

Tools for ESL Lesson Planning

A book of techniques, sample lesson plans,
activities and resources for teaching ESL
(Second Edition)

ESL and Citizenship Programs
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TOOLS FOR ESL LESSON PLANNING

Introduction

WHY THIS BOOK?

Lesson planning means many things to many teachers. For some, it means several hours of labor over the weekend to create a weekly overview or rising early in the morning to lay out a daily plan. For others, it is the thinking time while driving between jobs. For many teachers, it is the perusal through the textbook to see which pages meet their students' needs. No matter what type of lesson planning you do, this book was written to make your teaching life richer and less stressful.

The materials in this book were designed for both the novice and experienced adult ESL teacher. They were written and field tested by over 30 adult ESL teachers from all over the Los Angeles Unified School District. Within these pages you will find techniques and activities that are supported by different language acquisition theories: language as behavior-based, language as transaction-based, or language as structure-based. Several different methodologies are also represented within the lessons, including the Audio-Lingual Method, the Communicative Method and the Natural Approach. (Theory and methodology aside, it is your teaching style, your students' needs and the course outline that will most often determine how and what you teach.)

The following time-tested principles of language learning work well in most teaching situations and form the foundation for the materials in this book.

1.) When teachers assess their students' prior knowledge of a lesson's content, they discover what students need and want to know.

2.) When teachers contextualize language through visuals or previously-learned language their students understand and retain more.

3.) When teachers provide a variety of guided and communicative practice activities they build students' accuracy and fluency.

4.) When teachers have students work together with their classmates--in pair, small group and whole class configurations--to complete meaningful tasks, they create a realistic, communicative environment in which students can use their new language skills.

WHAT'S IN THIS BOOK?

This book is divided into four sections:

- ***Basic Teaching Tools***
- ***Sample Lessons***
- ***Techniques and Activities Guide***
- ***References***

The ***Basic Teaching Tools*** on pages xi-xvii provide suggestions for classroom management techniques as well as general ideas for conducting team, pair work and multi-level activities.

The ***Sample Lessons*** section, pages 2-146, includes 35 two-and-a-half hour lessons: one lesson in each of the seven competency areas, for each of five levels. These beginning-low, beginning-high, intermediate-low, intermediate-high, and advanced-low lessons integrate the SCANS skills and competencies, the CASAS competencies and the LAUSD course outlines' content and grammar objectives. The sample on pages iv -v shows how each lesson is laid out.

The ***Technique and Activities Guide***, pages 148-169, contains step-by-step suggestions for teaching with Dialogs, Drills, TPR, Early Production Questions and Games; teaching

Grammar, Narrative Reading, and the Writing Process; and conducting Survey, Mixer, Peer Dictation, Information Gap, Corners, Jigsaw, Problem Solving, Roleplay and Focused Listening activities. Each technique or activity lists the SCANS skills and/or competencies as well as the CASAS Learning to Learn competencies that are simultaneously being taught.

The **References** section, pages 170-175, includes lists of visuals, tapes, textbooks, and supplementary books organized by level, as well as other informative materials you will want to consult for your lesson planning.

USING THIS BOOK

Ideally, you will have all the time you need to peruse this entire book. Realistically, you may have to be a bit more focused. If you are a new teacher, begin by looking at the lessons for your level and then referring, if desired, to the pages featuring the techniques and activities from those lessons. If you are an experienced teacher, you may want to start by looking through the **Techniques and Activities Guide** section to find something you would like to add to your repertoire, noting the SCANS and CASAS correlations.

HOW DO I TEACH FROM THE LESSONS?

The lessons in this book are templates that are meant to be adapted in order to meet the particular needs of your students and your teaching situation. In many cases, the time frames will alter once you bring the lesson into your own class. A discussion will take longer because student interest is piqued, or a guided practice activity will move more quickly because students are familiar with the activity type. Do consider, however, that students need time, within the same class period, to practice the material that you present. If your warm up or review activities are taking more than a third of your class period, you may be reteaching rather than reviewing. Consider narrowing your

objectives so that they are achievable within a 2.5 hour time frame. (It is not at all uncommon to have to reteach lessons in open entry/open exit classes.) Sometimes you may want to begin a class with a practice activity from the previous lesson. Just remember to provide an evaluation activity to help you determine if students are ready to move on to a new lesson.

If you are at the beginning of the term, you will probably want to start with a lesson from the *Personal, Social, Cultural* competency area. Each level has a lesson in this area, and the page number for each of those lessons are:

Beginning Low	page 3
Beginning High	page 33
Intermediate Low	page 63
Intermediate High	page 93
Advanced Low	page 119

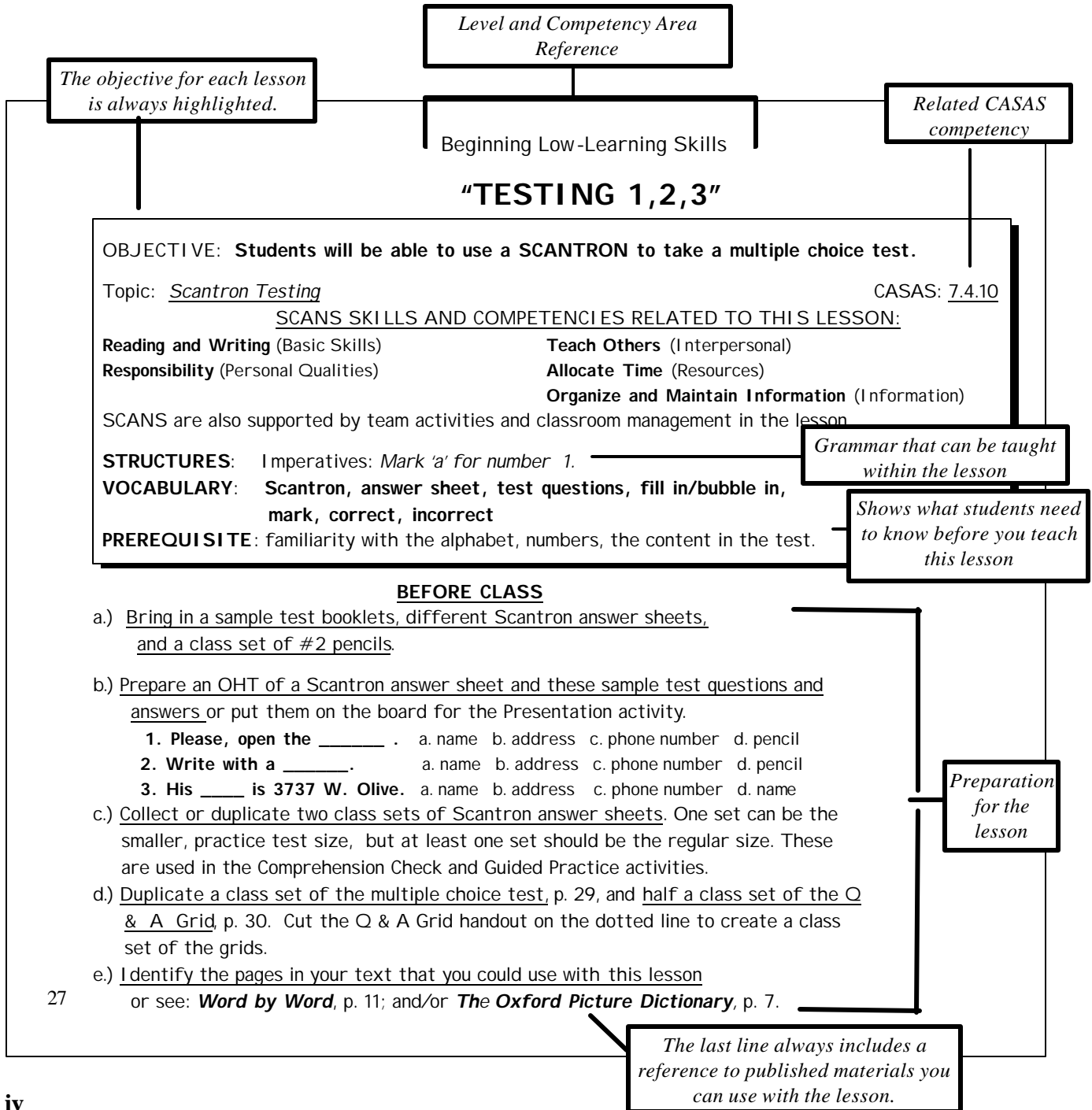
Once you've chosen a lesson to teach, look at the objective listed on the first page of the lesson plan. Is this an objective that matches your students' needs? Read through the structures and vocabulary that are part of the lesson. Are your students already familiar with this language? If they are, perhaps you can focus on different vocabulary or a different structure and still follow the lesson format. Look at the prerequisites. Will you need to teach or review any information before you teach the new lesson?

When you've answered the questions above, you are ready to move through the preparation guidelines and stages of the lesson, adapting and editing as you go along. Two reproducible pages accompany each lesson, providing visual support and/or practice activities for the lesson. The preparation guidelines, on the first page of each lesson, detail how many copies to duplicate of each reproducible and how to use them.

The following pages show a sample lesson and outline the key features of the lesson design. While the sample is a beginning-low lesson, the key features are the same for all levels.

USING THE SAMPLE LESSON PLANS

The first page of each lesson contains the lesson's level, title, objective, CASAS and SCANS competencies, structure and vocabulary as well as suggestions about any language or structures that should be taught prior to embarking upon the lesson. Most lessons require some advance preparation, usually nothing more difficult than photocopying the attached handouts and/or putting material on the board, an OHT (overhead transparency) or butcher paper. This preparation is outlined in the BEFORE CLASS section along with ideas for creating visual aids and text references.



The second page of the lesson plan contains each stage of the lesson, laid out step-by-step.

“TESTING 1,2,3”

LESSON PLAN:

WARM UP:

(10 minutes)

- Go over test-taking rules, eliciting the rules students already know being sure to include the rules below. List the rules on the board and act them out to ensure comprehension.

Suggested time frames for a 2.5 hour lesson

1. Use a #2 pencil.
2. Wear a watch.
3. Don't talk.
4. Write your name on your paper.
5. Erase mistakes completely
6. Don't write on the test.
7. Cover your answers.
8. Don't help others.

Warm-Up/Review activities make use of students' prior knowledge to pre-view or review material related to the

INTRODUCTION:

(5 minutes)

1. Set the scene: **Tonight we are going to practice taking a test using a Scantron sheet where we mark the correct answers.**
2. Show students a test booklet and a Scantron sheet, identifying the vocabulary test booklet, answer sheet, Scantron, and #2 pencil. (See p. 27-a.)

Specific references to BEFORE CLASS prep

The Introduction stage focuses students on the lesson objective.

PRESENTATION:

(20 minutes)

1. Use the sample test questions (p. 27-b) to demonstrate the process of reading a question in one place and filling in the answer on a Scantron answer sheet. Use the first question to teach the concept of "multiple choice."
2. Read each question together, and have the students tell you the answer. Demonstrate bubbling in the answer to the first question on the board or OHT. Demonstrate incorrect ways to fill in the answer sheet, such as crossing out, circling, or checking the letters on form.

The Presentation stage is where the new language is taught.

COMPREHENSION CHECK: [YES/NO SILENT DRILL]

(5 minutes)

1. Ask yes/no questions about the rules from the warm-up. **Is a #3 pencil okay for this test?** Have students respond silently to the questions with one finger for yes, two fingers for no.

It is critical to check students' comprehension of the new material before moving on to the practice stages.

(15 minutes) [DEMONSTRATING COMPREHENSION]

1. Write the following on the board:
 1. A. B. _ D. 2. A. _ C. D. 3. _ B. C. D. 4. A. B. C. _
2. Give students a sample Scantron form (See p. 27, c) and have them identify the letters and fill in the correct "answer" for each.
3. Circulate to check that students are correctly filling in answers.

Guided Practice provides students with highly structured activities that ask students to work with the new language.

GUIDED PRACTICE:

(30 minutes)

1. Distribute the tests, Scantrons and #2 pencils. (See p.27-a,c,d.)
2. Give students directions: **This is a sample test. Read the test questions and mark the answers on your Scantron answer sheets.** Set a 10 minute time limit.
3. Collect the answer sheets only. Then, using the test handout, review the answers with the class.

Communicative Practice activities allow students to integrate the new material with their previously acquired language, usually in an interactive setting.

COMMUNICATIVE PRACTICE: [QUESTION/ANSWER GRID]

(25 minutes)

1. Form groups of four, assign each student a number (1-4).
2. Distribute the Q & A grid handout. (See p. 27-d.)
3. Have students write the names of their group members on the handout.
4. Students take turns asking their question of each group member and group members record the responses on their grids.
6. Tally and compare the class' answers.

EVALUATION:

- Review the collected answer sheets from the Guided Practice. Note any problems and discuss them anonymously with the class.

In the Evaluation stage you & your students assess their growth.

There are two reproducible sheets for each lesson. Many of the reproducibles are designed for small group activities.

- Duplicate half a class set of this page.
Fold back these directions and cut the sheet in half.
- Distribute one grid to each team member.

Removable directions to the teacher at the top of each reproducible

TESTING 1,2,3

QUESTION AND ANSWER GRID

- Write the names of your teammates on the grid.
- Ask and answer the questions in your group.
- Write your teammates' answers on the grid. (Follow the example.)

Instructions to students build competency in following and clarifying directions.

Name?	Do you like tests?	Do you get nervous when you take a test?	Do you usually do well on tests?	Do you prefer ESL or math tests?
Julio	yes	no	yes	math
	<i>Examples clarify the process for teachers and students</i>			



Paper is conserved whenever possible.

TESTING 1,2,3

QUESTION AND ANSWER GRID

- Write the names of your teammates on the grid.
- Ask and answer the questions in your group.
- Write your teammates' answers on the grid. (Follow the example.)

Name?	Do you like tests?	Do you get nervous when you take a test?	Do you usually do well on tests?	Do you prefer ESL or math tests?
Julio	yes	no	yes	math

Reproducibles can be visuals, dialogs and/or worksheets. The worksheet below is a practice test for students to use in the guided practice stage of the lesson.

- Fold back these directions and duplicate a class set of this test. Fold each test in half to create a test booklet.
- Write "Test Booklet" on the blank front cover and give each test booklet a number.

"TESTING 1,2,3"

SAMPLE TEST, PAGE 1

1. His _____ is Joe.
 - a. address
 - b. name
 - c. phone number
 - d. birthdate
2. His _____ is (818) 555-1234.
 - a. address
 - b. name
 - c. phone number
 - d. birthdate
3. His _____ is 7123 Pine Street, L.A..
 - a. address
 - b. name
 - c. phone number
 - d. birthdate
4. His _____ is 3/3/79.
 - a. address
 - b. name
 - c. phone number
 - d. birthdate
5. 91325 is Mary's _____.
 - a. address
 - b. ZIP code
 - c. birthdate
 - d. phone number
6. Mary's middle name is Elizabeth.
Her middle initial is _____.
 - a. A.
 - b. I.
 - c. M.
 - d. E.
7. Mary and Joe are married.
Mary is Joe's _____.
 - a. husband
 - b. brother
 - c. wife
 - d. daughter



SAMPLE TEST, PAGE 2

8. Are Mary and Joe married?
 - a. Yes, he is.
 - b. Yes, she is.
 - c. Yes, they are.
 - d. Yes, I am
9. Is today Sunday?
 - a. No, it isn't.
 - b. Yes, it is.
 - c. Yes, he is.
 - d. No, he isn't.
10. Is this a test?
 - a. No, it isn't .
 - b. Yes, it is.
 - c. Yes, I am.
 - d. No, I'm not.
11. What are you doing?
 - a. I taking a test
 - b. test
 - c. I'm a test.
 - d. I'm taking a test.
12. Who are you?
 - a. I'm a student.
 - b. I student.
 - c. I'm student.
 - d. Yes, I am.
13. Where are you?
 - a. I'm at home.
 - b. I'm in class.
 - c. I'm at the market.
 - d. I'm at Disneyland.
14. Is this the last question?
 - a. No, it isn't.
 - b. Yes, it is.
 - c. Yes, I am.
 - d. No, I'm not.

HOW DO I TEACH USING THE TECHNIQUES AND ACTIVITIES GUIDE?

As an experienced teacher, you are already familiar with performance-based objectives and the stages of a lesson. Even teachers who have been teaching for years, however, tend to focus on one or two language skills-- (say, speaking and listening)--or one technique--(say, dialog and drill.) Look through the different techniques and activities in this section and find one that covers skills you don't often address in the classroom. Read through the technique/activity guidelines, and then take a look at any one of the lessons referenced at the bottom of the page. Once you see how the technique/activity fits into a lesson, you can use the guidelines to insert this technique or activity into your own lessons.

In addition, the Reference section lists books and materials for each of the different techniques and activities. You can usually find these in your school's resource library or at the local, regional and state conferences that occur each year.

WHAT EXACTLY ARE THE SCANS SKILLS AND COMPETENCIES?

SCANS is an acronym for the Secretary of Labor's Commission on Achieving Necessary Skills. It is also the term used to describe the set of workplace skills and competencies established by this commission. The three SCANS foundation skills are:

- 1) **Basic Skills**-reading, writing, speaking, listening, arithmetic/mathematics;
- 2) **Thinking Skills**-creative thinking, decision making, problem solving, seeing things in the mind's eye, reasoning, knowing how to learn; and
- 3) **Personal Qualities**-responsibility, self esteem, sociability, self management, and integrity/honesty.

The five SCANS competencies are:

- 1) the ability to identify, plan, organize and allocate **resources**;
- 2) the ability to work with others (**interpersonal**);
- 3) the ability to acquire and use **information**;
- 4) the ability to understand complex **systems**; and
- 5) the ability to work with a variety of technologies (**technology**).

When we integrate SCANS competencies into ESL instruction, we promote the development of skills employers are looking for. At the same time we are using excellent teaching strategies, facilitating learning, and providing our students with the tools they need to succeed in this complex world.¹ You will find the SCANS skills and competencies that apply to each objective listed on the first page of the lesson. They are also listed in the introduction to each technique or activity. After looking through these lists, you will see how easily SCANS fit into the ESL lesson plan.

INTEGRATING MODEL STANDARDS, SCANS, CASAS, the COURSE OUTLINE and YOUR TEXTBOOK

Sometimes it can be a bit overwhelming to think about planning a lesson that...

- meets model standards,
- works out of the course outline,
- fulfills SCANS and CASAS competencies and still make use of the textbook that students have bought.

Actually, you may be happily surprised to learn that the LAUSD Course Outlines are already correlated to the California State Model Standards for Adult ESL Instruction, CASAS, and the textbooks from the Recommended Core-Textbook list. Similarly, you will find that most publishers have provided a CASAS correlation in their textbooks' scope and sequence (usually located near the front of the book. Newer texts are providing SCANS correlations as well.

The sample lessons on pages 2-146 will provide you with a model for correlating these key elements to your lessons.

When you sit down to plan lessons, it's a good idea to have your Course Outline, CASAS and SCANS references available. Each sample lesson suggests that you look at your core text to find pages that relate to that particular lesson and also references a particular text that has activities, grammar practice, or a dialog related to the lesson objective.

Whenever possible, texts from the Recommended List are used; however, many of the referenced texts are recent publications and had not been available for review when the last List was developed.

WHAT ABOUT TESTING?

The District has been conducting standardized promotional tests for more than ten years. In 1998 a testing committee was formed to develop a new set of promotional tests that are correlated to Model Standards and CASAS. These tests as well as the CASAS pre- and post-assessment tests are now a part of our adult ESL curriculum.

The materials in this book will help you plan lessons that, in turn, will help your students do well on the tests. Each of the sample lesson plans in this book contains an evaluation activity that assesses students' understanding and use of the new information. One beginning-level lesson even teaches students how to take a multiple choice test using Scantron forms. Be sure to give students the opportunity to practice test-taking strategies within your lessons. This is not only an academic skill but an important job skill as well. (Many job promotion processes include testing.)

Evaluation is an ongoing process. Therefore, informal assessment is as important as formal quizzes and tests. Throughout the *Sample Lesson plans* and *the Techniques and Activities Guide*, you will see references to comprehension checks and teacher monitoring.

Because so many communicative activities allow students to work in groups or pairs, teachers are released from their "front and center" position in order to move about the classroom.

While monitoring, it is best to be as unobtrusive as possible. This is the time for you to make mental or actual notes of where students are having difficulty, to listen for grammar and pronunciation problems, to see if and how students ask for clarification, etc. You can then address problems individually or in mini-lessons following the activity.²

I TEACH A MULTI-LEVEL CLASS IN A BRANCH LOCATION WITHOUT THE USUAL CLASSROOM ACCOUTREMENTS. HOW CAN THIS MATERIAL HELP ME?

Not every classroom comes with a chalkboard or an overhead projector. Not every classroom has moveable desks or tables. The lessons, techniques and activities in this book do not require a specially-equipped classroom. While suggestions are offered for different learning environments, you are the final arbiter of how well something can work in your classroom. Every lesson suggests various ways to present or post information. Often the direction line includes something such as ***Write the following questions on the board, an OHT, or butcher paper.*** (An OHT is an overhead transparency.)

Whenever possible, original for the necessary visuals or handouts are provided with each lesson. Often the lessons can be "handout-free" and students can copy material from the board, the OHT or butcher paper into their notebooks.

The multi-level ESL class has characteristics that are similar to but not exactly the same as the standard ESL class. Although most ESL classes have a multi-level aspect, in a standard class there is usually a span of no more than three levels, with the majority of the students being at the main level. In a multi-level class there can be as many as six levels. Teachers of multi-level classes need lessons that address all levels' needs. They also need activities that allow each level group to work independently so that the teacher can work with another level

group when necessary. Often it is useful to prepare a lesson on a single topic with different objectives for each level. For example, within the Occupations Competency Area, a topic would be the job search. A teacher could decide on the following objectives for his or her different levels:

Literacy level: Ss will be able to identify and write the names of five jobs

Beg. Low: Ss will be able to identify five to ten jobs and their related tasks (paint, fix, file, etc.)

Beg. High: Ss will be able to request assistance with a job task.

The sample lessons on Earthquake safety on pp. 49-52, and pp. 135- 138 show how one competency area and topic can have objectives at different levels: Beginning High and Advanced Low. In these examples, the lessons for both these levels use similar information (although at a higher level for the advanced group), and both levels' lessons include teamwork activities where students work cooperatively and independently from the teacher.

Once you and your students have become comfortable with the different types of teamwork activities, planning the multi-level lesson becomes much easier. See the guide to Multi-Level Instruction on page **xvi** for more information on teaching in a multi-level setting.

¹ from *SCANS in a Nutshell*. Kit Bell. LAUSD-DACE, 1999

² from *The Oxford Picture Dictionary Teacher's Book*. Jayme Adelson-Goldstein, Norma Shapiro and Renee Weiss. Oxford. 1999

AND ONE MORE THING...

They know enough who know how to learn.
-Henry Adams

You never know what is enough unless you know what is more than enough.
-William Blake

The lessons and suggestions in this book were designed to supplement **your** best thinking about ESL instruction and lesson planning. The materials on the following pages are flexible templates that you can expand upon and adapt.

It is our hope that you will find lessons and/or activities that match your teaching style and maybe one or two that provide you with the opportunity to experiment.

To teach is to learn twice.
-Joseph Joubert

While this book represents one form of staff development, we'd like to suggest an even more powerful one: share your own successful activities and lessons with your colleagues. You can use the time before class or at the break, ask for time during staff development meetings, or give workshops at CATESOL and CCAE conferences. When we see how much we learn from each other, we become better advocates for student-to-student learning within our own classrooms.

Should you have questions or comments about this material, feel free to write to:

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BASIC TEACHING TOOLS

Classroom Management Techniques

Managing the communicative ESL classroom can be daunting at first. Team and pair work often translates into moving furniture, getting materials to students working in different areas of the room, and monitoring the activity to be sure that all students are using the target language. In addition, almost all classes have the following tasks on a daily basis: taking attendance, sharing the lesson objective and class agenda, distributing and collecting papers and sets of classroom materials, writing and erasing boards or OHPs, and setting up and storing media equipment.

If the teacher alone takes on all these tasks, instruction time can be greatly impacted. If, however, you give your students the opportunity to assume roles and responsibilities within the class, both you and your students will benefit.

Suggestions for how to handle various tasks are listed below. You may also find it useful to make a chart that shows which students or teams are doing which tasks for the week.

Setting up teams to help manage the class:

Teams can be set up in a number of ways. Teams may be formed randomly, by student choice, or by teacher selection. (See *Basic Teaching Tools: Teamwork*, p. xiii.)

In the open entry/open exit classroom, maintaining teams for more than a single class session can be very challenging. However, in order to inspire our students to stay committed to the learning process, and to help them understand U.S. work culture, it is worth trying to create teams that stay together for a month at a time. Students within these teams have a responsibility and obligation to each other.

Teams should do a team-building activity each day to establish the trust and sense of camaraderie teamwork demands. A team building

activity can be as simple as interviewing team members about interests, fears, or favorites. A silly task, such as trying to blow the largest soap bubble or drawing the funniest face, can also be a fun team builder.

For classroom management tasks:

1. Assign the following jobs to different teams:
 - a. taking attendance
 - b. distributing class sets of textbooks
 - c. collecting class sets of textbooks
 - d. setting up audio-visual equipment (TV/VCR, cassette player(s), OHP)
 - e. facilitating classroom clean-up
 - f. writing the lesson objective and agenda on the board (per your notes)
 - g. arranging furniture according to your directions
 - h. erasing boards at the end of class
 - i. recording brainstorm on the board or OHP
2. Rotate jobs on a weekly basis.
3. At the end of each week assess how well the jobs were carried out. (See Price-Machado, *Skills for Success* for ideas on rewarding teams.)

For team-management tasks:

Assign team members different jobs by having team members number off (numbered heads) or by using personal characteristics. E.g. , #1s-*You are the leaders. You're responsible for reminding everyone to speak English* or *The students with the longest hair on each team, come up and pick up the worksheet for your group.* Jobs that can be assigned are distributing or collecting handouts, observing for specific grammar issues, monitoring first language interference, cutting out or assembling manipulatives, etc.

Once you've invested the time to train students for the different tasks, you and your students will enjoy the skill and competency-building benefits of the student-managed classroom.

BASIC TEACHING TOOLS: Pair Work

Pair work is written into the teaching practices of most methodologies. For example, in the Audiolingual Method, students work in pairs to practice dialogs and drills; the Natural Approach has students pair up to give and act out TPR commands; and the Communicative Method has pairs working together on tasks. Pair work is not unfamiliar to most teachers, but it can still feel strange to the student coming from a completely teacher-centered learning environment. Students need to know that they can learn from each other. While several SCANS foundation skills and competencies indicate that employers want workers who can work with cultural diversity, teach others, and know how to learn, students won't know this unless we share it with them. A bonus for teachers who use a variety of grouping strategies, including pair work, is that they have the opportunity to circulate and observe how well students are working with the language and to assess the lesson's success.

There are a number of ways to pair students. Pairing students who are seated near each other (using front to back or side by side rows) is the easiest. Other ways to form pairs are:

- a. conduct a mixer where students with a color, number, letter, word, picture, etc., find their match.
- b. have students pair who have different characteristics (different first language, native country, gender, age, or Zipcode.)
- c. have half the class form a circle facing out and the other half form a circle around them, facing in. As you play music, have students in the outer circle move from partner to partner introducing themselves. When you stop the music, students pair up with the last partner they talked to.

Note: If you have an odd number of students give a "wild card" to one student, so that s/he can join any pair.

You can bolster the success of pair work by giving partners a few minutes to get to know each other before you start an activity. Students who know each other's names and a little something about each other are usually more comfortable communicating.

Assigning roles and carefully checking comprehension before beginning an activity is another way to help pairs be more successful. In a Peer Dictation, for example, the student who is dictating becomes the teacher or supervisor and the student taking the dictation is the student or worker. By assigning roles, you create a clear context for the activity. When it's time for students to switch roles, be sure to check students' comprehension again, to be sure they know what's expected of them.

Using pair work to reinforce learning:

1. Find or create a task that helps students review, practice or apply the information presented in the lesson. (A Peer Dictation, Information Gap, TPR sequence, Dialog or Roleplay can all be pair activities.)
2. Review the language needed for the task by having students brainstorm necessary vocabulary or by eliciting what students already know about the topic and/or task.
3. Provide students with the task. Check students' comprehension of key vocabulary or concepts and clarify where necessary. Remind students of the goal(s).
4. Assign roles to each partner.
5. Set a time limit for each section of the task. Have pairs begin to work.
6. Stop the task periodically to check pairs' progress. Monitor the activity and make notes of any issues that arise.
7. Have pairs report back on their progress or product.

Pair work activities appear throughout the lessons in this book.

BASIC TEACHING TOOLS: Teamwork

Teamwork is a key component of the student-centered, adult ESL classroom. Working in teams allows students to apply the language they've learned to meaningful tasks. These tasks in turn prepare students to use their English language skills outside the classroom, in the workplace and in the community. The following SCANS and CASAS competencies can be met simply by teaching students how to function in teams: SCANS Thinking Skills, and the Interpersonal, Resources, Information and Systems competencies; and CASAS Learning Skills 7.1) Identify or practice effective organizational and time management skills in accomplishing goals, 7.2) Demonstrate ability to use thinking skills; 7.3) Demonstrate ability to use problem solving skills; and 7.5) Understand aspects of and approaches to effective personal management.

You can form teams by:

- a. pre-assigning team members by writing names on team cards and placing the cards on the desks before students walk in;
- b. having students mix, using colored cards, pictures or numbers to find their teammates;
- c. doing a corners activity (see p. 156) and pulling one student from each corner to create a team; **OR**
- d. allowing students to randomly group themselves.

Ideally teams are heterogeneous in their make-up: male and female members, different ages, different skill abilities, different first languages and/or different nationalities. Having teammates with different first languages is a huge plus, because English then becomes the best way to communicate. Since many of us teach classes of all Spanish or all Chinese speakers, it's a good idea to find another heterogeneous factor--such as age, skill, or nationality. These mixed teams provide the basis from which students can identify and use social skills to work effectively together.

Another way to ensure that teams are successful is to assign roles and tasks. This creates individual accountability and positive interdependence, both critical to the success of teamwork. "Numbering heads" or having each person in the team take a number, allows you to assign tasks with ease. For example, when you call out, *#1, you are the recorder. You write down your teammates' ideas*, you have given a task to every #1 student on each team in your class. (This is much easier than walking from team to team saying, *Marta, you write for your team, and Lu you ask the questions.*)

Using teamwork to reinforce learning:

1. Find or create a task that helps students review, practice or apply the information presented in the lesson; e.g., sequencing sentence strips, making a shopping list, writing and acting out a roleplay, brainstorming a list of vocabulary, etc. (Lists of resources for task-based learning are in the Reference section, beginning on page 169.)
2. Review the language needed for the task by having students brainstorm necessary vocabulary, eliciting what students already know about the topic, and/or lead a guided practice of the language needed to carry out the task.
3. Help students focus on a particular SCANS skill, (e.g. facilitating, expressing agreement, reaching consensus, allocating time, etc.), by having students suggest behaviors and language that support the skill. Write students' suggestions on a DO/SAY chart on the board and add some suggestions of your own. (See the following page for a sample chart.) Explain that during their teamwork, you will be observing students to see how well they demonstrate the language or behaviors on the chart.

4. Provide students with the task. Check students' comprehension of key vocabulary or concepts and clarify where necessary. Remind students that there are two goals for the activity: the goal of the task itself and practice of the SCANS skill they are learning.
5. Form teams of four and have each team member take a number, 1-4. Assign roles to each team member. For example, #1-recorder, #2-reporter, #3-facilitator, #4-timekeeper. (Other roles are listed on the following page.)
6. Assign a team member from each group the job of distributing and collecting the resources for the activity (e.g. handouts, pictures, classroom sets of texts, etc.).
7. Set a time limit for each section of the task. Have teams begin to work.
8. Stop the task periodically to check teams' progress. Monitor team work and make note of how students effectively use the SCANS skills.
9. Have each team report back on their progress or product.
10. Evaluate students' work by collecting the end product or by giving a quiz that evaluates what students learned during the task and collecting one test per team.
11. Follow-up the team activity with a class discussion on how students felt about the task and the experience of working in teams: *Did you learn anything new? Was there something that didn't work out as planned? Are you happy about how everyone communicated with each other?* etc. You can also discuss how well the DO/SAY behaviors and language were used.

Most team work activities fall under the guided or communicative practice stages of the lesson. However, teams can learn new material and teach it to each other, as in **JIGSAW**, p. 159.

Almost all of the lessons in this book use teamwork or small group work at least once, most commonly during the Warm Up and Communicative Practice.

When you're actively listening what do you...

DO ?

SAY?

Lean forward
Tilt head to side
Raise eyebrows
Nod head
Click tongue

Did you say...?
Really?
Do you mean...?
Uh-huh
Oh, that's too bad.

SAMPLE ROLE/TASK ASSIGNMENT CHART

NUMBER	ROLE	TASK
_____	Facilitator/ Manager	Keeps team on task. Helps all team members participate. Clarifies task.
_____	Recorder	Writes down team's ideas, questions, and/or answers.
_____	Reporter	Reports back on team's work to class.
_____	Interviewer	Asks questions or surveys team.
_____	Reader	Reads material to the team.
_____	Timekeeper	Keeps track of time limits.
_____	Supplier	Picks up and distributes materials to the team.
_____	Supervisor	Facilitates clean up and collection of all materials used in the task.

BASIC TEACHING TOOLS:

Multi-Level Strategies

All our classes reflect the multiple levels, learning styles and needs of our learners, even when the designation of the class is within one level. Some classes, however, are specifically created for students of different levels. Most often these classes are offered at sites that could not support individual classes at different levels, e.g. a church basement, a community center, or an elementary school.

One of the most difficult aspects of teaching a multi-level class is planning lessons that meet the disparate needs of the different levels in the class. Some teachers group students according to their levels and teach a completely different lesson to each group. This can be a very exhausting process, as the teacher must make three or more different presentations and prepare three or more different sets of materials. Current pedagogy suggests that students in a multi-level class should first identify themselves as a class community, then learn or review information in a whole class presentation that addresses level-specific objectives in the same competency area and general topic. For example, within the competency area of *Consumer Education*, and the topic of *Dealing with Household Problems*, level appropriate objectives might be:

Literacy Level- Students will be able to match a series of 10 pictures of household problems to the appropriate vocabulary.

Beg. Low- Students will be able to identify and complain about 10 common household problems; e.g. *The faucet is dripping. The refrigerator isn't working.*

Beg. High- Students will be able to ask and answer questions about common household problems in order to call a repair person or landlord.. e.g. *-There's a problem in apartment #10- What's going on?- The toilet is clogged.*

Int. Low- Students will be able to call a repair person, give details about the problem and get an estimate for repair services.

E.g., *I'm calling about our dishwasher. It isn't working. The door has a crack in it. How much would you charge to fix it?*

Int. High/Adv. Low- Students will be able to interpret directions in order to tell others how to make simple plumbing, plastering and electrical repairs.

This kind of multi-level lesson usually includes a class-building, warm-up activity. In the housing lesson above, students might do a classroom survey to discover where students live, if they like their landlord/manager, and if they ever call repair people. (Collecting and graphing the information on the board gives students a profile of the class' housing situation.)

In the presentation for the lesson above, you could show a number of visuals depicting household problems, eliciting the vocabulary from the class. Then you could describe or enact a scene where a tenant is calling a landlord about various household problems. Finally, you would check for global understanding of the presentation with a series of "yes/no" and "or" questions such as, *Is the sink broken? Is the tenant angry or surprised? Is the landlord going to call a repair person?* (With these kinds of questions, students at all levels can demonstrate their understanding. Asking Wh-questions tends to shut out the beginners in the group.)

After the presentation, students can be grouped to practice the new language. There are two kinds of groupings used in multi-level: **level-alike** and **cross-ability**. A level-alike group consists of previously-assessed students who are at the same general level. A cross-ability group consists of two or more levels working together, usually in pairs or teams of 3-4.

After you've identified which grouping strategies you will use for a particular activity, (e.g. literacy and beg. low will work in like-ability pairs, beg. high and int. low will work in cross-ability teams), mini-presentation can be made to each group in order to identify and clarify their practice task(s). It is wise to begin with the group who needs the least explanation so that students do not get bored listening to directions they won't be using. The amount of explanation is much more dependent on the type of task, e.g., e.g. a workbook task vs. a roleplay, than the level of the group. When students begin their tasks, you are free to give additional presentation time to whichever level may need it, or you can monitor and facilitate the practice activities. In the Housing Problem lesson above, the literacy and beg. low students would need more presentation time, because the general presentation would have established their global understanding of the new vocabulary, but not given them time to identify each word.

Familiarizing students with a repertoire of practice activities is also a good idea. The guided practice activities for a lesson like the one above could include dialog pair practice (p. 151), workbook exercises, picture sequencing, and/or match mine activities. (See below.)

Communicative practice activities such as peer dictation (p.163), roleplay (p. 165), information gap (p. 158), and/or team tasks (p.xiii), would be appropriate for this lesson.

The evaluation/application activities in a multi-level class can be done in level-alike or cross-ability groups as well. In the case of the housing lesson above, students in the intermediate and advanced groups could be evaluated based on their phone call roleplays in front of the class. Beginning-level students could be evaluated on their ability to identify the problem from each roleplay.

The Picture Sequence and Match Mine activity ideas below show how activities can be used for both level-alike and cross-ability groupings. The boon for teachers using these kinds of grouping strategies is that very often the same materials

can be used in more than one group.

IDEAS FOR PICTURE SEQUENCES

For beginning level-alike pairs:

1. Give student pairs a picture sequence that has been scrambled.
2. Have them sequence the pictures and check it against another pair's sequence.

For intermediate level-alike groups:

1. Form groups of four and distribute pictures (at random) from the sequence to each student in the group.
2. Have students conceal their pictures while stating what is happening in them. A group recorder takes down the information and the group reaches consensus on the order of the sequence. (They can then reveal their pictures.)

For advanced level-alike pairs or small groups:

- Have advanced-level students sequence and write the story of the pictures, or
- Have them write a series of questions and answers they can use in a cross-ability activity with lower-level students.

For cross-ability pairs or small groups:

- Form cross-ability pairs and distribute the picture sequence in the correct order to the higher-level students and have them tell their partners what is happening in picture one, two, three, etc. The lower-level partners sequence their pictures according to the directions.

IDEAS FOR MATCH MINE ACTIVITIES

These activities can be done with level-alike or cross-ability groups. The difficulty of the material will dictate which type of grouping strategy will work best.

Match Mine Grid: Students in pairs or small groups place pictures or word cards on a grid based on the directions of a partner with identical pictures and a grid. (This is similar to a battleship game.) The **sender** tells the **receiver(s)** where to place the pictures, but does not reveal his/her grid until the end, when students see if their grids match.

Match Mine Drawing: Senders with a drawing tell receivers how to draw a matching picture. (Also see PEER DICTATION, p.163.)

BEGINNING-LOW LESSONS 500151

<u>Title & Competency Area</u>	<u>Objective</u>	<u>CASAS</u>	<u>Page</u>
A,B,C... [Personal Information, Social/Cultural interaction]	-Use letters of the alphabet to spell first and last names.	0.1.2	3
Send Me a Letter [Community]	-Address an envelope.	2.4.1	7
Can You Spare a Dime? [Consumer Education]	-Identify and talk about different amounts of money in order to ask for and give prices.	1.1.6, 1.2.2	11
Emergency! [Civics, Government, & History]	-Identify common emergencies and report an emergency to the proper authorities such as the police or school personnel.	0.1.2	15
Are You Feeling O. K.? [Health & Safety]	-Identify common ailments in order to ask and answer the question "What's the matter?"	3.1.1	19
Getting Ready to Clean [Occupational Knowledge]	-Identify and categorize common household cleaning supplies and tools.	8.2.3	23
Testing 1,2,3 [Learning and Academic Skills]	-Use a SCANTRON form to take a multiple choice test.	7.4.10	27

"A, B, C..."

OBJECTIVE: Students will be able to identify and use letters of the alphabet to spell first and last names.

Topic: Names

CASAS: 0.1.2

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Speaking and Writing (Basic Skills)

Teach Others (Interpersonal)

Sociability (Personal Qualities)

Work Cooperatively with Others (Interpersonal)

Communicate Information (Information)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Simple Present Tense to be: *My first name is.....*
Contracted Question form with **What:** *What's your last name?*

VOCABULARY: **alphabet, first, last name, Spell it!**, and clarification strategies:
Excuse me? How do you spell that?

PREREQUISITE: Students should have had at least one prior lesson on the alphabet. This lesson can be taught during the first week of class.

BEFORE CLASS

- a.) Prepare a set of alphabet flashcards for the Review, Warm Up and Comprehension Check activities.
- b.) Bring in 13 index cards cut in half (26 pieces) for each student for the Warm Up activity or duplicate a class set of the alphabet handout, p. 4. Students will have to cut apart the cards.
- c.) Write the following dialog on the board, butcher paper, or an OHT for the Presentation activity:
 - A. **What's your name?**
 - B. **My name is Mary Smith.**
 - A. **Is that M-A-R-Y?**
 - B. **Yes. Mary Smith.**
 - A. **How do you spell your last name?**
 - B. **Smith, S-M-I-T-H.**
- d.) Duplicate the mixer strips, p. 5. Cut apart a class set of strips for the Guided Practice activity.
- e.) Create two enlarged mixer strips by writing a different letter on each of two 8 1/2" x 11" sheets of paper. (Write the letters on the paper with the 11" side on top-landscape orientation.)
- f.) Select 10 names from the class list for the Communicative practice peer dictation activity.
- g.) Review How to conduct a Mixer, p. 161 and How to conduct a Peer Dictation, p. 163.
- h.) Identify the pages in your textbook you could use with this lesson or see **Crossroads 1**, pp. 5-6.

"A, B, C..."
LESSON PLAN

REVIEW:

(10 minutes)

- Have students "dictate" the alphabet in alphabetical order (A,B,C..), as you write the letters (or place flashcards) on the board. Do repetition drills.

WARM UP:

(20 minutes)

[FLASHCARDS]

1. Have students create their own sets of alphabet flashcards. (See p. 3-a.)
 2. Call out a letter and have students hold up the correct card.
 3. Spell common classroom words (with no repeating letters) and have students form the words on their desks with their flashcards. E.g., board, chalk, window, light, carpet, teach, computer, etc. Have students spell the words back to you.
- When you hear pronunciation problems, provide practice. (Grouping letters as follows may help: **A-H-J-K, B-C-D-E-G-P-T-V-Z, I-Y.**) Emphasize the mouth formation as you say each letter. Have students try to repeat the model.

INTRODUCTION:

(5 minutes)

1. Make a production of introducing yourself, spelling and writing your full name.
2. Tell students, ***Tonight we will practice spelling our first and last names.***

PRESENTATION: [DIALOG AND DRILL]

(15-20 minutes)

1. Model a simple introduction dialog on the board (p.3-c) emphasizing the clarification strategy: ***How do you spell...?*** Provide choral repetition and substitution drills.
2. Write 5-10 common names on the board. Have students spell each name aloud.

COMPREHENSION CHECK: [YES/NO SILENT DRILL]

(5 minutes)

- Ask yes/no questions holding up **your** alphabet "flashcards": ***Is this A? Is this G?*** Have students respond silently with one finger up for yes, two for no.

GUIDED PRACTICE: [MIXER]

(15 minutes)

1. Model the mixer using the two enlarged "mixer strips." (See p. 3-d,e.) Demonstrate that students look at their strip and then try to find someone with the same letter. Explain that students have to conceal their letters until they find a match. Demonstrate the dialog they use: S1: (gesturing to S2's strip): ***Is that B?*** S2: ***Yes, it is. OR No, it isn't.***
2. Distribute the mixer strips and have students ask and answer the questions about their letters, until they find their match/partner. ***Is that B? Yes, it is.***

[PAIR WORK]

(5 minutes)

- Have the pairs formed in the mixer sit together and, using the model dialog, practice asking for and giving the spelling of their first and last names.

COMMUNICATIVE PRACTICE: [PEER DICTATION]

(40 minutes)

1. Have students stay in their same pairs from the Guided Practice. Number heads.
2. Model the activity: have a volunteer student dictate a name to you as you write it on the board. Ask clarifying questions such as, ***A or E? Can you spell that again?***
3. Have all the #1s sit so they can see the board or OHT. Have the #2's face the #1s., not looking at the board or OHT. Write 5 names on the board or OHT. (See p. 3-f.)
4. Have the #1s dictate five students' names to the #2s, and then check the results.
5. Have #1 and #2 switch seats, and, using five new names, have #2s dictate to the #1s.
6. Talk about what was easy or difficult for students to do.

EVALUATION:


(15 minutes)

- Have 5-8 students introduce themselves to the class, giving the spelling of their first and last names. Have the class write what they hear. Check students' work.

- Fold back these directions and duplicate a class set of this sheet.
- Have students cut apart their set of alphabet cards for the Review and Warm Up activities.

"A, B, C..."

ALPHABET CARDS




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

- Duplicate one copy of this sheet and cut apart as many matching letter cards as you have pairs of students. (If you have an odd number of students you will need to include yourself in the count.)
For example, if you have 34 students, you will need to cut apart all the letter cards from A through Q.
- Shuffle the letter cards and distribute them randomly throughout the class for the Guided Practice activity.

"A, B, C..."

Mixer Handout



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

"SEND ME A LETTER"

OBJECTIVE: Students will be able to address an envelope.

