

# Week Three

## INTERMEDIATE COMPETENCIES

<b>COMPETENCY</b>	<b>STUDENT</b>	<b>TUTOR</b>
<b>LISTENING</b>	Understands conversations with some unfamiliar vocabulary.	Speaks in more normal manner and speed. Continues to repeat as needed.
	Comprehends simple learned phrases and some new phrases with familiar vocabulary. Able to respond to more complex questions.	
<b>SPEAKING</b>	Can converse on topics other than survival needs. Can rephrase information and/or ask questions for clarification. Has understanding of basic grammar.	Introduces more complex grammar, vocabulary, and dialogues.
<b>READING</b>	Reads simplified material on familiar topics. Has limited success in comprehending authentic material (ex. cartoons, movies, photographs, paintings, newspaper articles, cereal, boxes, coins and currency, coupons, etc.) Can use written material for grammar and language arts when given detailed instruction.	Introduces simple reading materials to expand comprehension and understanding of grammatical structures.
<b>WRITING</b>	Can write simple, sequential paragraphs on familiar topics.	Identifies components of paragraphs: main topic, sentences, sequence with attention to punctuation and present, past and future verb tenses.

# LESSON PLAN

**GOAL:** Expand vocabulary and improve writing skills.

**OBJECTIVE:** Student will

1. Learn the structure of a paragraph.
2. Learn vocabulary for writing a routine.
3. Practice writing by use of sequences, fill in the blanks, identifying errors.  
and expanding on an idea (in writing).
4. Practice associated vocabulary in conversation.

**MATERIALS:** Horizons: Writing pg. 71  
Step into Writing: Chapter 1, pgs. 16-19  
Writing Frames.

**WARM-UP:** Horizons Writing pg. 71

**WORK-OUT:** Step into Writing, pg. 16 – discuss what a topic is.  
p 17-19: practice sequencing, dialogues; fill in the blanks, practice writing a paragraph.

**HOMEWORK:** Bottom of p 71: Choose one sentence and write a paragraph about it.

**WIND-DOWN:** Frame 3: Television

# What We Do Every Day: Writing about Routines

Bonner, Margaret. Step into Writing – Longman, 1994

## Workout Activity

Organization:	Time order Signal words Time expressions
Grammar:	Simple present tense

In this chapter, you will write letters about routines that you follow on your job, in your school, and in your leisure time. You will also read newspaper articles that describe daily routines.

## Thinking about the Topic

When you write about a routine, you usually mention when you do things and how often you do them. In this section, you will review and practice some of the vocabulary that you need to give this information.



### Firefighting a Routine Job

“We’re called firefighters, but we spend very little time fighting fires,” Jack Sadako told us. “We spend most of our time getting ready to fight fires. “ People think our job is exciting all the time,” Jack said, “ but it’s really a routine job with a few exciting moments.

Jack follows a routine at home and at work. “My routine at home helps me stay in shape,” Jack told us. “The routine we follow at work helps us keep the equipment ready to fight fires.”

Jack’s day starts early. He gets up at 5:00 and exercises for half an hour; at 5:45 he takes a shower. He eats a good breakfast. “ I need to stay in shape for this job.” Jack said, He watches the weather report at 6:30 and then he leave for work. “ I usually leave the house at 6:45,” He said. The fire station is only three blocks away.” I often walk to work when the weather is good.”

Number the activities in the order that they appear in the article.

- \_\_\_ Exercises
- \_\_\_ Gets up
- \_\_\_ Watches the weather report
- \_\_\_ Puts on his uniform
- \_\_\_ Eats breakfast
- \_\_\_ Leaves for work
- \_\_\_ Takes a shower

When you write about routines, you can use the words always, usually, often, sometimes, and never. These words tell how often people do things. Work with a partner. Take turns asking and answering questions take these:

EXAMPLE: Does Jack ever get up at 6:00?

No. He always gets up at 5:00.

.... get up at 6:00?

... forget to exercise?

...watch the weather report at 5:15?

...miss breakfast?

