

ED 405 015

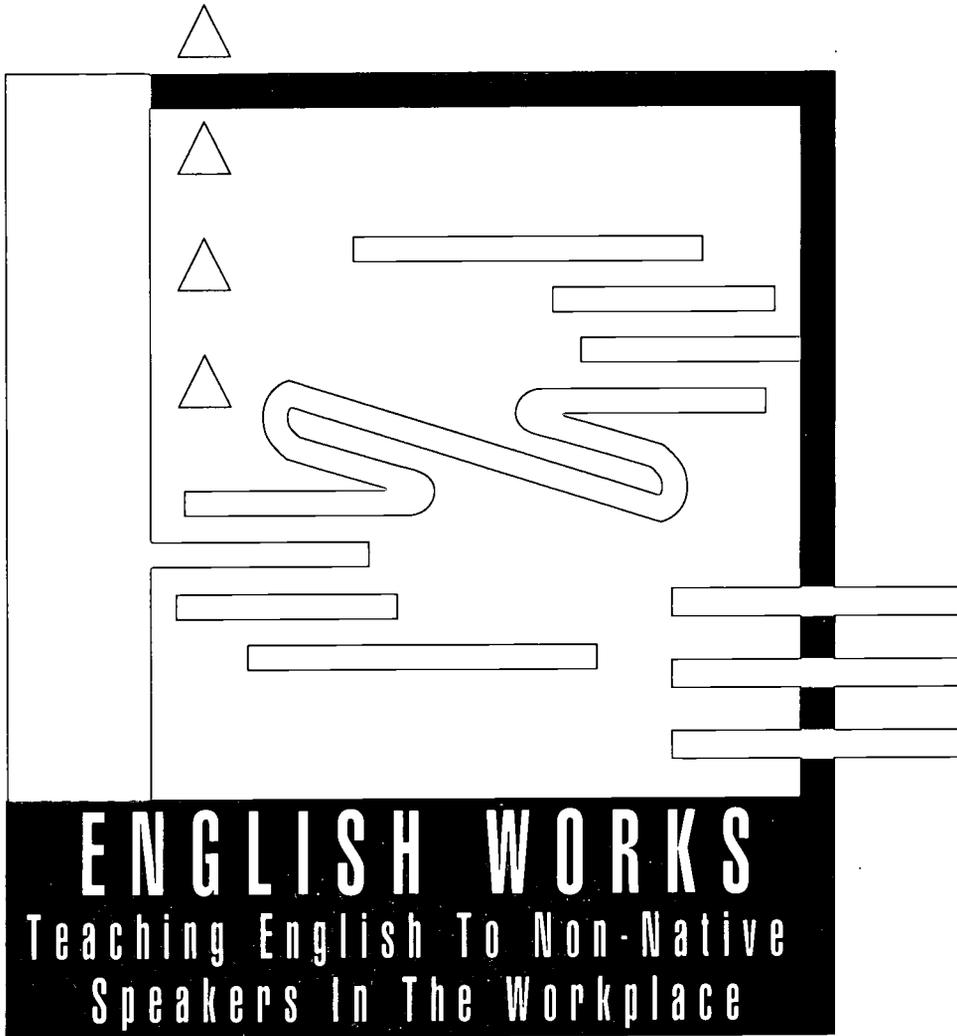
JC 970 068

AUTHOR Conlon, Rose; And Others  
 TITLE English Works. Teaching English to Non-Native Speakers in the Workplace.  
 INSTITUTION Colorado State Community Coll. and Occupational Education System, Denver.  
 SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.  
 PUB DATE 95  
 CONTRACT V198A40264-95  
 NOTE 150p.; Prepared as part of the Educational Partnerships in Colorado project administered under the Adult Education Act (PL-100-297) as amended by the National Literacy Act of 1991 (PL-102-73); for related modules, see JC 970 069-072.  
 AVAILABLE FROM CCCOES Workplace Learning, 1391 N. Speer Blvd., Suite 600, Denver, CO 80204-2554 (\$30).  
 PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)  
 EDRS PRICE MF01/PC06 Plus Postage.  
 DESCRIPTORS \*Adult Basic Education; \*Class Activities; Curriculum Development; Educational Games; \*English (Second Language); Grammar; \*Inplant Programs; Language Tests; \*Learning Activities; Postsecondary Education; \*Student Evaluation; Workplace Literacy