Topic: Addressing an Envelope

CASAS: 2.4.1

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Listening and Writing (Basic Skills)

Work Cooperatively with Others (Interpersonal)

Creative Thinking (Thinking Skills)

Organize Information (Information)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Wh-questions and answers: *What's your [last name, street name]?*

Clarification questions: *How do you spell that? Excuse me?*

VOCABULARY: cardinal numbers, first name, last name, address, street name, city, ZIP code, return address, mailing address, line, envelope, (common abbreviations in written addresses)

PREREQUISITE: Familiarity with letters of the alphabet, numbers 1-10, numbers 20-90 by 10's

BEFORE CLASS

- a.) Duplicate class sets of the vocabulary and envelope template handouts, pp. 9-10, or prepare the information on butcher paper or an OHT so that students can copy the vocabulary and templates onto their own paper.
- b.) Copy the envelope model from p. 10 onto the board or an OHT
- c.) Prepare a set of large flashcards for the address and abbreviation vocabulary below:
(You can write the words in bold marker on an 8 1/2x11 sheet of paper for each card.) **Street/ST; Boulevard/BLVD, Avenue/AV, Road/RD, PLACE/PL; North/N, South/S, East/E, West/W.**
- d.) Prepare 3-5 fictitious street addresses* (number and street name only) and 3 complete addresses (name through zip code) for the Guided Practice dictation activities.
*Note: You can use authentic addresses, such as,
IRS, 111 CONSTITUTION AVENUE, NW, WASHINGTON DC 20500
President of the US, 1700 PENNSYLVANIA AVENUE, WASHINGTON DC 20500
Assistant Superintendent, LAUSD-DACE, 1320 W THIRD ST, LOS ANGELES, CA 90017
- e.) Bring in two class sets of standard business envelopes (or cut paper to the appropriate size).
- f.) Write the following scrambled information (or substitute local information) on an OHT or a piece of butcher paper. This is used in the Evaluation activity.

John	N
4235	CA
Mr.	Main
ST	Smith
- g.) Review *How to conduct an Information Gap*, p. 158.
- h.) Identify the pages in your textbook that you could use in this lesson,
or see page 41 in *Crossroads 1*, and/or page 96 in *The Oxford Picture Dictionary*.

"SEND ME A LETTER" LESSON PLAN

REVIEW:

(20 minutes)

1. Review the alphabet by having student volunteers dictate different first and last names to you. As you write the names on the board, model the clarification strategy, *How do you spell that?*, verifying that students can spell out words.
2. Have students call out the numbers 0-9, and then count by 10's through 90. Help with any pronunciation problems that crop up.

INTRODUCTION:

(5 minutes)

1. Set the scene by telling students they will be sending a birthday card to a celebrity. *It's Chelsea Clinton's birthday and we want to send her a card. We are going to address the envelope for her card.*

PRESENTATION: [DEMONSTRATION]

(25 minutes)

1. Use the envelope on the board or OHT to label the return address, stamp, mailing address, and postmark. (See p.7-b.)
2. Write and say each item as you address the envelope to Chelsea. (Be sure to include postal abbreviations N, ST, APT, for example.)
3. Differentiate between *What you say* and *What you write* by listing abbreviations and full forms in a corner of the board or OHT.
4. Distribute the vocabulary handout on p. 9 for students to review. Call out different states and have students tell you the two-letter abbreviation.
***Optional:** Demonstrate the use of the titles *Mr.*, *Mrs.*, and *Ms.*, and *The Lopez family.*

COMPREHENSION CHECK: [FLASHCARDS]

(10 minutes)

- Use the flashcards (p.7-c) to test students' retention of the abbreviated and full forms for address vocabulary. Show the abbreviation and have them call out the full word. Show the full word and have them spell the abbreviation.

GUIDED PRACTICE: [INTERACTIVE DICTATION]

(30 minutes)

1. Dictate 3-5 street addresses (p. 7-d) and have students write them with block letters and abbreviations in their notebooks. Encourage students to ask questions such as, *How do you spell that? Street or Avenue?* in order to practice clarifying.
2. Distribute the handout on p. 10 and dictate mailing addresses for each envelope on the handout. Encourage students to use the clarification strategies above.

COMMUNICATIVE PRACTICE: [INFO EXCHANGE]

(30 minutes)

1. Tell students they will be addressing envelopes for their friends.*
 2. Pair students and identify partner #1 as the sender (the one who will give his/her address), and partner #2 as the receiver (the one who will write the address.)
 3. Model the activity, being sure to demonstrate the clarification strategies students will use during the activity. *Was that 1-4 or 4-0? Can you spell that?*
 4. Distribute the blank envelopes to the senders. Set a 7-10 minute time limit.
 5. Call time, have the receivers check the senders' work.
 6. Have the partners switch roles and distribute another blank envelope to the new receivers. Do the activity again.
- *Note: Use the envelopes to send reminders to students who have missed class.

EVALUATION:

(15 minutes)

- Have students demonstrate that they can address an envelope by unscrambling information posted on the board and writing the correct address and their own return addresses on a blank envelope. (See p. 7-f.)

- Add any additional information from your lesson to this sheet.
- Fold back these directions and duplicate a class set for the Presentation stage of your lesson.

"SEND ME A LETTER"

VOCABULARY STUDY SHEET

MAILING ADDRESS VOCABULARY

avenue	AV	street	ST
boulevard	BLVD	south	S
circle	CR	east	E
place	PL	west	W
road	RD	north	N

STATES' TWO-LETTER ABBREVIATIONS

Alabama	AL	Nebraska	NE
Alaska	AK	Nevada	NV
Arizona	AZ	New Hampshire	NH
Arkansas	AK	New Jersey	NJ
California	CA	New Mexico	NM
Colorado	CO	New York	NY
Connecticut	CT	North Carolina	NC
Delaware	DE	North Dakota	ND
District of Columbia	DC	Ohio	OH
Florida	FL	Oklahoma	OK
Georgia	GA	Oregon	OR
Hawaii	HI	Pennsylvania	PA
Idaho	ID	Puerto Rico	PR
Illinois	IL	Rhode Island	RI
Indiana	IN	South Carolina	SC
Iowa	IA	South Dakota	SD
Kansas	KS	Tennessee	TN
Kentucky	KY	Texas	TX
Louisiana	LA	Utah	UT
Maine	ME	Vermont	VT
Maryland	MD	Virginia	VA
Massachusetts	MA	Virgin Islands	VI
Michigan	MI	Washington	WA
Minnesota	MN	West Virginia	WV
Mississippi	MS	Wisconsin	WI
Missouri	MO	Wyoming	WY
Montana	MT		

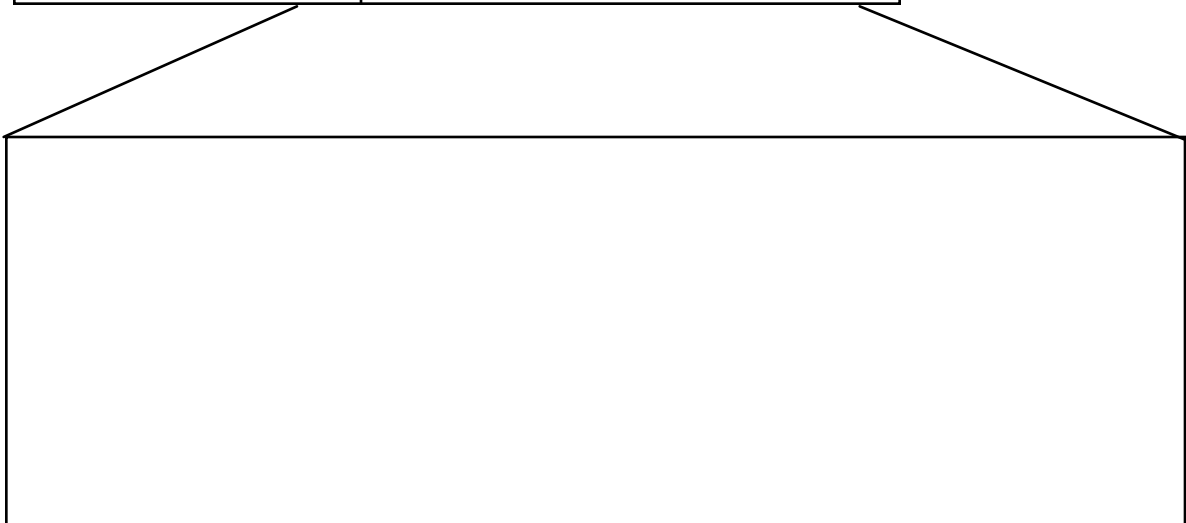
- Fold back these directions and duplicate a class set of this sheet for the Guided practice activity.

"SEND ME A LETTER"

INTERACTIVE DICTATION

- Listen to the addresses. Write what you hear on the envelopes and postcard.
- Ask for the information you don't hear. "*What street?*" "*How do you spell that?*"

Hi everybody!
I'm having a
great time. It
is beautiful
here!
See you soon!



"CAN YOU SPARE A DIME?"

OBJECTIVE: Students will be able to identify and talk about different amounts of money in order to ask for and give prices.

Topic: Money

CASAS: 1.1.6; 1.2.2

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Listening and Computation (Basic Skills)

Teach Others (Interpersonal)

Sociability (Personal Qualities)

Serve Customers (Interpersonal)

Allocate Money (Resources)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Simple present tense **to be** question: *How much is...?*

Modal **can**, polite request: *Can I help you?*

Clarification strategy: *Excuse me?*

VOCABULARY: money terms (**cents, dollars, bills, penny, nickel, dime, quarter, half dollar, a dollar bill, (buck), five-dollar bill, ten-dollar bill, twenty-dollar bill, (a five, a ten, a twenty)**)

PREREQUISITE: familiarity with cardinal numbers 1-100

BEFORE CLASS

- a.) Duplicate a class set of the number cards on page 13 for the Warm Up activity.
- b.) Bring in "real" money to use in the Presentation: a \$20, a \$10, a \$5, and a \$1 bill as well as coins.
- c.) Write the following dialog on the board, butcher paper, or an OHT, or use your own, for the Presentation activity:
 - A. **Excuse me.**
 - B. **Can I help you?**
 - A. **How much is this? (pointing to a pencil)**
 - B. **Twenty-five cents.**
 - A. **Thank you.**
- d.) Find or create one set of play money per student. Ideally, each set would contain one \$20 and one \$10 bill, two \$5 bills, four \$1 bills, three quarters, two dimes, a nickel and four pennies. You can photocopy monopoly money or other play money, or use the master on page 14. Students will use this play money for the Guided and Communicative Practice activities.
- e.) Collect and bring in half a class set of small stationery, kitchen, and/or gift items for the "swap meet" during the Communicative Practice activity. You could borrow items from the main office, such as a stapler, a roll of tape, a dictionary, bond paper, a pencil, a pen, a box of Kleenex, etc.
- f.) Write different prices on half a class set of index cards. These prices will be matched up with the small items from (e) above.
- g.) Review *Teaching with Dialogs* and *Teaching with Drills* on pages 151-153.
- h.) Identify the pages in your text that you could use with this lesson or see **English Extra**, pp. 32-35; **Vistas 1**, pp. 115-117; **Word by Word**, p. 66; and/or **The Oxford Picture Dictionary**, p. 20.

"CAN YOU SPARE A DIME?"

LESSON PLAN

WARM UP:

(10 minutes)

1. Have students cut or tear apart the number cards on p. 13. (See p. 11-a.)
2. As you call out different numbers, have students hold up the correct cards.

INTRODUCTION:

(5 minutes)

1. Write the word: *MONEY* on the board. Offer a student a 20 dollar bill for a pencil. Have fun with this, finally giving the student a quarter. Write the following on the board or an OHT: *a quarter = \$.25 = 25¢ = twenty-five cents.*
2. Tell students: ***Tonight you will be learning about money.***

PRESENTATION:

(20 minutes)

1. Show each of the U.S. coins and bills, saying and writing the name and numeric representation of each on the board or an OHT. (See p. 11-b.)
2. Have students listen and repeat the vocabulary and the amounts.
3. Model a short dialog asking and answering the question: ***How much is this?*** Then use the dialog for choral practice. (See p. 11-c.)

COMPREHENSION CHECK: [YES/NO SILENT DRILL]

(10 minutes)

- Ask yes/no questions as you hold up different items: ***Is this a dime? Is this five cents?*** Have students answer non-verbally: one finger up for yes, two for no.

GUIDED PRACTICE: [PAIR PRACTICE]

(5 minutes)

- Pair students and have them practice the dialog. Set a time limit and have partners switch roles.

[DICTATION]

(10 minutes)

- Dictate 5-8 prices and have students write numeric amounts. Have volunteers put amounts on the board; elicit corrections from the class.

(10 minutes)

[TPR]

- Hand out "play money" sets. (See p. 11-d.) As you call out different prices, have students respond by holding up the correct amounts.

COMMUNICATIVE PRACTICE:

(25 minutes)

1. Place supplies/items and corresponding "price cards" around the room simulating a swap meet. Place the prices face down. (See p. 11-e, f.) Verify that students know each item's name and use.
2. Act out buying something at a swap meet. Use the dialog from the Presentation, but expand it with phrases such as ***That's too expensive for me!*** or ***Great! I'll take it!***
3. Have each pair take their "money" and stand next to an item in the room, one pair per item. Assign each partner a role: buyer or seller.
4. Model the activity with one pair: Have the buyer ask the seller for the price of the item. The seller turns over the price card and tells the buyer the price. The buyer uses one of the two responses from #2 above and gives the correct amount of "play" money. (This amount may change based on whether the pairs bargain.)
5. Set a time limit and have students conduct their "sale." Call time and have the pairs move clockwise to the next item, switch roles, and conduct a new sale. Repeat this process until each pair has sold/bought all the items.

EVALUATION:

(10 minutes)

- Have two or three pairs role play their "sales" for the class. After each sale, have the seated students hold up the play money that matches the price of the item.

APPLICATION:

(homework)

- Have students cut out an ad in a newspaper or magazine that shows the price of an item. Post the pictures and use them as the basis for Q & A practice.

- Fold back these directions and duplicate a class set of this page.
- Have students cut the numbers apart to form number cards.

"CAN YOU SPARE A DIME?"
NUMBER CARDS



0	1	2	3
4	5	6	7
8	9	10	20
30	40	50	60
70	80	90	100

- Fold back these directions and duplicate two or three of these sheets for each student in your class.
- Distribute and have students cut or “score and tear” apart the bills.

"CAN YOU SPARE A DIME?"
PLAY MONEY



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"EMERGENCY!"

OBJECTIVE: Student will be able to identify common emergencies and report an emergency to the proper authorities such as the police or school personnel.

Topic: Emergency

CASAS: 0.1.2

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Listening and Speaking (Basic Skills)

Teach Others (Interpersonal)

Problem Solving (Thinking Skills)

Work Cooperatively (Interpersonal)

Responsibility (Personal Qualities)

Communicate Information (Information)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Simple present BE plus prepositions of location:

It's at the intersection of Olive and First.

Present continuous statements: *A man is bleeding. A woman is choking.*

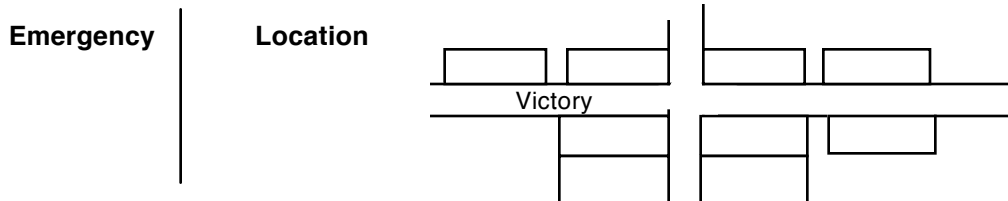
Wh-questions: *What's the emergency? What's the location?*

VOCABULARY: *location, emergency* and various emergency situations: *bleeding, fire, etc.*

PREREQUISITE: Familiarity with addresses (*1720 Olive*) and prepositions of location: *in the market., across from the park, near the park, at the intersection of Olive and First, on the corner of Victory and Balboa.*

BEFORE CLASS

- a.) Draw a simple street map on the board, butcher paper or an OHT that includes street names for the Warm Up activity. (See example below.) Cut out a large X that you can move around the map. Write two headings next to the map: EMERGENCY and LOCATION.



- b.) Duplicate 1/3 of a class set of the map handout, p.17, one for every three students. Cut out the X at the bottom of each handout and clip it to the page.
- c.) Bring in pictures of emergency situation or use the ones on p. 18 for the Introduction and Presentation activities.
- d.) Put the following dialog, (or use one from your text) on the board, butcher paper or an OHT for the Presentation activity:
- A. Help, there's an emergency!
 - B. What's the emergency?
 - A. A traffic accident.
 - B. Give me the location.
 - A. It's at the intersection of First and Olive.
- e.) Review How to conduct a Dialog and Drill activity and How to conduct a Roleplay activity, pp. 151-153, and p. 165.
- g.) Identify the pages in your text that you could use in this lesson or see English Extra, pp. 73-77; Expressways, p. 106; and/or The Oxford Picture Dictionary, p. 82.

“EMERGENCY”
LESSON PLAN

WARM UP: [TEAM WORK]

(20 minutes)

1. Review prepositions of location such as *near, in, at the intersection of...*, etc. by asking students to name as many of these words or phrases as they can.
2. Draw a simple map and have students identify the locations as you point to them.
3. Form groups of three. Give a map and an X to each group. (See p.15-b.)
4. Number heads and have students take turns putting the X on the map and asking the group members to name the location. *Where is it?*
5. Set a 2-minute time limit for each turn. Circulate and give assistance where needed.

INTRODUCTION:

(10 minutes)

1. Show a picture of a traffic accident. Get students' ideas on why it is important to report an incident to a police officer, 911 or someone who can get help.
2. Tell students *Tonight you will be learning the names of common emergencies and be able to tell emergency personnel the location of an emergency situation.*

PRESENTATION: [CATEGORIZING]

(30 minutes)

1. Show a picture, name it, and list it under the heading EMERGENCY. Next, establish the location of the emergency on the map and write it under the heading LOCATION. (See p. 15-a.)

[DIALOG and DRILL]

- Model a dialog that demonstrates reporting an emergency, (See p.15-d.) Have students practice and then copy the dialog.

COMPREHENSION CHECK: [EARLY PRODUCTION SILENT DRILL]

(5 minutes)

- Ask yes/no questions about the pictures and the locations; e.g., *Is this a robbery? Is the traffic accident on Main Street?*

GUIDED PRACTICE: [PAIR WORK]

(15 minutes)

- Have students, in pairs, practice the dialog, substituting different emergencies and locations from the list on the board.

COMMUNICATIVE PRACTICE: [BRAINSTORM]

(15 minutes)

- Brainstorm and list various school personnel to contact in case of an emergency (teacher, principal, front desk workers, custodian, etc.) if the security officer is not available. Also list various locations at the school (room 110, the cafeteria, the front office, the restroom, etc.)

(20 minutes)

[ROLEPLAY]

1. Pair students and have them create a dialog about a school emergency situation, using the original dialog and the information from the brainstorm. Tell students they will be performing their dialogs for the class.
2. Set a 10-minute time limit, but provide students with more time if needed.

EVALUATION: [ROLEPLAY]

(20 minutes)

1. Have students make two columns on a sheet of paper, labeling the first column EMERGENCY, and the second column LOCATION.
2. Select 5-10 pairs to present their dialogs.
3. After listening to each presentation, have the students write down the emergency and the location that they heard during the dialog.
4. Talk about the successful aspects of each presentation with the class.

APPLICATION [WRITING]

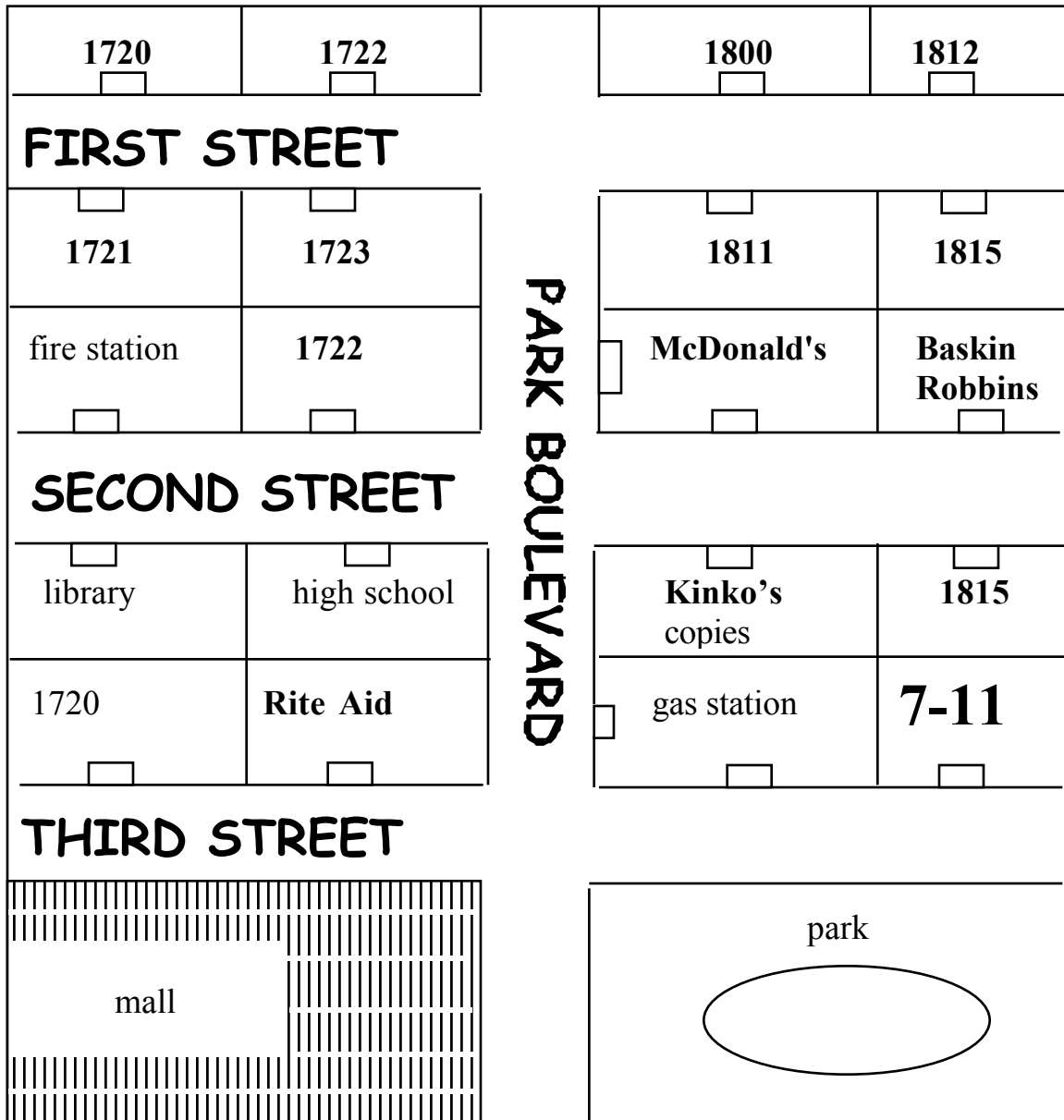
(homework)

- Have students bring in a picture of an emergency situation from a newspaper or magazine and write a sentence describing what is happening in the picture.

- Fold back these instructions and duplicate one map for every three students. Cut out the X and clip it to the map.

"EMERGENCY"
WHERE IS IT?

- Move the X to different locations on the map.
- Ask your teammates, "*Where is it?*"
- Listen and decide if their answers are correct .



• Fold back these instructions and copy the pictures onto an OHT or use the pictures as a model for drawing your own on butcher paper, cardstock or the board.

"EMERGENCY"

EMERGENCY PICTURES



a traffic accident



a fire



an injured woman



an injured man



a robbery



a fight

"ARE YOU FEELING O.K.?"

OBJECTIVE: Students will be able to identify common ailments in order to ask and answer the question "What's the matter?"

Topic: Common Ailments

CASAS: 3.1.1

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Listening and Speaking (Basic Skills)

Teach Others (Interpersonal)

Demonstrate Sociability (Personal Qualities)

Communicate Feelings (Interpersonal)

Operate within a Social System (Systems)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Simple present tense **have**-first person, and yes/no question and answer:

I have a stomachache. Do you have a headache? No, I don't. Yes, I do.

Wh-question: *What's the matter?*

Present continuous yes/no questions and short answers:

Are you feeling okay? No, I'm not. Yes, I am.

VOCABULARY: common ailments including: **headache, toothache, sore throat, cold, cough, earache, backache, stomachache, allergy, fever** (introduce with the article: a _____/an _____)

PREREQUISITE: Familiarity with using simple present/first person form of **have**, and articles **a/an**

BEFORE CLASS

- a.) Bring in or draw 8-10 pictures cards of the target vocabulary (headache, stomachache etc.), or put the pictures on page 21 on an OHT, for the Presentation and Comprehension Check activities.
- b.) Prepare a set of 8-10 corresponding word cards on 3x5 cards for the Comprehension check, Communicative Practice and Evaluation activities.
- c.) Write the following conversation (or use one from your text) on an OHT, butcher paper, or the board for use in the Presentation and Guided Practice activities.
 - A. **Are you feeling okay?**
 - B. **No, not really.**
 - A. **What's the matter?**
 - B. **I have a stomachache.**
 - A. **I'm sorry to hear that.**
- d.) If you'd like, you can duplicate a class set of the conversation handout, p. 22, and use that with the Guided Practice substitution drill.
- e.) Review Teaching with Dialogs, Teaching with Drills, and How to conduct a Roleplay activity, pp. 151-153, and p. 165.
- e.) Identify the pages in your text that you could use in this lesson or see: *English Extra*, pp. 85-90; *Expressways 1*, pp. 92-93; *Word by Word*, p. 70; or *The Oxford Picture Dictionary*, p. 78.

AFTER THE LESSON: [CHAIN DRILL GAME]

- (as time permits) • Write a model sentence on the board and provide choral practice before starting.
I'm not feeling well today. I have a... Students take turns adding ailments:
Jose: *I'm not feeling well today. I have a headache.*
Sun: *I'm not feeling well today. I have a headache and a backache.*

LESSON PLAN

WARM UP:

(10 minutes)

1. Ask the question: *How are you?* and write two answers on the board: "**Fine, thanks.**" and "**Not so good.**"
2. Survey the class and tally the responses under each answer, to determine whether the class is having a good or bad day.

INTRODUCTION:

(5 minutes)

1. Set the scene by having the class ask you *How are you?* Respond with an exaggerated pantomime of a headache and say: **Not so good. I have a headache.** Repeat this activity a couple of times, substituting different ailments.
2. Use gestures and pictures to help convey the objective: **Tonight you'll learn the names of different health problems and practice talking about them.**

PRESENTATION: [DIALOG and DRILL]

(30 minutes)

1. Act out each ailment from the target vocabulary, while saying **I have a _____** and listing the ailment on the board. Show the pictures for each ailment (**See p. 19-a.**) and model each word several times, giving students the opportunity to repeat it.
2. Read through the conversation (**p. 19-c**), model it with a student volunteer and then provide choral practice. Give students time to copy it as well.

COMPREHENSION CHECK: [LINE UP]

(10 minutes)

1. Place ailment visuals around the room. Ask yes/no questions about the visuals: **Is this a headache? Is this a backache?**
2. Give a group of students the 3x5 word cards. (**See p. 19--b.**) Have them line up next to the corresponding pictures. Repeat this activity until all students have had a turn.

GUIDED PRACTICE: [PAIR WORK]

(30-35 minutes)

1. Pair students to practice the conversation. (**See p. 19-c.**) Model how to substitute different ailments using the list on the board or the handout, p. 22.
2. Have partners practice the conversation, alternating between role A and B until they've practiced all the ailments.
3. Monitor student practice and offer pronunciation guidance as needed.
4. Have students, in their pairs, alphabetize the list of ailments.

COMMUNICATIVE PRACTICE: [ROLEPLAY]

(25-30 minutes)

1. Set the scene: **A worker is not feeling well. He needs to take a break or go home. What can he tell his supervisor? Let's write a conversation.**
2. Ask the class to brainstorm what they think the two people will say. Take students' ideas and create accurate sentences. For example, when a student says: **not feel well.** you write: **I'm not feeling well.** Write the ideas on the board or OHP.
3. Group students in threes and assign roles: actor #1 (worker), actor #2 (supervisor), and recorder/director. Tell students they will create a conversation using the ideas on the board and present the conversation to the class.
4. Have each group pick a 3x5 ailment card and create a conversation based on the model sentences on the board. Instruct the recorders to write the conversation for their group, then "direct" their actors in acting it out.
5. Set a time limit for practice. Call time and have groups perform for the class.
6. After each presentation, have the class identify the problem and what the worker requested.

EVALUATION:

(10-15 minutes)

- Have each student take a turn picking a 3x5 ailment card and acting it out. When the class asks, **What's the matter?**, the student responds appropriately. 20

• Fold back these instructions and copy this sheet onto an OHT or use the pictures as the basis of your own drawings.

*ARE YOU FEELING O.K.?

AILMENT PICTURES



a headache



a stomachache



a backache



an earache



a toothache



a sore throat



a cold



a fever



the flu



a cut



a swollen finger



a sprained ankle

"ARE YOU FEELING OKAY?"

CONVERSATION PRACTICE

- Practice the conversation below with your partner.
- Take turns playing the roles of A and B.
- Give different answers to the question: *What's the matter?*

A. Are you feeling okay?

B. No, not really.

A. What's the matter?

B. I have a stomachache.

A. I'm sorry to hear that.



a stomachache



a headache



a backache



an earache



a sore throat



a cold



a fever



a cough

"GETTING READY TO CLEAN"

OBJECTIVE: *Students will be able to identify and categorize common household cleaning supplies and tools.*

Topic: Identifying and categorizing cleaning supplies

CASAS: 8.2.3

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Listening and Writing (Basic Skills)

Combine ideas in new ways (Thinking Skills)

Work Cooperatively in a Group (Interpersonal)

Organize, Categorize (Information)

Allocate Time (Resources)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Singular and plural with determiners: **this/that**

This is a broom/ These are rubber gloves

Need + infinitive: *I need to buy...I need to clean the bathroom.*

Future w/ **going to**: *I'm going to go shopping...*

VOCABULARY: common household cleaning supplies and tools such as **broom, mop, bucket, rag**, etc. See BEFORE CLASS-a, below.

PREREQUISITE: Familiarity with "rooms of the house" vocabulary: bedroom, bathroom, living room, kitchen, dining area

BEFORE CLASS

- a.) Bring in pictures of a kitchen, a bathroom, a bedroom, and a living room for the Warm-Up activity.
- b.) Bring in realia/pictures of at least 9, not more than 16, household cleaning supplies/tools: for example: rubber gloves, cleanser, a sponge, glass cleaner, rags, furniture polish, a broom, a dust pan, a vacuum bag, a dish towel, oven cleaner, bleach, a mop, a pail, a vacuum, a squeegee, all-purpose cleaner, an apron, a trash bag etc. (Be sure to include the words on the quiz, p. 25.)
- c.) Prepare 8 1/2 x 11 word flashcards for each target word to be presented. (Be sure to include the words on the quiz, p. 25.) These are used in conjunction with the presentation of the new words.
- d.) Prepare 9-16, 3x5 cards with the target vocabulary for the Comprehension check activity.
- e.) Duplicate a class set of the quiz handout, p. 25 for the Evaluation activity.
- f.) Duplicate two class sets of blank Bingo grids, p. 26, and cut up one of the class sets of grids as bingo covers for the Bingo game below. (Choose either the 16 or 9 square game.)
- g.) Identify the pages in your textbook that you could use in this lesson or see **The Oxford Picture Dictionary**, pp. 46-47.

AFTER THE LESSON: [BINGO]

(as time permits) • Using the Bingo grids, from **BEFORE CLASS-f** above, have students fill in each square using the target words on the board. As you call the words at random, students use their bingo covers on their grids. Play until a student gets 3 or 4 words in a row. You can play as many games as time permits.

"GETTING READY TO CLEAN"

LESSON PLAN

WARM UP/REVIEW:

- (5-10 minutes)
1. Show/post pictures of the rooms of the house, eliciting the names of each from the students. (**BEFORE CLASS-a**)
 2. Survey students to find out which cleaning supplies they have at home, supplying names of items when students can't.

INTRODUCTION:

- (5 minutes)
1. Set the scene: ***It's housecleaning day. We need cleaning supplies for every room? What do we need for each room?***
 2. Tell students they will be learning the names of different cleaning supplies.

PRESENTATION: [TEACHING VOCABULARY]

- (20 minutes)
1. Name and show each cleaning supply item (either the actual item or the flashcard.) ***This is a broom.*** Then act out the item's different uses to provide context for the vocabulary. *I sweep the floor with a broom.* (**See p. 23-b,c.**)
 2. Categorize the cleaning supplies according to the four pictured categories on the board: Bedroom, Bathroom, Kitchen, Living Room. Use students' input and elicit responses to ***When I clean the ____, do I use __? Where do I use ____?***

COMPREHENSION CHECK: [LINE UP]

- (10 minutes)
- Give a group of students the 3x5 word cards (p. 23-d) and have them line up next to the corresponding item/picture. Scramble and repeat with new students. (Note: Items need not be at the front of the room, nor grouped together!)

GUIDED PRACTICE: [WHAT'S THE WORD GAME]

- (20 minutes)
1. Have students number from 1-16 on their papers. (Adjust the number to match the number of target vocabulary words in your lesson.)
 2. Provide clues for each vocabulary word without actually using the word. (E.g., act it out, hold up the item, etc.) and have students write the word. Evaluate students' success by having them report back.

[CHAIN DRILL]

- (10 minutes)
- Write a model sentence on the board *I'm going to clean the house. I need to buy ____.* Provide choral practice substituting different cleaning supplies. Then have students take turns adding items to the statement. Student 1: *I need to buy a mop.* Student 2: *I need to buy a mop and a sponge.*

COMMUNICATIVE PRACTICE: [TEAM WORK]

- (30 minutes)
1. Set the scene: ***Your friend has a new apartment. You're going to help him clean it. What cleaning supplies do you need? Make a list.***
 2. Model the language needed for the activity: ***What do we need to buy to clean the living room? -- We need to buy ____.*** --*That's a good idea.* -- *I don't think so.*
 3. Form teams of 4-5 students, assign roles (recorder, timekeeper, reporter, facilitator) and a room to each group. Have each team's recorder take down the team's shopping list based on the cleaning jobs for that room. Set a time limit and monitor teams.
 4. Call time and have each group share their lists, noting differences in the supplies for the same room(s).

EVALUATION: [QUIZ]

- (15 minutes)
- Distribute the quiz on p. 26 to evaluate students' ability to identify the target words. Have students exchange papers and compare answers.

APPLICATION:

- (15 minutes)
- Elicit students favorite cleaning tricks or tools. ***I like to use a toothbrush.***

• Fold back these instructions and duplicate a class set for the Evaluation activity.

"GETTING READY TO CLEAN"

QUIZ

• Match the picture to the word.



A



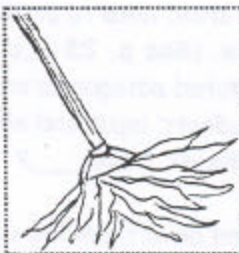
B



C



D



E



F



G



H

___ 1. all-purpose cleaner

___ 2. dustpan

___ 3. feather duster

___ 4. mop

___ 5. recycling bin

___ 6. rubber gloves

___ 7. scrub brush

___ 8. sponge

• Write the missing words in the supervisor's commands.

• Use the words in the box.

glass cleaner	mop	rag
vacuum	broom	bucket
trash bag		

9. Use the mop to clean the bathroom floor.

10. Fill the _____ with soapy water

11. Put a new _____ in the wastebasket.

12. Use the _____ on the carpet.

13. Sweep the floor with that _____.

14. Wash the windows with that _____.

15. Dust the desks with that _____.

- Fold back these instructions and duplicate two class sets of either the 9 or 16 square bingo grids, depending on the number of vocabulary words you have presented.
- Have students cut apart one grid to use as Bingo covers.

"GET READY TO CLEAN"
BINGO-16

"GET READY TO CLEAN"
BINGO-9

"TESTING 1-2-3"

OBJECTIVE: Students will be able to use a SCANTRON form to take a multiple choice test.

Topic: Scantron Testing

CASAS: 7.4.10

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Reading and Writing (Basic Skills)

Teach Others (Interpersonal)

Responsibility (Personal Qualities)

Allocate Time (Resources)

Organize and Maintain Information (Information))

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Imperatives: *Mark 'a' for number 1.*

VOCABULARY: Scantron answer sheet, test questions, fill in/bubble in, mark, correct, incorrect

PREREQUISITE: familiarity with the alphabet, numbers, and the content in the sample test

BEFORE CLASS

- a.) Bring in sample test booklets, different Scantron answer sheets, and a class set of #2 pencils.
- b.) Prepare an OHT of a Scantron answer sheet and these sample test questions and answers
or put them on the board for the Presentation activity.
 1. **Please, tell me your _____ name.** a. last b. address c. phone number d. pencil
 2. **Write with a _____.** a. last b. address c. phone number d. pencil
 3. **His _____ is 3737 W. Olive.** a. name b. address c. phone number d. pencil
- c.) Collect or duplicate two class sets of Scantron answer sheets. One set can be the smaller, practice test size, but at least one set should be the regular size. These are used in the Comprehension Check and Guided Practice activities.
- d.) Prepare a class set of the multiple choice test, p. 29, and half a class set of the Q & A Grid, p. 30.
Cut the Q & A Grid handout on the dotted line to create a class set of the grids for the Communicative Practice activity.
- e.) Review *Teamwork* on page xiii.
- f.) Identify the pages in your text that you could use with this lesson or see: *Word by Word*, p. 11 and/or *The Oxford Picture Dictionary*, p. 7.

"TESTING 1-2-3"
LESSON PLAN

WARM UP:

(15 minutes)

- Go over test-taking rules, eliciting the rules students already know, being sure to include the rules below. List the rules and act them out to ensure comprehension.
 1. Use a #2 pencil.
 2. Wear a watch.
 3. Don't talk.
 4. Write your name on your paper.
 5. Erase mistakes completely.
 6. Don't write on the test.
 7. Cover your answers.
 8. Don't help others.
 9. Don't look around.

INTRODUCTION:

(10 minutes)

1. Show students a test booklet and a Scantron sheet, identifying the vocabulary *test booklet, answer sheet, Scantron, and #2 pencil. (See p. 27-a.)*
2. Set the scene: *Tomorrow (or whenever) we will take a test. Tonight we are going to practice. We'll use a Scantron sheet to mark the correct answers.*

PRESENTATION:

(20 minutes)

1. Use the sample test questions (p. 27-b) to demonstrate the process of reading a question in one place and filling in the answer on a scantron answer sheet. Use the first question to teach the concept of "multiple choice."
2. Read each question together, and have the students tell you the answer. Demonstrate bubbling in the answer to the first question on the board or OHT. Demonstrate incorrect ways to fill in the answer sheet, such as crossing out, circling, or checking the letters on the form.

COMPREHENSION CHECK: [YES/NO SILENT DRILL]

(5 minutes)

1. Ask yes/no questions about the rules from the warm-up. *Is a #3 pencil okay for this test? Is it okay for me to ask my friend a question?* Have students respond silently to the questions with one finger for yes, two fingers for no.

(15 minutes)

[DEMONSTRATING COMPREHENSION]

1. Write the following on the board:
1. A. B. ___ D. 2. A. ___ C. D. 3. ___ B. C. D. 4. A. B. C. ___
2. Give students a sample Scantron form and have them identify the letters and bubble in the correct "answer" for each, A, B, C, or D. (See p. 27-c.)
3. Circulate to check that students are correctly bubbling-in the answers.

GUIDED PRACTICE:

(30 minutes)

1. Distribute the sample tests, Scantrons and #2 pencils. (See p. 27-a,c,d.)
2. Give students directions: *This is a sample test. Read the test questions and mark the answers on your Scantron answer sheets. Do not write on the test paper. Write your name at the top of the answer sheet.* Set a 10-minute time limit.
3. Collect the answer sheets only. Then, using the test handout, review the answers with the class.

COMMUNICATIVE PRACTICE: [TEAM WORK]

(30 minutes)

1. Form groups of four and assign each student a number 1-4.
2. Distribute the Q & A grid handout. (See p. 27-d.)
3. Have students write the names of their group members under the correct number.
4. Student #1 asks the first question of each group member. As students answer YES or NO, the group members record the responses on the grid.
5. Continue with Student #2 asking group members the second question, etc.
6. Tally and compare the class' answers.

EVALUATION:

(10 minutes)

- Review the collected tests from the Guided Practice activity and note general problems (crossed out or checked rather than bubbled in answers, no name, etc.) List the problems for the class, then pass the answer sheets back for students to self-evaluate.

- Fold back these directions and duplicate a class set of this sample test.
- Fold each test in half to create a test booklet.
- Write "Test Booklet" on the blank front cover and give each test booklet a number.

"TESTING 1-2-3"

SAMPLE TEST, PAGE 1

- His _____ is Joe.
 - address
 - name
 - phone number
 - birthdate
- His _____ is (818) 555-1234.
 - address
 - name
 - phone number
 - birthdate
- His _____ is 7123 Pine Street, L.A.
 - address
 - name
 - phone number
 - birthdate
- His _____ is 3/3/79.
 - address
 - name
 - phone number
 - birthdate
- 91325 is Mary's _____.
 - address
 - Zip code
 - birthdate
 - phone number
- Mary's middle name is Elizabeth.
Her middle initial is _____.
 - A.
 - I.
 - M.
 - E.
- Mary and Joe are married.
Mary is Joe's _____.
 - husband
 - brother
 - wife
 - daughter

SAMPLE TEST, PAGE 2

- Are Mary and Joe married?
 - Yes, he is.
 - Yes, she is.
 - Yes, they are.
 - Yes, I am
- Is today Sunday?
 - No, it isn't.
 - Yes, it is.
 - Yes, he is.
 - No, he isn't.
- Is this a test?
 - No, it isn't.
 - Yes, it is.
 - Yes, I am.
 - No, I'm not.
- What are you doing?
 - I taking a test
 - test
 - I'm a test.
 - I'm taking a test.
- Who are you?
 - I'm a student.
 - I student.
 - I'm student.
 - Yes, I am.
- Where are you?
 - I'm at home.
 - I'm in class.
 - I'm at the market.
 - I'm at Disneyland.
- Is this the last question?
 - No, it isn't.
 - Yes, it is.
 - Yes, I am.
 - No, I'm not.

- Fold back these instructions and duplicate half a class set of this page. Cut the sheet in half.
- Distribute one grid to each team member.

TESTING 1-2-3

QUESTION AND ANSWER GRID

- Write the names of your teammates on the grid.
- Ask and answer the questions in your group.
- Write your teammates' answers on the grid. (Follow the example.)

Name?	Do you like tests?	Do you get nervous when you take a test?	Do you usually do well on tests?	Do you prefer ESL or math tests?
Julio	yes	no	yes	math

TESTING 1-2-3

QUESTION AND ANSWER GRID

- Write the names of your teammates on the grid.
- Ask and answer the questions in your group.
- Write your teammates' answers on the grid. (Follow the example.)

Name?	Do you like tests?	Do you get nervous when you take a test?	Do you usually do well on tests?	Do you prefer ESL or math tests?
Julio	yes	no	yes	math

NOTES

BEGINNING-HIGH LESSONS 500152

<u>Title & Competency Area</u>	<u>Objective</u>	<u>CASAS</u>	<u>Page</u>
What's in a Name? [Social/Cultural Interaction]	-Use appropriate titles in addressing strangers or people in authority, in order to ask for assistance on the job or in the community.	0.1.2, 0.1.3	33
911 Emergency [Community]	-Identify emergency situations and make a 911 call.	2.1.2	37
What Do We Need at the Store? [Consumer Education]	-Write a shopping list for a dinner using the vocabulary of containers, weights and measures.	1.3.8	41
Freeze! [Civics, Government & History]	-Identify police and security personnel and respond to their commands and requests for information	0.1.1, 0.2.1 5.3.7	45
What's Shaking? [Health & Safety]	-Identify proper safety precautions and procedures before, during, and after an earthquake.	3.4.2	49
After the Tone... [Occupational Knowledge]	-Leave a voice mail message notifying a supervisor of an illness-related absence.	2.1.7	53
Tell Me What to Do and How to Do It [Learning and Academic Skills]	-Read and perform steps to operate a cassette recorder.	4.5.4	57

"WHAT'S IN A NAME?"

OBJECTIVE: Students will be able to use appropriate titles in addressing strangers or people in authority, in order to ask for assistance on the job or in the community.

Topic: Asking for help

CASAS: 0.1.2, 0.1.3

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Listening/Speaking (Basic Skills) **Understand Forms of Social Address** (Systems)

Working Cooperatively with Others (Interpersonal) **Select and Analyze Information** (Information)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Wh- questions: *What time does the #38 bus come? Where's the office? Which one is the teacher?*

VOCABULARY: *sir, ma'am, gentlemen, ladies, Mrs., Ms., Miss, Mr., Dr., Excuse me, Excuse me for interrupting. Can you help me? I need some help.*

PREREQUISITE: This lesson is well-suited to the first two weeks of the term. Students should be familiar with basic information questions and marital status vocabulary.

BEFORE CLASS

- Enlarge each of the pictures from page 35 onto separate sheets, or make an OHT of the page, or draw the pictures on the board or butcher paper for use in the Warm Up and Presentation activities.
- Copy the chart below onto the board, butcher paper or an OHT for the Presentation activity.

Who?	Addressing an unknown person	Addressing a person formally*
young boy	young man	Mr. + surname (usually in writing)
young girl	young lady	Miss + surname (usually in writing)
teenager to 30's	Miss	Ms. + surname
women in 40's and older	Ma'am	married = Mrs. + surname single = Ms. + surname
man from 18 years old	Sir	Mr. + surname

*A woman of any age or marital status may choose to use Ms.

- Write the following dialog on the board, butcher paper or an OHT for the Presentation and Guided Practice activities:
 - Excuse me, sir. When is the last bus?**
 - 9:45, I think. I'm not sure.**
 - Thanks.**
 - No problem, ma'am.**
- Duplicate a class set of the picture cards, p. 35 and a class set of the mixer, p. 36.
- Review *How to Conduct a Mixer*, p. 161
- Identify the pages in your text that you could use with this lesson.

AFTER THE LESSON: [GOOD-BYE GAME]

(15 minutes) • Have students line up in alphabetical order by last names. Split the line, creating an equal number of students two lines. Have the lines face each other. Quickly review last names. Have the two students who are first in line, take leave of each other, using appropriate titles and surnames: e.g. *Good-bye, Mr. Martinez. Have a good day, Mrs. Lee.* Continue down the line.

"WHAT'S IN A NAME?"

LESSON PLAN

REVIEW:

(15 minutes)

- Ask students to give examples of the types of questions they would need to ask someone on the street. (E.g., *What time is it? Where's the post office?* etc.)

