners how to use their own phones, or use learning center iPads, if available.

Possible tasks for learners using authentic transit documents
- Find and circle familiar street names on a transit map or on a schedule in the list of stops
- Find the specific time that a bus or train reaches a particular stop
- Determine which buses serve the area near the learning center
- Determine the route and number of minutes to travel to a specific destination

**Activity 3: Literacy (25 mins)**
-Materials: Bingo Cards, Bingo prizes (optional)

See instructions in the ESL Tutor Manual Tab Vocabulary Bingo, p. 61

Suggested word list:
1. Fare 8. Get on 15. Walk
3. Schedule 10. Sit down 17. Get a ride
4. Exact change 11. Pull the bell 18. Bicycle
7. Wait 14. Train

**Activity 4: Checking for Understanding (5 mins)**

As a class create a list of what they learned during the 2-week transportation unit.