## ABSTRACT

One of a series of workplace education modules, this module includes assessment instruments and classroom activities for teaching English as a Second Language (ESL) in the workplace. First, an overview is provided, describing issues unique to teaching ESL in the workplace. Five levels of difficulty are then described for module activities (i.e., beginning, beginning/intermediate, intermediate, intermediate/advanced, and advanced) and four sample instruments are provided for assessing students' language level, including an oral assessment form, a written test, an informal language inventory, and a reading and writing assessment test. The bulk of the module then provides 60 classroom exercises related to the following notional or functional categories: (1) idioms; (2) making introductions; (3) conveying personal information; (4) workplace rules and safety; (5) illness/injury; (6) parts of the body; (7) location and directions; (8) seasons; (9) food; (10) transportation and travel; (11) time; (12) grammatical categories, including adjectives, articles, count and non-count nouns, parts of speech, prepositions, and pronouns; (13) pronunciation; (14) question formation; (15) reading prediction; (16) vocabulary; (17) present continuous, simple present, future, conditional, and imperative verb tenses; (18) phrasal verbs; (19) recognizing verb tense; and (21) infinitives and gerunds. Each activity includes a description of intended learning goals, the difficulty level, the recommended group size, the time needed, and necessary materials. (HAA)

ED 405 015



Rose Conlon  
 Julia Dominguez  
 Mary Gross  
 Jon Guillian  
 Sally Hall  
 Lina Lughes  
 Barbara Millman  
 Patricia Nichols  
 Shirley Penn  
 Elena Peschanskaia  
 Anne Reiscyr

**U.S. DEPARTMENT OF EDUCATION**  
 Office of Educational Research and Improvement  
**EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)**

- ★ This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Gershwin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

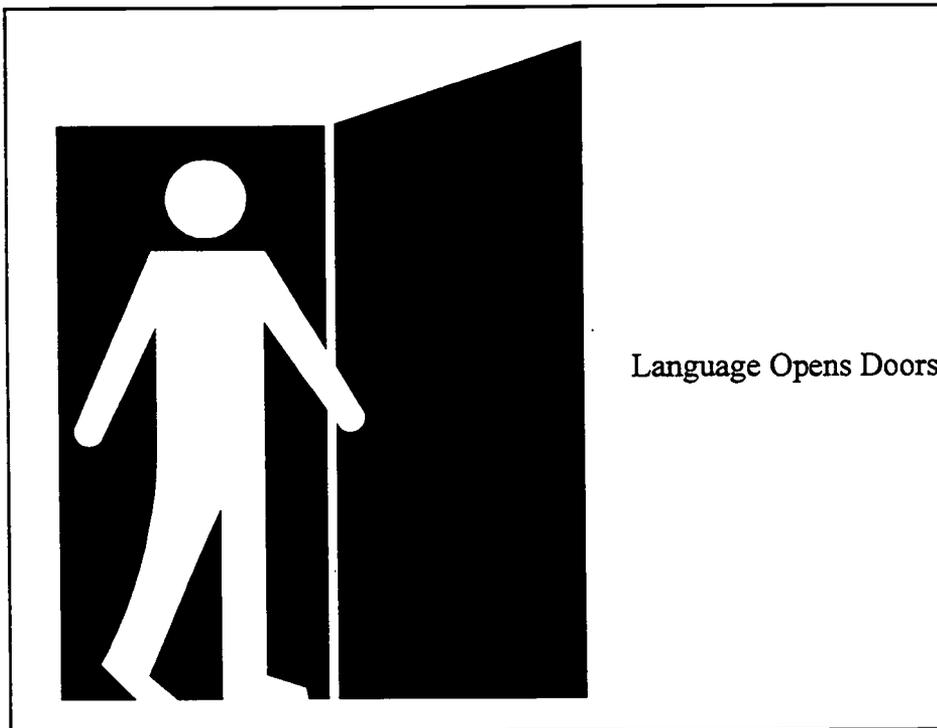
**Colorado Community College and Occupational Education System**

**US Department of Education**

**BEST COPY AVAILABLE**

970 068  
 ERIC  
 Full Text Provided by ERIC

# A Guide to Teaching English as a Second Language



## **FUNDING INFORMATION**

**Project Title:**

Educational Partnerships in Colorado (EPIC)

**Grant #:**

V198A40264-95

**Act Under Which Administered:**

Adult Education Act (PL-100-297) as ammended by the National Literacy Act of 1991 (PL-102-73)

**Sources of Funding:**

- Office of Adult and Vocational Education, US Department of Education, Washington, DC
- Local, public and private in-kind match