WARM UP:

(5 minutes)

- Show pictures of the people from p. 35 and verify that students can identify the general age and gender of each person. (See p. 33-a.)

INTRODUCTION:

(5 minutes)

1. Post or draw a picture of an elderly woman and approach it saying, *Hey, old lady, what time does the #38 bus come?* Get feedback from the class. Post or draw a picture of a young boy and approach it saying, *You, Kid! Where's the park?* Get students' feedback once again.
2. Tell students they will be learning how to ask people for information.

PRESENTATION: [DEMONSTRATION]

(30 minutes)

1. Demonstrate the difference between titles with surnames and how a stranger is addressed (e.g. Mr., Mrs., Ms, Miss-- vs. sir, ma'am, gentlemen, ladies) by posting or drawing a picture of a middle-aged man on the board. Ask the picture, *Excuse me, sir. Where is the main office?* Write his response in a speech bubble. Then turn to a male student in the class and ask the same question, *Excuse me Mr. Ramos, where is the main office?* (Follow the same procedure with a picture of a middle-aged woman and a woman in the class for *Ma'am* and *Ms.*) Emphasize the importance of using titles correctly in order to get the answers you need.
*Note: You can use the visuals of the girl and the married and unmarried women, with the chart on page 33, to discuss how women are addressed.
2. Model a conversation between two strangers (p. 33-c) varying the age and gender of the speakers. Elicit other questions and answers to substitute in the conversation.

COMPREHENSION CHECK:

(5 minutes)

1. Hold up the different visuals and have students give the correct response:
Excuse me, ... (ma'am, sir, miss, young man, young lady.)

GUIDED PRACTICE: [PAIR WORK]

(30 minutes)

1. Form pairs. Give each one copy of the handout on page 35. (See p. 33-d.)
2. Have pairs cut apart the pictures and situation cards, shuffle them, and put them face down on the table between them.
3. Direct students to practice the conversation from the Presentation, based on the two character cards and one situation card they pick.
4. Model the activity, set a 10-minute time limit, and facilitate students' practice.

COMMUNICATIVE PRACTICE: [MIXER]

(30 minutes)

1. Tell students they will be asking and answering questions and addressing each other by titles and surnames or using sir, ma'am or miss.
2. Pass out the mixer from p. 36 and go over the directions. (See p. 33-d.)
3. Model, set a time limit, and monitor and facilitate the activity.
4. Call time and discuss students' answers and their response to the activity.

EVALUATION:

(throughout)

- Monitor student practice and note students' successes and challenges on 3x5 cards.

APPLICATION:







(10 minutes)

- Show other titles and abbreviations such as Doctor/Dr., Nurse, Officer, Professor, etc. Point out that these titles also take a surname.

- Use the pictures below as models for your own pictures or enlarge each one for the presentation activity.
- Fold back these instructions and duplicate a set of picture cards for each team of four (1/4 of a class set).
- Cut each sheet apart and paperclip each set together.
- Distribute one set to each team, face down.

"WHAT'S IN A NAME?"

PEOPLE PICTURE CARDS

		
		
		
meeting in the morning	meeting in the evening	asking for the time
greeting at the park	asking for the location of the water fountain	asking for the directions to the post office

"WHAT'S IN A NAME?"

Q & A MIXER

- Walk around the classroom asking and answering the questions on this sheet.
- Address the people you know by their title and last name. (Mr. Gomez, Ms. Lee)
- Address people you don't know by sir, ma'am or miss. Use the model below.

A) Excuse me, _____ . I need some information.

What's the capitol of California?

B) I'm not sure, I think *it's Sacramento.*

- Write the answer and the name of the person who gave you the answer.

1. Who is the author of our textbook? Answer: _____
Who answered this question for you? _____
2. What is the capitol of California? Answer: _____
Who answered this question for you? _____
3. Where is Kenya? Answer: _____
Who answered this question for you? _____
4. Where is the teacher? Answer: _____
Who answered this question for you? _____
5. Who is the Vice President of the U.S.? Answer: _____
Who answered this question for you? _____
6. What time is class over? Answer: _____
Who answered this question for you? _____
7. What time does class begin? Answer: _____
Who answered this question for you? _____
8. Why are we asking questions? Answer: _____
Who answered this question for you? _____
9. Where is Zacatecas? Answer: _____
Who answered this question for you? _____
10. Where is Bejiing? Answer: _____
Who answered this question for you? _____
11. Who is George Washington? Answer: _____
Who answered this question for you? _____
12. Where's the nearest McDonald's? Answer: _____
Who answered this question for you? _____

"911 EMERGENCY"

OBJECTIVE: Students will be able to identify emergency situations and make a 911 emergency call.

Topic: Emergencies

CASAS: 2.1.2

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Speaking/Listening (Basic Skills) **Understand Emergency System** (Systems)
Seeing Things in the Mind's Eye (Thinking Skills) **Interpret and Communicate Information**
(Information)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Wh-questions: *What's the emergency? Where Is it? Who is in the building?*
Simple past of be: *There was an explosion.*

VOCABULARY: **be having a heart attack, be injured, robbery (in progress), shooting, fire, traffic accident, explosion**

PREREQUISITE: familiar with asking for and giving name, address and phone number.

NOTE: A student may have experienced one of these emergencies recently, so sensitivity in dealing with the subject matter is critical.

BEFORE CLASS

- a.) Use the picture cards on p. 39 for the lesson. You can enlarge them or draw them.
b.) Record these three phone calls on a cassette or be prepared to read them aloud with natural speed and intonation.

CALL 1

Operator: 911 emergency.
May I have your name and phone number?
Caller: Carla Ramos, 555-3493.
Operator: What's the emergency, Ms. Ramos?
Caller: There's a fire at the 7-11.
Operator: What's the address?
Caller: 1523 Pico Boulevard.
Operator: 1523 Pico?
Caller: Right. Please send the fire department.
Operator: Is anyone inside the building?
Caller: No, everyone is outside.

CALL 2

Operator: 911 emergency.
Name and phone number please.
Caller: Peter Jackson, 773-5980
Operator: What's the emergency, Mr. Jackson?
Caller: There's a robbery in progress across the street.
Operator: What's the address?
Caller: 1749 Robertson.
Operator: That's 1749 Robertson. I'll send the police.
Caller: Please hurry. No one is home, and they're

CALL 3

Operator: 911 emergency.
May I have your name?
Caller: My name is Frank Chan.
Operator: What's the emergency, Mr. Chan?
Caller: A terrible traffic accident.
Operator: What's the address?
Caller: It's in the intersection of Venice and Bundy.
Operator: Is anyone injured?
Caller: Yes, the drivers are both bleeding.
I think one passenger has a broken arm.
Operator: Stay on the line Mr. Chan. I'm sending assistance.

- c.) Duplicate a class set of the cloze dialog handout, p. 40.
d.) Review *Focused Listening*, p. 157.
e.) Identify the pages in your textbook that you could use with this lesson or see *Going Places 1*, p. 116.

LESSON PLAN

WARM UP: [SURVEY]

(15 minutes)

1. Post picture cards of a fire, a robbery, and a car accident on the board. (**See p.38-a.**) Elicit a description of each situation from the class.
2. Take a class survey to discover how many students have experienced these different emergencies. Tally and/or graph the results.

INTRODUCTION:

(10 minutes)

1. Have students brainstorm a list of emergency and non-emergency situations; e.g., heart attack vs. cat in a tree.
2. Tell students they will be learning how to make a 911 phone call.

PRESENTATION:

(25 minutes)

1. Place the emergency picture cards, (**p.38-a**), around the classroom.
2. Walk to each picture and ask students to describe the situation and name the emergency. (Supply the information when students don't know it.)
3. Write the vocabulary on the board or OHT and have students copy it.
4. Model a simple exchange: A) What's the emergency? B) **There's a...** or **There was...** or **A man...** (pres. continuous) or **A man...** (past tense). Use each of the various emergencies depicted around the room in the exchanges.

COMPREHENSION CHECK:

(5 minutes)

- Describe each situation and have students point to the corresponding picture.

GUIDED PRACTICE: [FOCUSED LISTENING]

(20 minutes)

1. Tell students they will be hearing different calls to 911 and listening for the emergency information. (**See p. 38-b.**)
2. Play the first call or read the tapescript aloud and ask students to tell you the emergency that they heard. Get group consensus on the answer.
3. Repeat the call and have students listen for the location of the emergency. Once again, get group consensus on the answer.
4. Distribute the cloze dialog handout, p. 44, and have students listen again to the conversation and fill in the missing words. (**See p. 38-c.**)
5. Follow the same procedure with the remaining two calls.

[PAIR WORK]

(15 minutes)

1. Pair students and assign roles: operator and caller. Have the pairs practice any of the dialogs, substituting different emergencies or addresses if they like.
2. Set a ten-minute time limit, monitor the practice, and have the partners switch roles after five minutes.

COMMUNICATIVE PRACTICE:

(20 minutes)

1. Have pairs join to make teams of four. Give each team an emergency picture card.
2. Assign roles: facilitator, recorder, reporter, and timekeeper.
3. Tell teams they will look at their picture and generate a description of what is happening. Give examples the questions they will be answering: *What's the emergency? What's the address? Is anyone injured? When did the pain start?* they will be answering.
4. Set a 10-minute time limit for teams to generate all their ideas. Then have the recorders write the final descriptions, getting the team's feedback on accuracy.
5. Circulate and assist as needed.

EVALUATION/APPLICATION

(25 minutes)

1. Have the team reporters take turns coming to the front with their pictures and, using their groups' descriptions, make a 911 to you in the role of the operator.
2. Have the class listen for the emergency information.

• Fold back these directions and copy these pictures onto an OHT, or use them as the basis of your own drawings on the board, butcher paper or 8 1/2" by 11" flashcards.

"911 EMERGENCY"

EMERGENCY PICTURE CARDS



be injured



be unconscious



be having a heart attack



a car accident



a robbery



a shooting



an explosion



a fire



an airplane crash

- Fold back these directions and duplicate a class set of this worksheet for the Guided Practice activity.
-

"911 EMERGENCY"

CLOZE DIALOG

- Listen to the conversations. Fill in the missing information.
- If you need to hear the conversations again, ask your teacher to replay them.

CALL 1

Operator: 911 emergency.
May I have your name and phone number?
Caller: Carla Ramos, _____.
Operator: What's the emergency, Ms. Ramos?
Caller: There's a _____ at the _____.
Operator: What's the address?
Caller: _____ Pico Boulevard.
Operator: 1523 _____?
Caller: Right. Please send the fire department.
Operator: Is anyone inside the building?
Caller: _____, everyone is _____.

CALL 2

Operator: 911 emergency.
Name and phone number please.
Caller: Peter _____, 773-_____
Operator: What's the emergency, Mr. Jackson?
Caller: There's a _____ in progress across the street.
Operator: What's the address?
Caller: _____
Operator: That's _____. I'll send the police.
Caller: Please hurry! _____, and they're taking everything!

CALL 3

Operator: 911 emergency.
May I have your name?
Caller: My name is _____ Chan.
Operator: What's the emergency, Mr. Chan?
Caller: --a terrible _____.
Operator: What's the address?
Caller: It's in the _____ of Venice and Bundy.
Operator: Is anyone injured?
Caller: Yes, the drivers are both _____.
I think one passenger _____.
Operator: Stay on the line Mr. Chan, I'm sending assistance.

"WHAT DO WE NEED AT THE STORE?"

OBJECTIVE: Students will be able to write a shopping list for a dinner, using the vocabulary of containers, weights and measures.

Topic: Shopping

CASAS: 1.3.8

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Listening/Writing (Basic Skills)

Work With Others (Interpersonal)

Seeing Things in the Mind's Eye (Thinking Skills)

Organize and Maintain Info (Information)

Allocate Materials (Resources)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Present tense *want, need* + infinitive: *I want to make burgers for 10 people.*

Count and Non-Count questions: *How much? How many?*

VOCABULARY: food nouns, containers, U.S. measures (**pounds, gallons**, etc.)

PREREQUISITE: Students should already have studied count and non-count nouns, and be familiar with vocabulary for food items and containers.

BEFORE CLASS

a.) Create a dialog or find one in your text, (or use the one below), that models the language people use when making a shopping list. Make an OHT or write it on the board.

A: I want to make hamburgers for 10 people. What do I need from the market?

B: Some hamburger meat.

A: Of course. How much?

B: Two pounds. And don't forget the buns.

A: How many?

B: At least 10. We have everything else: a bottle of ketchup, a jar of mustard, an onion and two tomatoes.

b.) Prepare True and False statements based on the conversation for the Comprehension Check activity, or use the ones below.

1. We need meat. (T)

2. We can't count buns. (F)

3. We need 12 buns. (F)

4. We have a jar of ketchup. (F)

5. We can count tomatoes. (T)

6. We have some mustard. (T)

7. I forgot to buy buns. (F)

c.) Duplicate half a class set of the Conversation Pair Practice, p. 43, for the Guided Practice activity.

d.) Duplicate a class set of the worksheet "Find the Mistake", p. 44, for the Evaluation activity.

e.) Review Teaching with Dialogs, p. 151 and Teaching with Drills, p. 152.

f.) Identify the pages in your textbook that you could use with this lesson or see Crossroads 2, pp. 66-67.

"WHAT DO WE NEED AT THE STORE?"

LESSON PLAN

WARM UP:

(15 minutes)

- Ask students what they are having for dinner tonight. Write the food items on the board. Add your dinner plans. Be sure to include things that can be broken down into ingredients, such as *hot dogs (buns, wieners, mustard, ketchup, onions.)*

INTRODUCTION:

(5 minutes)

- Tell students they are going to practice making a shopping list for a dinner party.

PRESENTATION: [BRAINSTORM]

(20 minutes)

1. Look at the different dinner possibilities generated during the Warm Up above. and choose one dish. Ask students to help you list the ingredients for that dish.

[DIALOG]

1. Project or write the model dialog on the board. (**See p. 41-a.**)
2. Model and repeat the dialog, providing pronunciation practice as needed.
3. Have students help you divide the ingredients from the conversation into two groups, *Count* and *Non-Count*.

COMPREHENSION CHECK [TRUE OR FALSE DRILL]

(5 minutes)

- Ask students to silently respond, one finger up for true or two up for false, to the statements you make about the Presentation Dialog. (**See p. 41-b.**)

GUIDED PRACTICE: [DIALOG SUBSTITUTION DRILL]

(15 minutes)

1. Substitute a different dish (from the Warm Up list) into the dialog.
2. Pair students and have them practice substituting different dishes into the conversation. (Students can work from the handout on page 43 if you like.)

COMMUNICATIVE PRACTICE: [TEAMWORK]

(30 minutes)

1. Form teams of 3-4. Have students identify a Reader and Recorder for each team. Have each group choose a dish with at least six ingredients, such as *enchiladas, a stir-fry dish, or stew.*
2. Tell teams they will work together to identify the ingredients of their dish. Assign the Recorder the task of writing each ingredient (legibly!) as it is named. Remind students to use the language they studied in the conversation; e.g., *How much? How many? What do we need?* etc. Set a 5-minute time limit.
3. Call time and have the Reader take the list of ingredients and dictate it back to the team. Set another 5-minute time limit.
4. Call time and have the Reporters take turns announcing their dish to the class.
5. Survey the class to discover which dish they'd most want to make, which would be the most expensive, which would be the healthiest, which the least healthy, etc.

EVALUATION: [PEER EVALUATION]

(20 minutes)

1. Using the dish students most liked, have the Reader from that team dictate the list of ingredients to the class.
2. As the Reader is dictating, model polite clarifying interruptions, *Excuse me, how much? I'm sorry, how many bottles?*
3. Dictate another dish to the class, and encourage students to clarify.
4. Have each student compare what s/he's written against a peer's work, get that student's signature, make corrections and hand in their paper.

[FIND THE MISTAKES]

(10 minutes)

- Distribute the incorrect shopping list on page 44 and have students correct the errors, then try to guess what dish is being prepared.

APPLICATION: [WRITING]

(as time permits)

- Have students individually compile a grocery list for what they usually buy.

- Fold back these directions and duplicate half a class set of this sheet.
- Distribute it to pairs during the Guided Practice activity.
- Students can use the substitution ideas on this sheet and on the board.

"WHAT DO WE NEED AT THE STORE?"

CONVERSATION-PAIR PRACTICE

- Practice the conversation below with your partner.

A: *I want to make hamburgers for 10 people.
What do I need from the market?*

B: *Some hamburger meat.*

A: *Of course. How much?*

B: *Two pounds. And don't forget the buns.*

A: *How many?*

B: *At least 10. We have everything else: a bottle of ketchup,
a jar of mustard, an onion and two tomatoes.*

- Practice the conversation again. This time substitute new words based on the dinner items:
 - Spaghetti for 10
 - Chicken and Rice for 20
 - Green Salad for 8

- Write the different ingredients under each dish.

Spaghetti for 10

2 packages of spaghetti

Chicken and Rice for 20

Green Salad for 8

"WHAT'S FOR DINNER?"

FIND THE MISTAKE

- Sam wrote this shopping list when he was very tired.
- Circle the mistakes and write the items correctly.
- Check your work with another student.

One head of celery

one bunch of celery

a bag of baby carrot

a box of parsley

3 brown onion

a gallon of rice

three ounces of chicken

a bunch of thin noodles

a container of salts

a quart of black pepper

a dozen garlic

What do you think Sam is planning to cook? Why?

"FREEZE!"

OBJECTIVE: Students will be able to identify police and security personnel and respond to their commands and requests for information.

Topic: Police commands

CASAS: 0.1.1, and 0.2.1

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Listening and Speaking (Basic Skills)

Teach Others (Interpersonal)

Decision Making (Thinking Skills)

Interpret and Communicate Information (Information)

Responsibility (Personal Qualities)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Imperative: *Put your hands behind your head. Don't move.*

Polite requests: *May I please see your driver's license? Would you please get out of the car?*

Modals: Should (advisability)

VOCABULARY: sheriff, police officer (cop), security guard, bouncer;

Put your hands behind your head. Freeze. Get out of the car. Let me see your driver's license. Get down on the ground. Keep your hands up. Don't move.

PREREQUISITE: Students should be familiar with the imperative. Students will need to feel comfortable with each other in order to "act out" interacting with the police.

BEFORE CLASS

- a.) Make an OHT of the pictures in the strip story, p. 47, (or copy them onto the board), for use in the Introduction and Presentation activities.
- b.) Duplicate a class set of the strip story handout, p. 47, for the Guided Practice activity.
- c.) Duplicate enough copies of the Mixer, p. 48, so that you have the correct number matching sets for your size class. E.g., If you have 32 students, you will need to make two copies of the sheet.
- d.) Prepare 3-5 situations and questions related to crime or safety, (or use the ones below), for pairs to ask and answer in the Communicative Practice activity. You can write these on the board or an OHT, or dictate each situation, one at a time, for pairs to discuss.
 1. You are in a parking lot at night walking to your car. What should you do?
 2. You are stopped by a police officer and the officer is not polite. What should you do?
 3. You are waiting for the bus at night. A man sits on the bench next to you. You don't feel comfortable. What can you do?
 4. A police officer pulls you over. What are three things she will probably say to you?
 5. Your friend is drinking beer. He wants to drive to the liquor store to pick up more. What can you do?
- e.) Review How to conduct a Mixer activity, p. 161 and Teaching with Games, p. 154.
- f.) Identify the pages in your text that you could use with this lesson or see The Oxford Picture Dictionary, p. 99.

"FREEZE"
LESSON PLAN

WARM UP: [ROUNDTABLE BRAINSTORM]

- (10 minutes) • Have students brainstorm the different occupations that protect private citizens, e.g. police officer, sheriff, detective, security officer, soldier, etc.

[SURVEY]

- (15 minutes) • Survey the class to find out: a) *how many know a law enforcement officer*, b) *how many have been stopped by an officer*, and c) *how many would like to have that kind of job*. Chart the results on the board for students to see.

INTRODUCTION:

- (5-10 minutes) • Ask students to tell you why it's important to understand what a police officer says or asks for.

PRESENTATION: [TPR]

- (20 minutes)
1. Show the class the strip story on p. 47. (**See p. 45-a.**) Talk about each picture. Elicit from students what they think the police officer is saying and doing.
 2. Use TPR to teach the police commands such as **Freeze! Don't move! Put your hands up on the wall**, etc. (**See Vocabulary on p. 45.**)

COMPREHENSION CHECK: [LISTEN AND POINT]

- (5-10 minutes)
1. Distribute the strip story on page 47. (**See p. 45-b.**)
 2. Have students listen while you describe a picture. Have the students point to the picture that matches your description. e.g. **In this picture, he's saying, FREEZE!**
 3. Describe each picture (out of order) as you circulate to check comprehension.

GUIDED PRACTICE: [DICTATION]

- (20 minutes)
1. Dictate the commands for students to write in on their strip story handouts (p.47)
 2. Write the commands on the board or OHT, being sure to make mistakes and eliciting correction from the students.

[PAIR WORK]

- (10 minutes)
1. Pair students and assign roles, **police officer** and **pedestrian**.
 2. Have the police officers use the handouts as scripts to practice giving the commands. Have the drivers act out ("obey") each command. Set a time limit.
 3. Monitor the practice, call time and have the pairs switch roles.

COMMUNICATIVE PRACTICE: [MIXER]

- (10 minutes)
1. Tell students they will try to find their match by asking and answering the kinds of questions a police officer might ask.
 2. Distribute the information mixer cards, p.48, and model how students will ask a question, (**Where are you going?**) or give information (**I'm going to school.**) Point out that student 1 (the police officer) must always start the conversation with his or her question.
 3. Demonstrate how two non-matches can communicate:

Student 1: (reading from card) Where are you going?

Student 2: (not reading from card) --to the market.

(reading from card), Here's my car registration.

Student 1: (not reading) Well, that's good. Have a good day.

(15 minutes) [PAIR WORK]

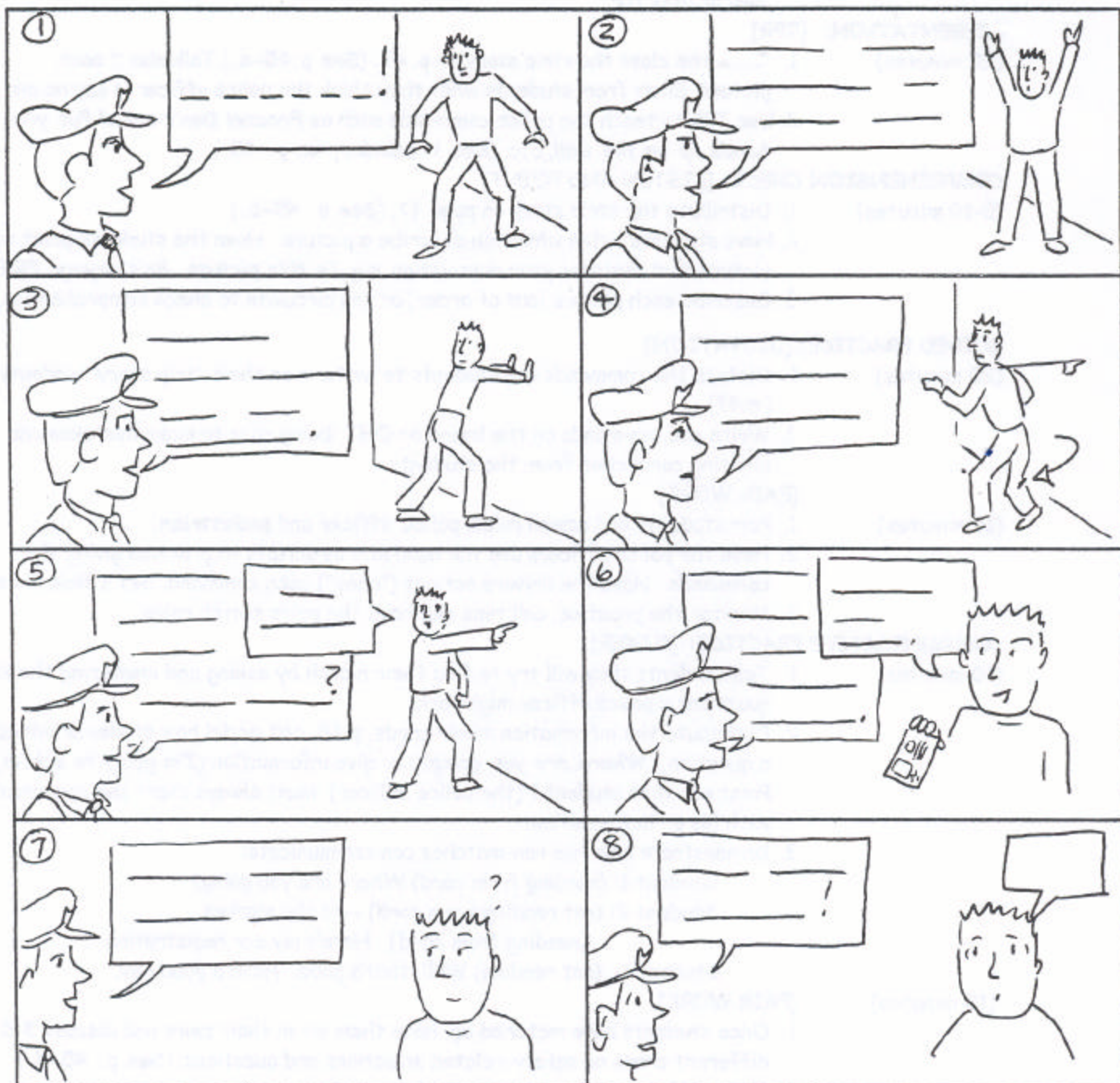
1. Once students have matched up, have them sit in their pairs and discuss 3-5 different crime or safety-related situations and questions. (**See p. 45-d.**)
2. Elicit different pairs' answers to the questions.

EVALUATION:

- (15 minutes) • Give groups of students commands from the lesson and note their responses.

"FREEZE" PICTURE STORY

- Listen to your teacher and point to the correct picture.
- Listen again and write the police officers' commands and the citizens' responses in the correct picture.



- Fold back these directions and make enough copies of this sheet to create a mixer strip for each student in your class. If you have 32 or fewer students you will need to make two copies. If you have an odd number of students, designate one student as the ESL monitor, and have him/her remind students to speak English during the activity.

"FREEZE"

MIXER



Where are you going?	I'm going to school.
Do you have any ID?	Here's my school ID.
Can you show me your car registration?	Here's my car registration.
Why are you standing here?	I'm waiting for my friend.
This part of the street is closed. Sorry.	I didn't know the street was closed.
Are you intoxicated?	I don't drink.
Did you see that stop sign?	Is there a stop sign at that corner?
FREEZE!	Don't shoot. I'm not moving.

"WHAT'S SHAKING?"

OBJECTIVE: Students will be able to identify proper safety precautions and procedures to follow before, during, and after an earthquake.

Topic: Health and Safety

CASAS: 3.4.2

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Listening and Reading (Basic Skills)

Teach Others (Interpersonal)

Decision Making (Thinking Skills)

Allocate Time (Resources)

Acquire and Evaluate Information (Information)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Imperative: *Get under your desk.*
Modals expressing necessity: have to, must, should: *You must leave the building.*

VOCABULARY: imperative verbs used during an earthquake (**shut off, stay away from, drop, shut off valve, safety/safe, danger/dangerous, appliances, power lines**), and additional words from earthquake procedures handout.

PREREQUISITE: previous exposure to adverbs of place (**near, far**), manner (**carefully, quickly**), and duration (**for 30 minutes**).

BEFORE CLASS

- a.) Duplicate 1/3 of a class set of the Before/During/After handout, p. 51, and cut apart the sections for the Presentation activity.
- b.) Prepare a class set of the Cloze Passage, p. 52, for the Guided Practice activity.
- c.) Write the 6 earthquake situations below on the board, butcher paper, or an OHT for the Communicative Practice activity:
 1. **You're driving your car to work. You're at a stoplight. The ground is shaking!**
 2. **You're in English class. The classroom is shaking!**
 3. **You're in the kitchen, cooking dinner. There's an earthquake!**
 4. **You're at the dentist office. The office is shaking!**
 5. **You're at the bus stop. It's an earthquake!**
 6. **You're on the 3rd floor of Macy's department store. The building is shaking!**
- d.) Copy the checklist below on the board, butcher paper or an OHT for the Communicative Practice.

<ol style="list-style-type: none">1. Is there...<ul style="list-style-type: none">...a hallway? ...a large desk or table?...an open area?...an inside wall with nothing on it?2. What are some other safe places?	<ol style="list-style-type: none">1. Are there any...<ul style="list-style-type: none">...windows?...tall bookcases or cabinets?...shelves with heavy things?...power lines?2. What other dangerous places are there?
--	---
- e.) Prepare a set of 10-15 T/F questions based on the lesson information to assess students' understanding of safety procedures.
- f.) Identify the pages in your text that you could use with this lesson or see *American Red Cross handout #4455, Earthquake.*

"WHAT'S SHAKING?"

LESSON PLAN

WARM UP: [TPR]

(15 minutes)

1. Review prepositions of locations with simple TPR commands. *Put your pencil under your desk. Put it inside your book. Put it on your book. Move it away from you. Put it near your foot. Put it over your desk. Put your foot against your chair. Point outside.*
2. Practice TPR commands related to earthquake safety. Model each command emphasizing the locations, then give the commands and have students act them out. *Get under your desk. Move away from the window. Stand against the wall. Put your hands over your head. Stand in the doorway.*

INTRODUCTION: [SURVEY]

(10-15 minutes)

1. Ask students if they have experienced an earthquake. Take a survey and ask what they did during the earthquake, and how many prepared in advance.
2. Tell students, *Today we are going to practice what to do AND what not to do during an earthquake.*

PRESENTATION: [TEACH VOCABULARY]

(10 minutes)

- Use pictures, gestures and students' prior knowledge to introduce any new vocabulary. (See **VOCABULARY** on p. 49 and the handout on p. 51.)

[JIGSAW TASK]

(20 minutes)

1. Write these three headings on the board, butcher paper, or OHT: BEFORE, DURING, and AFTER. Have students brainstorm the things you do at each of the three stages of a quake. Record students' responses in the correct column.
2. Form teams of three, and number heads. Distribute a different section of the Before/During/After handout, p.51, to each member of the team. (E.g., Student #1 gets the "Before" section, #2 gets "During" and #3 gets "After".)
3. Have students read and study their information silently in order to be able to tell the other members of their team what they read without looking at their paper. Set a 3-5 minute time limit.
4. Call time and have team members share/teach their information to each other.

COMPREHENSION CHECK: [EARLY PRODUCTION QUESTIONS]

(5 minutes)

- Ask "yes/no" and "or" questions about each information section. E.g., **Should you stand in a doorway? (no) Should you go under a bed or a table? (a table)**

GUIDED PRACTICE: [CLOZE PASSAGE]

(15 minutes)

- Pair students and distribute the cloze passage handout, p. 52. Have partners work together to fill in the missing words.

COMMUNICATIVE PRACTICE:

(20 minutes)

1. Elicit several different places a person might be when an earthquake occurs. E.g., **At the dentist's. On the freeway, etc. (See p. 49-c.)**
2. Form teams of 4 and identify a recorder for each team.
3. Assign one situation per team.
4. Using the checklist on page 52, the recorder gets team consensus on the answers, and records them on the list.

EVALUATION: [TRUE/FALSE QUIZ]

(10 minutes)

- Give students a T/F test assessing their understanding of the safety procedures presented during the lesson. (See p. 49-e.)

APPLICATION:

(as time permits)

- Have students, in groups, list the contents for a class earthquake kit. Have volunteers supply various items--to be returned at the end of the term.

- Fold back these directions and duplicate 1/3 of a class set, cut apart and distribute to each team of three.

Team member #1-read the information and teach it to your teammates.

Before the shaking:

- * Look for the safe places in each room: against walls, under tables or desks or in doorways without doors.
 - * Know the dangerous places in your home and workplace. These include places with windows, mirrors, fireplaces and tall furniture, like bookcases and cabinets.
 - * Practice earthquake drills. Go to a safe place: a hallway, a doorway, under a table or desk.
 - * Keep a list of emergency phone numbers near the phone and in your wallet. These numbers should include the police, fire department, hospital, and out-of-state relatives.
 - * Learn how to shut off the gas, water and electricity.
 - * Keep heavy or glass objects on bottom shelves.
 - * Check chimneys, roofs, walls and ceilings for cracks.
-

Team member #2-read the information and teach it to your teammates.

During the shaking

- * When you are indoors, stay there. Get under a desk or table or stand in a corner.
 - * When you are outdoors, go to an open area away from trees, buildings, walls and power lines.
 - * In the car, pull your car to the side of the road and stop. Stay away from overpasses, underpasses or power lines. Stop in a safe area. Stay inside until the shaking is over.
 - * In a tall building, you must stay away from windows and outside walls. Get under a table. Do not use the elevators.
 - * In a crowded public place, do not run to the doors. Move away from things that may fall.
-

Team member #3-read the information and teach it to your teammates.

After the shaking

- * Check for injuries. Help people who need first aid (if you can). If they are not in danger, do not move anyone who is seriously hurt.
- * If there are no serious injuries or fires, do not use the telephone.
- * If you find a gas or water leak or broken wires, shut off the gas, water or power.
- * Turn on your radio for news reports and instructions.
- * Check the building for cracks (roof, chimney, walls, ceiling). When it is safe, leave the building.
- * If there is no emergency, do not use your car. Keep the streets clear for emergency vehicles.
- * Be prepared for another earthquake or aftershock, and stay calm.

- Fold back these directions, duplicate one copy of this sheet and cut the two activities apart.
- Duplicate a class set of the reading section.
- Duplicate one copy of the checklist for each group of four.

"WHAT'S SHAKING?"

EARTHQUAKE READING

Before there is an earthquake, it is important to know the _____ places in each room of your home and your workplace. Look for walls you can stand against or _____ and desks you can go _____. Watch out for windows or _____ that can break. Look out for tall _____ or cabinets that can _____ over. Put heavy or glass things on the _____ shelves.

It's important to be prepared. Have a practice _____. Go under a _____ or stand in a _____ where there is no door. Keep a list of emergency _____ in your wallet and next to your phone. Learn how to _____ the gas, water and electricity.

When an earthquake starts and you are indoors, _____ indoors! Get _____ a table or desk. If you are outdoors, go to an open area away from _____, _____ and _____. If you are in a tall building, do not use the _____. If you are in a crowded place, do not _____ to the _____.

After the earthquake, you need to check yourself and other people for _____. If someone is seriously hurt, and he is not in danger, do not _____ him. Turn on your _____ for news reports and instruction. If you don't have an emergency, don't use the _____ and don't _____ your car. Be prepared for another _____ and remember to stay _____.

"WHAT'S SHAKING?"

SAFETY CHECKLIST

- Recorder- write your teammates' answers to these questions about your team's situation.

A. SAFE PLACES

1. Is there...

- ...a hallway?
- ...a large desk or table?
- ...an open area?
- ...an inside wall with nothing on it?

2. What are some other safe places?

B. DANGEROUS PLACES

1. Are there any...

- ...windows?
- ...tall bookcases or cabinets?
- ...shelves with heavy things?
- ...power lines?

2. What other dangerous places are there?

"AFTER THE TONE..."

OBJECTIVE: Students will be able to leave a voice message notifying a supervisor of an illness-related absence.

Topic: Leaving a Voice Mail Message

CASAS: 2.1.7

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Listening/Speaking (Basic Skills)

Understand Phone Machine System (Systems)

Working Cooperatively

Organize Information (Information)

with Others (Interpersonal)

Use Voice Mail (Technology)

Combining Information in a New Way (Thinking Skills)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Simple present tense **be** and **have**: *I have a doctor's appointment.*
Contracted form of **will**: *I'll be back on Tuesday.*
The modal **can't**- *I can't come in because....*

VOCABULARY: common ailments and illnesses

PREREQUISITE: familiarity with calendar and clock time vocabulary

BEFORE CLASS

- a.) Duplicate a class set of the Excuses worksheet, p. 55 and half a class set of the message form, p. 56.
- b.) Bring in a tape recorder with a microphone and a blank 60-minute cassette tape.
- c.) Set up the recorder in a quiet corner of the room or on a small table just outside the classroom.
- d.) Copy the message format below on the board, an OHT or butcher paper for the Communicative practice and Evaluation activities:

DATE: _____

_____ **CALLED.**

_____ **CAN'T COME IN BECAUSE**

PHONE: _____

- e.) Review How to Conduct a Peer Dictation activity, p. 163.
- f.) Identify the pages in your text that you could use with this lesson or see *Real Life English 2*, p. 125.

"AFTER THE TONE..."
LESSON PLAN

REVIEW: [PEER DICTATION]

(10 minutes)

- Have students take turns dictating their names to the class or a small group. Ask students to make up a phone number and take turns dictating that as well. The emphasis should be on natural intonation and stress.

INTRODUCTION:

(10 minutes)

1. Set the scene: *You're sick with the flu. You can't come in to work. You have to tell your boss.* Discuss voice mail and how it is now possible to call when the office is closed.
2. Tell the students: *Today we will learn to leave a message that tells your boss why you can't come to work.*

PRESENTATION:

(30 minutes)

1. Brainstorm and list common illnesses/ailments and situations that would necessitate missing work on the board. Prioritize the list with the class.
2. Brainstorm and list important things that would go in a phone message such as, the date, caller's name, caller's phone number, etc., and the order in which the information is given.
3. Elicit a sample phone message and practice chorally. E.g. , *Hello. This is John Smith. I can't come in today, August 12. I have the flu. You can reach me at 555-1212.* Have students copy the sample message.

COMPREHENSION CHECK:

(5 minutes)

- Ask **YES/NO** questions and make **LEADING STATEMENTS** about leaving a messages. *Do I give the date first? When I call the first thing I say is my...*

GUIDED PRACTICE: [PAIR WORK]

(20 minutes)

- Pair students and have Partner 1 "leave a message" using the sample message as a model, but substituting his/her own name and a different reason for missing work (from #2 above). Have Partner 2 listen and repeat the message. Have pairs switch roles two or three times as you monitor their practice.

[INDEPENDENT WORK]

(10 minutes)

- Distribute the Excuses worksheet, p. 55. Have students work independently, reading the worksheet and writing the answers. (**See p. 53-a.**)

COMMUNICATIVE PRACTICE: [BACK-TO-BACK ACTIVITY]

(20 minutes)

1. Have two student volunteers take the roles of worker and switchboard operator. Have the worker and the operator stand back to back, with the operator facing a blank message form on the board, or butcher paper. Have the worker make up a message to give to the operator while the operator takes the message down on the form. Both parties check the message. If it is incorrect, they do the activity again.
2. Pair students, assign roles and have them sit back to back. Distribute the message forms to the operators, p. 56. Set a 10-minute time limit for pairs to practice, switch roles and practice again.

EVALUATION:

(concurrent)

- Monitor the guided and communicative practice activities and give pairs feedback.

APPLICATION:

(20 minutes)

1. During the practice activities above, have individual students go to the tape recorder and record a message following the model. (**See p. 53-b,c.**)
2. Play the tape for the class. Have students try to identify the name, the reason for absence and the phone number. Note successful messages. Silently evaluate where students are having difficulty in order to incorporate this information into another lesson.

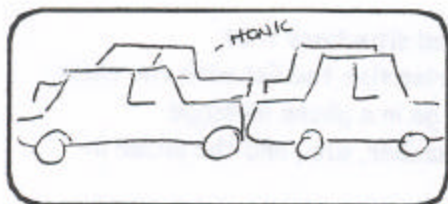
EXCUSES WORKSHEET

- Look at the pictures and the questions.
- Write the answers.



1. Why can't Jorge come into work?

can't come into work because he has a fever.



2. Why can't Sandra pick up her kids?



3. Why can't Feng Li make his appointment?



4. Why can't Francisco teach his class?



5. Why can't Marilyn sing tonight?



6. Why can't Susie work at the computer today?



7. Why can't Jenny and Craig go to the meeting?

- Fold back these directions and duplicate half a class set of the message forms below.
- Cut apart the forms and distribute during the Communicative Practice activity.

"AFTER THE TONE..."

MESSAGE FORMS

WHILE YOU WERE OUT...

DATE: _____ *TIME:* _____

CALLED.

PHONE: _____

_____ *CAN'T COME IN*
_____ *WILL BE LATE*

BECAUSE _____



WHILE YOU WERE OUT...

DATE: _____ *TIME:* _____

CALLED.

PHONE: _____

_____ *CAN'T COME IN*
_____ *WILL BE LATE*

BECAUSE _____

LESSON PLAN

WARM UP:

(15 minutes)

- Bring in a cassette player and name each of the parts. (e.g. *This button makes the tape go backward. It's the rewind button.*) Have student volunteers come to the front and demonstrate how each part works. Ask other student volunteers to write the name of each part on the board. (See p. 57-a.)

INTRODUCTION: [PROBLEM POSING]

(10 minutes)

1. "Forget" to put a cassette in the player and say, *Today we are going to listen to a popular song.* Press the play button and when nothing happens, say, *Something's wrong here. It's not working. Can anyone help?* Elicit the problem.
2. Talk about the importance of following a sequence of steps on the job.

PRESENTATION: [TPR]

(25 minutes)

1. Present the TPR sequence from page 57-b. Perform the commands as you say them.
2. Distribute the paper "cassette players" (See p. 57-c,d.) Have students mime the actions in the sequence in response to your commands.
3. Have students give you the commands. Make intentional mistakes so that students have to clarify. *No, no--push the rewind button.* After you've gone through the sequence several times, write the commands and have students copy them.

COMPREHENSION CHECK [QUESTIONING STRATEGIES]

(5 minutes)

1. Repeat the sequence, making mistakes and asking comprehension questions; e.g. *Did I miss a step? Which step comes first? Next?*

GUIDED PRACTICE: [TPR]

(15 minutes)

1. Pair students and assign roles: supervisor and worker.
2. Demonstrate how the supervisor will give the TPR commands to the worker.
3. Give pairs a 3-minute time limit to run through the sequence. Call time and have them switch roles for another 3 minutes.

(15 minutes)

[CHARADES]

1. Tell students they will practice describing their teammates' actions.
2. Ask a student volunteer to act out one of the TPR steps; e.g. *plug in the cord.* Write the sentence on the board, *He's plugging in the cord.* Show your sentence to the class and say it. Check with the actor to see if you're correct.
3. Form teams of four and number heads. Set a 3-minute time limit and have #1 begin by acting out a step in the sequence. #2, 3 and 4 independently write the sentence that describes #1's action, then say and show what they wrote. Call time and rotate the role of actor. Circulate and monitor the practice.

COMMUNICATIVE PRACTICE: [TEAM WORK]

(15 minutes)

1. Have groups of four combine to make a team of eight. Distribute the sentence strips to each group. (See p. 57-e.)
2. Hold up the enlarged strip that says *I don't want to hear that song..* Ask students to find the matching step in the TPR sequence: *Press the eject button.* Tell students they will be doing that for each of the eight strips.
3. Distribute the strips to each team and have teammates work together to match their strips to a TPR step.

EVALUATION: [MONITORING]

(throughout)

- Monitor students' Guided and Communicative practice activities.

EXPANSION ACTIVITY: [WRITING]

(as time permits
or as homework)

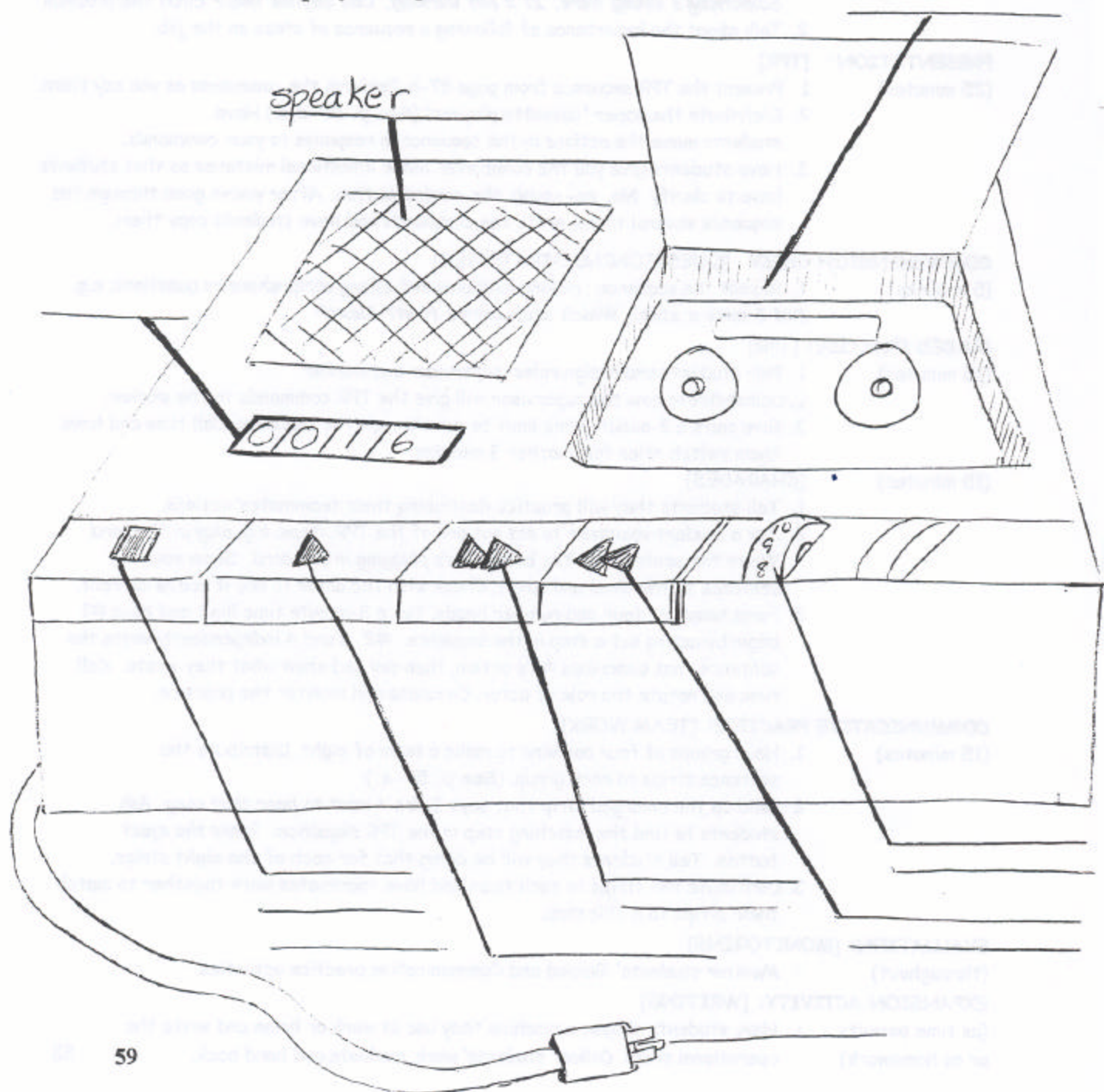
- Have students choose a machine they use at work or home and write the operational steps. Collect students' work, evaluate and hand back.