...walk to work in the morning

...leave for work at 7:30?

4. The next article is about Brenda Walker, a park ranger. She takes visitors around a state park and tells them about the plants and animals there. Write a verb from Exercise 2 under each picture.



a. 6:00

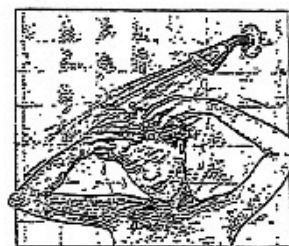
gets up



b. 6:15 to 6:30



c. 6:30



d. 6:45



e. 7:00



f. 7:15



g. 7:45

5. Complete this paragraph from the article about Brenda. Use the notes that you made under the pictures.

**Complete this paragraph from the article about Brenda. Use the notes that you made under the pictures.**

Brenda usually \_\_\_\_\_ at \_\_\_\_\_. She \_\_\_\_\_ from \_\_\_\_\_  
to \_\_\_\_\_. At \_\_\_\_\_ she \_\_\_\_\_ the weather report. Brenda  
works outdoors, so she needs to know the weather. At 6:45 she \_\_\_\_\_ a shower, and then she  
\_\_\_\_\_ her uniform. At \_\_\_\_\_, Brenda \_\_\_\_\_ breakfast. She  
always eats a big breakfast because she works hard on her job. She finishes breakfast at 7:30, and she  
\_\_\_\_\_ for work at \_\_\_\_\_.

### Organizing Ideas

You have just practiced some of the vocabulary that you will need to write about a routine. In this section, you will find out how to organize information in your paragraph so that it is clear your reader.

You will practice two important ways to organize your ideas:

Grouping ideas into paragraphs.

Arranging the sentences in your paragraphs.

### Grouping Ideas into Paragraphs

Your reader can understand your writing better when you group ideas that go together. Each group of ideas is one paragraph.

Notice that Myra indented the first line of the paragraph in her letter in Exercise 6. This means that she left that she left a few spaces at the beginning of the first line. When you indent the first line of a paragraph, you tell your reader that all of the sentences in that paragraph are related.

Myra Girardi lives a family in the United States. She works for the family, and she also goes to school. Read Myra's letter to her sister in Italy. Then answer the questions.

March 15, 1994

Dear Claudia:



In the morning, we're usually very busy at the Randall's house. On weekdays, I get up 6:30. First, eat my breakfast and watch the news. After that, I wake the kids up at 7:00, I start cooking their breakfast. From 7:15 to 7:30, the kids eat breakfast, and I pack their lunches. We all leave the house together at 7:45. I get to school just in time for my first class at 8:30. On Saturday, we all sleep late!

a What is paragraph about? \_\_\_\_\_

b Are any of the sentences in the paragraph about another idea? \_\_\_\_\_



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A writer is preparing a review of Barcolini's Restaurant for a newspaper. Choose five sentences to complete the paragraph. Then rewrite the paragraph. Indent the first line, and remember that you can join ideas with **and**, **but**, **so** or **because**.

NOTE; The sentences are in the correct order.

Barcolini's Italian Restaurant, on the corner of Route 27 and Elm Street, is an excellent place for a family dinner. In fact, eating at Barcolini's is like coming home.

- |   |   |
|---|---|
| a. First, Mrs. Barcolini greets you at the door.          | e. There is a good dry cleaner across the street from the restaurant. |
| b. Most children love Italian food.                       |   |
| c. Look at the menu and see many of your favorite dishes. | f. And you enjoy a delicious home-cooked dinner.                      |
| d. Next, a friendly waiter takes your order.              | g. Finally, you relax and talk over coffee and dessert.               |
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## Wind Down Activity

In this writing frame you will write about watching television: Read the paragraph before filling in the blanks. This will give you time to think about the subject before you write. This sheet will be your first draft. You may rearrange sentences and words, or delete words. When you have finished, copy your work. Do this final copy carefully. Don't forget to add your name, the date and title and the margins.