**Executive Co-Directors:**

- Mary Crabbe Gerswhin
- C. Patricia Kelley Tank

**Disclaimer:**

The Colorado Community College and Occupational Education System does not unlawfully discriminate on the basis of race, color, religion, national origin, sex, age, or handicap in admission to, or access to, or treatment or employment in, its education programs or activities. Inquiries concerning Title VI, Title IX, 7 Section 504 may be referred to the Affirmative Action Director, Colorado Community College and Occupational Education System, 1391 N. Speer Blvd., Suite 600, Denver, CO 80204-2554, (303)620-4000, or to the Office for Civil Rights, US Department of Education, 1961 Stout Street, Denver, CO 80294.

# Table of Contents

## OVERVIEW OF ESL MANUAL

## DEFINITION OF LEVELS

## PREFACE

### ESL Assessments

- 1 Oral Assessment
- 2 Written Assessment
- 3 Informal Language Inventory
- 4 Reading and Writing Assessment

**NOTIONAL/FUNCTIONAL CATEGORIES: Activities are not prescriptive or ordered sequentially. They are designed to be used in any order.**

### Idioms

- 1 Songs to Sing Along
- 2 Jump Through the Hoops

### Introductions

- 1 Press Conference
- 2 Yarn Game
- 3 How Are You?
- 4 M & M Game
- 5 Pen Pals

### Personal Information

- 1 Introductions
- 2 Nice to Meet you
- 3 What Do You Do?
- 4 Emotions
- 5 Conversation
- 6 What Do You Know?
- 7 The Chinese Zodiac

### Safety

- 1 What Does it Say? What Does it Mean?
- 2 Tools for Work
- 3 Shopping for Equipment
- 4 Workplace Rules
- 5 Rules and Responsibilities

### Illness/Injury

- 1 Accident/Insurance Forms

## **Body Language**

- 1 Body Parts Bingo
- 2 Body Parts Twister

## **Location/Direction**

- 1 Which way do I go?
- 2 Where am I?
- 3 Map Directions
- 4 Follow Me
- 5 What did you say?

## **Seasons**

- 1 What Season is it?

## **Food**

- 1 Guess What's "Cooking"

## **Transportation/Travel**

- 1 Traffic Signs

## **Time**

- 1 What Times is it?

## **Grammatical Categories:**

### **Adjectives**

- 1 The Big Brown German Car

### **Articles**

- 1 Definite and Indefinite Articles

### **Count and Non-Count Nouns**

- 1 Adding Words
- 2 How Much/ How Many
- 3 Counting the "Uncountable"

### **Parts of Speech**

- 1 Cinquains

### **Prepositions**

- 1 The Prepositional Triangle

### **Pronouns**

- 1 Whose is this anyway?

**Pronunciation**

- 1 Old MacDonald Had A Farm
- 2 Whose is this Anyway?

**Question Formation**

- 1 What, When, and Why

**Reading: Prediction**

- 1 Guess What I'm Reading

**Vocabulary**

- 1 Guess the Word
- 2 Word Search
- 3 Tell Me About \_\_\_\_\_

**Verb: Present Continuous**

- 1 Hot Chocolate
- 2 Dialogues
- 3 What is He/She Doing?

**Verb: Simple Present**

- 1 What Do You Usually Do ?
- 2 Twenty Questions

**Verb: Future**

- 1 What Are You Going to Do?

**Verb: Conditional**

- 1 What Would You Like?
- 2 If I Won the Lottery, I Would...
- 3 What's My Line?

**Verb: Imperative**

- 1 Sit Down, Stand Up, Turn Around
- 2 Television Commercial

**Verb: Phrasals**

- 1 But Don't "Take out" the Cork

**Verb: Tense Recognition**

- 1 Go, Going, Could Go

**Verb: Infinitives/Gerunds**

- 1 I Can't Afford to Buy a Car

# OVERVIEW

## Introduction

Teaching English as a Second Language (ESL) in a workplace environment is a unique process. It is unique because the curriculum is driven by the everyday and long-term language needs of the students. ESL students in the workplace do not study language as an end in itself; they study language as a means to an end: to build self-confidence and self-esteem, to improve job skills, to help with their children's education, and to acculturate to their new environment. In general, the language is a medium to help them cope with the world around them. Therefore, their needs are immediate and real. To serve them better, the instructor becomes, not only the teacher but, most importantly, the mediator: helping students begin the transition from merely surviving to actively participating in the mainstream.