- Look at the picture below and compare it to the cassette player you will be using in the lesson.
- Make any necessary changes to the drawing with white out or correction tape.
- Fold back these directions and duplicate a class set of this sheet for the Presentation and Guided Practice activities.

"TELL ME WHAT TO DO AND HOW TO DO IT"

CASSETTE PLAYER

- Listen to your teacher and label the cassette player.
- Use the cassette player to practice following directions.



- Fold back these directions and duplicate a one copy of this page for each group of 8 in your class.
 - Cut apart each set of strip sentences and scramble them.
 - Place each set in an envelope or clip them together.
-

"TELL ME WHAT TO DO AND HOW TO DO IT"

COMMUNICATIVE PRACTICE STRIP SENTENCES



There isn't any power.

I don't want to hear that cassette.

Where does the cassette go?

The cassette deck is open.

The cassette isn't playing.

I can't hear the song.

I want to hear the song again.

I want to hear the end of the song.

NOTES

INTERMEDIATE-LOW LESSONS

500153

<u>Title & Competency Area</u>	<u>Objective</u>	<u>CASAS</u>	<u>Page</u>
What's He Really Like? [Personal Information, Social/Cultural interaction]	-Write and evaluate descriptive paragraphs that create a physical, behavioral, and emotional profile.	0.1.2	63
No One's Available to Take Your Call [Community]	-Leave a message on an answering machine.	2.17	67
I Want to Return this Lemon! [Consumer Education]	-Interpret and use appropriate language to return a defective or unwanted product.	1.3.3	71
I Need to Report a Crime! [Civics, Government & History]	-Fill out a crime report.	5.3.8	75
She Can't Breathe! [Health & Safety]	-Identify common symptoms of a medical emergency and relate them to medical personnel.	3.1.1	79
First, Insert the Originals [Occupational Knowledge]	-Delineate the steps in a simple workplace task, using appropriate sequencing vocabulary, in order to teach the task to others.	7.2.2	83
Computer Friendly [Learning Skills]	-Identify the parts of a computer, read a short article about computers, and use reasoning to identify valid and invalid conclusions.	4.5.1, 7.2.4	87

"WHAT'S HE REALLY LIKE?"

OBJECTIVE: Students will be able to write and evaluate descriptive paragraphs that create a physical, behavioral and emotional profile.

Topic: DESCRIPTIONS

CASAS: 0.1.2

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Speaking/Writing (Basic Skills) **Work Well with People of Varied Backgrounds** (Interpersonal)

Self Knowledge (Personal Qualities) **Monitor and Correct Performance** (Systems)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: simple present tense: *I work in a restaurant in Downey. I'm 40 years old.*
adjective placement: *a short, red-headed, young man*

VOCABULARY: descriptive vocabulary including ethnic terms, (i.e. **Native American, Hispanic, Middle Eastern**); physical terms, (i.e. **heavy, tall, middle-aged**), and feelings.

NOTE: This lesson asks students describe themselves in terms of their **affect**-how they respond emotionally to the world, their **behavior**-how they act in the world, and their **physical characteristics**.

PREREQUISITE: This lesson requires students to know which words are appropriate to use and which may be offensive. You may want to discuss alternative words for **fat, skinny, lazy, crazy**, etc.

BEFORE CLASS

a.) Write the following list on the board, butcher paper or an OHT for the Warm Up activity:

CAN YOU FIND THESE PEOPLE?

- | | | |
|--|---|---------------------------------|
| a short, red-headed, young man | a tall, thin, bald man in his 50's | a powerful-looking young woman |
| a tired-looking person | a person with unusual hair | a well-dressed, middle-aged man |
| a person who loves to be near children | a person who is very emotional | |
| a person who has just received good news | a person who has been through difficult times | |

b.) Bring in a class set of magazines with photos of people, such as **LIFE, PEOPLE, Family Circle**, etc. (You can also use a class set of textbooks with good illustrations and photos.)

c.) Duplicate one copy of the questions on p. 65 for each group of five in your class or copy the questions on the board, butcher paper or an OHT, for the Introduction activity.

d.) Prepare two descriptive paragraphs: one simple, the other more detailed or use the ones below. Write them on the board, butcher paper or an OHT.

#1 *I'm a man from Guatemala. I live in an apartment. I work in a restaurant in Downey. I love my mother. I love English. I'm tall. I'm 40 years old. I have a girlfriend.*

#2 *I'm a single, middle-aged Guatemalan man. I am serious, quiet and tall. I am dark-skinned. People tell me I have beautiful hair. Sometimes I say something that makes everybody laugh. I love to make people laugh. I love to study English. I practice on the bus, at work, and in the street. It's difficult for me, but I want to speak English very well. On Sunday I go to church with my girlfriend and her family. After church, we walk in the park together.*

e.) Bring in (or be prepared to draw) a large picture of a famous person for the Guided Practice activity.

f.) Duplicate a class set of the Peer Editing handout on page 66.

g.) Review How to conduct a Writing activity, p. 167.

h.) Identify the pages in your text that you could use with this lesson or see **Ready to Write**, pp. 57-58, and 62.

"WHAT'S HE REALLY LIKE?"

LESSON PLAN

WARM UP: [MAGAZINE SEARCH]

(20 minutes)

1. Post a list of 10 or more types of people on the board, butcher paper or an OHT, and distribute magazines, if available. (See p. 63-a, b)
2. Set a 10-minute time limit and have students search for the people in their magazines (or textbooks). Discuss which people were easiest/hardest to find.
3. Have each student choose a favorite picture.

INTRODUCTION: [TEAMWORK]

(15 minutes)

1. Form teams of five and assign roles of *facilitator*, *recorder*, *reporter*, *interviewer*, and *time keeper*. Have the team choose one of their four pictures.
2. Have interviewers pick up the question sheet. (See p. 64-c.) Ask *facilitators* to keep the team on task. *Recorders* write the team's answers.
3. Once *timekeepers* call time, have the *reporters* describe the team pictures. Write each team's descriptive phrase on the board or an OHT.

PRESENTATION:

(20 minutes)

1. Copy these headings on the board: **Affective / Physical / Behavioral**
2. Use the descriptive phrases from the Introduction to help define these terms.
3. Have students read a simple descriptive paragraph. (See p. 63-d.)
4. Have students help you categorize the details under the headings from #1 above.
5. Ask for and discuss students' opinion of the quality of the paragraph.
6. Have students copy the headings from #1 and show them another, more detailed paragraph. (See p. 63-d.)
7. Have students read the paragraph silently then listen to you read it aloud. Clarify any vocabulary
8. Have students pair up and categorize the descriptions under the appropriate headings on their paper.

COMPREHENSION CHECK:

(10 minutes)

1. Compare the lists of descriptive vocabulary for each paragraph.
2. Point out that the two descriptions are for the same person. Ask students which description they prefer and why. (Emphasize the value of giving details.)

GUIDED PRACTICE:

(20 minutes)

1. Draw/show a picture of a famous person. Invite students to imagine that they are that person. (See p. 63-e.)
2. Elicit first person sentences from the students to construct a short descriptive paragraph without using the name or profession of the famous person.
3. List descriptive details under the three headings to see if you've covered all areas.

COMMUNICATIVE PRACTICE: [WRITING ACTIVITY]

(25 minutes)

1. Tell students they will be working individually to write a paragraph describing themselves, then work in small groups to analyze their classmates' paragraphs for details and punctuation. Remind students to provide real-life descriptive details.
2. Set a 20-minute time limit and have students write their paragraphs.

EVALUATION: [PEER EDITING]

(25 minutes)

1. Form teams of five. (They can be the same as those in the Intro activity.)
2. Have team members pass their papers to the person on their right.
3. Distribute the peer evaluation form on page 66. Review the directions on the form.
4. Collect the descriptions. Discuss how students felt about the activity. Review and hand back the descriptions in a timely manner.

APPLICATION:

(HOMEWORK)

- Have students write and evaluate descriptions of a family member or friend.

- Fold back these instructions and duplicate one copy of this sheet for each team of five.
 - Have the interviewers from each team come to the front to pick up a copy of the questions.
-

"WHAT'S HE REALLY LIKE?" QUESTION SHEET

- **Look at your team's picture with your teammates.**
- **You are the interviewer. Ask your teammates these questions.**
 - The recorder will write the answers on a separate sheet of paper.
 - The facilitator will be sure everybody participates.
 - The timekeeper will watch the clock.
 - The reporter will report your team's ideas to the class.

1. What is this person's name?

2. Where is this person from?

3. Where does this person live now? Does she/he like living there?

4. What makes this person happy?

5. What's this person's best habit? What this person's worst habit?

6. Who is the most important person in this person's life?

7. What makes this person special?

8. What else can you say to describe this person?

- Fold back these instructions and duplicate a class set of this worksheet. Distribute it during the Evaluation activity.
- Go over the directions with the students and model the activity with paragraph #1 from the Guided Practice.

"WHAT'S HE REALLY LIKE?"

PEER EDITING CHECKLISTS

- Read your teammate's paper. Do not write on your teammates paper!
- Look at checklist #1 below and answer the questions about your teammate's paper.
- When the teacher calls time, everyone on your team will pass their papers to the right. Use checklist #2 on the next paper that you get.
- Continue to edit each paper that comes to you. (You will edit four papers.)
- Cut apart your checklists and give the correct checklist to each author.

CHECKLIST #1: The author is _____

- | | | |
|---|-----|----|
| 1. Is there a capital letter at the beginning of each sentence? | YES | NO |
| 2. Is there a period at the end of each sentence? | YES | NO |
| 3. Are there affective descriptions? | YES | NO |
| 4. Are there behavioral descriptions? | YES | NO |
| 5. Are there physical descriptions? | YES | NO |
| 6. What questions do you have for the author? | | |

CHECKLIST #2: The author is _____

- | | | |
|---|-----|----|
| 1. Is there a capital letter at the beginning of each sentence? | YES | NO |
| 2. Is there a period at the end of each sentence? | YES | NO |
| 3. Are there affective descriptions? | YES | NO |
| 4. Are there behavioral descriptions? | YES | NO |
| 5. Are there physical descriptions? | YES | NO |
| 6. What questions do you have for the author? | | |

CHECKLIST #3: The author is _____

- | | | |
|---|-----|----|
| 1. Is there a capital letter at the beginning of each sentence? | YES | NO |
| 2. Is there a period at the end of each sentence? | YES | NO |
| 3. Are there affective descriptions? | YES | NO |
| 4. Are there behavioral descriptions? | YES | NO |
| 5. Are there physical descriptions? | YES | NO |
| 6. What questions do you have for the author? | | |

CHECKLIST #4: The author is _____

- | | | |
|---|-----|----|
| 1. Is there a capital letter at the beginning of each sentence? | YES | NO |
| 2. Is there a period at the end of each sentence? | YES | NO |
| 3. Are there affective descriptions? | YES | NO |
| 4. Are there behavioral descriptions? | YES | NO |
| 5. Are there physical descriptions? | YES | NO |
| 6. What questions do you have for the author? | | |

"NO ONE'S AVAILABLE TO TAKE YOUR CALL"

OBJECTIVE: Students will be able to leave a message on an answering machine.

Topic: *Telephone*

CASAS: 2.1.7

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Listening/Speaking (Basic Skills)

Participate as Team Member (interpersonal)

Sociability (Personal Qualities)

Interpret and Communicate (Information)

Problem Solving (Thinking Skills)

Apply Technology to Task (Technology)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Present Tense with **to be**: *This is Nguyen Thi Mai.*
Present Perfect: *You have reached the Chin family.*

VOCABULARY: **available, residence, as soon as possible, beep, tone, take your call.**

PREREQUISITE: Students should be able to express personal information easily.

NOTE: You will need 5 cassette tapes and four tape players for this lesson.

BEFORE CLASS

- a.) Record a typical answering machine's outgoing message for the Presentation activity:
You have reached the Rosales residence. No one is available to take your call. Please leave your name and number after the beep, and we'll call you back as soon as we can.
- b.) Record an outgoing message followed by two faulty incoming messages for the Comp Check.
 - A: **Please leave your name and number after the beep.**
 - Incoming #1: My number is 213-626-7151.**
 - Incoming #2:(TOO FAST) This is Sally Silverstein at Smith, Shelly and Spokane. Please call me back before 6 p.m. at 818-342-9169 or 310-878-2116.**
- c.) Duplicate a class set of the Pair Practice handout on page 69 for the Guided Practice activity.
- d.) Record the following announcement/messages, one per tape.
 - #1- Hi. There's no one available to take your call right now. Leave your name, number and a brief message after the tone. Thank you. **-Hi, this is Susan. I'm in your ESL class. I sat behind you yesterday, remember? I'm calling (beep)**
 - #2-Hi. There's no one available to take your call right now. Leave your name, number and a brief message after the tone. Thank you. **-Hi, this is (static) I'm calling about today's lesson. I missed class because I was sick and I had to go to the doctor. Could you (beep)**
 - #3-Hi. There's no one available to take your call right now. Leave your name, number and a brief message after the tone. Thank you. **-Hi, this is (static) Could you call me back and let me know what the lesson was about? My number is (beep)**
 - #4-Hi. There's no one available to take your call right now. Leave your name, number and a brief message after the tone. Thank you. **-Hi, this is (static) I'm calling about (static) Could you (static) My number is 818-555-3233. That's area code 818-555-3233. I might be sleeping, so just leave a message Thanks! Bye.**
- e.) Duplicate 1/4 of a class set of the handout on page 69, (one for each group of four.) Cut apart the four sections and clip them together, one set per group, for the Communicative Practice.
- f.) Review How to conduct a Focused Listening activity, p. 157 and How to conduct a Jigsaw Corners Activity, p. 160.
- g.) Identify the pages in your textbook that you could use with this lesson or see *Crossroads 3*, p. 31.

LESSON PLAN

WARM UP:

(5 minutes)

- Survey the class about their experience leaving messages on answering machines.

INTRODUCTION:

(5 minutes)

1. Act out making a call and getting an answering machine. Appear nervous. Make faces. Start to talk and hang up in disgust. Next demonstrate leaving a message in a relaxed and confident manner. Ask students which situation is familiar.
2. Tell students that this lesson will help them leave messages .

PRESENTATION:

(20 minutes)

1. Play an answering machine announcement. (See p. 67-a.)
2. Ask questions about the announcement. *Is this a business or a home?* (Home) *How do you know?* ("Residence" means home.)
3. Replay the tape. Ask students to tell you what else is in the announcement.
4. Demonstrate leaving an appropriate message. e.g. *This is Julie Haggetson. My number is 213-626-7151. I'm calling about the homework. Please call me when you get a chance. 213-626-7151.* Stress speaking clearly and not too fast.
5. Help students categorize the information in your message: **Name, phone number, reason for call, request, repetition of phone number.** Ask students to tell you the two most important parts of the message. (Name and number.)

COMPREHENSION CHECK: [LISTENING]

(10 minutes)

1. Play examples of messages without the proper information. (See p. 67-b.)
2. Ask students to ID the problems with the messages: no name, too fast.

GUIDED PRACTICE: [BRAINSTORM & DRILL]

(15 minutes)

1. Write the categories from Presentation #5 on the board then generate names and numbers for the first two headings. Next, brainstorm different information under the **reason for call** and **request** headings. E.g., *I'm calling about the party, It's been canceled,* and *Call me back after 6.*
2. Create messages using the different info under the headings. Do choral repetition drills with each message for pronunciation and structure practice.

(15 minutes)

[PAIR PRACTICE]

1. Form pairs and distribute the handout on p. 69. Demonstrate how each partner writes an announcement in the A section and makes notes on a message in the B section. Set a time limit. Monitor students' work.
2. Once time is called, assign A and B roles. Have the As read their announcements, and the Bs leave their messages. Then have partners switch roles.

COMMUNICATIVE PRACTICE: [CORNERS JIGSAW]

(30 minutes)

1. Set up the four tape recorders with the different messages in each corner of the room. Number each of the corners, #1-4. (See p. 67- c, d, e)
2. Form teams of four and number heads. Tell students they will go to the corner that matches their number, listen to a partial message and bring the information back to their teams. In teams, they will put together the complete message, and decide how they would respond to it. Direct students to their corners.
3. Have one person in each corner press play on the recorder to hear the message. Once students in each corner agree upon what they've heard, they go back to their teams and work with their teammates to complete the handout on p. 70.

EVALUATION: [REPORT BACK]

(15 minutes)

- Have the #3 person on each team report the message their team wrote.

APPLICATION:

(Where possible)

- Have students call and leave a message on the school's answering machine.

- Fold back these instructions and duplicate a class set of this handout for the Guided Practice Activity.

"NO ONE'S AVAILABLE TO TAKE YOUR CALL"

PAIR PRACTICE



Creating an Outgoing Message or Announcement

- Use the models below to write your own answering machine announcement.
- Your teacher will tell you when to read your announcement to your partner.

EXAMPLE 1: You have reached the Chin family--Mary, Robert and Janie.
Sorry we can't come to the phone right now. Please leave your name, number and the reason for your call at the tone.
We'll return your call as soon as possible.

EXAMPLE 2: You have reached 213-664-2816. Please leave your name, number and a brief message when you hear the beep. Someone will get back to you as soon as possible. Thanks for calling.

- Write your announcement here:

FOLD HERE



Leaving a Message

- Make notes for a message you want to leave. (You can use your imagination.)

Name: _____

Phone Number: _____

What the call is about: _____

Best time to call back: _____

- Your teacher will tell you when to leave a message with your partner.
You can follow the example below.

EXAMPLE: This is Julie Haggetson. My number is 213-626-7151. I'm calling about the homework. Please call me when you get a chance. 213-626-7151.

- Fold back these instructions and duplicate one page for each group of four in your class.
- Cut apart each sheet and clip the four sections together.

"NO ONE'S AVAILABLE TO TAKE YOUR CALL"

CORNERS JIGSAW ACTIVITY

- Talk with your teammates to answer the questions below.

#1

Who called? _____

Why? _____

What does she want? _____

What's her number? _____

You have to call her back. What message will you leave on her machine?

- Talk with your teammates to answer the questions below.

#2

Who called? _____

Why? _____

What does she want? _____

What's her number? _____

You have to call her back. What message will you leave on her machine?

- Talk with your teammates to answer the questions below.

#3

Who called? _____

Why? _____

What does she want? _____

What's her number? _____

You have to call her back. What message will you leave on her machine?

- Talk with your teammates to answer the questions below.

#4

Who called? _____

Why? _____

What does she want? _____

What's her number? _____

You have to call her back. What message will you leave on her machine?

"I WANT TO RETURN THIS LEMON!"

OBJECTIVE: Students will be able to interpret and use appropriate language to return a defective or unwanted product.

Topic: Returning a Product

CASAS: 1.3.3

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Listening/Speaking (Basic Skills) **Allocate Money, Keep Track of Receipts** (Resources)

Asserting Oneself (Personal Qualities) **Communicate reasons for a Return** (Information)

Problem Solving (Thinking) **Understand Store Policy** (Systems)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: simple present: *It doesn't turn on. It doesn't fit. Do you have the receipt?*
 modal-would like- as polite speech: *I'd like to return this. I'd like a refund.*

VOCABULARY: See **BEFORE CLASS-c**

PREREQUISITE: This lesson is most successful if students are familiar with general shopping language but don't yet have a lot of experience returning items for refunds.

BEFORE CLASS

- a.) Bring in a fresh lemon and two receipts for the Warm Up and Presentation activity.
- b.) Write the dialog below (or use a similar one from your textbook) on the board, OHT or tearsheet for the Presentation and Guided Practice activities. (You can also make a class set of the copy on p. 73.)

"Save thy receipt"

Customer - I'd like to return this camera.

Clerk - Is there something wrong with it?

Customer - I just don't like the pictures it takes.

Clerk - One of our technicians might help you solve that problem.

Customer - No, thank you. I just want to return it.

Clerk - Do you have the receipt?

Customer -Yes, here it is.

Clerk - Do you want to exchange it or would you like a refund?

Customer - I'd like a refund, please.

- c.) Write some or all of these vocabulary words and phrases on the board, OHT or tearsheet for the Presentation and Guided Practice activities.

receipt	lemon laws	It's	stained
proof of purchase	warranty		broken
30-day limited return	return policy		torn
satisfaction guarantee	refund		damaged
customer	refund (v)		defective
clerk	return (v)		a lemon
salesperson	exchange (v)		
<i>The customer is always right</i>		It doesn't fit	

- d.) Duplicate a class set of the evaluation handout, p. 74.
- 71 e.) Identify the pages in your text that you could use in this lesson or see *Real Life English 2*, p. 74.

" I WANT TO RETURN THIS LEMON!"

LESSON PLAN

WARM UP:

(15 minutes)

1. Show students a fresh lemon and ask them what it is. Tell them the term lemon is what we call a **defective product** or something that doesn't work.
2. Share a story about a lemon you purchased recently and/or have 3 or 4 students share their "horror stories" with the class. Discuss the problems.

INTRODUCTION:

(5 minutes)

1. Show students a receipt, tell them it is for the item from your story and throw it away. Invite reactions. Retrieve the receipt and ask what you can do with it.
2. Tell students they will be learning how to return items that are "lemons."

PRESENTATION: [BRAINSTORM, DIALOG]

(15 minutes)

1. Discuss reasons for returning items to a store and have a student recorder write them on an OHT or a tearsheet. Be sure to add "**I don't like it.**" if students don't come up with it. Ask if the class agrees that all the reasons are valid.
2. Act out the dialog (p. 71-b) or a similar one in your text.
3. Review the dialog for pronunciation and meaning. Ask questions such as, *Is this conversation realistic? Have you made a return like this?*

COMPREHENSION CHECK:

(5 minutes)

- Make true/false statements about the situation and have students respond non-verbally, holding up one finger for true, two for false, e.g. *Is the customer angry? Does he have the receipt?*

GUIDED PRACTICE A: [DIALOG PAIR PRACTICE]

(10 minutes)

1. Have students form pairs and practice the dialog.
- **Pairs who are more advanced can make substitutions for the underlined phrases in the dialog, write their new dialog and share it with you.**

(15 minutes)

[DEFINITIONS]

1. Elicit definitions for the target vocabulary list on the board, OHT, or tearsheet. (See p. 71-c.)
2. Have students write words and definitions on their own paper, study them for 3-5 minutes and turn their papers over.
3. Give definitions and have volunteers come up and circle the correct term.

COMMUNICATIVE PRACTICE: [ROLEPLAY]

(40 minutes)

1. Review the steps for a successful interaction.
E.g., **greet, make request, state problem, find a solution.**
2. Have students brainstorm a list of items and possible reasons for returning those items. E.g. **shirt/doesn't fit, CD/damaged.** (Put the list on the board.)
3. Choose one of the situations from the list and, with the students help, script a new dialog on the board that includes the steps in #1 above.
4. Have students form groups of three or four and select a situation based on the lists or on their own ideas. Tell students they will be creating a roleplay that they will perform for the class.
5. Have each group script a dialog between a customer and a clerk or manager using the steps from #1 above, making use of the vocabulary from the lesson. Set a 20-minute time limit.

EVALUATION: [OBSERVATION CHECKLISTS]

(20-30 minutes)

- Have each group perform their roleplays. Students use the checklists on page 74 to give feedback. Elicit positive feedback on what each group did well.

EXPANSION:

(as time permits)

- Discuss **return policies** at various stores in the neighborhood.

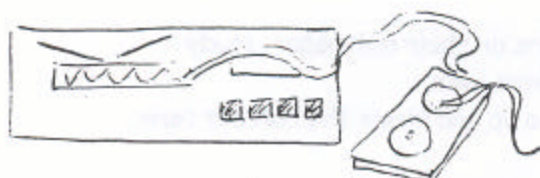
•Fold back these instructions and duplicate a class set of this sheet. Distribute during the Guided Practice activity, if desired.

"I WANT TO RETURN THIS LEMON!" DIALOG PRACTICE

- Practice the dialog below with your partner.
- You can substitute your own words, or the words below, for the words that are underlined.

"Save thy receipt."

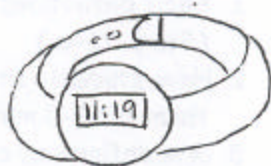
- Customer - I'd like to return this camera.
- Clerk - Is there something wrong with it?
- Customer - I just don't like the pictures it takes.
- Clerk - One of our technicians might help you solve that problem.
- Customer - No, thank you. I just want to return it.
- Clerk - Do you have the receipt?
- Customer - Yes, here it is.
- Clerk - Do you want to exchange it or would you like a refund?
- Customer - I'd like a refund, please.



VCR/It eats my tapes



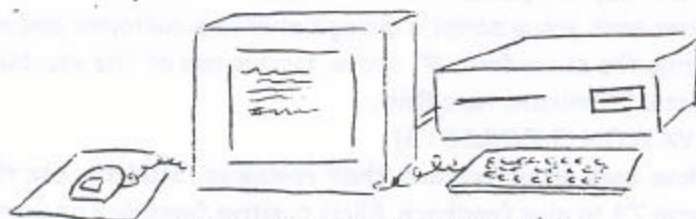
lawn mower/ It's too hard to push



watch/It runs fast



television/It shows terrible programs



computer/It keeps crashing

- Fold back these instructions and duplicate enough copies of this sheet, so that students have a form for each group that will perform. (A class set of this page will provide you with forms for five groups' performances.)

"I WANT TO RETURN THIS LEMON"

OBSERVATION CHECKLISTS

• Watch each group's performance and answer the questions.

GROUP # _____ OBSERVER: _____

Did the clerk greet the customer? YES NO Did the customer greet the clerk? YES NO

What item did the customer want to return? _____

Why did the customer want to return it/them? _____

How did the problem get solved? _____

Was the interaction successful? YES NO

GROUP # _____ OBSERVER: _____

Did the clerk greet the customer? YES NO Did the customer greet the clerk? YES NO

What item did the customer want to return? _____

Why did the customer want to return it/them? _____

How did the problem get solved? _____

Was the interaction successful? YES NO

GROUP # _____ OBSERVER: _____

Did the clerk greet the customer? YES NO Did the customer greet the clerk? YES NO

What item did the customer want to return? _____

Why did the customer want to return it/them? _____

How did the problem get solved? _____

Was the interaction successful? YES NO

GROUP # _____ OBSERVER: _____

Did the clerk greet the customer? YES NO Did the customer greet the clerk? YES NO

What item did the customer want to return? _____

Why did the customer want to return it/them? _____

How did the problem get solved? _____

Was the interaction successful? YES NO

GROUP # _____ OBSERVER: _____

Did the clerk greet the customer? YES NO Did the customer greet the clerk? YES NO

What item did the customer want to return? _____

Why did the customer want to return it/them? _____

How did the problem get solved? _____

Was the interaction successful? YES NO

"I NEED TO REPORT A CRIME!"

OBJECTIVE: Students will be able to fill out a crime report form.

Topic: Reporting Crimes

CASAS: 5.3.8

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Reading/Writing [Basic Skills]

Teach others [Interpersonal]

Responsibility [Personal Qualities]

Understand crime reporting procedures [Systems]

Seeing Things in the Mind's Eye [Thinking Skills]

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Simple past with regular and irregular verbs: *He took my wallet.*
Past continuous interrupted by a single event in the past:
The alarm was ringing when the police arrived.

VOCABULARY: **mug/mugging, assault/assaulted, rob/robbed, steal, thief, suspect, officer-on-duty, physical descriptions**

PREREQUISITE: Familiarity with simple past (regular and irregular forms) and vocabulary of common crimes.

BEFORE CLASS

- a.) Bring in some sort of disguise to wear when you perpetrate a "crime" during the Guided Practice, (e.g., a moustache and glasses prop and/or a wild hat and/or a distinctive coat or jacket.)
- b.) Write the following questions on the board, OHT or butcher paper for use during the Presentation, Guided Practice and Communicative Practice activities.
What were you doing when the crime occurred?
Where were you?
What time was it?
Did the suspect(s) take anything? Describe it/them.
Was anyone hurt?
Did you see the suspect(s)? What was she/he wearing?
What did the suspect(s) look like? (height? weight? eye color? hair color?)
Which direction did the suspect go after the crime? How did she/he travel?
- c.) Copy the blank crime report, p.77, on an OHT or create a large mock-up of the report on butcher paper for the Presentation. Duplicate two class sets of the crime report for the Guided Practice and Evaluation activities.
- d.) Duplicate a class set of the suspect, crime and stolen property cards handout, p. 78, for use in the Communicative Practice activity. Cut apart one handout for each student, placing each set of cards in a small envelope, or have students cut apart their own sets.
- e.) Bring in a movie video that features a mugging, theft or burglary scene. For example, *The Out of Towners.*) OR Bring in a picture of a crime for the Application activity. For example, p. 100 in *The Oxford Picture Dictionary.* (Be sure neither video nor picture is overly violent or graphic.)
- f.) Review How to Conduct an Information Gap activity, p. 160
- g.) Identify the pages in your textbook that you could use with this lesson or see pages 29-30 in Focus on Grammar, Workbook A.

LESSON PLAN

REVIEW/WARM-UP:

(15 minutes)

1. Act out (or have students act out) a series of actions. Have students tell you what you did. ***You wrote on the board, looked at the clock and ran to the door.***
2. Act out two or three things simultaneously and see if students can name what you are doing. ***You are singing and writing at the same time.*** See if anyone can identify what you were doing. ***You were singing and writing at the same.***
3. Act out doing one thing and getting interrupted. See if students can say what happened. ***You were writing when you sneezed.***

INTRODUCTION:

(5 minutes)

1. Poll students to discover how many have been victims of a crime.
2. Tell students they will be learning how to fill out a crime report.

PRESENTATION: [DEMONSTRATION]

(15 minutes)

1. Have a student volunteer run to the front of the room, grab your books while shouting "Give me those!", and then run out of the room.
2. Ask students what happened, then use the questions on the board to guide the students' responses. (See p. 75-b.)
3. Show students the OHT or copy of the police report. (See p. 75-c.) Go over any new vocabulary, and fill in the report with the class' help.

COMPREHENSION CHECK: [SILENT DRILL]

(5 minutes)

- Ask YES/NO questions about the report that students can answer non-verbally. E.g., ***Was the suspect tall?***

GUIDED PRACTICE: [PAIR WORK]

(15 minutes)

1. Act out another simple crime in which you are the suspect.
2. Have students work in pairs to fill out the report (p. 77) for the new crime.
3. Walk around to each pair and check their work.

COMMUNICATIVE PRACTICE: [INFORMATION GAP]

(40 minutes)

1. Give each pair a set of the crime/suspect/stolen property cards on page 78. (See p. 75-d.)
2. Have one student be the officer-on-duty and the other be the victim. Tell the officers they will be listening to the victims describe the crime, the suspect and the stolen property so that the officers can pick out the correct cards from their decks.
3. Tell the victims: ***Choose one suspect, one crime and one or more stolen property cards but don't show the cards to your partner.***
4. Have the officers ask the victims the questions from the board and write down the victim's answers. Once an officer thinks she knows which cards are being described, she pulls the cards from her own deck, shows the victim and asks ***Is this the man/woman who _____? Is this your stolen _____?*** Give students a 15-minute time limit. (If they finish early, they can do it again.)
5. Call time, get feedback on the students' success. Have pairs switch roles and do the activity again.

EVALUATION:

(20-30 minutes)

- Distribute another set of crime report forms and have students fill them out based on one of the suspects and crimes from the card game.

APPLICATION:

(As time permits)

- Show a clip from the video or show students a picture of a crime. (See p. 75-e.) After viewing the clip, have students write several sentences describing the crime, suspect, and situation they "witnessed."

"I NEED TO REPORT A CRIME"

COMBINED EVID. REPORT
 MULTIPLE DRS ON THIS REPORT

SHOTS FIRED

Page ____ of ____

Los Angeles Police Department
PRELIMINARY INVESTIGATION of

INVEST. DIV. _____ DR _____

PRELIMINARY CASE SCREENING

- SUSPECT / VEHICLE NOT SEEN
- PRINTS OR OTHER EVIDENCE NOT PRESENT
- NO NOT DISTINCT
- PROPERTY LOSS LESS THAN \$3000
- NO SERIOUS INJURY TO VICTIM
- ONLY ONE VICTIM INVOLVED

VICTIM

LAST NAME, FIRST, MIDDLE (FIRM IF BUSINESS) _____ SEX _____ DESC. _____ AGE _____ DOB _____

ADDRESS _____ R- _____ ZIP _____ PHONE _____

B- _____

PREMISES (SPECIFIC TYPE) _____ **ATM**

DR. LIC. NO. (IF NONE, OTHER ID & NO.) _____ FOREIGN LANGUAGE SPOKEN (IF APPLICABLE) _____ OCCUPATION _____

ENTRY 459/89V

POINT OF ENTRY _____ POINT OF EXIT _____

FRONT
 REAR
 SIDE
 ROOF
 FLOOR
 OTHER

METHOD _____

INSTRUMENT / TOOL _____

LOCATION OF OCCURRENCE SAME AS Y'S RES. BUS. R.D. PRINTS BY PREL. INV. ATTEMPT. Y N OBTAINED Y N

DATE & TIME OF OCCURRENCE _____ DATE & TIME REPORTED TO PD _____

VICT'S VEH. (IF INVOLVED) - YEAR, MAKE, TYPE, COLOR, LIC. NO. _____

TYPE PROPERTY STOLEN / LOST / DAMAGED 3,4 GIVEN

STOLEN / LOST _____ RECOVERED _____ EST. DAMAGED ARSON / VAND. _____

NOTIFICATIONS (PERSON & DIVISION) _____ CONNECTED REPORTS (TYPE & DR) _____

MO IF LONG FORM, LIST UNIQUE ACTIONS. IF SHORT FORM, DESCRIBE SUSPECT'S ACTIONS IN BRIEF PHRASES, INCLUDING WEAPON USED. DO NOT REPEAT ABOVE INFO, BUT CLARIFY REPORT AS NECESSARY. IF ANY OF THE MISSING ITEMS ARE POTENTIALLY IDENTIFIABLE, ITEMIZE AND DESCRIBE ALL ITEMS MISSING IN THIS INCIDENT IN THE NARRATIVE.

MOTIVATED BY HATRED / PREJUDICE DOMESTIC VIOLENCE

REPORTING EMPLOYEE(S)

INITIALS, LAST NAME _____ SERIAL NO. _____ DIV./DETAIL _____

PERSON REPORTING SIGNATURE _____ OR RECEIVED BY PHONE -

NOTE: IF SHORT FORM AND VICTIM / PR ARE NOT THE SAME, ENTER PR INFORMATION IN INVOLVED PERSONS SECTION.

Complete below sections if any Preliminary Case Screening boxes are not checked.

SUSP'S VEHICLE

YEAR	MAKE	MODEL	TYPE	Interior COLOR:	Exterior	Body	Windows
				1 BUCKET SEATS 2 DAMAGED INSIDE	1 CUSTOM WHEELS PAINTED INSCRIPT. 2 LEVEL ALTERED 3 RUST / PRIMER 4 CUSTOM PAINT 5 VINYL TOP	1 DAMAGE 5 RIGHT 2 MODIFIED 6 FRONT 3 STICKER 7 REAR 4 LEFT	1 DAMAGE 5 RIGHT 2 CURT. TINT 6 FRONT 3 CURTAINS 7 REAR 4 LEFT

COLOR(S) _____ VEH. LIC. NO. _____ STATE _____

SEX	DESC.	HAIR	EYES	HEIGHT	WEIGHT	AGE	CLOTHING	NAME, ADDRESS, DOB, IF KNOWN; NAME, BKG. NO., CHARGE, IF ARRESTED
-----	-------	------	------	--------	--------	-----	----------	---

S-1 PERSONAL ODDITIES (UNUSUAL FEATURES, SCARS, TATTOOS, ETC.) _____

Weapon (VERBAL THREATS, BODILY FORCE, SIMULATED GUN, ETC. IF KNIFE OR GUN, DESCRIBE FULLY) _____

S-2 _____

INVOLVED PERSONS

W - WITNESS R - PERSON RPTG S - PERSON SECURING (459) D - PERSON DISCOVERING (459) P - PARENT
 CP - CONTACT PERSON (DOMESTIC VIOLENCE) TO - TRUE OWNER

NAME	SEX	DESC	DOB	ADDRESS	CITY	ZIP	PHONE
				R-			
				B-			
				R-			
				B-			
				R-			
				B-			

ITEM QUAN.	ARTICLE	SERIAL NO./TYPE TEST OF DRUG	BRAND / DRUG WEIGHT UNITS	MODEL NO./DRUG TEST RESULT	MISC.

NARRATIVE 1) LIST ADD'L SUSPS. & INVOLVED PERSONS. 2) RECONSTRUCT OCCURRENCE, INCL. ALL ELEMENTS OF CORPUS DELICTI. 3) IF NOT USING EVID. CONTINUATION FORM, DESCRIBE EVIDENCE. INCLUDE PRINTS, STATE LOCATION FOUND AND BY WHOM. GIVE DISPOSITION. 4) SUMMARIZE OTHER DETAILS, INCL. WHEN & WHERE PERSONS WITH NO PHONE CAN BE LOCATED. 5) INDICATE TYPE OF TRANSLATOR NEEDED FOR ANY INVOLVED PERSON. 6) LIST ITEMS MISSING.

VICTIM INDEMNIFICATION INFORMATION (IF APPLICABLE) _____

IS ANY OF THE VICTIM'S PROPERTY MARKED WITH AN OWNER APPLIED IDENTIFICATION NUMBER? IF "YES" EXPLAIN IN NARRATIVE. YES NO

APPROVAL AND REVIEW

SUPERVISOR APPROVING _____ SERIAL NO. _____

DETECTIVE SUPERVISOR REVIEWING _____ SERIAL NO. _____

DATE & TIME REPRODUCED _____ CLERK _____

Category _____

USE OF FORCE

MARCOTICS STOLEN - MARC. DIV.

DSD (GAS) / CRASH

FIREARM STOLEN / LOST - DIV. 4, 4.1 CRIME / PROPERTY IT SPVR

- Fold back these directions and duplicate a class set of this sheet.
- Cut apart the set of cards on each page and put them into an envelope for the Communicative Practice activity. (One set per student.)

"I NEED TO REPORT A CRIME"

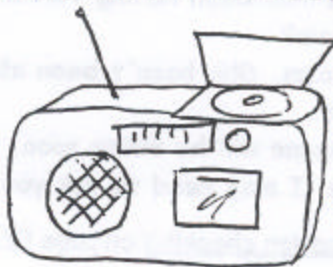
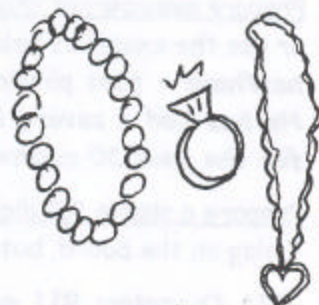
SUSPECT/CRIME/STOLEN PROPERTY
PICTURE CARDS



mugging

burglary

robbery



"SHE CAN'T BREATHE!"

OBJECTIVE: Students will be able to identify common symptoms of a medical emergency and relate them to medical personnel.

Topic: Medical Emergency

CASAS: 3.1.1

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Speaking/Writing (Basic Skills)

Participate as Team Member (Interpersonal)

Sociability (Personal Qualities)

Interpret and Communicate Data (Information)

Creative Thinking (Thinking Skills)

Monitor and Correct Performance (Systems)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Present Perfect with **since** and **for**: *He hasn't eaten for hours.*
He hasn't eaten since noon.

Present Perfect Progressive: *He's been shaking for 20 minutes.*

VOCABULARY: **ever, never, yet, until, before, be pale, sweaty, nauseous, dizzy, unconscious, have a fever, chills, diarrhea, shake, etc., time expressions.**

PREREQUISITE: Students should be familiar with common health ailments, basic 911 calls, and the Present Perfect tense, and understand the principle of continuous tenses.

BEFORE CLASS

- a.) Enlarge and cut apart a set of the medical emergency illustrations, p. 81. Duplicate a class set of the picture sheet as well for the Guided Practice activities.
- b.) Gather five 3x5 or 4x6 index cards for every two students.
- c.) Prepare examples of present perfect and present perfect continuous that reflect the topic or use the examples below for the Guided Practice activity.

has/have + past participle	has/have + verb + ing
<i>He has had a severe headache for the past 30 minutes.</i>	<i>He has been bleeding non-stop since the accident.</i>
- d.) Prepare a simple 911 dialog, or use the one below, for the Communicative Practice activity. Write the dialog on the board, butcher paper or an OHT.

911 Operator: 911 emergency.
Caller: My grandmother has been having terrible pain.
911 Operator: Where is the pain?
Caller: Chest and left arm. She hasn't been able to move her left arm for the past 20 minutes.
911 Operator: Stay calm. Someone will be there soon. I'm going to put you on hold but stay on the line. I may need to ask you some more questions.
- e.) Duplicate a class set of the evaluation checklist on page 82.
- f.) Review *Teaching Vocabulary and Checking Comprehension with Early Production Questions*, p. 149 and *How to Conduct a Roleplay activity*, p. 165.
- g.) Identify the pages in your textbook that you could use with this lesson or see **EXPRESSWAYS 3**, pp. 93-97.

LESSON PLAN

WARM UP: [INTERVIEW]

(10 minutes)

- Define medical emergency. Have student pairs ask each other, *Can you name five medical emergencies? Have you ever experienced a medical emergency? What happened?*

INTRODUCTION:

(5 minutes)

- Tell students they will learn how to describe symptoms to a paramedic, doctor or emergency operator.

PRESENTATION: [TEACH VOCABULARY]

(25 minutes)

1. Act out the symptoms of a *heart attack* (left arm pain, difficulty breathing, depression), *choking* (hands at throat) and *shock* (glazed expression, chilled)
2. Ask students to tell you what's wrong.
3. Have a student write the symptoms on the board.
4. Show pictures (p. 79-a), or mime other emergencies to prompt more vocabulary. List the emergency situations and their symptoms on the board.

COMPREHENSION CHECK: [EARLY PRODUCTION NON-VERBAL DRILL]

(5 minutes)

1. Ask nine students to come to the front. Hand each one of the pictures from page 79. Have the students line up facing the class with their pictures.
2. Describe a set of symptoms. Have the student holding the pictured symptoms step forward. *E.g., He has a pain in his left arm and difficulty breathing.* /Heart attack steps forward.

GUIDED PRACTICE: [PAIR WORK]

(15 minutes)

1. Distribute five index cards to each student pair. (See p. 79-a.)
2. Have students write one symptom per card using the basic verb form (e.g. *be nauseous, have a glazed expression, shake, etc.*)
3. Demonstrate the structures for the present perfect and present perfect continuous using sample sentences that relate to the topic. (See p. 79-c.)
4. Have pairs use the symptoms on their flash card and the tense structures from #3 above to write original sentences they might say to emergency personnel. On a piece of paper, and practice saying them. Set a time limit.
5. Once time is called, have pairs exchange cards and repeat step #4.

COMMUNICATIVE PRACTICE: [ROLEPLAY]

(40 minutes)

1. Show students a 911 dialog model, such as the one on page 79,d.
2. Form groups of three. Have groups assign the roles of caller, victim, and 911 operator.
3. Tell students to create and act out a conversation, based on the model. (The victim mimes symptoms, while the caller and 911 operator talk.)

EVALUATION: [ROLEPLAY]

(20-30 minutes)

- Have groups present their dramas while the class notes what they observe on the evaluation checklist from page 82.

EXPANSION: [BRAINSTORM]

(as time permits)

- Assign each group a different emergency and have them brainstorm ways to prevent it.

- Fold back these directions and copy these pictures onto an OHT, or use them as the basis of your own larger drawings on the board, butcher paper or 8 1/2" by 11" flashcards.
- Duplicate a class set of this page for the Guided Practice activity.

"SHE CAN'T BREATHE"
EMERGENCY SYMPTOMS

 <p>be not breathing</p>	 <p>be unconscious</p>	 <p>have chest pain</p>
 <p>be nauseous</p>	 <p>be dizzy</p>	 <p>be bleeding</p>
 <p>have a high fever</p>	 <p>have stomach cramps</p>	 <p>have chills</p>

- Fold back these instructions and duplicate enough copies of this sheet so that each student has a form for each group that will perform. (A class set of this page will provide you with forms for five groups' performances.)

"SHE CAN'T BREATHE"

OBSERVATION CHECKLISTS

- Watch each group's performance and answer the questions.

GROUP # _____ OBSERVER: _____
 Did the caller state the problem? YES NO
 What was the victim's problem? _____
 What were the victim's symptoms? _____
 Did the operator ask for more information? YES NO
 Did the caller speak clearly? YES NO Did the operator speak clearly? YES NO

GROUP # _____ OBSERVER: _____
 Did the caller state the problem? YES NO
 What was the victim's problem? _____
 What were the victim's symptoms? _____
 Did the operator ask for more information? YES NO
 Did the caller speak clearly? YES NO Did the operator speak clearly? YES NO

GROUP # _____ OBSERVER: _____
 Did the caller state the problem? YES NO
 What was the victim's problem? _____
 What were the victim's symptoms? _____
 Did the operator ask for more information? YES NO
 Did the caller speak clearly? YES NO Did the operator speak clearly? YES NO

GROUP # _____ OBSERVER: _____
 Did the caller state the problem? YES NO
 What was the victim's problem? _____
 What were the victim's symptoms? _____
 Did the operator ask for more information? YES NO
 Did the caller speak clearly? YES NO Did the operator speak clearly? YES NO

GROUP # _____ OBSERVER: _____
 Did the caller state the problem? YES NO
 What was the victim's problem? _____
 What were the victim's symptoms? _____
 Did the operator ask for more information? YES NO
 Did the caller speak clearly? YES NO Did the operator speak clearly? YES NO

"FIRST, INSERT THE ORIGINALS..."