### Television

I spend about \_\_\_\_\_ hours a \_\_\_\_\_ watching television. I enjoy watching because \_\_\_\_\_.

I have \_\_\_\_\_ favorite shows. They are \_\_\_\_\_.

If I could watch only one, I would watch \_\_\_\_\_.

That is my favorite show because \_\_\_\_\_ is my favorite character.

Each week \_\_\_\_\_ gets into \_\_\_\_\_. The trouble always occurs because \_\_\_\_\_.

The problem is usually solved when \_\_\_\_\_.

If you like \_\_\_\_\_, watch \_\_\_\_\_.

### TELEVISION

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## HOMEWORK

The first sentence of three different paragraphs is shown below. Each sentence tells the main idea of a paragraph. Choose one of the sentences and finish writing the paragraph.

1. On my last vacation nothing went right.
2. The job I would most like to have is \_\_\_\_\_.
3. People from all over world come to the United States to live.

## Intermediate (Speech Emergence)

Students at this stage have some ability to communicate in spoken English. Emphasis will be placed on using complete or near complete sentences that are grammatically correct. Some time will be spent on writing and reading, as well as oral pronunciation and vocabulary enrichment according to the level of the students.

### Assessment:

Can begin to read and write in English.

Can answer questions about self and family (i.e. employment, number of children, length of time in U. S.)

Can complete registration form alone.

Speaks easily but not always correctly to native speakers.

### Concepts:

Irregular plurals

All verbs present tense

Questions with “Where”

Banking: checks, savings, interest

Prepositions

Looking for work – reading newspaper ads

Comparative/Superlative

Making doctor/dentist appointment

Antonyms

Occupations – job skills

Object pronouns

Using the post office: stamps, letters, packages

Verb “to be” past tense

Adverbs

Clothing: shopping, seasonal clothing

Regular past tense “ed” – different pronunciations

Job interviews

Transportation: bus, train, taxi

Irregular past tense

Demonstrative adjectives

Dealing with employers and co-workers

Reflexive pronouns



Reading directions – Instructions:

Cooking, recipes, pre-packaged foods

Prescription medicine

Laundering instructions

“Wh” question words

Future tense

U.S. map: Customs and holidays

Object pronouns

Imperative forms

# SUGGESTED LESSONS FOR LEVEL 2 STUDENTS

## Structures

1. Teach transformation of positive to negative statements with is and do.
2. Teach transformation of questions to statements.
3. Use there is and there are before countable and non-countable nouns.
4. Teach command and requests.
5. Use positive pronouns (mine, yours, his, hers; direct and indirect object pronouns (him, her, ours); indefinite pronouns (any, many, some, someone).
6. Use present, progressive with common verbs. (I am singing.)
7. Teach contractions (I'll, you'll, I've, she's).
8. Teach other question words (who, when, how, why).

## Survival Topics

- |   |  |
|---|--|
| 1. Grocery Shopping and ordering food                     | 5. Reading the calendar, reading dates   |
| 2. Telephone conversation, usage<br>emergency number      | 6. Giving/understanding directions       |
| 3. Public Transportation                                  | 7. Family relationships                  |
| 4. Talking with doctor/dentist and<br>making appointments | 8. Shopping for clothing                 |
|   | 9. Shopping for furniture and appliances |

## SAMPLE RESOURCES

These books are only a few of the many types of resources available in the Literacy Center Collection.

**The ESL Miscellany:** a treasury of cultural and linguistic information. Rev, 2<sup>nd</sup> esl.

Raymond C. Clark; Patrick R. Moran, Arthur A. Burrows. Brattleboro, VT: Pro Lingua Associates ,1991.

**Building Real Life English Skills** 3<sup>rd</sup> Carolyn Morton Strkey & Norgina Wright Penn. Lincoln wood, IL.  
National Textbook Company, 1994

**Focus on Grammar**, Faust

**Easy English News Newspapers**, Elizabeth Claire

**Side by Side**, Bliss

**Every Day English Skills**,

**Newspaper, Mini Page**



## Steps in a Dialogue



Tutor reads the whole dialogue.