OBJECTIVE: Students will be able to delineate the steps in a simple workplace task, using appropriate sequencing vocabulary, in order to teach the task to others.

Topic: Giving & Following Instructions

CASAS: 7.2.2

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Speaking/Listening (Basic Skills)

Teach Others (Interpersonal)

Behaving Assertively (Personal Qualities)

Rank things in order (Resources)

Seeing Things in the Mind's Eye (Thinking Skills)

Understand Reporting Procedures (Systems)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: imperatives: *Insert the original. Select the number of copies.*

adverbs of sequence: *First, next, after that, etc.*

VOCABULARY: **first, next, then, after that, before, during** and verbs such as, **press, plug in, insert, fold, click, and take out.**

PREREQUISITE: familiarity with simple present tense and names of office and school equipment.

BEFORE CLASS

- a.) Copy the sequence below on the board, butcher paper, or an OHT for the Guided Practice activity.

MAKING A PHOTOCOPY

___ Push the green start button.

___ Pick up the original and the photocopy.

___ Choose the number of copies you want to make.

___ Lift the cover and remove the original.

___ Insert the original face up in the feed tray.

___ Insert the coins into the coin box.

- b.) Duplicate half a class set of the sequencing activity on page 85. Cut apart each set of sentence strips and clip them together, one set per pair, or two sets per group of four.

- c.) Prepare a chart that defines the roles of each student in the Communicative Activity.

facilitator: helps everyone participate, keeps the focus on the task

timekeeper: pays attention to time limits, gives time warnings

recorder: writes down the steps of the task

teacher: "teaches" the task to the class by stating each step

actor: demonstrates the task while the teacher states each step

- d.) Copy the list of common tasks below (or create your own) on the board, OHT or butcher paper for use in the Communicative Practice activity. Bring in items associated with each task; e.g., a stapler, wrapping paper and a box, etc.

EVERYDAY TASKS

load a stapler

operate a VCR

peel an orange

address an envelope

wrap a gift

water a plant

organize a notebook (with tabbed separators)

sort laundry

- e.) Duplicate enough copies of the observation checklist on page 86 so that each student will have a checklist for observing each group of four in the class.

- f.) Identify the pages in your textbook that you could use in this lesson, or see page 11 in Word by Word and/or pp. 142-143 in *The Oxford Picture Dictionary*.

"FIRST, INSERT THE ORIGINALS"

LESSON PLAN

Warm Up:

(15 minutes)

1. Have each student list the first five things s/he each did that day.
2. Pair students and have them compare their lists, finding tasks they have in common.

INTRODUCTION:

(15 minutes)

1. Elicit and list some of the tasks students named during the warm-up. Ask students which tasks have more than one step. (Almost all do!)
2. Ask students if they ever have to tell someone how to do something. Elicit examples of situations where students have given directions.
3. Tell students they will be give and follow directions on how to perform everyday and workplace tasks.

PRESENTATION: [DEMONSTRATION]

(20 minutes)

1. Have students watch as you perform a simple task such as clipping papers together with a paper clip, loading a stapler, or alphabetizing a list of words.
2. Ask students to tell you what you did, guiding them by asking questions such as ***What did I do first? What did I do after that? Then what did I do?*** As students respond and describe your actions, list the steps on the board. Emphasize the sequencing adverbs: *first, then, next, after that, and finally.*
3. Review the procedures with the students and elicit any questions they may have.

COMPREHENSION CHECK: [EARLY PRODUCTION QUESTIONS]

(5 minutes)

- Ask "or" questions about the list of steps. ***What did I do first, take out the staples or open the stapler?***

GUIDED PRACTICE:

(20 minutes)

1. Post the scrambled steps for "Making a Photocopy" (p. 83-a.) Model how to unscramble the steps by asking sequence questions. ***Which comes first? When do I do this?***
2. Distribute the sentence strips, p.85, to pairs or small groups and have them sequence the steps while you circulate, facilitate and monitor students' progress. Set a 5-minute time limit.
3. Ask student volunteers to write the steps on the board and act them out .

COMMUNICATIVE PRACTICE: [TEAM WORK]

(30 minutes)

1. Form teams of 5 and assign each team member a role: facilitator, recorder, actor, teacher, timekeeper. Give students the definitions of each role. (See p. 83-c.)
2. Write a list of everyday tasks on the board. (See p. 83-d.)
Tell students they will choose one task from the list on the board, write out the steps for the task, and have the actor demonstrate each step for the group. Let students know they will be teaching the class their task to the class
3. Set a 15-minute time limit and monitor the students' practice
4. Once the team is sure that the procedure is correct, have the students help each other learn to say and perform the steps so that they can demonstrate them all without looking at the written procedures. Set a 10-minute time limit for this stage of the activity.

EVALUATION/APPLICATION: [OBSERVATION CHECKLIST]

(20-30 minutes)

1. Distribute the observation checklists on page 86 and have each group take turns coming to the front to teach their tasks to the class.
2. Remind the observing students to fill in their checklists **after** the group presents the task.

- Fold back these instructions and duplicate one page of sentence strips for each pair, or two sets for each group of four.
 - Cut apart and scramble each set, then clip them together.
 - OPTIONAL- Make an OHT of the sentence strips, cut them apart and use them to verify students' responses.
-

"FIRST INSERT THE ORIGINALS"

SEQUENCING ACTIVITY: MAKING 30 CUPS OF COFFEE



Remove the lid, the stem and the coffee basket from the pot.

Fill the coffee pot with water.

Insert the stem into the pot.

Measure the coffee and put it into the basket.

Put the coffee basket on the stem.

Put the lid on the pot.

Plug in the pot.

Flip the switch to the "on" position.

- Fold back these instructions and duplicate enough copies of this sheet so that each student has one form for each group that will perform. (A class set of this page will provide you with forms for four groups' performances.)

"FIRST, INSERT THE ORIGINALS"

OBSERVATION CHECKLISTS

- Watch each group's performance and answer the questions.

GROUP # _____ OBSERVER: _____

1. What was the task? _____
2. Did the presenter speak clearly? YES NO
3. Were the directions easy to follow? YES NO
4. Circle the sequence words you heard:
before first next then after that finally last
5. What I liked best about this presentation was:
___ the choice of task ___ the "acting" ___ the presenter's style

GROUP # _____ OBSERVER: _____

1. What was the task? _____
2. Did the presenter speak clearly? YES NO
3. Were the directions easy to follow? YES NO
4. Circle the sequence words you heard:
before first next then after that finally last
5. What I liked best about this presentation was:
___ the choice of task ___ the "acting" ___ the presenter's style

GROUP # _____ OBSERVER: _____

1. What was the task? _____
2. Did the presenter speak clearly? YES NO
3. Were the directions easy to follow? YES NO
4. Circle the sequence words you heard:
before first next then after that finally last
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___ the choice of task ___ the "acting" ___ the presenter's style

GROUP # _____ OBSERVER: _____

1. What was the task? _____
2. Did the presenter speak clearly? YES NO
3. Were the directions easy to follow? YES NO
4. Circle the sequence words you heard:
before first next then after that finally last
5. What I liked best about this presentation was:
___ the choice of task ___ the "acting" ___ the presenter's style

"COMPUTER FRIENDLY"

OBJECTIVE: Students will be able to identify the parts of a computer, read a short article about computers, and use reasoning skills to identify valid and invalid conclusions based on the article.

Topic: Computers

CASAS: 4.5.1, 7.2.4

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Speaking/Reading (Basic Skills)

Interpret and Communicate Information (Information)

Reasoning (Thinking Skills)

Select Technology (Technology)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: simple present and past tenses

VOCABULARY: mouse, keyboard, cable, motherboard, hard drive, software, floppy disk, byte, memory, monitor, printer, scanner, selected words from the reading

PREREQUISITE: none

BEFORE CLASS

- a.) Bring in realia or pictures to represent at least 10 of the following vocabulary items: computer, CPU, monitor, motherboard, mouse, keyboard, cable, scanner, printer, modem, laptop, trackball, slot, port, hard disk drive, surge protector, CD-ROM, CD-ROM drive
- b.) Duplicate a class set of the computer diagram on page 89 for the Presentation activity.
- c.) Prepare "or" questions (or use the ones below) to help check how well students understand the purpose of each component. These are used in the Comprehension Check activity.
 1. Does the final product come out of the printer or the scanner?
 2. Does the modem attach to the telephone line or the printer?
 3. Are the components connected by the mouse or the cable?
 4. Do cables fit into slots or ports?
 5. Is the most important component the CPU or the CD ROM?
 6. Does the monitor look like a T.V. or a typewriter?
 7. Does the floppy disk go in the hard drive or the disk drive?
 8. *Do you type on the keyboard or the motherboard?*
- d.) Duplicate a class set of the article on page 90 for the Guided Practice and Communicative Practice activities.
- e.) Prepare a set of conclusions based on the article or use the ones below in the Communicative Practice activity:
 1. **It's very expensive to put computers into every classroom.**
 2. **There aren't enough computers in the world.**
 3. **BASIC programs were used in jobs in the 1980's.**
 4. **Many teachers are not familiar with the internet.**
 5. **There are many job opportunities for computer repair people.**
 6. **The government wants teachers to teach students to use computers.**
 7. **Bill Clinton learned how to use a computer at Jordan Locke Community Adult School.**
- f.) Review *How to Conduct a Narrative Reading activity*, p. 162.
- g.) Identify the pages in your textbook that you could use with this lesson or see *Working It Out*, pp. 30-31.w

"COMPUTER FRIENDLY"
LESSON PLAN

WARM UP: [SURVEY]

(20 minutes)

1. Survey the class to find out how many students own, work with, or have never used computers, and how many use CD ROMs and/or the internet.
2. Chart the results on a bar graph and compare them to these facts from *The MacMillan Visual Almanac*: In '95, 90 million PCs were used in the US, 48.5 million in the world; 33% of US households had a computer in '95.

INTRODUCTION:

(5 minutes)

1. Share with students how you use computers and how they've changed your life.
2. Tell students they will be developing their reading skills and vocabulary in this lesson.

PRESENTATION: [TEACH VOCABULARY]

(20 minutes)

1. Show students the different realia or pictures for each target vocabulary item, eliciting the names of items students know. Identify those items they don't know. (See p. 87-a.) Write each word on the board and have students create a vocabulary list in their notebooks.
2. Put up the categories of **INPUT** and **OUTPUT** on the board. Have the class categorize the vocabulary under these headings.
3. Distribute the computer diagram on p. 89 and have students label the key. (See p. 87-b.)

COMPREHENSION CHECK:

(15 minutes)

- Ask "or" questions to determine whether students understand the function of each component. e.g. *Does the monitor look like a T.V. or a typewriter? Does the floppy disk go in the hard drive or the disk drive?* etc. (See p. 87-c.)

GUIDED PRACTICE: [NARRATIVE READING]

(20 minutes)

1. Distribute the article and focus students on the title and headings. (See p. 87-d.) Have them predict the information they will be reading about.
2. Have students read the focus questions. Tell students you want them to think about the questions as they read the article.
3. Have students read once, silently, underlining the answers to the focus questions.
4. Have them read a second time, again silently, circling any words they don't know.
5. Next, read the article aloud, with students following along.
6. Ask students what questions they have about vocabulary or content. Provide answers only if other students in the class can't provide them.

COMMUNICATIVE PRACTICE: [PAIR WORK, SMALL GROUP WORK]

(25 minutes)

1. Pair students. Have them ask each other: *How have computers changed your life?*
2. While the pairs are talking, post a list of conclusions based on the reading. (See p. 87-d.) Have the pairs look at each conclusion and decide whether the information in the reading supports it, contradicts it, or whether there isn't enough information. Have students find the proof for their reasoning in the article.
3. Have pairs join to make a group of four and compare their answers. Model the language of agreement and disagreement: ***I (don't) think so because...*** Set a time limit. When time is called, get class consensus on each conclusion's validity.

EVALUATION: [QUIZ]

(25 minutes)

- Give students a quiz by holding up a picture or item and having students write it. Collect the papers, correct them and return them.

APPLICATION:

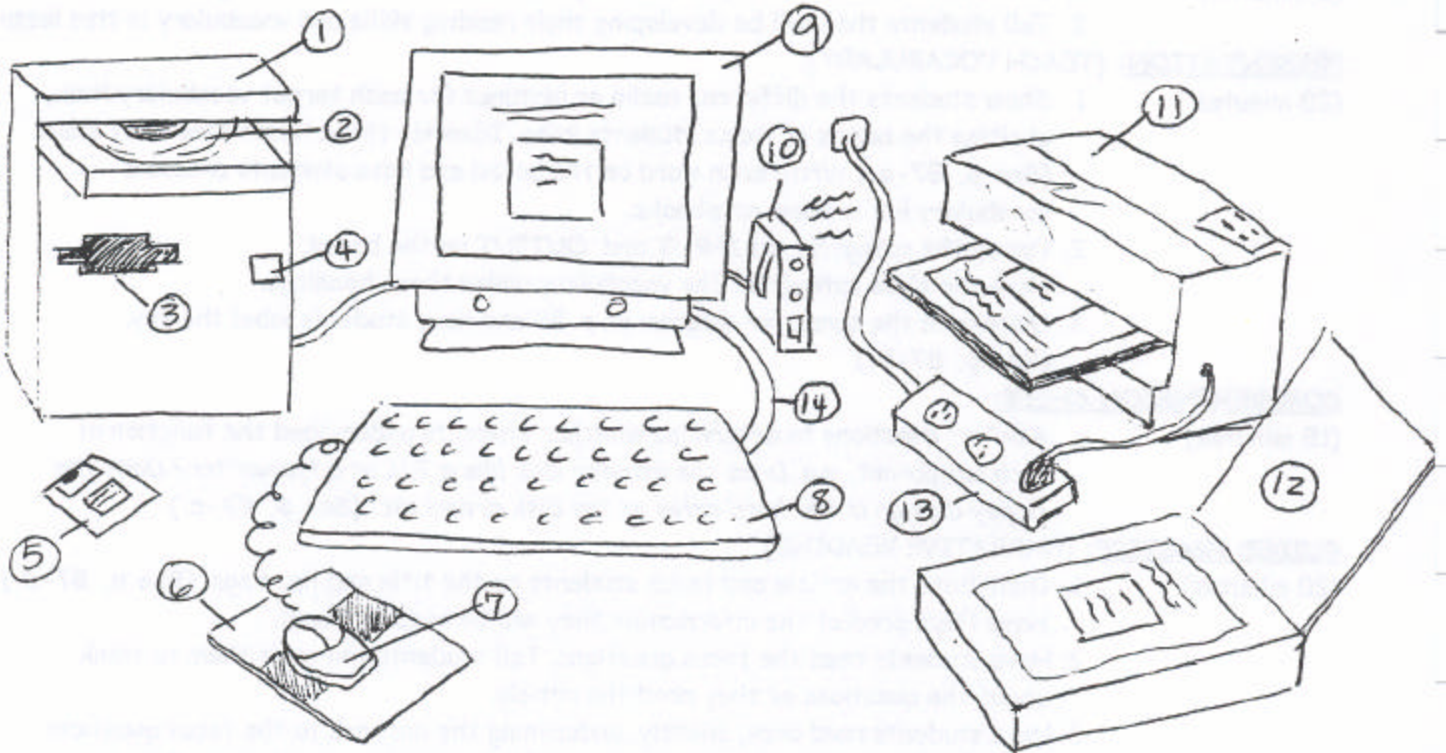
(HOMEWORK)

- Have students scan newspapers and magazines for articles on computers or the internet and bring them to class for use in a lesson on "summarizing."

- Look at the picture below and compare it to any computers you may be using in the lesson.
- Make any necessary changes to the drawing with white out or correction tape.
- Fold back these directions and duplicate a class set of this sheet for the Presentation activity.

"COMPUTER FRIENDLY"
A COMPUTER

- Look at the diagram of the computer components.
- Label the key.



**VOCABULARY
 KEY**

1. _____	8. _____
2. _____	9. _____
3. _____	10. _____
4. _____	11. _____
5. _____	12. _____
6. _____	13. _____
7. _____	14. _____

COMPUTERS IN THE CLASSROOM: EDUCATIONAL TOOL OR PHOTO OP?

Almost all schools in the United States and other industrialized nations have computers in the classrooms. The government has spent hundreds of millions of dollars of taxpayer money putting them there. Yet, half the teachers never use these computers with their students. How can this be, since so many politicians and teachers praise the computer as a wonderful and necessary teaching tool?

There are at least three reasons. Teachers aren't sure what to teach. Schools don't have the necessary software or powerful enough computers. And when the computers break down, there is nobody around to fix them. Let's explore these reasons one at a time.

Teachers aren't sure what to teach.

In the 1980s, experts told teachers to teach their students BASIC programs. When students knew how to program using BASIC they would get jobs! Teachers took training classes and taught BASIC. Unfortunately, BASIC disappeared and nobody got jobs. In the early 1990s, new experts told teachers to teach word processing. They also said learning to put data into spreadsheets was important. "This is it," they said, "This will get them jobs!" The teachers took more training and taught students how to use the keyboard and new word processing programs, and how to create spreadsheets. Then even more expert experts said, "Wait! Forget word processing, teach students how to use the Internet, send e-mail and create their own web pages!" Busy teachers have begun to say, "I don't know how to create a web page and I don't have time to learn. And they will just tell me to teach something different next year anyway."

Schools don't have the necessary software or hardware.

Computers with more memory and faster processors appear every few months. A printer that was great last year is out-of-date this year. Many of the computers in the schools don't have CD Rom drives or need more system memory. Without the correct amount of memory or an up-to-date system, students can't use the new software effectively. Teachers don't want to waste the students' time by teaching old programs that the students won't see in the workplace. Often, the school doesn't have enough money to buy the new software, which can be very expensive.

When the computers break down, there is nobody around to fix them.

Computers have many problems all the time. Everybody who has a computer can tell you about times when their hard disk crashed, their disk drive would not run a piece of software they needed, or a virus ruined a floppy disk. When teachers have a technical problem with a computer, they often have to ask the District office to call a technician. It can take days or weeks for someone to come and fix the problem. Obviously, teachers can't teach on computers that don't work.

Computers can be a wonderful educational tool, but the truth is they should be used more. Recently the computers at one high school in Los Angeles were used by the President and the Vice President of the United States. Of course, they weren't exactly using the computers. They were standing next to the them with some students from Locke High School. Bill Clinton, Al Gore and the students had their pictures taken next to the computers. Even old computers with no software are good for pictures!

NOTES

INTERMEDIATE-HIGH LESSONS

500154/500155

<u>Title & Competency Area</u>	<u>Objective</u>	<u>CASAS</u>	<u>Page</u>
Responding to a Supervisor [Social/ Cultural Interaction]	-Identify and demonstrate appropriate and inappropriate responses to supervisor's feedback.	4.6.1	93
The Guiding Thomas [Community]	-Read and follow directions using the index and grids in a Thomas Guide.	1.9.4	97
Move It or Lose It [Consumer Education]	-Problem solve difficult situations with neighbors.	7.3.2	99
Right Makes Might! [Civics, Government & History]	-Identify individual rights from the Bill of Rights .	0.1.3, 7.3.1 7.3.2	103
Filling Out a Medical Form [Health & Safety]	-Complete a medical history form.	3.2.1	107
Get That Job! [Occupational Knowledge]	-Demonstrate appropriate responses and behavior at a job interview.	4.1.5	111
Charting Needs [Learning and Academic Skills]	-Write a simple inference after charting the results of a Needs Assessment test.	6.7.2	115

"RESPONDING TO A SUPERVISOR"

OBJECTIVE: Students will be able to identify and demonstrate appropriate and inappropriate responses to a supervisor's feedback.

Topic: Interacting at Work

CASAS: 4.6.1

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Speaking/Listening (Basic Skills)

Monitor and Correct Performance (Systems)

Responsibility (Personal Qualities)

Apply Technology to task (Technology)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: modals: You *should* put the heavy items on the bottom of the bag.

VOCABULARY: *I appreciate your telling me. Thanks for taking the time to help me.*

PREREQUISITE: familiarity with the present continuous tense and job/occupation vocabulary.

BEFORE CLASS

- a.) Write a dialog between a worker and supervisor that models appropriate response to feedback. You can use the dialog below, one from your textbook, or see *Expressways 4*, p. 98.
- Boss:** *Juan you aren't putting the paper into the copier correctly.*
Juan: *I'm not?*
Boss: *You need to put it in the top left corner like this.*
Juan: *Oh, I didn't know that. Thanks for telling me.*
- b.) Duplicate a class set of the response handout on page 95 for the Comprehension Check activity.
- c.) Prepare 10 different situations that would require a supervisor's feedback or use the list below.
1. a bagger is not bagging groceries correctly
 2. an operator keeps connecting to the wrong number
 3. a receptionist is using the phone for personal calls
 4. a factory worker is going too slowly
 5. a teacher is coming to class late
 6. a gardener is cutting the grass too short
 7. a secretary is faxing papers incorrectly
 8. a mechanic isn't wearing his safety goggles
 9. a salesclerk is sending customers to other stores
 10. a delivery person keeps getting lost
- d.) Duplicate a class set of the observation checklist on page 96, for the Evaluation activity.
- e.) Prepare half a class set of tasks that students could complete around the classroom. Write each task on a 3x5 card. Some suggestions for tasks are:
1. pick up all the papers on the floor
 2. alphabetize books on a bookshelf
 3. label file folders with students' last names
 4. clean the chalk trays
 5. create signs for the classroom
 6. dust furniture
 7. put away equipment
 8. inventory class sets of textbooks
- f.) Review *Teaching with Dialogs*, p. 151 and *How to Conduct a Roleplay activity*, p. 165.
- g.) Identify the pages in your text that you could use in this lesson or see *Intermediate Grammar*, pp. 176-179.

"RESPONDING TO A SUPERVISOR"

LESSON PLAN

WARM UP:

(15 minutes)

1. Act out and say different problems, eliciting advice by asking: **What can I do?** E.g.,
YOU: *I made a spelling mistake.* STUDENTS: *You should correct it.*
I'm cold. *You should put on a sweater.*
I'm broke . *You could get a job.*
2. Each time students give you an idea, make an appropriate response, such as:
Thanks for telling me/letting me know. That's a good idea.

INTRODUCTION:

(5 minutes)

- Set the scene: **A supervisor is telling a worker that he isn't putting a paper into the copier correctly. The supervisor is speaking loudly. He's irritated. The worker has had a bad day. How do you think he feels? What will he do?**

PRESENTATION: [ELICITED DIALOG]

(15 minutes)

1. Elicit the conversation that students think would develop in the situation above, and write it on the board, butcher paper or an OHT. **(See p. 93-a.)**
2. Elicit feedback from the students on whether the supervisor and worker are behaving appropriately, and why or why not.
3. Make substitutions in the supervisor's language (less respectful, less clear, etc.) and have students propose other possible responses to this situation, including some inappropriate responses.

COMPREHENSION CHECK:

(10 minutes)

1. Have students match up the appropriate and inappropriate responses on the handout on page 95. **(See p. 93-b.)**
2. Have students report back and discuss their rationale for their choices.

GUIDED PRACTICE:

(20 minutes)

- Orally suggest different situations to elicit responses to the questions: **What should s/he do? What else could s/he say?** **(See p. 93-c.)** E.g., A worker isn't bagging groceries correctly. **She should put the heavy things on the bottom.**

COMMUNICATIVE PRACTICE: [ROLEPLAY]

(45 minutes)

1. Post the different situations from the Guided Practice. **(See p. 93-c.)**
2. Form teams of four and number heads. Assign roles of actor 1, actor 2, director, and announcer.
3. Tell students that they are going to write two "scripts" based on one of the scenarios and act them out for the class.
4. Direct the teams to write the first script showing an appropriate response to the situation. Set a 10-minute time limit.
5. Next have the teams write a script featuring some inappropriate responses. Set a 5-minute time limit.
6. Give teams 5 more minutes to practice one of their scripts. (The announcer introduces the team members and gives the scenario.)

EVALUATION:

(20 minutes)

1. Distribute the observation forms on page 96 to the class.
2. Invite each team to role play either their appropriate or inappropriate script.

APPLICATION:

(as time permits)

- Pair students and hand each pair a different task to complete in the classroom. **(See p. 93-d.)** Supervise their work, give feedback and note responses. When the tasks are completed, discuss how students responded.

- Fold back these instructions and duplicate a class set of the worksheet for the comprehension check activity.
-

"RESPONDING TO A SUPERVISOR"

MATCHING UP

- Work alone to match up the supervisors' comments and the workers' responses.
- Review your answers with a partner to see if you agree.

SUPERVISOR'S COMMENT

WORKER'S RESPONSE

1) *You didn't load the paper tray correctly.*

__ a. I'll get them for you. Would you show me what I did wrong?

2) *Why didn't you move those boxes?
I asked you to move them yesterday.*

__ b. Oh, thanks for telling me. I wouldn't want to damage such a beautiful floor.

3.) *Why are you putting the paper in the fax that way?
Don't you remember I told you how to do it?*

__ c. I understand. The next time I will ask you first.

4.) *You're using the wrong floor cleaner. This
is a tile floor. Use the blue bottle.*

__ d. Would you show me how to do it? I've tried loading it three times.

5.) *Before you move something in this office, you
need to ask me.*

__ e. I'm sorry. I thought I moved them before I went home. I'll move them now.

6.) *What did you do with the order forms? This
one is not correct.*

__ f. I thought I remembered the directions. Please show me how to use it.

- Fold back these instructions and duplicate enough copies of this sheet so that each student has a form for each group that will perform. (A class set of this page will provide you with forms for five groups' performances.)

"RESPONDING TO A SUPERVISOR"

OBSERVATION CHECKLISTS

- Watch each group's performance and answer the questions.

GROUP # _____ OBSERVER: _____

Did the announcer speak clearly? YES NO

What did the supervisor tell the worker? _____

Did the worker respond appropriately? YES NO

Rate the quality of the team's roleplay 1= excellent 2=satisfactory 3=needs improvement

GROUP # _____ OBSERVER: _____

Did the announcer speak clearly? YES NO

What did the supervisor tell the worker? _____

Did the worker respond appropriately? YES NO

Rate the quality of the team's roleplay 1= excellent 2=satisfactory 3=needs improvement

GROUP # _____ OBSERVER: _____

Did the announcer speak clearly? YES NO

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Rate the quality of the team's roleplay 1= excellent 2=satisfactory 3=needs improvement

GROUP # _____ OBSERVER: _____

Did the announcer speak clearly? YES NO

What did the supervisor tell the worker? _____

Did the worker respond appropriately? YES NO

Rate the quality of the team's roleplay 1= excellent 2=satisfactory 3=needs improvement

"THE GUIDING THOMAS"

OBJECTIVE: Students will be able to read and follow directions using the index and grids in a Thomas Guide map book.

Topic: Community

CASAS: 1.9.4

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Speaking and Map Reading (Basic Skills) **Work Cooperatively** (Interpersonal)

Problem Solving (Thinking Skills) **Interpret and Communicate Information** (Information)

Understand Mapping Systems (Systems)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Tag Questions: *It's D3, isn't it?*

Two-word verbs: *Look up the street name in the index.*

VOCABULARY: **grid, index, starting point, destination,** compass directions

PREREQUISITE: Familiarity with giving and taking directions. e.g. *Turn left on Plummer.*

Go three streets and you'll see Oak. Turn right.

NOTE: You will need to look through a Thomas Guide before you teach this lesson.

BEFORE CLASS

- a.) Draw a simple map of the community including your school on the board, butcher paper, or OHT, (be sure to include a compass rose with N,S,E,W) for the Warm Up.
- b.) Bring in a copy of the *Thomas Guide* for the Introduction.
- c.) Make an OHT and a class set of the Thomas Guide map page 633, or use a page that shows your school's area) for the Introduction, Presentation, Communicative Practice and Evaluation activities.
- d.) Find an address that appears on both the index and map pages that you are using for Presentation step #3. If you are using the suggested page, the address can be: 619 Wilshire, LA 90017.
- e.) Make an OHT and a class set of the Thomas Guide index page: "6026 White Av.-S Wilson Av.", or use a page that includes your school's street.
- f.) Prepare a set of 8-10 statements that relate to the lesson for the Guided Practice or use the statements below. (Students will be creating tag questions for each.)
 1. **It helps to know the address.**
 2. **You should look up the address in the index.**
 3. **You'll find the grid information next to the page number.**
 4. **You find the letter and then go down to the number.**
 5. **The address is somewhere in the grid square.**
 6. **North is at the top of the page.**
 7. **East is on the right side of the page.**
 8. **You can find out how to get to the address by reading the map.**
- g.) Review *Teaching with Grammar in Context*, p. 157 and *How to Conduct a Peer Dictation activity*, p. 165.
- h.) Identify pages in your textbook that you could use with this lesson or see *Topics and Language* 97 *Competency, Book 4* or *Expressways 4*, pg. 4.

"THE GUIDING THOMAS"

LESSON PLAN

WARM UP:

(10 minutes)

1. Using a simple community map, (p. 97-a), ask students for directions to different places from the school. Emphasize clarifying with tag questions during the activity: *You have to turn left, don't you? You said right, didn't you?*

INTRODUCTION:

(5 minutes)

1. Show students a *Thomas Guide*, pointing out the map and index pages.
2. Show the OHT of the *Thomas Guide* (TG) map pointing out the grids with the letters across the top and the numbers along the side. (See p. 97-c.)
3. Tell the students, *Today we going to practice reading a map index and a map with grids in order to give and follow directions.*

PRESENTATION:

(35 minutes)

1. Use the handout or OHT of your TG map to discuss the guides for map reading:
 - the compass directions (e.g. north is always on the top, east on the right..)
 - the grid set-up (letters top/ numbers side)
2. Mark a point on the map, and model finding and telling the grid location on the map. Repeat with 2-3 different points and have student volunteers give the grid location. Model tag questions throughout this activity. *It's G4, isn't it?*
3. Ask: *How do I find a specific address in this book?* Put an address entry from the index on the board. (Use one that you know is on the handouts. (See p. 97-d.)
4. Have the class help you define each element of the entry. *This is the city, isn't it? You'll find it on page 504, won't you?*

COMPREHENSION CHECK:

(5 minutes)

1. Distribute the handout of the index, (See p. 97-e.)
2. Give 3-5 addresses from the index page and have students look them up and write down the map page, and grid references for each. Check students answers using tag questions. *Number 1 is on page 504, isn't it?*

GUIDED PRACTICE:

(10 minutes)

- [GRAMMAR IN CONTEXT]
- Help students practice forming tag questions. Give a series of statements and have them give back the statement with a tag question. (See p. 97-f.)
- [PEER DICTATION]

(20 minutes)

1. Pair students. Have pairs dictate address entries from the index handout
2. Student A looks at the index and reads off an entry. Student B writes the entry and, when necessary, clarifies using a tag question: *You said G7, didn't you?* Have student A dictate 8-10 addresses. Set a 5-10 minute time limit.
3. Call time and have students switch roles.

COMMUNICATIVE PRACTICE:

(35 minutes)

1. Select a "starting point" and have students mark it on their TG map handout.
2. Pair students and have them choose a "destination point" on their map.
3. Have pairs work together to write directions from the starting point to their chosen destination, using the information on the map.
4. Have pairs form groups of four. Pair A gives directions to Pair B, so that Pair B is able to follow the directions on their map and tell Pair A the final destination.
5. Set a time limit and monitor students' work. When time is called have Pair B give directions to Pair A.

EVALUATION:

(15 minutes)

- Put a starting point reference and a destination point reference on the board. Have students use their maps to write a set of directions from one point to the other. Collect students work, check it and return it.

"MOVE IT OR LOSE IT"

OBJECTIVE: Students will be able to problem solve difficult situations with neighbors.

Topic: Housing

CASAS: 7.3.2

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Speaking (Basic Skills)

Negotiate (Interpersonal)

Integrity/Honesty (Personal Qualities)

Obtain & Communicate Data (Information)

Problem Solving (Thinking Skills)

Monitor and Correct Performance (Systems)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Short Answers w/question intonation:

A: *You're blocking my driveway.* **B:** *I am?*

Indirect Questions: *Could you please move your car?*

VOCABULARY: bark, block, cable, complain, loud music, neighbors, steal, trash, water. *I'm sorry. Please take care of it right away.*

PREREQUISITE: This lesson should be taught after the mid-point of the term.

BEFORE CLASS

- a.) Duplicate and enlarge a class set of the pictured problems, p. 101, or use them as a model for drawing the same items on the board.
- b.) Write the dialog below on the board, an OHT or butcher paper for use in the Presentation activity.
- A:** Could you please move your car? You're blocking my driveway.
B: I am? I'm sorry. I didn't realize.
A: I don't like to complain, but I need to go to work.
B: I'll move it right away.
A: Thanks.
- c.) Write the dialog below on the board, an OHT or butcher paper for use in the Communicative Practice activity.
- Marco:** Could you please turn down your stereo? I can't sleep.
Luz: You can't? It's my birthday party.
Marco: If you don't turn down the music, I'm going to call the police.
Luz: They'll never come.
Marco: I guess we'll find out.
Luz: All right. I'll turn it down.
- d.) Duplicate a class set of the observation forms, p. 102 for the Evaluation activity.
- e.) Review Teaching with Dialogs, p. 151 and How to Conduct a Roleplay activity, 165 and How to Conduct a Survey, p. 166.
- f.) Identify the pages in your textbook that you could use in this lesson or see *Expressways 4*, pp. 116-117.

"MOVE IT OR LOSE IT"
LESSON PLAN

WARM UP: [SURVEY]

- (15 minutes)
1. Have students write two questions at the top of a sheet of paper.
Are you a good neighbor? Why or why not?
 2. Have students survey their classmates and note the answers they hear.

INTRODUCTION:

- (5 minutes)
- Tell students they are going to practice solving problems with neighbors .

PRESENTATION: [TEACHING VOCABULARY]

- (15 minutes)
1. Using the picture of neighborhood problems from page 101 (or your own pictures) ask: ***What's this? What do you see? (See p. 99-a.)***
 2. Elicit the vocabulary of the problems from the students, write it on the board.
E.g., *piles of trash, barking dogs, loud music, pirated cable, blocking the driveway.*
 3. Model and repeat the vocabulary.

[DIALOG]

- (20 minutes)
1. Tell students: ***Your neighbor has parked her car in front of your driveway. You have to go to work now.*** Act out the dialog . (See p. 99-b.)
 2. Write the dialog on the board, asking for student input along the way.
 3. Read through the dialog with the class; then do choral drilling until students are comfortable with the new language.

COMPREHENSION CHECK: [PROBLEM SOLVING]

- (5 minutes)
- Ask questions about the dialog to check students' understanding of the situation. ***Is the neighbor angry? How do you know he will move the car?*** Etc.

GUIDED PRACTICE: [PAIR WORK]

- (15 minutes)
1. Pair students and tell them to practice the dialog, taking turns playing the A and B roles. Set a 5-minute time limit.
 2. Have pairs continue to practice, substituting the problems depicted on the board.

COMMUNICATIVE PRACTICE: [PROBLEM SOLVING]

- (40 minutes)
1. Ask students: ***What do you do if the neighbor doesn't cooperate so easily?***
Discuss their answers.
 2. Work with the class to create a dialog based on a situation with an uncooperative neighbor on the board. You can use the dialog from page 99-c as an example.
 3. Form new pairs and have them invent a new dialog with an uncooperative neighbor. Give students 5 minutes to think of the dialog and 10 minutes to write it. Tell students they will present their dialogs in front of the class, but they will not have their scripts. Give students 15 minutes to practice their dialogs.

EVALUATION:

- (20-30 minutes)
1. Collect the pairs' written dialogs to evaluate and return.
 2. Give each student an observation sheet, p. 102. Refer to the example at the top of the sheet to show students how to fill in their sheets.
 3. Call on pairs to present their dialogs to the class. Stress communication, not perfection.
 4. Collect the observation sheets. Ask: ***Which problem was the most serious? Which was the least serious? Why?*** Discuss the answers.

APPLICATION: [PROBLEM SOLVING]

- (as time permits)
- Have students write a paragraph about a problem that they (or people they know) have had with a neighbor.

"RIGHT MAKES MIGHT"

OBJECTIVE: Students will be able to identify individual rights from the Bill of Rights.

Topic: Bill of Rights

CASAS: 0.1.3, 7.3.1, 7.3.2

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Reading/Writing/Speaking/Listening (Basic Skills)

Teach Others (Interpersonal)

Sociability (Personal Qualities)

Interpret & Communicate Data (Information)

Reasoning/Knowing how to Learn (Thinking Skills)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Impersonal You: *You have the right to own a gun.*

VOCABULARY: Bill of Rights, complain, freedom, guarantee, jury, press (n.), protect, religion, rights, speech, states, trial

PREREQUISITE: familiarity with use of infinitive, simple present and simple past.

BEFORE CLASS

- a.) Write the following chart on the left side of the board for use in the Presentation. Conceal the chart during the Warm Up and Introduction activities.

You have the right to:

free speech

a free press

own a gun

have a jury trial

practice the religion of your choice,

hold meetings

complain about the government

- b.) Duplicate a class set of the pictures that represent the Bill of Rights, p. 105 for use in Presentation and Guided Practice activities.
- c.) Prepare 7 sentences that illustrate each right, or use the sentences below, for the Comprehension Check activity.
- 1- **I wrote a letter to the President and told him he was wrong.**
 - 2- **I read in the newspaper that City Councilman Mike Hernandez snorted cocaine in his office.**
 - 3- **My uncle shot and killed two burglars who broke into his house.**
 - 4- **After a long trial, a jury of 12 people declared O.J. Simpson not guilty.**
 - 5- **England and Mexico have official religions, but the U.S. does not.**
 - 6- **Our anti-abortion advocacy group is meeting tonight--do you want to come?**
 - 7- **I'm going to tell the school board that the principal won't let me take my daughter out of the bilingual class.**
- d.) Identify the pages in your text that you could use in this lesson or see *Citizenship Now*, p. 56.

"RIGHT MAKES MIGHT"
LESSON PLAN

WARM UP: [BRAINSTORM]

(15 minutes)

- Define rights and responsibilities. As a class, create a list of the rights and responsibilities of a student and then of a teacher.

INTRODUCTION:

(5 minutes)

- Ask students what they know about the *Bill of Rights* and/or briefly explain its origins. Tell students they will learn about several of the rights in this lesson.

PRESENTATION: [TEACH VOCABULARY]

(25 minutes)

1. Use students' prior knowledge as well as visual aids to teach the target vocabulary in the written list of rights on the board. (**See p. 103-a.**)
2. Post or draw pictures representing each right at random, on the board, across from the written list. (**See p. 103-b.**) Have students come up and draw lines from each right in the written list to the appropriate picture.
3. Work with students' pronunciation by modeling and chorally repeating each right.
4. Have students fold a paper in half and copy pictures into one column and the corresponding rights into the other. (Students will use this two-column list during Guided Practice, below.)

COMPREHENSION CHECK: [EARLY PRODUCTION SILENT DRILL]

(5 minutes)

- Number the rights, 1-7. Make statements that stem from each right and have students hold up the number of fingers that correspond to the right you are describing. E.g., For *I wrote a letter to the President and told him he was wrong*, students hold up 1 finger-- Amendment1: Right to free speech. (**See p. 103-c.**)

GUIDED PRACTICE: [PAIR WORK]

(15 minutes)

1. Tell students they will help each other memorize the list of rights from the presentation activity. Pair students and identify student #1 and student #2 in each pair. Have them take out their two-column lists.*
2. Model the activity with two student volunteers. Have Student #1 fold his paper in half so he is only looking at the pictures. Have him identify each right using the pictures as clues. If he has trouble, instruct Student #2 to prompt him with a word or idea from the unfolded list.
3. Set a time limit for pairs to practice until both can recite the entire list.

COMMUNICATIVE PRACTICE: [WRITING ACTIVITY]

(40 minutes)

1. Put examples of people exercising their rights on the board. *Free speech--People marched through the streets of Los Angeles with the Mexican flag before the vote on Prop. 187. Own a gun--I have a gun in my house to protect my family.*
2. Ask students to write their own examples of people exercising their rights. (Give students the option to work independently, in pairs or in small groups.)
3. Have students write examples on the board until all seven rights are represented.
4. Evaluate the examples with the class for content and grammatical accuracy.

EVALUATION:

(20-30 minutes)

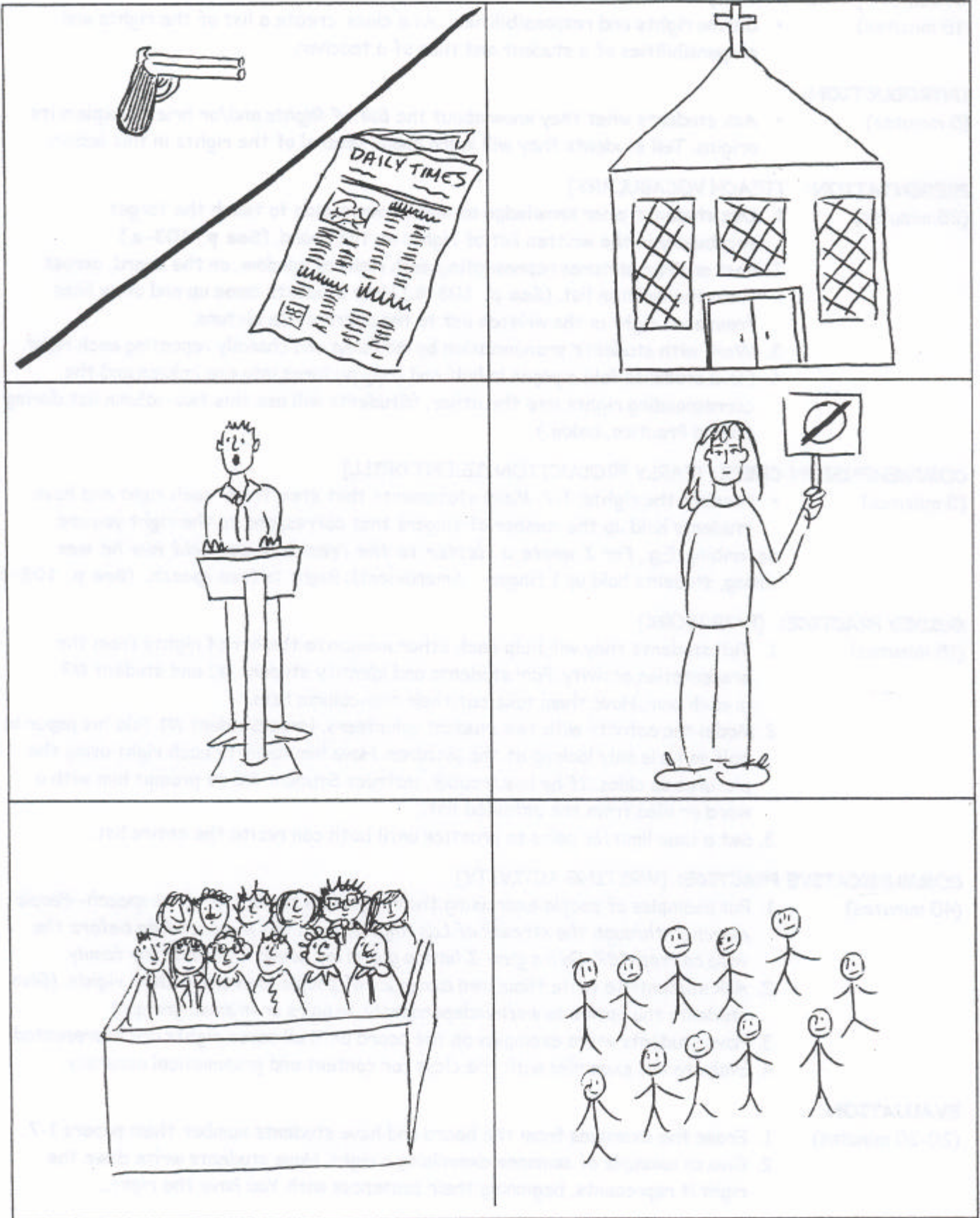
1. Erase the examples from the board and have students number their papers 1-7.
2. Give an example of someone exercising a right. Have students write down the right it represents, beginning their sentences with *You have the right...*

APPLICATION:

(As time permits)

- Have students write a paragraph about a right they have recently exercised. **104**

"RIGHT MAKES MIGHT"



"RIGHT MAKES MIGHT"

THE BILL OF RIGHTS

Congress of the United States begun and held at the City of New York,
on Wednesday the fourth of March, one thousand seven hundred and eighty-nine.

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VII

In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise reexamined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

"FILLING OUT A MEDICAL FORM"

OBJECTIVE: Students will be able to complete a medical history form.

Topic: Medical and Dental Care

CASAS: 3.2.1

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Speaking/Reading/Writing (Basic Skills)	Teach Others (Interpersonal)
Sociability (Personal Qualities)	Interpret and Communicate Info (Information)
Problem Solving (Thinking Skills)	Understand Medical Systems (Systems)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Present Perfect: *Has he had cancer? No, he hasn't.*
Simple Present Questions and Short Answers:
Is there a history of diabetes in his family? Yes, there is.

VOCABULARY: serious diseases and ailments (e.g. **cancer**, **diabetes**), medical treatments, **surgery**, **graft**. Also, see medical form handout p. 109 for vocabulary.

PREREQUISITE: Students should be familiar with personal information and basic health vocabulary. Students will have to have developed some sense of trust with each other in order for this lesson to be successful.

BEFORE CLASS

- a.) Write the following on 3x5 cards for use in the Warm-Up activity:
sneezing dentist vomiting teacher bleeding waiter chef with a runny nose
coughing singer dizzy fire fighter carpenter with a broken arm pilot with a headache
- b.) Create an OHT of the filled-out medical form on page 109 for use in the Presentation and Guided Practice activities.
- c.) Prepare 10 questions about the form on p. 109 to use in the Guided Practice dictation activity. or use the questions below:
1. **Why is he going to the doctor today?** Pain in left side and headaches
 2. **What's his Patient ID number?** -W2237890002.
 3. **What's his area code at work?** -323
 4. **What is he allergic to?** -Aspirin
 5. **How did he hurt his back?** -in a car crash
 6. **Does he have health insurance?** -Yes
 7. **Does he smoke?** -Yes
 8. **How did his father die?** -Heart attack
 9. **Who is deaf in one ear?** -His youngest brother
 10. **Has he had the measles?** -Yes
- d.) Duplicate two class sets of the blank medical history forms, p. 110. NOTE: Be sure to adapt this form to meet the cultural boundaries of your classroom. E.g., In some Middle Eastern or Asian cultures certain medical conditions might not be discussed publicly. It's a good idea to check in with your students in general about their views, before asking them to share their medical histories publicly.
- e.) Identify the pages in your textbook that you could use in this lesson or see *The Oxford Picture Dictionary*, pp. 78-79.

"FILLING OUT A MEDICAL FORM"

LESSON PLAN

WARM UP: [TPR]

(10 minutes)

1. Place the 3x5 cards (p. 107-a) face down in a pile in front of the class. Tell students they will be acting out a worker with a health problem.
2. Have students come up and mime the situations in the prompts. As students guess the characters and their symptoms, write the vocabulary (*coughing singer*) on the board.

INTRODUCTION:

(5 minutes)

- Tell students they will be practicing filling out medical information forms.

PRESENTATION:

(30 minutes)

1. Put up an OHT of the completed medical history form on p. 109 and ask questions about it. *Has he had cancer?* -No, he hasn't *What's his last name?* -Simpson. *Is there a history of diabetes in his family?* -Yes, there is..
2. Elicit definitions for the various entries on the form and clarify vocabulary when necessary.

COMPREHENSION CHECK [EARLY PRODUCTION SILENT DRILL]

(10 minutes)

1. Make true or false statements about the form. Have students respond silently-- one finger up for true, two fingers for false.
2. Have students write one true and one false statement about Michael's form and then read their statements aloud to the class to further check comprehension.

GUIDED PRACTICE: [DICTATION]

(20 minutes)

1. Leaving the OHT up, tell students to write the questions and answers to 10 questions you dictate about Michael's medical form. (See p. 107-c.)
2. Evaluate by asking the class to respond chorally to each question. (*What was the answer to Number 1?* etc.)
3. Put the correct responses on the board. Have students self-correct their papers.

COMMUNICATIVE PRACTICE:

(25 minutes)

1. Hand out the first set of blank forms for students to fill out for themselves. (See p. 107-d.) Set a time limit.
2. Have students self-select a partner with whom they feel comfortable working. Have partners check each other's forms for grammar, spelling and vocabulary.

EVALUATION:

(5 minutes)

- Collect the finished forms to be corrected and returned at a subsequent class.

APPLICATION: (TEAM WORK)

(30 minutes)

1. Assign students to groups of three and number heads-#1, #2, #3 (Note: These groups should not contain the pairs from the Communicative Practice activity above.)
2. Distribute the second set of blank medical forms.
3. Have students #1 and #2 take turns asking student #3 questions from the form. (e.g. 1-*What's your name?* Have #1 record #3's answers on a blank medical form. Once the interview is over, #3 checks the form for accuracy.
4. Have the group continue the interviews as follows: #1 and #3 interview #2, and #3 records responses. Then #2 and #3 interview #1, and #2 records responses.
5. Once all the interviews have been completed, ask the class to evaluate the success of the activity with questions such as: *Was it easier to ask or answer the questions? Which questions were hard to answer? What kinds of clarification questions did you have to ask?* etc.

"FILLING OUT A MEDICAL FORM"

SAMPLE FORM

PATIENT MEDICAL HISTORY: Please print

Name of Patient: Michael Simpson
 I.D. Number: W2237890002
 Address: 23119th Street #6 Los Angeles, CA 90037
 Home Phone: (310) 837-9186 Work Phone: (323) 575-9286
 Date of Birth: 01/15/50 Marital Status: Married
 Date of Last Medical Exam: Feb. 6, 1994
 Reason for visit: Pain in my left side, near my kidney. Headaches that come and go.

INSURANCE INFORMATION

Insurance company: Blue Cross
 ID number: ZEB620011330 Group Number: 69N74B

MEDICAL HISTORY

Allergies: Aspirin
 Hospitalizations: No Surgeries: Gum graft, '93
 Injuries/Accidents: Back and neck injury from car crash in '92; Broken arm in '61
 Significant Illnesses: None

Put a check in the correct box and indicate the dates

Have you ever had...	Yes	No	When?		Yes	No	When?
chickenpox	<input checked="" type="checkbox"/>	<input type="checkbox"/>	childhood		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
mumps	<input checked="" type="checkbox"/>	<input type="checkbox"/>	childhood		<input checked="" type="checkbox"/>	<input type="checkbox"/>	last 2 weeks
measles	<input checked="" type="checkbox"/>	<input type="checkbox"/>	childhood		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
TB	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>	<input checked="" type="checkbox"/>	
cancer	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>	<input checked="" type="checkbox"/>	
hearing problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>	<input checked="" type="checkbox"/>	
vision problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>	<input checked="" type="checkbox"/>	
weight problems	<input checked="" type="checkbox"/>	<input type="checkbox"/>	'98 to present		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
digestive problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input type="checkbox"/>	last 2 weeks
seizures	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input checked="" type="checkbox"/>	
headaches	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input checked="" type="checkbox"/>	
pneumonia	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>	<input checked="" type="checkbox"/>	
bladder infections	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>	<input checked="" type="checkbox"/>	
frequent colds	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>	<input checked="" type="checkbox"/>	
persistent cough	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>	<input checked="" type="checkbox"/>	
anemia	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>	<input checked="" type="checkbox"/>	
sinus problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>			<input type="checkbox"/>	<input checked="" type="checkbox"/>	
chronic pain	<input checked="" type="checkbox"/>	<input type="checkbox"/>			<input checked="" type="checkbox"/>	<input type="checkbox"/>	last 2 weeks

FAMILY HISTORY

Relative	Living/Deceased	If Living, health status	If Deceased, cause
Father	deceased		Heart attack
Mother	living	diabetic	
Siblings	2 living, 1 deceased	Older sister healthy. Older brother shot to death. Youngest brother born deaf in left ear	

ENVIRONMENTAL HISTORY

Are you exposed to tobacco smoke? yes no
 Do you use drugs? yes no
 Do you drink alcohol? yes no Amount: 3-4 beers daily
 Do you smoke? yes no How much do you smoke? 5 cigs a day

BLANK FORM

PATIENT MEDICAL HISTORY: Please print

Name of Patient: _____
 I.D. Number : _____
 Address: _____
 Home Phone: _____ Work Phone: _____
 Date of Birth: _____ Marital Status: _____
 Date of Last Medical Exam: _____
 Reason for visit: _____

INSURANCE INFORMATION

Insurance company: _____
 ID number: _____ Group Number: _____

MEDICAL HISTORY

Allergies: _____
 Hospitalizations: _____ Surgeries: _____
 Injuries/Accidents: _____
 Significant Illnesses: _____

Put a check in the correct box and indicate the dates

Have you ever had...	Yes	No	When?		Yes	No	When?
chickenpox	<input type="checkbox"/>	<input type="checkbox"/>	_____		<input type="checkbox"/>	<input type="checkbox"/>	_____
mumps	<input type="checkbox"/>	<input type="checkbox"/>	_____		<input type="checkbox"/>	<input type="checkbox"/>	_____
measles	<input type="checkbox"/>	<input type="checkbox"/>	_____		<input type="checkbox"/>	<input type="checkbox"/>	_____
hearing problems	<input type="checkbox"/>	<input type="checkbox"/>	_____		<input type="checkbox"/>	<input type="checkbox"/>	_____
vision problems	<input type="checkbox"/>	<input type="checkbox"/>	_____		<input type="checkbox"/>	<input type="checkbox"/>	_____
digestive problems	<input type="checkbox"/>	<input type="checkbox"/>	_____		<input type="checkbox"/>	<input type="checkbox"/>	_____
sinus problems	<input type="checkbox"/>	<input type="checkbox"/>	_____		<input type="checkbox"/>	<input type="checkbox"/>	_____

FAMILY HISTORY

Relative	Living/Deceased	If Living, health status	If Deceased, cause
Father	_____	_____	_____
Mother	_____	_____	_____
Siblings	_____	_____	_____

ENVIRONMENTAL HISTORY

Are you exposed to tobacco smoke? yes no
 Do you use drugs? yes no
 Do you drink alcohol? yes no Amount: _____
 Do you smoke? yes no How much do you smoke? _____

Signature: _____

"GET THE JOB!"

OBJECTIVE: Students will be able to demonstrate appropriate responses and behavior at a job interview.

Topic: Occupational Information

CASAS: 4.1.5

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Listening/Speaking (Basic Skills)

Participate As Member of Team (interpersonal)

Responding Appropriately (Personal Qualities)

Interpret and Communicate Info (Information)

Recognizing Problems (Thinking Skills)

Monitor and Correct Performance (Systems)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Expanded Yes/No questions:

Well, is this going to be a regular problem? No, of course not.

Can you use a computer? Yes. I took a basic computer class in school.

VOCABULARY: appropriate, inappropriate, job skills

PREREQUISITE: Students should be familiar with job skill vocabulary, e.g., *Can you type? use a computer? do word processing? operate a forklift?*

BEFORE CLASS

- a.) Prepare a script that demonstrates appropriate and inappropriate interview language and behaviors for the Presentation activity, or use the one on page 113. Duplicate a class set for the Communicative Practice activity.
- b.) Prepare a list of interview scenarios for the Communicative Practice activity, or use the list below. (Scenarios can be serious or silly.) You can write these on an OHT or butcher paper ahead of time.

<u>job</u>	<u>problem</u>
copier repair person	applicant has no experience
mechanic	applicant's car broke down, late to interview
genie	applicant doesn't like working with people
florist	applicant has allergies
foreign language teacher	interviewer never studied a foreign language
baby sitter	applicant is young and has no children
server (waiter/waitress)	interviewer has a cold

- c.) Duplicate two class sets of the evaluation forms, p. 114, for the Evaluation activity. Distribute two sheets to each student and have them cut or tear apart the evaluation forms on the dotted lines.
- d.) Review Pairwork, p. xii. and How to Conduct a Roleplay Activity, p. 165
- e.) Identify the pages in your text that you could use with this lesson or see *Understanding and Using English Grammar*, pp. A8-A9 to review yes/no question forms.

" GET THE JOB! "
LESSON PLAN

WARM UP:

(5 minutes)

1. Ask individual students a series of questions off the top of your head. As they respond, demonstrate the following behaviors: Yawn while a student is answering a question. Look away as a student responds. Speak so softly you're unintelligible.
2. Ask students how they reacted when you did those things.

INTRODUCTION:

(5 minutes)

1. Tell students they will be demonstrating appropriate job interview behavior.
2. Elicit students' ideas of what those behaviors might be. (E.g., timely arrival, eye contact, firm handshake, etc.) Have a student record the responses on the board.

PRESENTATION: [DEMONSTRATION]

(15 minutes)

1. Act out a job interview situation where you are the interviewee and a student is the interviewer. (**See p. 111-a.**) Make several mistakes in your behavior.
2. With students' help, list and categorize the behaviors and language that were appropriate and inappropriate on the board or an OHT.

COMPREHENSION CHECK

(10-15 minutes)

- Point to different behaviors on the list and ask students to tell you why it is an appropriate or inappropriate behavior. (E.g., ***"No, but I'd like to learn" is appropriate because it expresses interest. Looking away is inappropriate because employers expect eye contact, which demonstrates self-confidence.***)

GUIDED PRACTICE: [BRAINSTORM]

(25 minutes)

1. Ask students to suggest questions they would hear if they were interviewing to be an office clerk (or any other job of your choosing). E.g., ***Can you type? How fast? Can you speak Spanish? Are you available to work overtime?***
2. Have volunteers write each question on the board and correct as a class.
3. Elicit appropriate responses from students and write them across from the questions

COMMUNICATIVE PRACTICE: [PAIR WORK]

(40 minutes)

1. Distribute the dialog from the Presentation activity. (**See p. 111-a.**) Read through it, then tell students they'll be working in pairs to write their own dialog.
2. Post several interview scenarios on the board or an OHT for students to choose from. (**See p. 111-b.**)
3. Form pairs and have one partner take the role of recorder.
4. Explain that students need to incorporate a "problem" into their dialogs.
5. Set a time limit and circulate while students are working, observing and assisting where needed.

EVALUATION: [ROLEPLAY]

(20-30 minutes)

1. Hand out and review the evaluation forms, p. 114. Identify 4-6 different students to evaluate each pair.
2. Have volunteer pairs act out their interviews and give students a moment or two after the roleplay to complete their forms. (You should comment as well.)
3. Collect the forms and the interview dialogs, scan them, and add your comments. Return them to the pairs at the end of the class or at the next class session.

APPLICATION: [VIDEO]

(as time permits)

- Videotape volunteer students responding to your interview questions. Play the tape for the class and guide students in answering the question, ***How did (name) demonstrate appropriate interview behavior?***

- Fold back these directions and duplicate a class set of this conversation for students to use as a model.
-

"GET THE JOB"

JOB INTERVIEW ROLEPLAY

- MANAGER:** Hello I'm Mr. Smith, the manager. [shakes hands]
- JOB APPLICANT:** Hello, I'm _____. [crosses legs and leans back.]
I'm sorry to be late. I had to pick up my daughter from school and give my family their lunch.
- MANAGER:** Well, [crossing arms] is this going to be a regular problem?
- JOB APPLICANT:** No, of course not. [looking away]
It's not my fault if the bus is late.
- MANAGER:** Can you use a computer, _____?
- JOB APPLICANT:** [yawning] Yes. I took a basic computer class in school.
- MANAGER:** Do you know how to use a fax machine?
- JOB APPLICANT:** No, but I'd like to learn.
- MANAGER:** Well, let me think about it and call you.
- JOB APPLICANT:** Okay. Thanks Mr. Smith.
[reaches over and shakes hands vigorously]

- Fold back these directions and duplicate two class sets of this sheet.
- Give two copies to each student and have them cut or tear apart the evaluations on the dotted line.
- Assign different students the task of evaluating different pairs' interview roleplays
- Collect the evaluations at the end of the activity, review them and give them to the appropriate pair.

"GET THE JOB!"

INTERVIEW EVALUATION FORMS

Evaluate the performance by circling the appropriate number: 1= needs improvement, 2 = good, 3 = excellent.

Interviewer: _____				Applicant: _____			
Pronunciation:	1	2	3	Pronunciation:	1	2	3
Grammar Usage:	1	2	3	Grammar Usage:	1	2	3
Appropriate Behavior:	1	2	3	Appropriate Behavior:	1	2	3

Write any positive comments you have:

Evaluate the performance by circling the appropriate number: 1= needs improvement, 2 = good, 3 = excellent.

Interviewer: _____				Applicant: _____			
Pronunciation:	1	2	3	Pronunciation:	1	2	3
Grammar Usage:	1	2	3	Grammar Usage:	1	2	3
Appropriate Behavior:	1	2	3	Appropriate Behavior:	1	2	3

Write any positive comments you have:

Evaluate the performance by circling the appropriate number: 1= needs improvement, 2 = good, 3 = excellent.

Interviewer: _____				Applicant: _____			
Pronunciation:	1	2	3	Pronunciation:	1	2	3
Grammar Usage:	1	2	3	Grammar Usage:	1	2	3
Appropriate Behavior:	1	2	3	Appropriate Behavior:	1	2	3

Write any positive comments you have:

Evaluate the performance by circling the appropriate number: 1= needs improvement, 2 = good, 3 = excellent.

Interviewer: _____				Applicant: _____			
Pronunciation:	1	2	3	Pronunciation:	1	2	3
Grammar Usage:	1	2	3	Grammar Usage:	1	2	3
Appropriate Behavior:	1	2	3	Appropriate Behavior:	1	2	3

Write any positive comments you have:

"CHARTING NEEDS"

OBJECTIVE: Students will be able to write simple inferences after charting the results of a Needs Assessment test.

Topic: Draw Conclusions

CASAS: 6.7.2

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Reading/Writing (Basic Skills)

Participate as Team Member (Interpersonal)

Self-Management (Personal Qualities)

Acquire and Communicate Info (Information)

Seeing things in the Mind's Eye (Thinking Skills) **Monitor and Correct Performance** (Systems)

SCANS are also supported by team activities and classroom management in the lesson

STRUCTURES:

Correlative Conjunctions:

More students chose the first category than either the second or third.

VOCABULARY:

more, most, least, important, so, too, neither, both, life skills, chose

PREREQUISITE:

This lesson should be taught early in the term.

BEFORE CLASS

- a.) Bring in a copy of the course outline, a sample needs assessment, a picture of a bar graph and a picture of a pie chart to use in the Introduction activity.
- b.) Duplicate a class set of the Needs Assessment from the course outline or use your own form.
- c.) Copy the following on an OHT or butcher paper for the Presentation activity:
I need to learn English to be able to...
___ *give information about myself and my job history.*
___ *make small talk.*
___ *discuss the cultures of my country and the U.S.*
- d.) Use the information below to create a chart or bar graph on the board or butcher or put the graph on page 117 onto an OHT for use in the Guided Practice dictation.
- 1998 ESL/Intermediate High B Class Needs Assessment Results**
- | | |
|---|-------------|
| Identify and evaluate own learning goals | 10 students |
| Maintain an organized notebook | 30 students |
| Evaluate and revise writing assignments | 25 students |
| Use dictionaries and encyclopedias | 7 students |
| Use learning skills for remembering information | 12 students |
| Guess the meaning of vocabulary in a reading | 35 students |
| Summarize the main ideas in a reading | 17 students |
| Use test taking skills for reading a test | 5 students |
- e.) Prepare 5-8 sentences based on the bar graph above or use the sentences below, for the Guided Practice Dictation.
1. **More students wanted to learn how to organize notebooks than use an encyclopedia.**
 2. **These students were not very interested in test-taking skills.**
 3. **Most of these students wanted to learn how to guess what words mean.**
 4. **12 students wanted to learn how to remember information.**
 5. **About half the students wanted to learn how to summarize main ideas in a reading.**
- 115 f.) Identify the pages in your text that you could use with this lesson as well as your course outline.

"CHARTING NEEDS"
LESSON PLAN

WARM UP: [WRITING]

(10 minutes)

1. Have students work in pairs to complete the following sentences
The best part of class is... *The worst part of class is...*
The easiest part of class is... *The hardest part of class is...*
2. Have student volunteers read their sentences and discuss the responses.

INTRODUCTION:

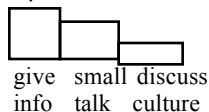
(5 minutes)

1. Show students a survey form, a bar graph, and a pie chart. (See p. 115-a.)
2. Tell students they will be filling out surveys, then charting and interpreting the results so that you can make the course content fit their needs.

PRESENTATION: [DEMONSTRATION/DISCUSSION]

(30 minutes)

1. Have students copy the three needs assessment statements from the board (p. 115-c) into their notebooks and have them check only one item--the one that best expresses their feelings.
2. Through a show of hands, tabulate the results of the assessment, e.g.
17 give information about myself and my job history.
10 make small talk.
3 discuss the cultures of my country and the U.S.
3. Draw a simple bar graph from the results. (See example below.)



4. Write sample sentences that draw conclusions from the graphed information. E.g., *In this class, the least important need is to discuss students' and U.S. cultures. More students chose the first category than either the second or the third category.*
5. Invite inferences from students and write them on the board.

COMPREHENSION CHECK [SILENT DRILL]

(5 minutes)

- Make true and false statements about the results of the survey. Have students answer silently with one finger for true and two fingers for false.

GUIDED PRACTICE: [DICTATION]

(15 minutes)

1. Use a new bar graph to dictate 5 to 8 inferences about the results. (See p. 115-e.)
2. Have students write the sentences on the board and correct as a class.

COMMUNICATIVE PRACTICE: [TEAM WORK]

(40 minutes)

1. Have students independently fill in a Needs Assessment. (See p. 115-b.)
2. Form groups of four and assign roles: facilitator, timekeeper, recorder, reporter.
3. Have groups graph the results and write 5-8 inferences based on the top ten responses within their group. Set a 20-minute time limit.

EVALUATION:

(20-30 minutes)

1. Have reporters from each group identify their group's top ten responses.
2. Chart all the groups' responses on one bar graph on the board.
3. Elicit inferences about students' perceived needs.
4. Ask student volunteers to make true and false statements based on the charted information to which the class can respond: one finger = true, two fingers = false.

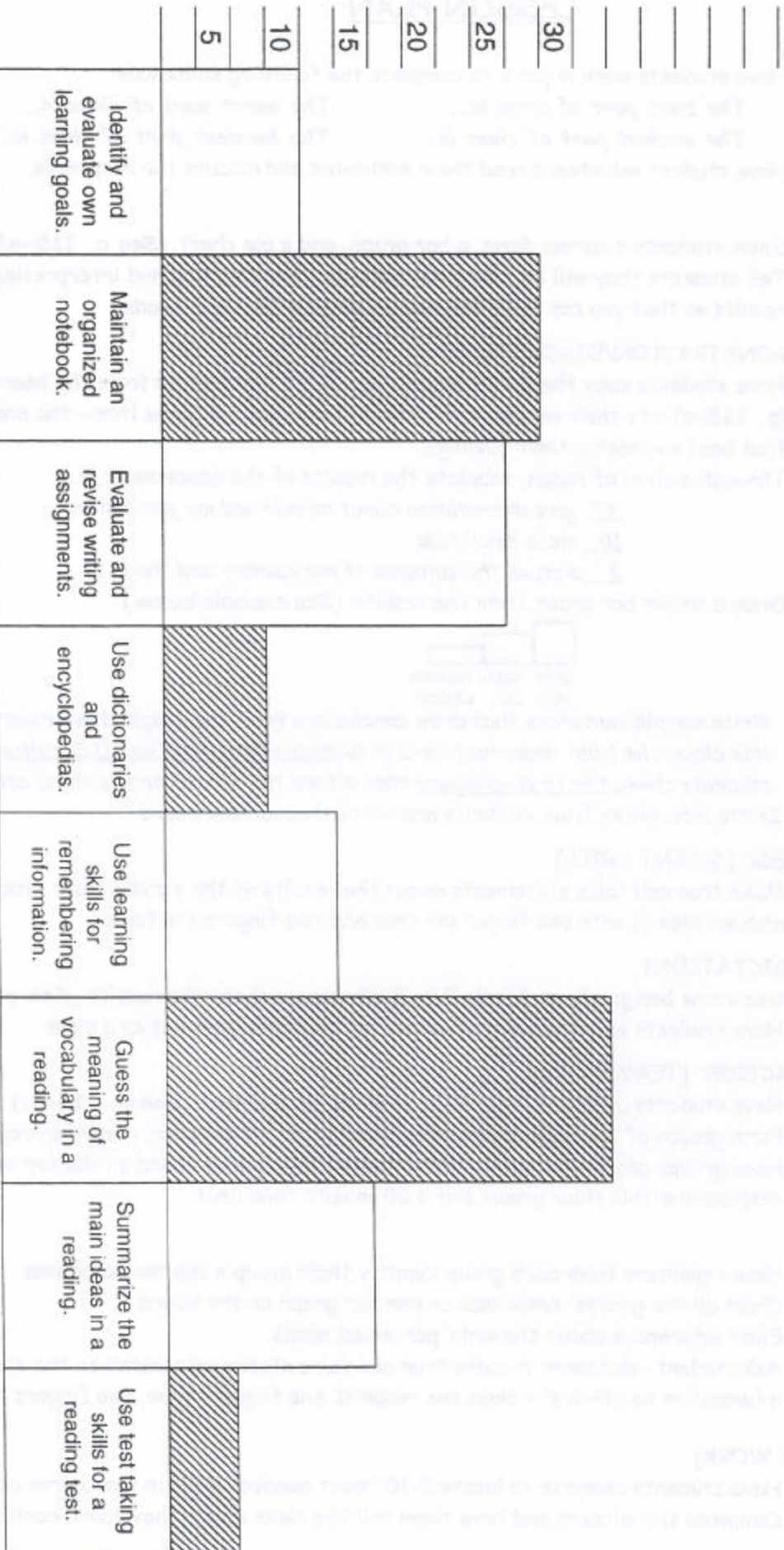
APPLICATION: [TEAM WORK]

(as time permits)

1. Have students compete to locate 5-10 "most needed" skills in the course outline.
2. Commend the winners and have them tell the class where they found each skill.

"CHARTING NEEDS"
BAR GRAPH

1998 ESL/ Intermediate/High B Class Needs Assessment Results
of Students Who Want to Work On Learning and Academic Skills



ADVANCED-LOW LESSONS

500156

<u>Title & Competency Area</u>	<u>Objective</u>	<u>CASAS</u>	<u>Page</u>
Body Language [Social/Cultural Interaction]	-Demonstrate and discuss use of and response to non-verbal language.	0.1.1	119
Conserving Water [Community]	-Use a reading to teach each other about water conservation.	5.7.1	123
I'd Like to Order that Book [Consumer Education]	-Use a book catalog to order and take an order over the phone.	1.3.4	127
America the Beautiful [Civics, Government, History]	-Identify and research important U.S. monuments and geographical features.	5.2.4	131
Earthquake! [Health & Safety]	-Identify what to do before, during and after a quake.	3.4.2, 7.2.6	135
Thanks for the Memos! [Occupational Knowledge]	-Recognize proper memo format, as well as common errors, in order to write a clear memo.	4.6.2	139
What's the News? [Learning and Academic Skills]	-Summarize spoken language using a pre-recorded newscast.	2.3.3, 5.1.1, 7.2.1	143

"BODY LANGUAGE"

OBJECTIVE: Students will be able to demonstrate and discuss appropriate use of, and response to, typical U.S. non-verbal language in social and workplace settings.

Topic: Non-verbal behavior

CASAS: 0.1.1

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Speaking and Writing (Basic Skills)

Understand Social Systems (Systems)

Processing Information (Thinking Skills)

Work with Cultural Diversity (Interpersonal)

Work in a Team (Interpersonal)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Conditional: *If someone doesn't look you in the eye when answering a question, then he might be lying.*

VOCABULARY: gestures (e.g. **point**, **wave**); facial expressions (e.g. **grimace**, **smile**)

PREREQUISITE: Familiarity with vocabulary of emotions

BEFORE CLASS

- a.) Write the following question on the board for the Presentation activity: *How do you show anger?*
- b.) Think of non-verbal language that shows anger and be prepared to demonstrate it. Examples would be: folding your arms across your chest, knitting your eyebrows, frowning, sneering, shaking your fist, etc.
- c.) Bring in enough 17" x 24" sheets of paper and felt markers so that each group of 4-5 students will have one of each for the Presentation brainstorm. (Students can also do the brainstorm at the board or at their seats.) Mentally prepare a list of 10-15 emotions so that you can assign one emotion to each group in the class.
- d.) Duplicate half a class set of the Appropriate/Inappropriate checklist, p. 121.
- e.) Prepare a sample script with stage directions that include non-verbal language, or use the one on page 122. Duplicate a class set or copy the conversation on the board, butcher paper, or an OHT for the Communicative Practice activity.
- f.) Prepare a list of situations for students to use in the Communicative Practice activity or use the list below. Copy the list on the board or an OHT.
 - Complimenting someone's hat
 - Pointing out a spelling error in a paper
 - Explaining how we know the earth is round
 - Returning an item without a receipt
 - Seeing a friend on the street when you're rushing to an appointment
 - Asking to borrow some money
 - Offering to help someone carry a bag
 - Selling something door-to-door
 - Inviting someone to the movies
 - Telling a worker where to put a heavy box
- g.) Review Teaching Grammar in Context, p. 155 and How to Conduct a Roleplay, p. 165.
- h.) Identify pages in your textbook that you could use with this lesson or see: **The LAUSD/DACE Feeling Cards** to help students identify facial expressions.

"BODY LANGUAGE"
LESSON PLAN

WARM UP:

(15 minutes)

- Discuss the following behaviors, contrasting how they're handled in students' cultures and in the U.S. A) Physical contact: *What kind? How much? When?* B) Personal space: *How much? When?* C) Eye contact: *When?*

INTRODUCTION:

(2 minutes)

- Tell students: *Today we are going to identify typical non-verbal language used in the U.S. We'll discuss how it's used and what can happen when it's used.*

PRESENTATION: [BRAINSTORM]

(15 minutes)

1. Point out the question on the board: *How do you show anger? Give and list several examples of non-verbal language used to express anger. Elicit other examples from the class and list them on the board as well. (See p. 119-b.)*
2. Tell students they will work in groups for 10 minutes to brainstorm and list as many non-verbal ways of communicating a particular emotion as they can.
3. Divide students into teams of 4-5 and assign a recorder. (See p. 119-c.) Assign each group an emotion, set a time limit and have the teams brainstorm.
4. Once time is called, review and compare teams' lists.

(10 minutes)

[GRAMMAR IN CONTEXT]

- Model the real conditional structure using the information on the students' lists: *If someone cuts me off, I'm going to shake my fist at him. If I shake my fist at him, he'll get angry too. If he gets angry, he'll drive badly.* You can explain that real conditional sentences contain a dependent "If clause" followed by a comma and the expected result. Show that "then" is implied but not always used and how reversing the order eliminates the comma, e.g., *He'll drive badly if he gets angry.*

COMPREHENSION CHECK:

(15 minutes)

1. Have students write three or more real conditional sentences in a sequence that details what might happen in a situation where they use non-verbal language. E.g., *If the lesson is boring, then I'll yawn. If I yawn, the teacher will feel bad. If the teacher feels bad, she's going to cry.*
2. Have 3-5 students write their sequences on the board. Discuss.

GUIDED PRACTICE: [PAIR WORK]

(20 minutes)

1. Pair students and distribute the appropriate/inappropriate checklist, p. 121.
2. Have students follow the directions on the handout. Set a time limit.
3. Call time and discuss students' answers.

COMMUNICATIVE PRACTICE: [TEAM WORK]

(30 minutes)

1. Show students a sample script with stage directions. (See p. 119-e.) Tell students they'll be working in groups to write and act out a similar script.
2. Create teams of four and assign the roles of recorder, actor # 1, actor #2, and time keeper. Have each team choose a topic for their skit. (See p. 119-f.)
3. Set a time limit and have team members work together to write and then act out/direct the skits within their teams. Call time and collect the scripts.

EVALUATION

(20 minutes)

- Have a few teams perform their skits for the class. After each skit, have students list what they observed, then compare their lists to yours.

APPLICATION

(as time permits)

- Show a video clip from a silent film. Discuss the non-verbal language.

"BODY LANGUAGE"

APPROPRIATE/INAPPROPRIATE CHECKLIST

- Work with a partner to decide if the non-verbal language is appropriate or inappropriate to the situation.
- Circle the sentence that best describes how the other person will interpret the non-verbal message.

NON-VERBAL BEHAVIOR

APPROPRIATE?

INTERPRETATION

- 1) Students yawn, move around in their chairs, and stare at the ceiling.
- 2) A job applicant rubs his hands on his pants over and over.
- 3) A woman grimaces when she hears about her friend's accident.
- 4) A worker smiles while her supervisor is criticizing her work.
- 5) Joe doesn't look at Mark when he answers Mark's question.
- 6) Sarah quickly looks at her watch as Tina comes up to talk to her.
- 7) A supervisor folds his arms in front of his chest before he talks to a worker.

- YES
NO
YES
NO
YES
NO
YES
NO
YES
NO
YES
NO
YES
NO

- a. The teacher will think students are bored.
 - b. The teacher will think students are rude.
 - c. The teacher will think students are hungry.
- a. Interviewer will think applicant is angry.
 - b. Interviewer will think applicant is very intelligent.
 - c. Interviewer will think applicant is nervous.
- a. The friend will think the woman is sympathetic.
 - b. The friend will think the woman is angry.
 - c. The friend will think the woman is bored.
- a. The supervisor will think the worker is nervous.
 - b. The supervisor will think the worker is laughing at her.
 - c. The supervisor will think the worker is being polite.
- a. Mark will think Joe isn't telling the truth.
 - b. Mark will think Joe is shy.
 - c. Mark will think Joe doesn't like him.
- a. Tina will think that Sarah is rude.
 - b. Tina will think that Sarah doesn't like her.
 - c. Tina will think that Sarah has an appointment.
- a. The worker will think the supervisor is nervous.
 - b. The worker will think the supervisor is in a good mood.
 - c. The worker will think the supervisor is angry.

- Write a sentence for each situation above. For example: *If the students move around, the teacher will think they're bored.*

- Fold back these directions and duplicate a class set of this sheet. Make an OHT of the script or copy it on the board.

"BODY LANGUAGE"
MAKING A SCENE!

- Read the script below.
- The words in the parentheses are called "stage directions". They tell the actors what to do while they are talking.
- Act out the scene with your classmates.

Sara: (grimacing) *Tom, I love that hat you're wearing.*

Tom: (rolls his eyes) *Sure, you do.*

Sara: (turns away) *If you don't believe me, I don't want to talk to you.*

Tom: (crosses arms and yawns) *No problem.*

Sara: (stomps foot and turns toward him) *Oh! You think you're so smart!*

Tom: (smiling) *You're cute when you're angry.*

Sara: (raising one eyebrow) *And you're cute even with that stupid hat!*

- Work with a your teammates to write the script for a scene with two people. Include stage directions that tell the actors what non-verbal behavior is necessary.

_____ : _____.

_____ : _____.

_____ : _____.

_____ : _____.

_____ : _____.

_____ : _____.

_____ : _____.

_____ : _____.

_____ : _____.

_____ : _____.

- When your script is finished, practice acting it out in your team.
- You can volunteer to act out your scene for the class.

"CONSERVING WATER"

OBJECTIVE: Students will use a reading to teach each other about water conservation in order to be able to identify actions they can take to conserve water.

Topic: Environment

CASAS: 5.71

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Listening/Speaking/Reading (Basic Skills)

Work on a Team (Interpersonal)

Processing Information (Thinking Skills)

Work with Cultural Diversity (Interpersonal)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Review of tenses: *We live in a semi-arid desert. It has hurt the environment.
This will save 20 gallons a day. You'll be saving water.
You will have saved 150 gallons of water.*

123

Gerunds: waiting, brushing your teeth,

VOCABULARY: tap, basin, shower head, low-flow, semi-arid, drought, conservation, conserve, save, flush, environmentally friendly

PREREQUISITE: familiarity with present and past participles

BEFORE CLASS

- a.) Write the following questions on the board, butcher paper or an OHT for the Warm Up activity:
 1. How much water do you drink a day?
 2. How does the water in this city compare to the water where you were born?
 3. Do you think the drinking water here is safe?
 4. Do you use bottled water? Why or Why not?
- b.) Duplicate a class set of the handout *The Top Ten Tips for Saving Water*, p. 125.
- c.) Duplicate half a class set of the Information Gap activity, p. 126. Cut the sheets in half and keep the A and B sections separate.
- d.) Review *How to Conduct a Jigsaw Activity*, p. 159 and *How to Conduct an Info Gap*, p. 158.
- e.) Be prepared to put up a grid on the board or OHT for the Evaluation activity. Depending on the number of teams in your class, the grid could have up to 20 squares. (Each square represents one of the questions student will generate in the Guided Practice activity.) Write a number in each square that will correspond to a number on the question. (See Guided Practice, #3, p. 124.)
- f.) Identify the pages in your textbook that you could use with this lesson or see: The LAUSD/DACE Summer Intersession module on Water Use and Conservation.

"CONSERVING WATER"
LESSON PLAN

WARM UP: [SURVEY]

(15 minutes) • Survey the class about their water use, and chart the results. (See p. 123-a.)

INTRODUCTION:

(5 minutes) 1. Ask why water conservation is especially important in Southern California.
2. Write the lesson objective on the board and discuss with the class.

PRESENTATION: [JIGSAW READING]

(45 minutes) 1. Preview any vocabulary from the reading on p. 125, *The Top Ten Tips for Saving Water* that you think may cause problems for students.
2. Form teams of four and number heads. Distribute the reading. Tell students they will be responsible for remembering and teaching their teammates two or three tips from the reading.
3. Assign reading tasks as follows: all numbers read the first paragraph; #1 read tips 1 and 5; #2 reads tips 2,6 and 7; #3 reads tips 3 and 8; and #4 reads tips 4, 9 and 10. (See p. 123-b,d.)
4. Tell students they may take notes (not copying the entire tip) but that they should not write on the handout. Set a time limit and have students read silently.
5. Once time is called, have the #4s collect the readings and give them back to you.
6. Have students number 1-10, leaving spaces in between, on their own papers. Emphasize that they will not have to recreate the tips exactly as they read them.
7. Starting with #1 in each team, have the students teach their teammates the 10 conservation tips. Monitor how teams work together as well as their accuracy. Give students a time limit to complete the task.
8. Call time and randomly choose teams to come up and write each tip on the board.

COMPREHENSION CHECK:

(10 minutes) • Make T/F statements to check students' understanding of what they read.

GUIDED PRACTICE: [GRAMMAR IN CONTEXT]

(20 minutes) 1. Write these two questions based on tip #2: *What do you fix to save water? How much will you save for every leak?* Point out that questions and answers are usually in the same tense.
2. Have each team take a different tip (other than tip 2) and write two questions for which the tip provides the answer.
3. Collect the questions. Put a number on the back of each one for the Evaluation.

COMMUNICATIVE PRACTICE: [INFORMATION GAP]

(25 minutes) 1. Pair students, assign A/B roles and explain that they will share data on conservation.
2. Demonstrate the activity with a volunteer, emphasizing the clarification strategies-*How? How much?* (See p. 123-c,d.)
3. Distribute the gap, set a time limit and have pairs begin. Circulate and monitor.
4. Call time, show the completed gap on the board or an OHT, and discuss it.

EVALUATION [TEAM QUIZ]

(15 minutes) • Divide the class into two large teams A and B. (Students from the original teams may or may not stay together. (Have the members of teams A and B take turns answering one of the questions generated in the Guided Practice. Teams get a point for each answer that is correct. (See p. 123-e.)

APPLICATION

(as time permits) • Have students create a checklist they can use to monitor their water use for a week. This information can then be used in a review of the comparative.

"CONSERVING WATER"

THE TOP TEN TIPS FOR SAVING WATER

(from the Metropolitan Water District of Southern California)

Wise water use is a way of life in Southern California, not just in times of drought. We live in a semi-arid desert region and that means we have to do things to stretch our water supply. The average Southern California apartment uses 256 gallons of water daily. The average Southern California home uses even more, 384 gallons. With the population always growing, we can't depend on a growing water supply. Here are the top ten ways that will save the most water.

1. Water your lawn only when it needs it. Step on your grass. If it springs back when you lift your foot it doesn't need water. So set your sprinklers for more days in between watering. This saves 750 to 1,500 gallons a month. Better yet, during times of drought, water with a hose.
2. Fix leaky faucets and plumbing joints. This will save 20 gallons a day for every leak stopped.
3. Don't run the hose while washing your car. Use a bucket of soapy water for washing and then rinse the car quickly with the hose. Each time you wash your car this way, you will have saved 150 gallons of water. For a one-car family that's 600 gallons per month.
4. Install water-saving shower heads or flow restrictors. You can also install a low-flow toilet. This will conserve at least 60,000 gallons of water a year.
5. Run only full loads in the washing machine and dishwasher. Doing this will save 300 to 800 gallons of water a month.
6. Take shorter showers. Shortening your showers by even one or two minutes can save up to 700 gallons of water per month.
7. Use a broom instead of a hose to clean driveways and sidewalks. This saves more than 150 gallons of water each time you work outside. If you like to clean your walkways once a week, you'll be saving more than 600 gallons a month.
8. Don't use your toilet as an ashtray or wastebasket. Flushing trash down the toilet hasn't just been bad for water conservation, it has hurt the environment. Those unnecessary flushes can cost up to 600 gallons a month!
9. Capture tap water. While waiting for the hot water to come down the pipes, catch the flow in a watering can or bucket to use later on house plants, your garden, or cleaning. This simple idea will save 200 to 300 gallons of water a month.
10. Adjust your sprinklers so they don't water driveways, sidewalks, or the gutter. The water belongs on the lawn or garden, so keep it there. This will save at least 500 gallons a month.

INFORMATION GAP ACTIVITY

A

- Ask your partner the necessary questions to discover the information you need to complete your chart.
- Use questions such as: *How can water be conserved when brushing your teeth? How can water be conserved when taking a shower? How many gallons are used when you brush with the tap running? etc.*

WHERE WATER IS USED:	HOW IT IS USUALLY USED:	HOW IT CAN BE CONSERVED:	NUMBER OF GALLONS SAVED PER USE:
When brushing your teeth	Brush with the tap running-10 gal.	Wet the brush, turn off tap, brush, turn on tap briefly to rinse- 1/2 gal or less	?
When taking a shower	?	Use a low-flow restrictor shower head-15 gal. OR Wet down, turn off tap, soap up, turn on tap briefly to rinse-off -4 gal.	15-26 gallons
When shaving	Shave with the tap running-20 gal.	?	?
When using the washing machine	?	Wash clothes on short cycle, minimal water level-25 gal.	?



B

- Ask your partner the necessary questions to discover the information you need to complete your chart.
- Use questions such as: *How can water be conserved when brushing your teeth? How can water be conserved when taking a shower? How many gallons are used when you brush with the tap running? etc.*

WHERE WATER IS USED:	HOW IT IS USUALLY USED:	HOW IT CAN BE CONSERVED:	NUMBER OF GALLONS SAVED PER USE:
When brushing your teeth	?	?	9.5 gallons
When taking a shower	Use a regular shower head-30 gal.	Use a low-flow restrictor shower head-15 gal. OR Wet down, turn off tap, soap up, turn on tap briefly to rinse-off -4 gal.	?
When shaving	?	Fill basin-1 gal.	19 gallons
When using the washing machine	Wash clothes on full cycle, top water level-40 gal.	?	15 gallons

"I'D LIKE TO ORDER THAT BOOK"

OBJECTIVE: Students will be able to use a book catalog to order a book and take a book order over the phone.

Topic: Ordering through Catalogs

CASAS: 0.1.3.4

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Speaking and Writing (Basic Skills)

Serve Clients and Customers (Interpersonal)

Evaluating Best Alternatives (Thinking Skills)

Acquire and Evaluate Information (Information)

Understand Customer Service Systems (Systems)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: future continuous as polite question: *Will you be putting that on your VISA?*

VOCABULARY: order form, item number, ISBN number, in stock

PREREQUISITE: Students should be familiar with the roleplay technique.

BEFORE CLASS

- a.) Bring in a selection of different dictionaries, workbooks and ESL readers for students to look at during the Warm Up activity.
- b.) Write the following questions on the board for students to ask and answer during the Warm Up activity.
- What kind of book is that?
 - What do you like about it?
 - How much do you think this book costs?
 - Would this book help you learn English?
 - Why or why not?
 - Would you buy this book?
- c.) Duplicate a class set of the catalog page and the order form on pp. 129 and 130. Make an OHT of the order form, then fill it in for the Comprehension Check activity.
- d.) Prepare and record a conversation between a customer service representative and a customer (or use the conversation below), for the focused listening Guided Practice activity.
- Good evening. Thank you for calling ELTA books. May I have your name and Zip code?
Yes. This is Alan Rider R-I-D-E-R. My Zip code is 91235.
 - Yes, Mr. Rider. What can I do for you?
I'd like to get *More True Stories* by Sandra Heyer.
 - Do you know the order number?
Yes, it's A7655-3.
 - Just one moment while I check to see if we have it in stock. Yes, we do have it. With tax and shipping, the cost of the book is 12.95. If it ships tomorrow, it should be there in 3 business days.
That'll be fine.
 - Will you be putting that on your VISA or Mastercard?
Can you send it C.O.D.?
 - I'm sorry, we don't do COD orders anymore. If you'd like you can mail in your order with a check.
Okay, I'll do that instead. Thank you.
 - Thank you for calling ELTA.
- e.) Post these prompts on the board for supervisors to use on their checklists in the Roleplay activity.
Attitude? Got all info? Offered solution to problems? Pronunciation? Correct question form?
- f.) Review *How to Conduct a Focused Listening activity*, p. 157 and *How to Conduct a Roleplay activity*, p. 165 and identify the pages in your textbook that you could use with this lesson.

"I'D LIKE TO ORDER THAT BOOK"

LESSON PLAN

WARM UP: [SURVEY]

(20 minutes)

1. Pair students and give each pair a dictionary, workbook, or reader that you've brought in. Give students five minutes to look through the books while you post questions about the quality, helpfulness and cost of the books. (**See p. 127-a,b.**)
2. Have pairs form groups of four. Set a time limit for students to ask and answer the posted questions. Circulate and listen to students' opinions.

INTRODUCTION:

(5 minutes)

1. Survey students to find out how many order merchandise through catalogs and how many buy or borrow English language books.
2. Share the objective of the lesson with the class.

PRESENTATION:

1. Distribute the catalog page on p. 129 and go over the parts of the page: *title, author, description, ISBN or order number, page number.*
2. Call out different titles and have students tell you the order numbers.
3. Distribute the order form on p. 130 and have students tell you where different information is written. (Share with students that it's often a good idea to fill out the order form before they phone in an order.)

COMPREHENSION CHECK:

- Show students a filled-in order form and ask questions about what's being ordered, who's ordering it, how much it will cost, etc. (**See p. 127-c.**)

GUIDED PRACTICE: [FOCUSED LISTENING]

1. Tell students they will be listening to a conversation between a customer service rep and a customer calling in an order. (**See p. 127-d.**)
2. Ask students to predict some of the questions the rep will ask and some of the statements the customer will make. Write these on the board.
3. Tell students that you will ask them to identify the name of the person ordering the book, the title of the book being ordered, the cost, and the problem.
4. Play the recorded conversation, pausing after each of the items in #3 above. Get class consensus on what students hear. Replay the tape as needed.
5. Ask students for alternative solutions to the customer's problem.

COMMUNICATIVE PRACTICE: [ROLEPLAY]

(20 minutes)

1. Form groups of three. Identify the three roles: customer service rep, supervisor and customer. Tell students that it is common for supervisors to monitor rep's phone calls. Let students choose the role they want.
2. Give each group member a task and set a time limit: Customers choose two titles to order and fill out the order form in preparation for the roleplay, Customer Service reps write out the questions they will need to ask, and supervisors copy a checklist from the board to help them evaluate the roleplay. (**See p. 127-e.**)
3. Call time and have the customer and rep turn their chairs back to back and roleplay ordering & taking the order, while the supervisor fills out his/her checklist.