Tutor reads a sentence and student repeats until dialogue is finished.

Tutor reads the entire dialogue again- student listens.

Tutor and student say entire dialogue together.

Say the entire dialogue together.

Say as a dialogue each taking a line.

Reverse roles.

***Note: The student does not have a copy of the dialogue. This is a listening and repetition exercise.***

## Dialogue Assignment

Write a 4-6 line dialogue on one of the topics below.

1. A pedestrian asks directions from a sales clerk in a store to get to the nearest bus stop.
2. A young woman goes to the bank and wants to open up a checking account.
3. A young student goes to the library to get a library card.
4. A family is riding in the car and gets lost. They need directions.

Write a 6-8 line dialogue on one of the topics below.

1. A tenant calls his landlord to report that there is no hot water in the apartment and requests action.
2. An employee calls the supervisor at work to give two weeks notice because he/she got a new job.
3. A person goes to the post office to buy five 37 cent stamps and two domestic cards (23 cents each).
4. A customer goes to the store to return a package of t-shirts because one has small holes around the neck.

## **Steps of a Repetition Drill with Variations**

1. Set the context (listening, comprehension check).
2. Tutor introduces prop, models the word, cues learners to listen.
3. Tutor models the word again, cues learners to repeat.
4. Learners repeat (chorally and/or individually).
5. Tutor cues without verbal modeling (visual cue/prop only).
6. Learners respond (chorally and/or individually).
7. Repeat #2 - #6 with new words as needed (also integrating previously practiced words, cuing with visual cue/prop only).
8. Learner-to-learner practice.

### **VARIATIONS:**

- Have the learners generate sentences from looking at pictures; tutor then says sentences and has learners repeat (chorally and individually).
- Have learners repeat sentences (chorally and individually) from listening to a tape of someone else speaking (in order to get your learners used to listening to a variety of speakers).
- Have more advanced learners repeat long, compound/complex sentences quickly and with the correct intonation.
- Backward buildup – When learners are having difficulty, have them repeat phrases of a sentence after you. Begin with the last phrase in the sentence; add phrases until the sentence is complete.

## Steps of a Substitution Drill with Variations

1. Set the context (listening, comprehension check).
2. Tutor models sentence.
3. Learners repeat (chorally and/or individually).
4. Tutor models word to be substituted.
5. Learners repeat sentence making substitution (chorally and/or individually).
6. Repeat #4 - #5 as needed.
7. Tutor cues without verbal modeling (visual cue/prop only).
8. Learners respond (chorally and/or individually).
9. Learner-to-learner practice.

### VARIATIONS:

A multiple-slot substitution drill involves substitutions in two different parts of a sentence; learners must decide in which slot a particular word should be placed (i.e. I saw my friend at the bank yesterday.).

Generate from your learners words that could be substituted:

1. For beginning and intermediate level learners, just one word in the sentence (Tomorrow, I'm going to the \_\_\_\_\_. This could be expanded to: Tomorrow, I'm going to the \_\_\_\_\_ to buy a/some \_\_\_\_\_.).
2. For more advanced learners, have them complete a sentence (Yesterday, I wanted to \_\_\_\_\_, but my husband/wife/friend wanted to \_\_\_\_\_. So, we \_\_\_\_\_.). A discussion could follow related to how decision-making happens in the learners families/cultures.

## **Steps of a Response Drill with Variations**

1. Set the context (listening, comprehension check).
2. Tutor models sentence (answer to question).
3. Learners repeat (chorally and/or individually).
4. Tutor asks question (showing visual cue for answer).
5. Learners answer (chorally and/or individually).
6. Repeat #2 - #5 as needed.
7. Learner-to-learner practice.