EVALUATION:

(20 minutes)

- Monitor the roleplay practice. Ask two or three groups to act out their roleplays for the class. After each roleplay the class should be able to tell you the name of the customer, the title of the book, the cost and the problem, if there was one.

APPLICATION:

(homework)

- Have students call 1-800-ALTA ESL (ALTA) and/or 1-800- 323-8270 (DELTA) to request a book catalog.

• Fold back these directions and duplicate a class set of the catalog page.

ELTA CATALOG ORDER BY FAX: 1-800-111-1111

SPELLING

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New For This Catalog

A • All

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New

I/A • Hi/PreU/U/AE

Spelling the Easy Way

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ABBREVIATION KEY

LB.....Low Beginner
B.....Beginner
HB.....High Beginner

LI.....Low Intermediate
I.....Intermediate
HI.....High Intermediate

LA.....Low Advanced
A.....Advanced
HA.....High Advanced

EI.....Elementary School
HS.....High School
JHS.....Junior High School

PreU.....Pre-University
U.....University
AE.....Adult Education

"AMERICA THE BEAUTIFUL"

OBJECTIVE: Students will be able to identify and research important U.S. monuments and geographical features.

Topic: U.S. History

CASAS: 5.2.4

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Reading/Writing (Basic Skills)

Participate as Team Member (Interpersonal)

Responsibility (Personal Qualities)

Interpret and Communicate Info (Information)

Knowing How to Learn (Thinking Skills)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: *Passive Voice: The Statue of Liberty was designed by Auguste Bartholdi.*

VOCABULARY: **Statue of Liberty, memorial, monument, landmark, geographical feature, commemorating, inscribed,** (and target words from reading)

PREREQUISITE: This lesson requires two days because students may need to review paragraph writing and summarizing. If the class has already done a number of writing lessons, the time frames can be shortened.

BEFORE CLASS

- a.) Collect travel brochures and articles with pictures of famous U.S. monuments and natural wonders. Possible sources include your text, the internet, magazines and *Spotlight on the USA*. * You'll need a set of materials for each group of four in your class. Some suggestions for monuments or famous features include: the Grand Canyon, the White House, Death Valley, The Alamo, Great Salt Lake, The Washington Monument, The Lincoln Memorial, The Vietnam Wall, Hoover Dam, Mount Rushmore, and Shasta Caverns.
- b.) Prepare a list of questions on the board, an OHT or butcher paper for use in the Presentation, Guided and Communicative Practice activities.
- | | |
|--|---|
| What does it look like? | How was it made famous? |
| Where is it located? | What does it represent? |
| How was it made? (How was it built?) | How much does it cost to get in? |
| When was it made? (built?) | How many people visit annually? |
| Who built it? <i>It was built by...</i> | |
- c.) Duplicate class sets of the Statue of Liberty article and the Error handout, pp. 133-134.
- d.) Prepare an OHT of the Error handout, p. 134, or copy the paragraphs on the board or butcher paper.
- e.) Review *How to Conduct a Writing Activity*, p. 167
- f.) Identify the pages in your text that you could use in this lesson or see *Grammar Dimensions 3*, pp. 46-47, and/or *Spotlight on the USA* (Oxford).

OPTIONAL: AFTER THE LESSON: [Homework]

- Have students research and write a short report about a famous monument or geographical feature in their native country and give a presentation to the class.

"AMERICA THE BEAUTIFUL"

LESSON PLAN

WARM UP: [CATEGORIZING]

(15 minutes)

- Ask students, *What famous places in the United States have you visited or heard about?* Write their answers under one of these categories on the board or OHT: **Man-Made** or **Geographical Features**.

INTRODUCTION:

(5 minutes)

1. Tell the class they will be researching some of these important U.S. landmarks.
2. Elicit student definitions of "research," and where they would go to get information on a topic. (e.g. encyclopedia, internet, newspaper, etc.)

PRESENTATION:

(40 minutes)

1. Identify and discuss pictures or travel brochures of famous places in the U.S. (**See p. 131-a.**)
2. Focus on the picture of the Statue of Liberty on p. 133. Ask, *What do you know about her?* and *What would you like to know?* Briefly discuss students' answers.
3. Review a list of information questions about the Statue; e.g., *What does it look like? When was it built? etc.* (**See p. 131-b.**) Elicit additional questions students have.
4. Distribute the Statue of Liberty article from p. 135, and have students read it silently looking for the answers to the questions from #3 above.
5. Have student volunteers come to the front and write their answers, using complete sentences, next to the questions. Check for accuracy with the class.
6. Demonstrate how to put the sentences into paragraph form, eliciting the appropriate pronouns, conjunctions, and transitions: *however, therefore, etc.*

COMPREHENSION CHECK [SILENT DRILL]

(10 minutes)

- Make true and false statements about the information on the board, asking students to respond with one finger up for True and two fingers up for False.

GUIDED PRACTICE:

(20 minutes)

1. Distribute the error-filled handout on p. 134. Have students, in pairs, first find the errors, then rewrite the paragraphs correctly.
2. Go over the handout on the board, OHT or butcher paper. (**See p. 131-d.**)

COMMUNICATIVE PRACTICE: [TEAM WORK]

(75 minutes)

1. Have pairs form groups of four and choose their roles: Leader, Timekeeper, Recorder, or Reader.
2. Tell students that each group will research a different landmark in order to write a short report. Explain that first they will scan their materials for the information that answers the questions on the board. Next, they'll work together to write their report, with the recorder writing the finished paragraphs.
3. Have the leaders come up and chose a set of materials for their groups. (**See p. 131-a.**)
4. Set a time limit, circulate and assist the groups.
5. After time is called, have the reporters turn in their group's work.

EVALUATION: [PEER EDITING]

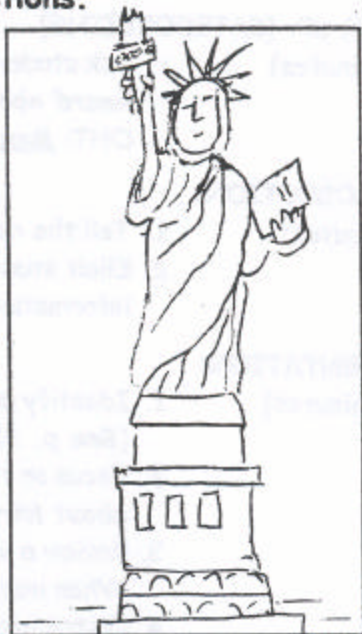
(30 minutes)

- Collect the reports and redistribute them so that each group has a report they didn't write. After each team's Reader reads the report to their teammates, the Recorders write down the team members responses and questions.
- Collect the reports and the peer feedback sheets in order to provide your own feedback at a subsequent lesson. Display the reports or "publish" them, two or three at a time in a weekly class newsletter.

- Read the article below and answer your teacher's questions.

THE STATUE OF LIBERTY

The Statue of Liberty in New York Harbor welcomes newcomers to the United States. The 152-foot figure, was sculpted by Auguste Bartholdi in honor of the centennial of U.S. independence. The statue stands on a 150-foot pedestal and was made a National Monument in 1926. The Statue of Liberty, originally called "Liberty enlightening the World," was presented to the United States by France on July 4, 1876 to commemorate the alliance of the two nations during the American Revolution.



The Statue of Liberty symbolizes liberty in the form of a woman wearing flowing robes and a spiked crown of seven spokes. (Each spoke symbolizes one of seven oceans and one of seven continents.) She holds a torch in her right hand and carries a book of law in her left hand. The book is inscribed "July 4, 1776." Broken chains, symbolizing the overthrow of tyranny, lie at her feet.

In the late 1980's the statue was renovated. It was reopened with a gala celebration on its 100th birthday on July 4, 1986.

The Statue of Liberty National Monument is reached by the Statue of Liberty Ferry that leaves every hour from Battery Park in lower Manhattan. The Statue is visited by over five million people a year. Visitors can be carried up into the Statue by elevator for the first 10 stories, but must then climb the winding staircases the remainder of the way, about 12 stories. There are 2 museums located in the base of the Statue.

The Statue of Liberty was originally created as a gesture of international friendship, but she has become the global symbol of freedom.

(Adapted from The Statue of Liberty website at <http://www.nps.gov/stli>)

“EARTHQUAKE!”

OBJECTIVE: Students will be able to identify what they should do before, during and after an earthquake.

Topic: Health & Safety

CASAS: 0.1.3, 3.4.2, 7.2.6

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Listening and Reading (Basic Skills)

Work in a Team (Interpersonal)

Problem Solving (Thinking Skills)

Organize and Communicate Info (Information)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: Modals (advisory)-*should, ought to*; imperative- *Stay calm. Be alert.*

VOCABULARY: disaster, after shocks, damage, sufficient, fire extinguisher, on hand, first aid kit items

PREREQUISITE: none

BEFORE CLASS:

- a.) Copy the Red Cross list of 10 survival items below onto an OHT or piece of butcher paper to use in the Presentation activity. (Students should not see this list until they have completed their own brainstorm.)
 1. First aid kit and essential medications
 2. Canned food .
 3. Can opener
 4. At least three gallons of water per person
 5. Protective clothing, rainwear
 6. Bedding or sleeping bags
 7. Battery-powered radio
 8. Flashlight, and extra batteries
 9. Special items for infants, elderly or people with special needs
 10. Written instructions for how to turn off gas, electricity, and water
(You'll need a professional to turn natural gas service back on.)
- b.) Copy "What to do when the shaking starts," p. 137, onto an OHT or piece of butcher paper for the first Guided Practice peer dictation.
- c.) Copy "What to do after the shaking stops.", p. 137, onto an OHT or piece of butcher paper for the second Guided Practice peer dictation.
- d.) Review *How to Conduct a Peer Dictation activity*, p. 163.
- e.) Duplicate two class sets of the Earthquake Plan handout, p. 138, for use in the Communicative Practice and Application activities.
- f.) Prepare a list of 10-20 T/F statements (based on the earthquake information students have learned) for the true/false Evaluation activity.
- g.) Identify the pages in your text that you could use with this lesson or see the LAUSD handout "Before the Shaking Starts."

"EARTHQUAKE"
LESSON PLAN

WARM UP: [SURVEY]

(15 minutes)

1. Use the following questions to survey the class and chart their answers on the board or an OHT: *Are earthquakes common in your country? Were you living in Los Angeles during the 1994 Northridge earthquake?*
2. Talk about your personal experience in the '94 quake.

INTRODUCTION:

(15 minutes)

- Tell students they will be discussing how to prepare for an earthquake and what to do during and after a quake has occurred.

PRESENTATION: [ROUNDTABLE]

(25 minutes)

1. Form teams of four. Tell students they will be brainstorming a list of supplies for earthquake survival. Distribute one piece of paper and one pencil to each team.
2. Assign the roles of timekeeper and reporter.
3. Tell students they will pass the paper around the team, with team members writing and naming an item when the paper comes to them. Set a time limit.
4. Post a list of survival items on the board or an OHT. (**See p. 135-a.**) Have teams compare their lists to the Red Cross list. Take a survey to see which teams had the most Red Cross items on their lists.

COMPREHENSION CHECK:

(5 minutes)

- Discuss which other items students felt were important and why they might not be on the list.

GUIDED PRACTICE: [TEAM WORK]

(15 minutes)

1. Set a 10-minute time limit and have teams prioritize the five most important items on the Red Cross list. Assign the roles of facilitator, recorder, reporter and timekeeper.
2. When time is called, discuss teams' choices for the top five items.

(15 minutes)

[PEER DICTATION]

1. Identify pairs with each team, and assign A and B roles in each pair.
2. Have the partners sit so that A can see the board, but B cannot.
3. Post "What to do when the shaking starts" on the OHT or butcher paper. (**See p. 135-b.**) Have A partners dictate to B partners and check B's work.
4. Have the As and Bs switch seats. Post "What to do when the shaking stops." (**See p. 135-c.**) Have the Bs dictate to the As and check A's work.

COMMUNICATIVE PRACTICE:

(30 minutes)

1. Have pairs reassemble into teams in order to develop an Earthquake Plan for the classroom. (**See p. 135-e, 138.**) Use numbered heads to change the roles of facilitator, recorder, reporter, and timekeeper.
2. Have students follow the directions on the handout. Set a 15-minute time limit.
3. When time is called, have the reporter for each team report back on one aspect of their plan. (e.g. the emergency locations, the supplies, the jobs, the safety check)

EVALUATION:

(15 minutes)

- Give students an oral true/false test using the lesson's information. (**See p. 135-f.**) Correct the test in class. Acknowledge students who score 80% or higher.

APPLICATION:

(homework)

- Have students complete an Earthquake plan, p. 138, for their own homes. Begin the activity in class and have students complete it as homework.

- Copy the two lists below on the board and conceal them **OR** copy this sheet onto an OHT or butcher paper.
 - Post the “A” section and have the A students dictate to the B students (Keep the B section concealed)
 - Post the “B” section and have the B students dictate to the A students.
 - See *How to Conduct a Peer Dictation activity*, p.165.
-

“EARTHQUAKE!”

PEER DICTATION

A

What to Do When the Shaking Starts:

1. **DROP, COVER, AND HOLD ON!** Move only a few steps to a nearby safe place. Stay indoors until the shaking stops and you're sure it's safe to exit.
 2. Stay away from windows. In a high-rise building, expect the fire alarms and sprinklers to go off during a quake.
 3. If you are in bed, hold on and stay there, protecting your head with a pillow.
 4. If you are outdoors, find a clear spot away from buildings, trees, and power lines. Drop to the ground.
 5. If you are in a car, slow down and drive to a clear place (as described above). Stay in the car until the shaking stops.
-

“EARTHQUAKE!”

PEER DICTATION

B

What to Do After the Shaking Stops:

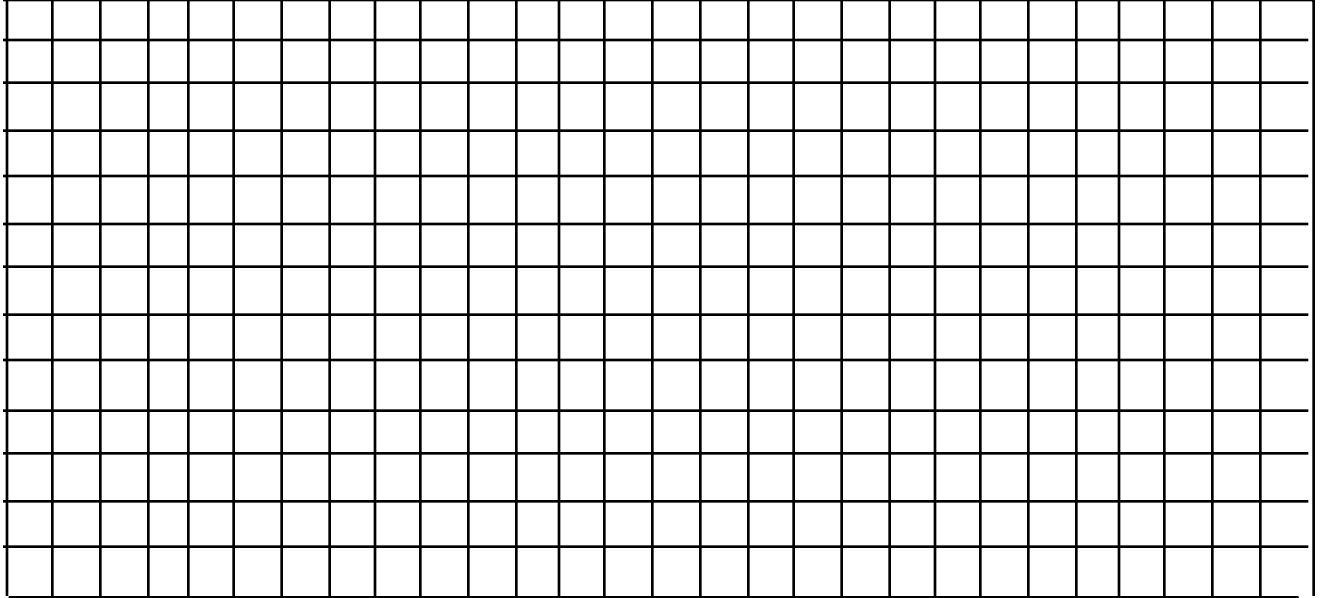
1. Check yourself for injuries. Protect yourself from further danger by putting on long pants, a long-sleeved shirt, sturdy shoes, and work gloves.
2. Check others for injuries. Give first aid for serious injuries.
3. Look for and extinguish small fires. Eliminate fire hazards. Turn off the gas if you smell gas or think it's leaking. (Remember, only a professional should turn it back on.)
4. Listen to the radio for instructions.
5. Expect aftershocks. Each time you feel one, **DROP, COVER, AND HOLD ON!**
6. Inspect your home for damage. Get everyone out if your home is unsafe.
7. Use the telephone only to report life-threatening emergencies.

“EARTHQUAKE!”

EARTHQUAKE PLAN

- Work with your team to fill out this plan.
- Make a second plan for your home.

Emergency Locations: Sketch your classroom’s floor plan on this grid. Include the symbols below for the safe and danger zones, supplies, and evacuation route. (For your second plan, sketch your home’s floor plan.)



safe spot

First Aid Kit

Personal Earthquake Bags

danger spot

Utility Shut-off valve

Emergency Supplies

Evacuation route

Utility Shut-off device

Critical Papers

Emergency
Reunion site

Fire Extinguisher

Keys

• Practice Drop, Cover, and Hold in the safe spots in the room: Drop under a sturdy desk or table, hold on, and protect your eyes by pressing your face against your arm. If there's no table or desk nearby, sit on the floor against an interior wall away from windows and bookcases.

• Identify the supplies you need to buy and where you will store them:

Family locations and Medical Needs:

Discuss with your team what to do and where to go when an earthquake strikes at home, school, work or wherever you usually go during the day. List any allergies or medication needs for each team member. (For your second plan, do it for your family members)

Person:

Special Medical Needs

For your Family Plan:

- Choose an out-of-town family contact to phone in case of an earthquake.
- Take a first aid class from your local Red Cross chapter. Keep your training current.
- Get training in how to use a fire extinguisher from your local fire department.
- Inform babysitters and caregivers of your plan.

"THANKS FOR THE MEMOS"

OBJECTIVE: Students will be able to recognize proper memo format and correct common errors of content and grammar in order to write a clear memo.

Topic: Memo writing

CASAS: 0.1.1

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Speaking and Writing (Basic Skills)

Select, Analyze and Communicate Info (Information)

Applying rules and principles to a new situation (Thinking Skills)

Monitor and Correct Performance (Systems)

Work in a Team (Interpersonal)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: active voice vs. passive voice: *A tenant brought this problem to my attention.*
A problem has been brought to my attention.

VOCABULARY: regarding, re:, c:/cc:, bcc, subject, topic, concise, tone, repetitive

PREREQUISITE: This should not be the students' first exposure to the passive voice.

BEFORE CLASS

- a.) Write the following questions on the board for the Warm-up activity:
Have you ever... written a business letter? to whom? read a business letter? from whom?
written a memo? to whom? read a memo? from whom?
- b.) Prepare a good example of a brief memo to the principal about the importance of teaching students to write memos. You will be writing this memo "off the top of your head" for the Introduction activity.
- c.) Look over the list of memo-writing rules on p. 141 and come up with a "bad" example for each. E.g., for **Be concise:** *In the event that the problem continues in connection with the noise after 10 p.m. I will be forced to make an effort to try to shut down the pool area.* Write these examples on butcher paper or an OHT for students to use in the Comp Check and Guided Practice activities.
- d.) Duplicate class sets of the rules on p. 141 and the sample memos on p. 142.
- e.) Write the following sentences on the board, butcher paper or an OHT. Students will use these sentences in teams to interpret the memos and to contrast the active and passive voice.
 1. **Information is being requested.**
 2. **A change in behavior is requested.**
 3. **A new idea is proposed.**
 4. **An announcement is being made.**
 5. **The memo was addressed to _____**
 6. **The memo was sent by _____**
- f.) Prepare a list of three to five topics for a memo an apartment manager might send to tenants for the Communicative Practice. E.g., fumigation, misuse of the laundry room, security problems, etc.,
- g.) Review *Grammar in Context*, p. 155.
- h.) Identify the pages in your textbook that you could use with this lesson or see: ***Skills for Success***, pp. 164-182.

"THANKS FOR THE MEMOS"

LESSON PLAN

WARM UP: [SURVEY]

(10 minutes)

- Survey students about their experience writing and receiving memos. (See p. 139-a.) Chart the answers to show the percentages of students who have/haven't written/received a memo.

INTRODUCTION:

(10 minutes)

1. "Write" a brief memo on the board or OHT to the principal using the statistics from the warm up to state why it is important to teach memo writing. (See p. 139-b.)
2. Elicit the parts of a memo: *recipient/addressee, sender, topic, date, etc.*

PRESENTATION: [TEAM WORK]

(30 minutes)

1. Form teams of four and tell students they will be reading the rules for writing a clear, effective memo and coming up with examples of each rule from your memo.
2. Distribute the rules for memo writing on p. 141.
3. Number heads and assign roles: reader, timekeeper, recorder, reference librarian (looks up words for the team in an ESL dictionary).
4. Set a time limit and circulate while teams first read the rules, then find the examples in your memo. When time is up, discuss what students read and wrote.

COMPREHENSION CHECK:

(15 minutes)

1. Show students examples of sentences that break the memo-writing rules, and have them identify which rules the sentences are breaking. (See p. 139-c.)
2. Elicit edits for at least five of the incorrect sentences by having teams put their heads together for a set time, then offer their ideas when time is called.

GUIDED PRACTICE: [TEAM WORK]

(15 minutes)

1. Tell teams they will be working to edit memos that don't follow the rules.
2. Distribute the memo sheet on page 142, one per team member.
3. Assign each team member a memo to read aloud to the team, so that they can identify which rules were not followed in each memo. Set a time limit.
4. Have different teams report on each memo.

[GRAMMAR IN CONTEXT]

(15 minutes)

1. Show examples of the passive and active voice.
2. Have students underline the passive and circle the active voice in their memos.
3. Have students, using the passive voice, identify the purpose of their memo, the audience and the sender. (See p. 139-e.) Point out, or elicit from students, where the passive voice is useful in memo writing and where the active voice is better.

COMMUNICATIVE PRACTICE: [WRITING ACTIVITY]

(25 minutes)

1. Have students work independently to write a memo from a list of topics you've posted. (See p. 139-f.) Remind students to follow the 10 rules.
2. Give students a time limit and, when time is called, have them take turns reading their rough drafts to their teammates. Teammates should be able to paraphrase each memo by stating "Your memo was written for _____. Its purpose was _____."

EVALUATION: [PEER EDITING]

(15 minutes)

- Have students exchange memos and then decide if the content and format of the memos they have follow the 10 rules. They can note the rules that were not followed at the bottom of the memo. Collect and review the writing and feedback.

APPLICATION

(when it arises)

- Have a class recorder write a memo the class dictates about a school policy issue. (Build in editing time!) Next, discuss how to present it to the administration.

RULES FOR WRITING MEMOS

- Listen and read along with your team's reader.
 - Find examples of the rules in your teacher's memo with your teammates.
 - Your team recorder will write the examples on a separate sheet of paper.
- 1- **Be brief:** State the purpose of your memo right away. Your memo should not be longer than one page. Use short sentences with no more than ten words.
 - 2- **Be professional:** If you are angry about a situation, keep your cool. You can use language such as, "*The parking situation is terrible.*" or "*I am very unhappy about...*", as long as you express yourself clearly and calmly. If you write a memo that is very angry or nasty, it may do you more harm than good.
 - 3- **Use "we", "us," or "you" rather than "one":** Using the impersonal subject pronoun "One" or collective nouns such as "Staff" or "Students" makes it hard to connect to the memo. When you talk directly to the readers, they are much more interested in reading the memo.
 - 4- **Try not to repeat yourself:** Say what you have to say one time, this helps keep your memo brief.
 - 5- **Use topic sentences:** Begin each paragraph with a sentence that gives the main idea of the paragraph. People who receive memos don't have a lot of time to read. They often skim to try to get the main ideas.
 - 6- **Use the active voice to make your memo clear:** The reader can understand what you want him or her to do when you connect each action with a person or group. It is better to say: *The student council must decide on Wednesday*, than to say *This must be decided by Wednesday*.
 - 7- **Use the passive voice when you want to criticize in a polite way:** When you want to discuss a problem without blaming a particular person or group, the passive voice works well. For example, the first sentence below is less confrontational than the second:
 - a. *The equipment in some classrooms has been vandalized because it was not put away*
 - b. *Because the teachers in rooms 9 and 10 did not put the equipment away, it was vandalized.*
 - 8- **Use everyday language:** Using a lot of words does not make a memo-writer sound more intelligent. Using slang is unprofessional. Use everyday language that is clear and direct. Watch out for pompous phrases such as: "*I am in receipt of your last memo.*" This sentence should read "*I received your last memo.*"
 - 9- **Read the memo aloud and then edit it:** Write a first draft of your memo saying everything you want to say. Then, read the memo aloud to yourself. You will often hear any extra language you've written. You can cut out any extra words or repeated ideas.
 - 10- **Check the memo for spelling and grammar mistakes:** Don't forget to check your work carefully. Spelling mistakes and grammar errors will really interfere with your message.

- Fold back these instructions and duplicate a class set of this sheet.
- Distribute four copies to each team. Number heads and assign each team member a memo to read aloud.

"THANKS FOR THE MEMOS"

MEMOS THAT DON'T WORK

- Read your memo to your teammates.
- Work together to decide which rules are being broken.
- If you have time, try to edit one or more memos.

1 SAM'S CUSTODIAL SERVICE

220 35th St., NY, NY 10016
212-409-5900 FAX: 212-409-5901

August 19, 2000

TO: Sam Thompson, President
FROM: Sandra Hague, Receptionist
RE: CALLS FROM EMPLOYEES

I am in receipt of your memo which states that employees are having difficulty calling in to the office. Apparently the phone line has been busy. In my opinion, I think this is because we have increased the number of employees from 10 to 25. It is necessary that we get an additional phone line with voice mail so that employees can call in and leave a message if they are experiencing difficulties or are feeling that they are unable to come in to the office due to feeling unwell. Please rest assured that in no way am I spending time on the phone using the phone to make personal calls for my personal use.

2

C AT WORLD-

Grooming for Your Cat
129 East Riverdale Dr.,
San Jose, CA 91525

Date: 5/8/00

TO: Our Customers
FROM: Martha Gowen, owner
RE: Price increase

Starting next month, our standard grooming prices have gone up from \$25.00 to 35.00. Long-hair cats still \$40.00. Customers can continue to drop off their cats in the early morning a.m. and pick up at the evening.

Thank you for you understanding. We value our customers very much. This price change is something we need to do. We hope you will continue to let CAT WORLD groom your cat and make your cat clean and happy.

3

ATTICUS LAW OFFICES

15 Harvard Square, Plainfield NJ 07060

TO: All New Employees
FROM: B. Scout, Accounting
RE: PAYROLL CARDS

I would like to extend a warm welcome to all of you. All payroll cards must be filled out by Friday. Every Friday, employees should put their completed payroll cards in the blue file box on my desk. If you don't remember to put your cards in the box, you'll be sorry when they pass out the checks and pass you by! See you in the halls!

4

LAMPS 'N BULBS

200 Western Avenue, Beachwood OH 44122

TO: NIGHT CREW DATE: 2/7/00
FROM: J. CRAB, DAY SHIFT MANAGER
RE: MESS IN LUNCH ROOM

It has come to my attention that the night crew is leaving a huge mess in the staff lunch room. The day crew is very upset and so am I! This kind of mess is unnecessary. It was very annoying to see the trash and used soda containers everywhere. All night crew staff should clean up before leaving the lunch room or they will not be allowed to use the lunch room in the future.

"WHAT'S THE NEWS?"

OBJECTIVE: Students will be able to summarize spoken language using a previously recorded newscast.

Topic: Learning and Academic Skills

CASAS: 0.1.2, 2.3.3/5.1.1, 7.2.1

SCANS SKILLS AND COMPETENCIES RELATED TO THIS LESSON:

Listening and Reading (Basic Skills)

Work in a Team (Interpersonal)

Processing Information (Thinking Skills)

Interpret and Communicate Info (Information)

Monitor and Evaluate Performance (Resources)

SCANS are also supported by team activities and classroom management in the lesson.

STRUCTURES: reported speech; relative clauses

VOCABULARY: target vocabulary from a selected newscast as well as the following:
newscast, anchor, reporter, international, national, local, human interest

PREREQUISITE: For this lesson you'll need to have either a TV and video player or a good quality cassette recorder in the classroom. Students should be familiar with past and past perfect tense forms.

NOTE: This is a two-day lesson, with students completing the work through the first Guided Practice on Day 1 and continuing with a Review, more Guided Practice, Communicative Practice and the Evaluation on Day 2.

BEFORE CLASS

- a.) Make one sign, (use 8/12 x 11 sheets), for each of the words below. These 11 signs are used in the Warm-Up activity. (The easiest way to do this is to use a dark, broad marker on white 8 1/2 by 11 sheets of paper.)

First	television	Second	local news	human interest
Corner's	radio	Corner's	national news	weather
Activity	newspaper	Activity	international news	sports
	internet			
	word of mouth			

- b.) Post the five signs (television - word of mouth) for the first corner's activity.
- c.) Review *How to conduct a Corners Activity*, p. 156 and *How to conduct a Focused Listening activity*, p. 157.
- d.) Record and bring in a video or audio tape of a local or national news broadcast.
- e.) Prepare a summary of one of the news items from the broadcast with 5-8 factual errors and 2-3 grammar errors. Copy this summary onto an OHT or piece of butcher paper for use in the Comprehension Check activity.
- f.) Duplicate one copy of the worksheet, p. 145 for each group of four in your class.
- g.) Duplicate a class set of the evaluation forms, p.146, for the Evaluation activity.
- h.) Identify the pages in your text that you could use with this lesson or see *Topics and Language Competencies*, p. 80.

"WHAT'S THE NEWS?"

LESSON PLAN

WARM UP: [CORNERS]

(30 minutes)

1. Have students do two Corners activities—one that surveys how they get the news and the other on what type of news interests them most. (See p. 143-a,b.)
2. Record the results of the survey on the board and discuss students' choices. You can also talk about how the media influences our understanding of the news.

INTRODUCTION:

(10 minutes)

- Discuss why it would be important to be able to summarize a news story.

PRESENTATION: [FOCUSED LISTENING]

(40 minutes)

1. Play one story from a news program you've recorded.
2. Ask students to orally summarize the information they heard. Elicit or provide students with summarizing language and structures such as, *He said the earthquake registered 5.0 on the Richter scale* (reported speech), and *Windows were rattled but no one was hurt* (passive voice).
3. Construct a model summary on the board or an OHT and review it with the class.
4. Ask a comprehension question and a follow-up question about the segment, differentiating between the two. E.g., *Where did the earthquake occur? Why do you think earthquakes are common in that area?*

COMPREHENSION CHECK:

(30 minutes)

1. Play a news segment for which you have already written a summary containing factual errors. (See p. 143-c and e.)
2. Post the summary. Have students find the errors and correct them.

GUIDED PRACTICE:

(15 minutes)

- Have each student write one comprehension question and one follow-up question about the news segment. Have students "test" the class with their questions.

-----DAY 2-----

REVIEW:

(10 minutes)

- Elicit what students remember about how to summarize the news they hear.

GUIDED PRACTICE: [FOCUSED LISTENING]

(35 minutes)

1. Form teams of four and assign different stories or segments of the news to each.
2. Play the complete newscast. Team members take notes on their segment.
3. When the broadcast is over, give team members 5 - 10 minutes to discuss and confirm the information in their notes. Monitor the discussions.

COMMUNICATIVE PRACTICE: [TEAMWORK]

(40 minutes)

1. Number heads and assign tasks to each team member: #1 writes the summary of the news segment, #2-writes two comprehension questions, #3-writes two follow-up questions and #4 writes the answers to #2 and #3's questions.
2. Distribute the worksheet (p. 145) and give teams 20 minutes to complete their tasks and another 10 minutes to check their work with their teammates.

EVALUATION: [ORAL PRESENTATIONS]

(as needed)

1. Have each team come to the front to present their work: #1 reads the summary of their segment, #3 asks the comprehension questions, #2 verifies the responses, and #4 asks the follow-up questions.
2. Put the following scale on the board: 1= needs improvement 2= satisfactory 3= excellent. Have the class evaluate each team's overall presentation and the accuracy of their summary using the evaluation form on p. 146.
3. Collect the worksheets, write feedback and make a copy for each team member.

APPLICATION:

(homework)

- Have students summarize a news item they watch or hear at home.

- Fold back these instructions and duplicate one copy of this sheet for each group of four.
-

"WHAT'S THE NEWS?"

TEAMWORK WORKSHEET

- Complete your tasks as assigned by your teacher.
- Take turns recording your work on this sheet.
- Ask your teammates to check your work.

Team Members:	
#1 _____	#3 _____
_____	_____

1. Summary of the News Story:

2. Comprehension Questions and Answers:

Q.

A.

Q.

A.

3. Follow-Up Questions and Answers:

Q

A.

Q.

A.

- Fold back these directions and duplicate two class sets of this sheet.
- Give two copies to each students and have them cut or tear apart the evaluations on the dotted line.
- Assign different groups of students to evaluate each pair as they roleplay their interview.
- Collect the evaluations at the end of the activity, review them and give them to the appropriate pair.

"WHAT'S THE NEWS?"

NEWS SUMMARY EVALUATION FORMS

Evaluate the performance by circling the appropriate number: 1= needs improvement, 2 = good, 3 = excellent.

TEAM MEMBERS: _____								
Summary:	1	2	3	Pronunciation:	1	2	3	
Comprehension Questions:	1	2	3	Grammar Usage:	1	2	3	
Follow-Up Questions	1	2	3	Overall Presentation:	1	2	3	

Write any positive comments you have:

Evaluate the performance by circling the appropriate number: 1= needs improvement, 2 = good, 3 = excellent.

TEAM MEMBERS: _____								
Summary:	1	2	3	Pronunciation:	1	2	3	
Comprehension Questions:	1	2	3	Grammar Usage:	1	2	3	
Follow-Up Questions	1	2	3	Overall Presentation:	1	2	3	

Write any positive comments you have:

Evaluate the performance by circling the appropriate number: 1= needs improvement, 2 = good, 3 = excellent.

TEAM MEMBERS: _____								
Summary:	1	2	3	Pronunciation:	1	2	3	
Comprehension Questions:	1	2	3	Grammar Usage:	1	2	3	
Follow-Up Questions	1	2	3	Overall Presentation:	1	2	3	

Write any positive comments you have:

Evaluate the performance by circling the appropriate number: 1= needs improvement, 2 = good, 3 = excellent.

TEAM MEMBERS: _____								
Summary:	1	2	3	Pronunciation:	1	2	3	
Comprehension Questions:	1	2	3	Grammar Usage:	1	2	3	
Follow-Up Questions	1	2	3	Overall Presentation:	1	2	3	

Write any positive comments you have:

NOTES

TECHNIQUES & ACTIVITIES GUIDE

EARLY PRODUCTION QUESTIONS

Early Production is a term used in Natural Approach methodology, referring to a language learner's second stage of language acquisition. (The three stages are Pre-production, Early Production and Speech Emergent). Once new material is presented in context, the teacher uses a sequence of questions to help students use the language. The sequence is based on the difficulty of the response. Therefore a non-verbal command, or a Yes/No question to which students can respond by holding up a "yes" or "no" card, is the first step in the sequence, and a leading statement which students must complete with at least a one or two-word answer is at the end of the sequence.

There are five types of Early Production questions:

- 1.) Non-verbal strategies: *Point to the pencil.*
- 2.) Yes/No questions: *Is this a pencil?*
- 3.) "Or" questions: *Is this a pencil or a pen?*
- 4.) Wh-questions: *What's yellow with an eraser on the end?*
- 5.) Open-ended/leading statements:
I write with a...

Early production questioning strategies are not found only in beginning-level classes. They are a valuable vocabulary teaching tool at all levels, although high intermediate and advanced level teachers will not spend much, if any time on the non-verbal strategies. The "Or" question's value cannot be overstated. It not only checks students' comprehension, it provides a pronunciation model for students to use in responding.

Early production questions are also very useful in conducting comprehension checks. Give each student a white and a blue (or other color) index card. Have them label the white card "Yes" and the blue card "No." Ask Yes/No questions about

the lesson content or activity directions and have students hold up the appropriate card. (Students may change their answers once they look around at their classmates' responses, but you will have already determined that there is some confusion.)

"Or" questions provide a quick check on students' comprehension of concepts: *Do you put your address on the top or in the center of the envelope?* or their understanding of the directions for an activity: *Does #1 write or ask the questions?*

To teach vocabulary with EP questions:

1. Limit the number of new vocabulary words you will present at one time to 8-10. Prepare visuals or bring in realia to represent each of the new words.
2. Present the new vocabulary items in context, talking about how they're used, where students would see them, relating them to previously learned language, etc.
3. At the beginning levels, command students to point to the items or name the people who are holding or near the items.
4. Use two or three items in each series of questions. E.g. For a high-beginning or low-intermediate class: *Is this a capsule Is this a lozenge? Is this a tablet? Is this a capsule or a tablet? Is this a lozenge or a capsule? What do I take for a sore throat? What kind of pill can be chewable? An aspirin can be a... I'm coughing so I'm going to take a...*

As a follow-up, students at beginning high and intermediate levels can write out questions to test their classmates.

All the lessons in this book include comprehension check activities. See pages 12, 24, 28, 46 and 50 for examples.

T. P. R. (TOTAL PHYSICAL RESPONSE)

TPR (Total Physical Response) is a technique that can be used to great advantage at the beginning levels, but is also a surefire way to engage intermediate students' attention. To teach with TPR, you need to prepare a set of commands that use the new language you are introducing. Students respond to these commands (without speaking) and, after sufficient practice, give the commands to each other. One of the most exciting moments in a TPR lesson is when students are able to respond to a command that is novel: a command that recombines language they've learned into a command they've never heard before. For example, if you've said--and students have practiced: *Stand up, Touch the floor, Sit on the chair, and Touch the desk*, when you say, *Sit on the floor*, and students respond (by doing it or laughing) they are demonstrating how well they've understood and retained the new language.

TPR can help students develop the SCANS skills of listening and speaking, and achieve the competencies of *teaching others, monitoring and correcting performance* and *understanding how systems work*. The latter is achieved when the TPR sequence deals with a particular process, such as "registering for school" or "sending a fax." TPR and CASAS cross paths at various competencies, depending upon the language in the TPR sequence. For example, if students are doing a TPR sequence that relates to operating a copier, then CASAS 4.5.4 *Demonstrate use of common business machines*, is being addressed.

Using TPR to teach new language:

1. Create a sequence of commands that you can use to teach the content of the lesson. (See the Reference section for a list of books with ready-made TPR sequences.)
2. Ask students questions to elicit what they already know about the sequence you are

- going to demonstrate. For example, show a prop and see if students can name it.
3. Say each command as you demonstrate it.
4. Give each command, demonstrate it, and encourage the class to respond to the command as well. Remind students that they don't need to speak, just do the actions. (You may have to work for quite a while with some beginning-low students before this concept is clear.)
5. Give the commands in sequence, without demonstrating, and see if the class can respond. Quickly demonstrate the command if they start floundering.
6. Give the commands out of sequence, again without demonstrating. If the whole group is responding well, give commands to rows, small groups, even individuals--much like in a drill activity. Create new commands by combining previously learned language with the new language from the sequence. E.g., from a sequence on sending a fax the command *Insert the paper face down*, might lead to *Put your book face down on your desk*.
7. Ask for student volunteers to give you the commands. Make errors in following their commands so that the class has to correct you.
8. Write the sequence on the board and have students copy it, or distribute a handout with the sequence or picture cues.
9. Pair students and have the partners take turns giving the commands to each other.

You can follow up the TPR lesson by having students give a demonstration in front of the class, or by having students create new sequences based on a related but different situation. Lessons that emphasize TPR are on pages 12, 46, 50 and 58.

DIALOGS

Model dialogs are important teaching tools that present vocabulary, grammar, and language functions in context. Traditionally, dialogs have been used as the basis for the presentation of new information and to practice, with the use of various drills, language structures and lexicon. In the past, students were drilled on the dialogs to such a degree that they memorized them. It is much more meaningful, however, if students “own” the elements of the dialog and can apply these elements in their own conversations. One way to check students’ ownership is to have students paraphrase a conversation once they’ve heard it. Another way to ensure ownership, is to elicit a dialog from the class on a particular subject and insert structure and vocabulary as it is needed.

Dialog practice can develop SCANS Basic Skills of listening, speaking, reading and writing as well as providing the language necessary for achieving the various Interpersonal competencies. Whether you use a ready-made textbook dialog, or a student-generated dialog, the language practice that ensues is rich with opportunities for students to develop their accuracy and fluency.

To present and practice a textbook or teacher-generated model dialog:

1. Briefly set the scene: *two people are talking in the market, a man is making a phone call to 911, a customer is talking to a clerk in a department store, etc.*
2. Post or draw pictures of the speakers on the board, and present the dialog, standing near each speaker’s picture as you say his/her lines.
3. Ask students to restate what’s happening in the conversation. *Who are the people in the market? Why is the man calling 911? What is the customer asking the clerk?*
4. Write or post the conversation and model it again with a student volunteer.

5. If desired, give students an opportunity to chorally repeat each line of the dialog, so that they can practice accurate pronunciation.
6. Give students time to copy the conversation into their notebooks.
7. Pair students, assign speaker roles and set a 1-2 minute time limit for pairs to practice. Call time and have students switch roles for another 1-2 minute period. Monitor the practice.
8. Based on your observations during the practice session above, clarify pronunciation, grammar or vocabulary issues students may have.
9. Ask students to brainstorm a list of words or phrases that could be substituted in the dialog or provide a list.
10. Ask student volunteers to demonstrate making substitutions in the dialog.
11. Have students practice in pairs (see #7). Circulate and monitor students’ progress.

To elicit a dialog from the class:

1. Set the scene and establish the purpose of the dialog.
2. Ask students to provide the language for each speaker as you write down what they say. During this process, in order to have a dialog that will serve as an accurate model, ask students to edit their language. You can use prompts such as “*If I want to get the clerk’s attention, what should I say first?*” or “*If I don’t have a reason for the return what should I say?*” You, in turn, can add to or edit students’ language, discussing why you are making changes.
3. To practice the elicited dialog, follow steps #5-11 above.

You may want to follow up the dialog practice with presentations in front of the class or a focused listening activity (see p. 157). Lessons that emphasize dialogs are on pages 4, 16, 20, 38, 42, 72, 94 and 100.

DRILLS

Drilling can help students hear and reproduce the natural intonation, rhythm and stress of English. It also provides guided practice in using new vocabulary and structures in a fairly anonymous choral response. Drills build SCANS Basic Skills in listening and speaking and, depending on the content being drilled, help students achieve CASAS competencies. For drills to be used effectively, however, they should vary in technique and the responses should move back and forth between choral whole class, choral small group, and individual response. The most common drills are illustrated below.

REPETITION: Model a statement and the students chorally repeat the utterance.

Teacher: I have a pencil.
Students: I have a pencil.

SUBSTITUTION: Model a statement and give the substitution or show a picture that represents the substitution. The students repeat the statement substituting the new language. Then you model the new statement and provide a new substitution.

Teacher: I have a book. (notebook)
Teacher: I have a notebook (pen)
Students: I have a pen.

Multiple substitutions can also be made.

Teacher: I have a pen. (pencil, eraser)
Students: I have a pencil and an eraser.

EXTENSION: Model the statement and provide a new element. Students then add it to the sentence.

Teacher: I have a pencil. (yellow)
Students: I have a yellow pencil.

It's also possible for you to ask individual students to respond.

BACKWARDS BUILD-UP: Model the statement and then conduct a repetition drill starting from the last words in the statement. This is especially effective when the statement is cumbersome.

Teacher: There's a pencil on the floor next to the chair leg. chair leg.
Students: chair leg
Teacher: next to the chair leg
Students: next to the chair leg
Teacher: on the floor next to the chair leg
Students: on the floor next to the chair leg
Teacher: There's a pencil on the floor next to the chair leg.
Students: There's a pencil on the floor next to the chair leg.

It may be necessary to provide smaller chunks of the statement for some students.

TRANSFORMATIONAL: After modeling the statement, provide a substitution or cue that forces the students to transform another part of the statement. This is effective for practicing grammar changes that occur with tense change or helping students practice forming yes/no questions.

Teacher: I work in an office. (Robert)
Students: Robert works in an office.
Teacher: He works on Saturday. (last Saturday)
Students: He worked last Saturday.
Teacher: He worked last Saturday. (question cue)
Students: Did he work last Saturday?

QUESTION AND ANSWER DRILL:

There are various ways of conducting a Q&A drill. The easiest is for the teacher to ask the question and get a choral response.

Teacher: Does a plumber repair pipes?
Students: Yes, he does.

Another type of question and answer drill has the teacher ask one student a question, who then turns and asks a person nearby.

Teacher: Do you like fish?
Student #1: Yes, I do. Do you like fish?
Student #2: No, I don't. Do you like fish?
Student #3: Yes, I do. etc.

When answering yes/no questions, students will naturally respond "yes" or "no." If it is important to practice the short answer with the auxiliary, i.e. *Yes, he does. Yes, he will.* etc., then be sure to model the response you want.

In practicing information questions, be sure to specify whether or not you want the responses to be in complete sentences.

Teacher: Where does he live?
Student: --in Santa Monica. **OR**
Teacher: Where does he live
Student: He lives in Santa Monica.

SENTENCE COMBINING: Model two statements and have students combine them into one sentence. This is great for practicing conjunctions and adjective clauses.

Teacher: I have a dog. I have a cat.
Students: **I have a dog and a cat.**
Teacher: I saw a car. The car was very expensive.
Students: **The car I saw was very expensive.**

CHAIN DRILL: This drill can be used with questions and answer drills (see above) or with extension drills. In the latter situation, you provide the model statement and the next student adds an item to the statement, the student after that adds something else, and so on. This is often a very successful closing activity using the new vocabulary from the lesson.

For example in a lesson on containers and partitives the chain drill would be:

Teacher: I went to the store to buy a dozen eggs.
Student #1: I went to the store to buy a dozen eggs **and a quart of milk.**
Student #2: I went to the store to buy a dozen eggs, a quart of milk, **and a box of rice.**
Student #3: I went to the store to buy a dozen eggs, a quart of milk, a box of rice **and an apple.**

REDUCTION DRILL: Model the statement and have students provide the subject or object pronoun, possessive adjective, contracted form or other shortened form.

Teacher: I have a pen.
Students: I have **it.**
Teacher: Mary is a student.
Students: **She** is a student.
Teacher: I have a pen and a pencil.
Students: I have **them.**
Teacher: Those are George and Mary's books.
Students: Those are their books.

Lessons that emphasize choral drills are on pages 4, 16, 20, 42, 68, and 104.

Teaching with...

GAMES

Games can help students focus on what they know, rather than agonizing over what they don't know. Natural Approach principles argue that when students' minds are engaged in fun tasks, language assumes its proper function as a means rather than an end. The activities listed below are just a few of the games that can be used as review, practice and even evaluation activities. These games build SCANS Basic Skills in listening and speaking and, depending on the content of the game, help students achieve various CASAS competencies.

The key steps to conducting any game are:

1. Set the scene and explain the rationale for playing: e.g. *We are going to practice asking for and giving personal information.*
2. Present the rules and demonstrate the game.
3. Check comprehension of the rules and goal of the game by conducting a "Yes/No" silent drill or asking a series of "or" questions.
4. Play the game once against the class before having students play against each other.
5. Emphasize participation and cooperation as a key to "winning."
6. Set time limits for responses.

DEFINITION BINGO: Supply each student with a 9, 16 or 25-square grid. Students choose words from a posted list of target vocabulary words to fill in their grids at random. As you call out a definition, have students circle the appropriate word on their grids. Students who get three (four, five) in a row have BINGO!

cheese	fish	chicken
lamb	ice cream	fruit
turkey	beef	milk








BINGO!

BINGO MIXER: Prepare a 9, 16 or 25-square grid. Above the grid write a sample question such as *Do you like...* or *Are you going to go to ...this weekend?* Within each square write a word or draw a picture cue from which students can make questions. For example, the grid with the question *Do you like...*, might have different

food items depicted or written. Duplicate a class set of the grids and have students walk around asking and answering the questions. When a classmate answers "yes" to one of the questions, the student writes that classmate's name in the correct square. When a student has three (four, five) names in a row, s/he has BINGO!

DO YOU LIKE...		
		
		
		

BOARD GAMES: Create a simple board game by drawing 16 attached squares around the edges of an 8 1/2" by 11" sheet of paper. Make one square the START square and another the FINISH square. Put various TPR commands, questions, and sets of four scrambled words in the other squares. Duplicate enough copies for each group of four. Form groups and have students use scratch paper or paper clips as markers. Have students place their markers on START and toss a coin to move around the board. (Heads moves two spaces, tails moves one.) As a player lands on a square s/he must perform the task, answer the question or unscramble one of the words. The team decides on the accuracy of the responses and consults with you when they have questions.

 do an action	DEIT!	?	g	d	?	? Ask a question
 read						↓ Sing a song
 write	?					↓ Answer a question
	START ↑	END	?	?		

CHARADES: Create index cards with target vocabulary (verbs, nouns, adjectives, and/or phrases.) Divide the class into two teams. Have the students from Team 1 come to the front, draw a card and act out (or draw) the word or phrase for his/her team. If Team 1 guesses they get the point. If they don't, then Team 2 gets a chance to guess and get the point.

GRAMMAR IN CONTEXT

Grammar in context means that students are learning about the structure of the language within the context of a particular topic. Comprehension and retention of a grammar point is more successful because the lesson arises out of a communicative need rather than a desire to analyze and memorize. Accuracy is a key component in comprehensibility both in speaking and writing. In fact, the SCANS foundation skills imply that students should be able to write, compute, and speak accurately.

Planning communicative grammar instruction begins with your own research and understanding of the grammar point(s) you want to teach. Once you've identified a grammar point that is key to your lesson, you may need to research its form, function and use so that you can restate the information in language that is comprehensible to your students. After you've researched the point, you need to identify the places in your presentation where it occurs and think about how you will call attention to it. The steps below will guide you through the process of teaching and practicing grammar in context.

1. Identify the language that is natural and realistic for the objective you are teaching. Identify the grammar point within that language context. (E.g. In a health exam-doctors may ask Yes/No questions in the simple present tense: *Do you smoke? Do you drink? Do you exercise?*)
2. Research the grammar point so that if students ask for an explicit explanation of its form, function and use, you can give it.
3. Prepare several examples of the grammar point that are related to the topic. (E.g., come up with additional Yes/No questions other than those in the initial dialog from the presentation.)
4. Provide students with guided practice activities that allow them to use the grammar point in highly-structured (error-proof) activities. Substitution drills are a good example of a very structured activity.
5. Provide students with a communicative practice activity where they can use the new grammar point in combination with previously acquired language. This type of activity emphasizes fluency over accuracy by encouraging students to risk using the new grammar in a less structured setting. A roleplay or an information gap is an example of a communicative practice activity.
6. If desired, have students write sample sentences or questions that follow up the communicative activity and illustrate the new grammar point.
7. Review and recycle the grammar lesson in subsequent classes. It is especially effective if the next day's lesson expands on the grammar taught the day before.

Lessons that emphasize Grammar in Context are on pages 98, 120, 124 and 140.

CORNERS ACTIVITY

Corners activities provide students with an opportunity to stand up and “mingle” with students of similar interests. Signs posted around the room represent students’ different interests, age groups, responses to questions, or topics they’d like to learn more about. The groups that form around these signs can then discuss a follow-up question based on the sign or pair off and perform a particular task.

For a Corners activity based on interests:

1. Think of the topic and then come up with four or more related items. e.g.

Topic:	<u>Corner Signs</u>
Foods-	Vegetables, Bread & Grains, Fruits, Meat & Poultry
Places-	Movies, Park, Mall, Library
Cars-	Rolls Royce, Volkswagon Bug, Corvette, Toyota Minivan

2. Create the signs for the corners. You can use plain white 8 1/2 by 11” paper and a broad dark marker for the signs, but sometimes using different colors of construction paper or at least a different color marker for each “corner” helps beginning level students focus on where to go. You can also use calendar or large magazine pictures.
3. Post the signs around the room. (If you post these signs as students walk in, it allows them to predict what they will be asked to do and start processing the language even before you start the activity.)
4. Walk around the room pointing out each sign and clarifying its meaning OR have students look at the signs and decode them for themselves.
5. Tell students they will have 30 seconds to choose the sign that has the word or picture they like the most and stand next to that sign.

6. Once students have grouped themselves, have them introduce themselves to a partner or, if the groups are small, to the entire group.
7. Set a time limit for the partners or group members to ask and answer a question that pertains to the corner they’re in. For example, using the topic of Foods, students in the vegetable corner could ask and answer, “*What’s your favorite vegetable?*” or “*What’s one vegetable you can’t find here that you ate in your country?*”
8. Once the students in each corner have had a chance to talk to at least two other people, they can...
 - a. thank their last partner and return to their chairs, **OR**
 - b. sit down with their last partner and complete a worksheet or other task, **OR**
 - c. form a team with a student from each of the other three corners, sit down and begin a new task.

To develop a Corners activity based on personal statistics or on responses to questions, simply follow the directions above, altering only the content on the signs. Be conscious that Corners is a very public activity, so the choices you give students should not put them on the spot. For example, if you wanted to do a lesson on world religions, the corners could name the various religions, but instead of having students stand in their religion’s corner, you’d direct them to stand next to a religion they’d like to learn more about. See also, JIGSAW CORNERS, p. 160

For examples of Corners activities, see pages 68 and 144.

FOCUSED LISTENING ACTIVITY

While we work hard in our classrooms to teach students the most accurate model of English, our students work, socialize and study with native and non-native speakers who speak quickly, use colloquial speech and idiomatic expressions, and who have a variety of accents and education levels. Additionally, students are often unaware of the listener's responsibility to clarify what s/he has heard.

Focused listening activities help students develop SCANS and CASAS basic listening skills. These skills enable them to comprehend and, if necessary, clarify the English that they hear spoken outside the classroom. During the focused listening activity students listen for information they need, embedded within language with which they may not be totally familiar. The focused listening activity usually follows the natural listening cycle of setting up predictions and expectations, actively listening, and giving feedback.

These types of activities can make use of audio cassettes, video tapes, and teacher-read or student-read scripts. Often, students listen to sections of a passage rather than the whole passage at once. When students listen for information, they confer in order to reach consensus on what it is they heard. It is not uncommon to repeat a listening section two or more times before students reach consensus. The number of repetitions varies from level to level, with beginning-level learners usually needing the most. The procedures below work for both commercially-prepared and teacher-generated materials.

To conduct a Focused Listening Activity:

1. Preview the listening passage and exercises before class, identifying what students will be listening for, what difficulties they might have, where you might have to divide up the material, and what you might have to pre-

teach. Prepare an OHT of any worksheets so you can refer to them during the activity.

2. Provide a review activity that reinforces the topic of the passage and the language for which students will be listening. For example, if students will listen to a news broadcast, have them first do a survey activity that determines how they get the news and what types of news interests them most. Please note that *focused listening activities do not usually teach new material*, but rather give students an opportunity to *practice listening for previously taught language*.
3. Use pictures, questions, personal experiences, or the worksheet (or anything else that will start students processing and predicting) to introduce the context of the focused listening task. *Here's a picture of a police officer. What do you think he's saying?*
4. Explain and check students' comprehension of the task with "yes/no" and "or" questions: *Will you write what you hear or act it out?*
5. Provide an example. You can play the first item on the tape or say the first exercise from the tapescript. Get a class consensus on the correct answer. If necessary, replay or repeat the passage.
6. Distribute the materials students will need for the activity. (E.g., Some listening exercises require a picture for the student to point to different items as they are described.)
7. Play the tape or read the tapescript for each section. Have a student call out the "answer" and get class consensus on the response. If the class agrees (and the response is correct), continue to the next section. If the class does not agree or the answer is incorrect, repeat the section until students are able to catch what they missed.

For a follow-up activity you can use a Peer Dictation, p. 163 or an Information Gap, p. 158. Focused Listening is emphasized on pages 37, 127, and 143.

INFORMATION GAP

During an Information Gap activity student pairs use the target language to ask for and exchange information. Each partner has the information the other needs to complete a grid, map, chart, or other worksheet. By asking for and giving the necessary information, students use the language they've learned in a meaningful, realistic exchange. Students must listen carefully and speak accurately in order for the information gap to be "filled." Other than the obvious SCANS basic skills, the Info Gap develops students' thinking skills and helps them achieve the competencies in the Information and Interpersonal areas including teaching others, negotiating and acquiring information.

Happily, most current course books include information gap activities in their core texts or workbooks. (See the Reference section on page 168 for Information Gap resources.) However, you can create an information gap from almost any schedule, chart, graph, set of pictures, or list. Simply duplicate two copies of the material, labeling one copy A and the other B. "White-out" different, complementary information on each copy. Then make half a class set of each.

To prepare students for an information gap you should check to be sure students have the language they'll need for the task. Next, model the procedure or, for higher levels, set up the situation, the rationale for exchanging the information, and the roles of the students exchanging the information. Finally, monitor the activity, providing feedback as needed.

For a beginning-level information gap:

1. Chose information that is limited, such as an inventory of household items, a price list, a directory in a market or mall, etc.
2. Prepare or find A/B worksheets that have complimentary information missing.

3. Duplicate one and a half class sets of the B worksheet and half a class set of the A worksheet.
4. Make an OHT of worksheet A or copy it onto the board.
5. Distribute the class set of B worksheets, and using your "paper" on the board or OHP, model how you ask for the missing information on your A worksheet. Next, conceal your "paper" from the class and have volunteer students ask you questions to get the information that is missing from their B worksheets. (Collect the B worksheets from the class before moving onto step 8.)
6. Pair students and identify A and B partners. Have a volunteer pair come to the front and demonstrate the information gap for the class.
7. Check students' comprehension of the process by asking Yes/No questions. Have students respond with one finger for *yes*, two for *no*. e.g. *Do you show your partner your paper? Do you ask questions? Do you write on your paper?*
8. Distribute the A worksheets to the A partners and the B worksheets to the Bs.
9. Set a time limit and have students begin the activity. Circulate and monitor the pairs at work.
10. Call time and have students report back on the information in the completed gap.

For a higher-level information gap:

Follow the directions above, but create a gap that has more information missing and is more linguistically challenging. For example, Student A has a map of one area and Student B has only a starting point and destination. B asks for directions and A uses the map to give directions that B writes down. Both partners check their work on A's map. B would then get a different map and A would ask B for directions from a different starting point and destination. A lesson that emphasizes an Information Gap activity is on page 123.

JIGSAW ACTIVITY

Jigsaw activities turn students into teachers. Members of a team are assigned different pieces of a lesson's information to first learn and then teach their teammates. Jigsaw activities are highly structured, so that even beginning level students can use them. Jigsaws help students develop SCANS Thinking Skills and achieve SCANS Information, Resource, and Interpersonal competencies. They also help students achieve CASAS Learning to Learn competencies.

The procedures for Classic Jigsaw (where each member of a team learns and teaches a part of the lesson), Corners Jigsaw (where teammates go off to an assigned corner to get their information), and Partners Jigsaw (where members of a team pair up to learn the information) are outlined below.

To conduct a Classic Jigsaw:

1. Identify the information you want students to learn. This can be a reading, a list of vocabulary, a set of rules, a timeline, a set of facts, or even a grammar point. Divide the information into four parts 1, 2, 3, and 4. Duplicate a quarter of a class set of each.
 2. Prepare a set of comprehension questions for each part of the information. It's a good idea to put these questions on butcher paper so that you can post them in the area where each EXPERT GROUP will be sitting. (See # 4 below.) Also, if desired, you can prepare a worksheet that teams can use to test their retention of the information they learned from their teammates. (See #11 below.)
 3. Form HOME teams of four and number heads. Assign all the #1's to EXPERT GROUP 1, #2's to EXPERT GROUP 2, etc.
 4. Designate a location in the room where each expert group will gather to learn their portion of the new information.
 5. Present or discuss the goal of the jigsaw activity with the whole class. E.g., *Today we will be learning about earthquake safety* Point out the other skill(s) they will be working on. (E.g., active listening, clarifying, summarizing, asking questions, etc.)
 6. Go over vocabulary you think may be problematic for students in the material, eliciting definitions from the class and supplying information as needed.
- NOTE: Set time limits for each of the steps below:
7. Distribute the materials to each group and have them read the material silently.
 8. Post the questions (from #2 above) and have students within each group work together to find the answers in the material
 9. Once students have answered the questions, they should test each other, still within their EXPERT groups, to see how well they remember what they've learned and how well they can explain the material.
 10. Have students return to their HOME teams and take turns teaching the new information they have learned to each other. They can use the posted questions as a guide, but they should be speaking, not reading.
 11. Once all the information has been taught, students in each team should take a test, write a paragraph, or complete a task that shows their retention of the information they were taught.
 12. Follow up the activity with a short processing discussion, so that students can identify what skills they developed in addition to learning the content. Share your observations at this time.

To conduct a Partners' Jigsaw:

Follow the steps for the Classic jigsaw above with these variations:

1. Divide the material to be taught into two sections.
2. Within the HOME teams, number heads and assign partners; e.g., #1 and #2, #3 and #4. Give partners a "warm-up" activity (such as talking about their likes and dislikes) to help them connect.
3. Have partners go to their EXPERT groups together, where they can join other pairs in that group to check their understanding of the material.

NOTE: The Partner's Jigsaw is very useful in multi-level classes because it is possible to create partnerships between stronger and weaker students.

To conduct a Jigsaw Corners activity:

1. Create signs for four areas you want students to review or learn. Number each sign #1-4.
E.g.,

<u>Topic</u>	<u>Corners Signs</u>
Job Search	#1-Jobs A-F, #2-Jobs G-L, #3-Jobs M-R, #4-Jobs S-Z
2. Assemble material for each corner that students can use to review or learn information. Examples would be a set of pictures defining vocabulary, a short reading, or a series of questions and answers. Post the material at the appropriate corner and conceal it by covering it with a piece of paper or turning it to face the wall.

3. Form HOME teams of four and number heads. Tell students they will be going to a corner, learning the information in that corner, bringing it back and teaching it to their teammates.
4. Set a time limit and have students go to their assigned corners. (E.g. #1 goes to corner #1.)
5. Once in their corners, have students study the information you've posted there. (Depending on the goals of the lesson, students can pair up and memorize the information, fill out a worksheet, or simply take notes and bring them back to the team.)
6. Call time and have students rejoin their HOME teams. Have them take turns using their worksheet, notes, or memory to relay the information to their teammates.
7. Once students have learned all the information from their teammates, it's important to have them demonstrate their learning through a quiz or other assessment tool. The quiz can be as simple as holding up a picture and having students write the correct word.
8. Follow up the activity with a short processing discussion, so that students can identify what skills they developed in addition to learning the content; e.g., managing time, note-taking, teaching others, etc.

Lessons that emphasize Jigsaw activities are on pages 49 and 123.

MIXER

Mixers are highly interactive but also highly structured activities, making them perfect for warm up and guided practice at all levels. Often students ask and answer questions based on a single grammatical structure; e.g., *Do you like to...?* or *Have you ever...?* or *Did you...over the weekend?* Some mixers provide a sample question format and then give picture or word cues for the students to use in creating the questions. Other mixers are often titled "Find Someone Who..." This type of mixer gives students statements from which they must form questions; e.g., based on the statement: *Find someone who likes to go fishing*, the student asks his/her classmates: *Do you like to go fishing?* Accountability is built in by having students get the names of the respondents. (Some worksheets ask students to get the names of students whether they answer "yes" or "no" to the question.) Based on their interactive nature, time limits, and built-in accountability, mixers are well suited for teaching the SCANS skills and competencies.

For a question/answer mixer:

1. Determine the type of questions (yes/no or Wh-questions) and the grammatical structure(s), (present perfect, simple present, passive, etc.) students will be practicing
2. Prepare a set of 8-16 questions, depending on the class level, put them on a worksheet and duplicate a class set. You can also post them on the board, butcher paper, or an OHT, but if you do, you will need to build in time for students to copy the questions onto their own paper.)
3. Set up the activity by establishing the purpose of asking the mixer questions. (E.g., for a mixer about activities over the weekend, discuss how small talk frequently revolves around weekend events or future plans.)
4. Model the process of "mixing" by walking around the room asking sample questions of different students. Show how to ask for and

write down students names on the worksheet.

For intermediate levels, demonstrate how students can expand the interaction by asking additional questions based on their classmate's first response.

5. Have student volunteers come to the front and demonstrate the activity using the worksheets.
6. Check students' comprehension by asking "or" questions about the mixer process; e.g., *Do you write the answers or circle them? Do you write students' first names or last names? Do you sit or stand for this activity? Do you ask or answer questions?* (trick question!)
7. Distribute the worksheets (or have students copy the questions.) Set a time limit and have students begin the activity.
8. Circulate and participate in the mixer, facilitating when necessary. (It is usually best to make mental notes of pronunciation and grammar issues that arise, so that you can teach to those issues at a later time.)
9. Call time and have students go back to their seats.
10. Check students' results by asking them to name the different people who responded to their questions; e.g., T: *Who likes to go fishing?* S: *Juan does.*

For a "Find Someone Who.." mixer:

Follow the directions above, but instead of questions, prepare statements from which students will create questions. For example, if you want to practice asking and answering about job skills using the present perfect structure, you might write the following statement and cues: *Find someone who has...*

-typed a letter.

-used a computer.

-translated from English to Spanish.,
etc.

Mixers can be found on pages 3, 33, and 45.

NARRATIVE READING ACTIVITY

Reading is a critical component of communicative competence and one of the best ways to create a truly relevant ESL lesson. Readings can provide the basis of grammar-in-context lessons (see the Reference section on page 168) as well as opportunities for cross-cultural discussions. Using readings, students can work in teams to learn new information and teach it to others. (See Jigsaw, p. 159.)

Students who have basic literacy skills and can produce basic sentences can participate in narrative reading activities. High-interest reading passages are used to develop students' global understanding as well as specific reading strategies, such as skimming, scanning, distinguishing main ideas from supporting details, and making inferences and predictions.

Five different reading competencies are listed under the SCANS' Basic Skills. They are: locate, understand and interpret written information in order to perform a task; learn from text by determining the main idea; identify relevant details, facts and specifications; infer or locate the meaning of unknown vocabulary; and judge other writer's work. When working with a narrative reading activity all these competencies are being practiced and strengthened.

These guidelines will help you develop a Narrative Reading activity.

1. Select (or create) a high-interest reading passage that relates to the lesson topic. (See the Reference section on page 171.)
2. Conduct a pre-reading activity that helps students predict the content and main ideas in the passage by:
 - a. asking questions about a visual related to the reading topic,
 - b. talking about the title of the reading,

- c. eliciting or providing vocabulary on the reading topic, **or**
- d. discussing students' experiences around the reading topic.

3. Present four or five comprehension questions and have students read the passage silently to find the answers to the questions. Get students' responses to the questions, then read the passage aloud for students. Offer students the opportunity to change the answers to the questions.
4. Have the students read the passage silently again, circling any words that they would like defined. List these words on the board and have students in the class offer the definitions they know, then provide the remaining definitions.
5. Provide students with factual questions that require them to get details from the passage and/or questions that ask them to make inferences based on what they have read.
6. For beginning-level students, create an activity that requires them to sequence sentences from the reading. For higher-level students, create an activity that has them work with the new vocabulary or the organization of the passage.

Follow-up activities can include small group discussions on the reading topic, having students write questions for the author, or having students write a summary of the reading's main points.

A sample narrative reading activity can be found on page 87.

PEER DICTATION ACTIVITY

Peer Dictations can be done in pairs or with small groups. In this type of activity, students take the roles of teacher and student or supervisor and worker. The dictating student (the teacher/supervisor), is responsible for accurately relaying information to her peer(s), and the student taking the dictation is responsible for asking the correct clarification questions to be sure she gets the correct information. Not only listening and speaking skills but several of the SCANS Information and Interpersonal competencies are developed in peer dictations. The content of the dictation can directly relate to various CASAS competencies.

Peer dictation activities are most successful when students have had a mini-lesson on the clarification strategies that are appropriate to the topic. (E.g., for a peer dictation on prices of items, the clarification questions would probably be *How much?* or *1-5 or 5-0?*)

Content for a peer dictation could be numbers, addresses, prices, personal information about an imaginary third party, interview questions, news headlines, or even new vocabulary items.

In order to include a peer dictation in your lesson, you will need to prepare a list of the information or questions that students will use for the dictation. Divide the list in half and label the halves A and B. Put each half on an OHT or handout. (See p. 139 as an example.) You can also print the lists on the board, if they can be concealed from the class until the practice.

To conduct a Peer Dictation:

1. Set the scene for the students and identify the roles they will be taking: teacher/student, supervisor/worker, etc. Describe the list of information that students will be dictating.
2. Write a list of 3-5 sample items on the board that reflect the activity's focus (e.g., 3-5 numbers, prices, descriptions rules, etc.). Ask a student to dictate the first item in the list to you as you write it on another part of the board. Model clarification language as you

take the dictation. (*What was that? Did you say---? Would you spell that? etc.*). Continue to have volunteers dictate the remaining items, emphasizing different clarification strategies you want students to use.

3. Demonstrate the peer dictation by asking two volunteers to come to the front. Seat the volunteers face to face, with one partner facing the board or screen. Write one more sample item on the board and have the student facing the board dictate it to her/his partner. Encourage the student taking the dictation to clarify or check what s/he hears.
4. Check students' comprehension of the activity by asking questions such as, "*Do you work in pairs or groups?*" "*Do both people write?*" etc.
5. Pair students and identify partner A and partner B. Have the As face the board or OHP screen, and assign the dictating role to them. Have the Bs face their partners. (If you are using separate A and B handouts, students can sit face-to-face anywhere.)
6. Remind the As that they should not show the Bs their list. Set a time limit. Reveal (or distribute) the A list and have them begin dictating to the Bs. When the time is up, have the students switch seats. Set a new time limit, reveal (or distribute) the B list, and have the Bs begin dictating.
7. Evaluate students' use of clarification strategies during the activity by monitoring the pair work. Make note of students who do especially well and note any problems you observe. Process this information with the class when the activity is completed.

You can follow up by having students:

- a. use their lists to generate a conversation,
- b. ask & answer any dictated questions,
- c. write answers to dictated questions, **OR**
- d. add two more items to their lists.

Lessons that use Peer Dictations are on pages 3, 53, 97 and 135.

PROBLEM SOLVING ACTIVITY

Problem solving is not only a great way to apply language skills, but is one of the key elements in the list of SCANS Thinking Skills and the CASAS Learning to Learn competency. When students examine a difficult situation in order to identify both the problem and a meaningful solution, they are learning skills that will serve them well in the workplace, at home with their families, and in their daily lives.

Before you can conduct a problem solving activity, your students need to have the vocabulary and social skills to enable them to agree and disagree successfully. E.g., *I don't think that's correct. I agree, but I also think that... You might be right, but in my opinion,* etc. You can teach a mini lesson, modeling this language and helping students practice it with content that is already familiar. For example, in an intermediate high class, you could pose a question such as: *Is it better to live in a house or an apartment?*, propose different answers, and have students take turns expressing their opinions about each answer.

To conduct a Problem Solving activity:

1. Present a problematic situation to the class by either:
 - a. writing it on the board for students to read and restate,
 - b. reading the problem to the class and asking comprehension questions, **OR**
 - c. acting out the situation and asking students to tell you what happened.
2. Clarify and check students' comprehension of key vocabulary and concepts.
3. Ask students to identify the main problem in the situation. (If students disagree, list their different ideas and then ask them to prioritize to find the most pressing problem.)
4. Have students brainstorm solutions to the problem, within a set time limit, in any of these ways:

- a. Form teams of four and have team members take turns suggesting solutions, as the team recorder writes down their different ideas, **OR**
 - b. Form pairs and have each pair generate a list of solutions that they then share with another pair, **OR**
 - c. Have individual students write their solutions and share them with a partner, **OR**
 - d. Conduct a whole class brainstorm to determine possible solutions.
5. Once students have generated a list of solutions, have them report back to the class. List their solutions on the board.
 6. Take one of the proposed solutions on the board and discuss its consequences. Present the language students will need to agree and disagree with each other, and demonstrate supporting a statement with an example. E.g., *I agree that unions are important because they fight for benefits for their members.*
 7. Set a time limit of at least 10 minutes and have students in groups or pairs list the consequences of their solutions and then decide which one is the best.
 8. Evaluate students' work by collecting each group's list and having each group report back on their decision.

Follow up a problem solving activity by having students:

- a. write a letter, giving advice to someone experiencing a similar problem.
- b. write a conversation that illustrates the way a person could solve the problem.
- c. survey their relatives and friends to discover their solutions to the problems.

A lesson that includes problem solving activities is on page 99.

ROLEPLAY

Roleplays give students the opportunity to combine their own language resources with the new language they've learned in the lesson. In many cases, the roleplay is the only way that students can apply the language they have studied. Roleplays help students develop the SCANS Listening and Speaking Basic Skills as well as the Thinking Skills of decision making, problem solving and creative thinking.

Depending on the content of the roleplay, several CASAS competencies may be achieved including evaluating a situation, statement, or process and providing evidence, making judgements etc.

Setting up a roleplay involves preparing a model dialog and a few alternative situations, as well as an observation checklist of items you and the class will use to evaluate the success of the roleplay. (See page 74 for a sample checklist.)

To conduct a Roleplay activity:

1. Preview the language students will use in the roleplay by practicing a model dialog based on a situation related to the lesson.
E.g., *A customer wants to return a camera because it doesn't take good pictures.*
2. Suggest a slightly different situation and elicit a new dialog from the class, writing each line of the dialog on the board as students dictate it to you. Elicit other ways to say lines in the dialog and list them on the board as well.
3. Identify the key elements that should occur in this type of interaction. For example: greet, make a request or state a problem, find a solution, and express thanks. You can also identify the grammar point that goes along with each element, if appropriate for the level of the class.

4. Have the class compare the list of key elements to the elicited dialog and identify where each element appears.
5. Take one of the roles in the dialog and ask different students to roleplay the dialog with you. Use this time to demonstrate realistic and varied responses to what each volunteer says.
6. Tell students they will practicing a roleplay in order to present it to the class.
7. Form small groups and have each group roleplay the situation, taking turns assuming the roles of actors, who will perform the roleplay, and observers, who will evaluate the key elements of the roleplay.
8. Monitor the group practice, clarifying any pronunciation or grammar issues, and encouraging students to "play" with the situation.
9. As groups present their roleplays to the class, have their classmates complete an observation checklist for each group.
10. Collect the checklists and ask the class to discuss the success of the activity.

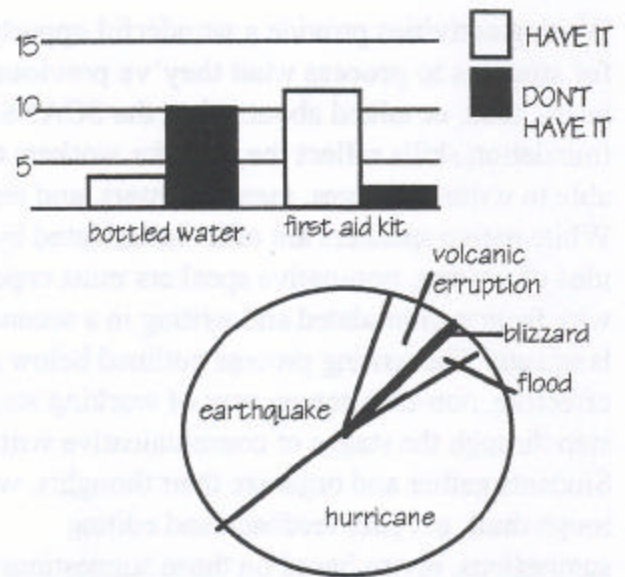
You can provide further skill development by having students:

- a. write a conversation, based on the roleplay,
- b. write a series of questions about the roleplay and then answer them, **OR**
- c. write a letter to a friend describing the situation from the roleplay.

Lessons that include roleplay are on pages 15, 19, 71, 79, 93, 111, and 127.

SURVEY

Surveys allow your students to use previously-acquired language to preview or practice the information from a new lesson. Surveys can be conducted by the teacher, in teams, or during a “mixer” activity. Charting students’ responses fits right into SCANS competencies of organizing and analyzing information. This is a meaningful follow-up activity that provides you and your students with a physical representation of the information that has been gathered. These charts or graphs can then be used as the basis for additional speaking, listening and writing practice.



For a teacher-conducted survey:

1. Post the questions on the board, butcher paper or an OHT.
2. Tell students to raise their hands, hold up a particular color card, or stand in response to the question.
3. Identify a “census taker” to help you tally the responses to your questions.
4. If you are using yes/no questions, put a chart like this next to the posted questions:

	YES	NO
1. Do you have bottled water in your home?		
2. Do you have a first aid kit in your home?		
3. Do you keep a pair of hard-soled shoes near your bed?		

5. If you are using information questions, record students’ answers off to the side, putting tic marks next to duplicate responses.

QUESTIONS	ANSWERS
What natural disasters have you experienced?	earthquake
	volcanic eruption
	flood
	blizzard
	hurricane

6. Once you have tallied the responses, you can create a bar graph or a pie chart to represent the information:

Once the charts are posted on the board, butcher paper or an OHT, students can do any or all of the following:

- a. make oral statements about the chart,
- b. listen and identify true/false statements about the chart,
- c. write sentences about the chart,
- d. write questions based on the chart.

For class-wide, student-conducted surveys:

1. Provide each student with a different question on an index card. (Yes/No questions work best.)
2. Have students walk around the room, asking their questions to each classmate and tallying all each classmate’s answer on their cards.
3. Have students report the results to the class or create individual charts or graphs to share.

For small-group, student-conducted surveys:

1. Create a worksheet with questions or have students copy questions from the board or OHP onto their own papers.
2. Form small groups, number heads and assign questions. (E.g. #1 asks questions 1 and 5.)
3. Have the team members interview each other, create a chart/graph of the results and report back to the class.

Lessons with surveys are on pages 37, 45 and 127.

WRITING ACTIVITY

Writing activities provide a wonderful opportunity for students to process what they've previously heard, read, or talked about. Also, the SCANS' foundation skills reflect the need for workers to be able to write messages, memos, letters, and reports. While native speakers are often intimidated by the idea of writing, non-native speakers must cope with feeling intimidated and writing in a second language! The writing process outlined below is an effective, non-threatening way of working step-by-step through the stages of communicative writing. Students gather and organize their thoughts, write a rough draft, get peer feedback and editing suggestions, revise based on those suggestions, revise again based on teacher edits, and finally "publish" their work by sharing it with others. A hidden bonus to the teacher, is that correction time is minimized because only specific writing errors are targeted and because students have reviewed their work at least twice before turning it in.

The guidelines below will help you use the writing process to create a successful writing activity:

1. Determine the kind of writing that students will do, the "content" focus and the "form" focus, and prepare a feedback form for students to use to check for specific form and content problems. (See page 66 for an example.)
2. Help students identify what they will be writing (a letter, memo, report, narrative, etc.), and the key elements of that type of writing. It can be very effective to show students a model of the type of writing they will be doing.
3. Conduct a pre-writing activity such as a brainstorm, a clustering activity, a drawing, a flowchart, an outline, or a discussion related to the writing topic. During this stage, vocabulary students will need is generated during this stage.
4. Give students time to work on their first drafts. Make dictionaries available and circulate so that students feel they can ask you questions.
5. Pair students and have them take a moment to get to know each other. (It's easier to share what you've written with someone whose name you know!) Distribute the feedback forms and go over the language and rules of giving feedback. (e.g. *Why did you...? I didn't understand this part. I think you need a comma here.*, etc.)
6. Have the partner with the shortest hair go first and read his/her draft aloud. When the reader has finished, the editor asks questions about the content. Then students switch roles.
7. Have students exchange papers and using the feedback form, suggest edits based on accuracy. (e.g. punctuation, capitalization, paragraph formation, etc.)
8. Give students class time to begin their revisions and set a deadline for turning in their revised writing.
9. Once students have turned in their writing, provide additional feedback, focusing on the form and content issues that you set up at the beginning of the lesson. Students can revise again, or you can go to the next step.
10. "Publish" the student writing, by displaying it in the classroom, assembling it into a class magazine or newspaper, or sending/showing it to the appropriate audience.

Follow up a writing activity with a grammar-in context-lesson focusing on the grammar issues that arose during the activity.

Lessons with Writing activities are on pages 15, 57, 63, 103, and 139.

REFERENCES

REFERENCES

The following books are cited, with page references, in the sample lessons.

***Series:**

Crossroads. Frankel, Irene, et. al. Oxford University Press

English ASAP. Steck Vaughn Company.

Expressways. Bliss, Bill and Molinsky, Steven. Pearson Publishing.

Real Life English. Steck Vaughn Company.

Vistas. Brown, Douglas H.. Pearson Publishing.

Topics and Language Competency. Kerwin, Michael. Prentice Hall Regents.

***Beginning Low/High Texts:**

The Oxford Picture Dictionary. Shapiro, Norma and Adelson-Goldstein, Jayme. Oxford University Press.

Word by Word. Bliss, Bill and Molinsky, Steven. Prentice Hall Regents.

English Extra. Tanaka, Grace. Prentice Hall Regents.

***Intermediate Low/High Texts:**

Ready to Write. Blanchard, Karen and Root, Christine. Addison-Wesley-Longman.

Focus on Grammar Workbook A. Fuchs, Marjorie, et. al. Addison-Wesley Longman.

Working it Out. Magy, Ronna. Heinle and Heinle.

Intermediate Grammar. Bland, Linda. Oxford University Press.

Citizenship Now. Becker, Aliza and Edwards, Lori. Contemporary Books.

Understanding and Using English Grammar. Azar, Betty. Prentice Hall Regents.

***Advanced Low Texts:**

Grammar Dimensions 3. Thewlis, Stephen. Heinle and Heinle.

Skills for Success. Price-Machado, Donna. Cambridge.

* Please note: This list is meant to inform rather than recommend, as are the lists that follow.

RESOURCES FOR VISUALS AND TPR SEQUENCES

Both of the picture dictionaries mentioned on the previous page, *The Oxford Picture Dictionary* and *Word by Word* are excellent visual resources. Overhead transparencies of the Oxford Picture Dictionary pages are also very useful.

Action English Pictures. Takahashi, Noriko and Frauman-Prickel, Maxine. Prentice Hall Regents. [Classic TPR sequences illustrated in a light-hearted style.]

The Card Book. Tom, Abigail, and McKay, Heather. Prentice Hall Regents.

Chalk Talks. Shapiro, Norma and Genser, Carol. Command Performance Language Institute. [Includes numerous visual lessons and a pictictionary.]

Comics and Conversation. Ashkenas, Joan. JAG Publications.

More Comics and Conversation. -----.[Authentic cartoon art.]

English for Technology: Language Skills for Using Everyday Technology. Owensby, Jean, et al. Dominic Press. [Vocabulary and instruction sequences for ATM machines, copy machines, etc.]

Live Action English. Romjin, Elizabeth and Seely, Contee. Command Performance Institute. [Classic TPR sequences]

Picture Stories for Beginning Communication. Heyer, Sandra. Prentice Hall Regents.. [Jokes and Humorous anecdotes depicted in a series of picture stories.]

Picture Stories: Language and Literacy Activities for Beginners. Ligon, Fred and Tannenbaum, Elizabeth. Addison-Wesley Longman. [Real-life picture story sequences with a humorous twist.]

Shortcuts. Mentel, Jim. McGraw Hill. [A myriad of TPR activities in a book that comes with its own manipulatives.]

RESOURCES FOR INFORMATION GAP ACTIVITIES

Back and Forth: Pair Activities for Language Development. Palmer, Adrian, et. al. Prentice Hall Regents.

Basic Oxford Picture Dictionary Resource Book. Shapiro, Norma, et. al. . Oxford University Press. [Beginning-low information gap activities]

Classic Classroom Activities. Weiss, Renee, et. al. Oxford University Press. [Information gap activities including crossword puzzles, picture differences, and gaps based on realia.]

Stepping Out. Bunn, Christine and Seymour, Sharon. Addison-Wesley Longman. [Classic, intermediate-level information gap activities.]

RESOURCES FOR FOCUSED LISTENING ACTIVITIES AND CASSETTES

Most ESL core texts now include focused listening practice as part of their program. The books listed under the visual and TPR resources are also very useful for focused listening exercises. The resources below are a very small representation of the variety of listening materials currently available.

Good News, Bad News. News Stories for Listening and Discussion. Barnard, Roger. Oxford University Press.

Listen For It. Richards, Jack, et. al. Oxford University Press.

The Oxford Picture Dictionary Teacher's Book and Focused Listening Cassette. and *The Basic Oxford Picture Dictionary Teacher's Resource Book and Focused Listening Cassette.* Oxford University Press. [Tapescripts and cassettes for everything from simple listen and point activities to multi-tasked listening.]

People at Work. Sather, Edgar. ProLingua Associates Publishers. [High-intermediate to advanced-level authentic interviews.]

Say What You Feel. Weinstein, Nina. Heinle and Heinle. [Clues to listening for affective language.]

RESOURCES FOR JIGSAW/READING ACTIVITIES

Beginning Stories from the Heart. Magy, Ronna. Linmore Publishing.

Stories from the Heart.-----[Authentic student writing.]

Clues to Culture. Hartmann, Pamela. Random House. [High interest readings with a mystery attached.]

Collaborations 1,2 and 3. Huizenga, Jann and Weinstein-Shr, Gail. Heinle and Heinle. [Numerous low-level readings and writing prompts as well as wonderful black and white photos.]

Easy True Stories. Heyer, Sandra. Prentice Hall Regents. [extremely high interest stories, Beg.Low]

True Stories in the News. -----[Beg. High]

More True Stories in the News. -----[Beg. High]

Even More True Stories. -----[Intermediate]

Read All About It. Howard, Lori. Oxford University Press. [High interest, low-level jigsaw material.]

RESOURCES FOR WRITING ACTIVITIES

Many of the reading resources above are also excellent resources for writing activities.

Multi-Cultural Writing Workshop. Blanton, Linda Lonon and Lee, Linda. Heinle and Heinle. [Wonderful lists of writing and thinking strategies at the back of the book.]

Share Your Paragraph. Rooks, George M.. Prentice Hall Regents.

RESOURCES FOR WRITING ACTIVITIES (continued)

Starting Lines. Blot, David and Davidson, David M., Heinle and Heinle. [Beg.]

Write from the Start. -----[Beg. High]

Put it in Writing. -----[Intermediate]

[All three books use high interest picture cues, easy-to-follow models, and authentic writing cues]

Stories To Tell Our Children. Weinstein-Shr, Gail. Heinle and Heinle. [Moving, authentic student writing.]

RESOURCES FOR TEAM TASKS:

Caring and Sharing in the Foreign Language Classroom. Moskowitz, Gertrude. Newbury Press.

Communication in English. Glowacki, Kenneth. Linmore Publishing. [Numerous cooperative activities]

A Conversation Book. Carver, Tina Kasloff and Fotinos, Sandra Douglas. [Excellent resource for surveys and interviews.]

Cooperative Learning. Kagan, Dr. Spencer. Kagan Cooperative Learning. [Not an ESL text, but an excellent resource for the original activity types and the rationale for using them.]

Index Card Games and Activities for English. Pro Lingua Associates. 1993

Look Who's Talking. Bassano, Sharron and Christison, Mary Ann. Alta Books.

Purple Cows and Potato Chips -----

Talk Your Head Off. West, Brana Rish. Prentice Hall Regents.

RESOURCES FOR PROBLEM SOLVING ACTIVITIES AND ROLEPLAYS

Problem Solving: Critical Thinking and Communication Skills. Little, Linda and Greenberg, Ingrid. Prentice Hall Regents.. [Accessible for intermediate level-learners but also a great resource for Beg.-high level teachers who want to relate the problems rather than have students read them.]

The Oxford Picture Dictionary Teacher's Book. Adelson-Goldstein, Jayme, Shapiro, Norma and Weiss, Renee. Oxford University Press. [75 problem solving activities in as many topic areas.]

Classic Classroom Activities. Weiss, Renee, et. al. Oxford University Press. [12 topic-based, highly structured roleplays.]

The Listening and Speaking Activity Book. Goldman, Rheta et. al.. Oxford University Press. [Materials for Garage Sale, Health Fair and Restaurant roleplays.]

INTERNET RESOURCES

Dave's ESL Cafe-<http://eslcafe.com> features a multipurpose web page for teachers and students.

Intercultural Press: www.interculturalpress.com has many publications which assist teachers in Cross-cultural training.

TESOL.com-TESOL's official website with links to many other ESL sites.

Many books are online as well with quizzes and teaching suggestions. Examples include *Focus on Grammar, Shortcuts, and The Oxford Picture Dictionary*. By logging onto the book's website, you can often find links to other useful ESL sites.

SUPPLEMENTAL MATERIALS

Consumer Information Catalog Ph.:1-888-878-3256: Web site: www.pueblo.gas.gov

American Red Cross-Family Disaster Plan and Personal Survival Guide
Stock No. 202-422; Form 933, Revised 7/89.

American Red Cross-27 Things to Help You Survive an Earthquake
Form 914; Revised 7/88.

Definitions of SCANS COMPETENCIES and FOUNDATION SKILLS

Definitions of SCANS Competencies

- Resources**
- **Allocates Time:** Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
 - **Allocates Money:** Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
 - **Allocates Material and Facility Resources:** Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
 - **Allocates Human Resources:** Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.
- Information**
- **Acquires and Evaluates Information:** Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
 - **Organizes and Maintains Information:** Organizes, processes, and maintains written or computerized records; sorts, classifies, or reformats information.
 - **Interprets and Communicates Information:** Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
 - **Uses Computers to Process Information:** Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.
- Interpersonal**
- **Participates as a Member of a Team:** Work cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
 - **Teaches Others:** Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
 - **Serves Clients/Customers:** Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
 - **Exercises Leadership:** Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
 - **Negotiates to Arrive at a Decision:** Works towards agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
 - **Works with Cultural Diversity:** Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not stereotypes.

Definitions of SCANS COMPETENCIES and FOUNDATION SKILLS (continued)

- Systems**
- **Understands Systems:** Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
 - **Monitors and Corrects Performance:** Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
 - **Improves and Designs Systems:** Makes suggestions for improving products or services recommends alternatives; responsibly challenges the existing policies.
- Technology**
- **Selects Technology:** Chooses procedures, equipment, or computer programs to produce desired results.
 - **Applies Technology to Task:** Understands purpose and procedures for setting up and operating machines, including computers and their programs.
 - **Maintains and Troubleshoots Technology:** Prevents, identifies, or solves problems in machines, computers, and other technologies.

Definitions of SCANS Foundation Skills and Qualities

- Basic Skills**
- **Reading:** Locates, understand, and interprets written information in prose and documents -- including manuals, graphs, and schedules -- to perform tasks.
 - **Writing:** Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks edits, and revises written material.
 - **Arithmetic:** Performs computations; uses numerical concepts in practical situations; uses tables, graphs and diagrams to obtain or convey numerical information.
 - **Listening:** Receives, attends to, interprets, and responds to verbal and non-verbal messages.
 - **Speaking:** Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.
- Thinking Skills**
- **Creative Thinking:** Uses imagination; combines ideas or information in new ways; reshapes goals in ways that reveal new possibilities.
 - **Decision Making:** Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
 - **Problem Solving:** Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.

Definitions of SCANS COMPETENCIES and FOUNDATION SKILLS (continued)

- **Seeing Things in the Mind's Eye:** Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
 - **Knowing How to Learn:** Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
 - **Reasoning:** Uses underlying principles to solve problems; uses logic to draw conclusions.
- Personal Qualities**
- **Responsibility:** Works hard to be excellent; sets high standards of attendance, **punctuality, enthusiasm, and optimism in approaching tasks.**
 - **Self-Esteem:** Has a positive view of self; knows own skills and abilities; is aware of impact on others.
 - **Social:** Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
 - **Self-Management:** Assesses own knowledge, skills and abilities accurately; sets personal goals; responds to feedback unemotionally; is a self-starter.
 - **Integrity/Honesty:** Can be trusted; recognizes personal and societal values; chooses ethical course of action.