### **VARIATIONS:**

- Have your learners generate, as a group, questions related to a particular topic, situation, or survival skill area; write the questions on the board; learners can then practice questions and answers in pairs.
- Total Physical Response (TPR) activities:
  1. In a manner similar to the colored paper activity on the video, use real items and commands that your learners may need to use or may encounter (i.e., “Please close the door.” “Please open the window.” “Please pass the sugar.” “Give John a few dollars.” “Could I borrow a pencil?” “Could I have change for a dollar?” “Please get my brown jacket.” “Please sit down.” “Come here.”).
  2. Have a learner give a command, and another learner respond with the appropriate action.
- Tape questions spoken at a natural rate of speaking; have learners listen, understand and respond as quickly as possible.
- If you use long answers in the response drill, also practice short answers (“Yes, it is.” “No, I can’t.” etc.).
- Practice common job interview questions and questions often asked by medical personnel. Vary the way in which the questions are asked slightly, recognizing-that not all people pose questions in exactly the same way.

## **Steps of a Transformation Drill with Variations**

1. Set the context (listening, comprehension check).
2. Tutor models sentence (for example, positive statement).
3. Learners repeat (chorally and/or individually).
4. Tutor models transformation (see list of common transformations below).
5. Learners repeat.
6. Tutor models sentence from #2.
7. Learners repeat.
8. Tutor cues transformation visually (for example, shake head for negative or use flash card with “?” for a question).
9. Learners respond with sentence that has been transformed.
10. Repeat #2 - #9 as needed.
11. Learner-to-learner practice.

### **VARIATIONS:**

- Commonly used transformations include
  - positive to negative statement
  - negative to positive statement
  - positive statement to question (yes/no question, who, what, where, when, tag questions – “He’s sick, isn’t he?”)
  - change in verb tense
  - change in subject of the sentence
  - change noun to pronoun
  - change from active to passive voice (“John built the house.” to “The house was built by John.”)
- To create learner-generated transformations, ask your learners how they could change a sentence/question, keeping the same verb; have them help each other to make the transformation correctly; then, have your learners make the same transformation with other sentences.
- For intermediate to advanced learners, have them create a story from a picture in the present tense; have them change the story to the future and/or to the past tense.

**Review p 90—98 for more Drills**

## Goal Tracking

# ESL Skills Assessment

Tutors, This form is for your own information on tracking your student's progress and to help set some goals.

Student Name: \_\_\_\_\_

### 1. I NEED TO LEARN MORE ENGLISH TO:

- ☐ Talk on the phone
- ☐ Talk to my neighbors
- ☐ Talk to my children
- ☐ Talk to my children's teachers
- ☐ Understand TV better
- ☐ Talk to the police
- ☐ Go shopping for food
- ☐ Use money
- ☐ Order food in a restaurant
- ☐ Talk to a doctor
- ☐ Talk to a dentist
- ☐ Buy medicine
- ☐ Talk to clerks at the Post Office
- ☐ Take the bus
- ☐ Get a driver's license
- ☐ Get car insurance
- ☐ Take care of a traffic ticket
- ☐ Give and follow directions
- ☐ Rent an apartment or house
- ☐ Talk to my landlord
- ☐ Go shopping for clothes
- ☐ Look for a job
- ☐ Take a job training class
- ☐ Talk to people at work
- ☐ Talk to clerks at the bank

### 2. I NEED TO READ AND WRITE TO:

- ☐ Read signs – at work or on the street
- ☐ Read food labels in the store
- ☐ Read labels at work
- ☐ Read food ads, recipes, menus
- ☐ Read medicine labels
- ☐ Read the newspaper
- ☐ Read bus schedules
- ☐ Read letters, cards, notes
- ☐ Fill out applications to rent an apartment
- ☐ Read stories
- ☐ Read religious literature, words to hymns
- ☐ Read traffic laws
- ☐ Read labels on clothes
- ☐ Fill out job applications
- ☐ Fill out tax forms
- ☐ Read appliance directions
- ☐ Read a map
- ☐ Write checks for the bank
- ☐ Read telephone and electricity bills
- ☐ Write phone messages
- ☐ Write notes to children's teachers

### 3. I NEED MORE:

- ☐ Pronunciation
- ☐ Conversation
- ☐ Reading
- ☐ Writing
- ☐ Idioms and vocabulary
- ☐ Listening