## Realities of the ESL Workplace Classroom-- "Setting the stage"

ESL instructors do not just deliver curriculum. They often are problem-solvers, counselors, financial advisors, friends, and a shoulder to cry on. To be able to fulfill all these roles, the ESL instructor needs to enter the workplace classroom armed with a sense of humor and flexibility. Why? Here are some good reasons:

- 1) Students' motivation varies from week to week. The language learning process is long and tedious, and students may get disheartened and ready to quit because they may not see immediate results. Pressure to learn from supervisors or family members, or lack of formal education may affect students' outlook on reasonable expectations. The teacher, then, becomes the cheerleader for the students as well as the advocate for the lengthy and often frustrating process of second language acquisition.
- 2) The number of students in the class is never predictable. Students might not come at all, or only one student may show up. Students might leave in the middle of class for a meeting or to go pick up a child. Students who have missed weeks of material suddenly show up. Students who have been making great progress quit coming to class due to shift changes, termination, or job relocation.
- 3) Students' personal problems, workplace or home related, often take center stage. Lay-offs at work, lack of communication with a supervisor, and immigration concerns are just a few of the problems ESL students face every day. When this happens, lesson plans are put aside, and the focus of the class changes to address students' immediate questions and/or problems.

The ESL instructor in the workplace needs to know that classes will include a variety of cultures, ages, native language literacy skills, English language skills, and levels of motivation for learning. As a result, individualized work, small group work, and tutoring, all taking place at the same time, is more the norm than the exception in the workplace ESL classroom. Our collective experience of managing these ever-present elements directs the curriculum and assessments that follow.

## Rationale for Manual Organization-- "Delivery"

Once teachers have briefly experienced the ESL workplace classroom, they realize that these classrooms require adaptable curriculum. Adaptability, therefore, is the driving force

behind this module. The activities and assessments presented here are created with a *descriptive*, and not prescriptive, focus. Our main aim is to provide future instructors with a springboard of ideas that we have found useful and applicable in our classrooms.

The activities included in this module involve easy and deliberate integration of various skills and are divided in two main sections: functional and grammar-based. In Section One, the main focus of the activities is based on functional skills, communication, and problem solving techniques that students may need inside or outside the workplace. Nevertheless, as the students learn about different functions, they also learn to listen, to speak, to read, and to write. These activities, we believe, represent the reality of language: grammar is used to serve our daily functions. In each activity you can find at least three or four different skills integrated to present a wholesome, functional lesson. But if the occasion presents itself where extra and more direct grammar instruction is needed, Section Two provides activities aimed to clarify aspects of English grammar without losing focus on the workplace needs of our students.

Our experiences have shown that many times we need to work individually with our students to best serve their immediate needs. To accommodate their different learning styles and cultural characteristics, we frequently integrate both functional and grammar-based activities. In fact, sometimes, we do that in the same classroom at the same time. We have found that the flexibility required in our ESL classrooms is served well with such integrated and diverse activities.

## Conclusion

Many times, we have the opportunity to work in well-kept rooms with tables, chairs, flip-charts or white-boards, markers, paper, and pencils. We often are able to teach in computer labs and board rooms equipped with VCRs and televisions. However, cramped, noisy classrooms or overcrowded break rooms with quarters being dropped in vending machines can easily be the reality of workplace education. Frustration with irregular student attendance can be a frequent distraction to teaching. A student falling asleep in class after a 12-hour shift becomes a common experience for instructors at various workplaces. So why do we keep doing this?

We keep doing this because our students are devoted and intelligent people whose goals in life inspire us. Their progress may be incremental but is nevertheless very real. When we see the success and progression our students make over time working with diligence and perseverance, transferring skills from the classroom to the workplace and to their daily lives, we become more energized and committed. The wait for positive results may seem long for students and instructors, but when they come, our cheers are loud!

### Editors:

Mary Gross, Morgan Community College  
Lina Lughes, Community Colleges of Denver and Aurora  
Patricia Nichols, Pikes Peak Community College  
Elena Peschanskaia, Community College of Denver

### Contributing Authors:

Rose Conlon, Community College of Denver  
Julia Dominguez, Morgan Community College  
Mary Gross, Morgan Community College  
Jon Guillian, Community College of Denver

Sally Hall, Morgan Community College  
Lina Lughes, Community Colleges of Denver and Aurora  
Barbara Millman, Community Colleges of Denver and Aurora  
Patricia Nichols, Pikes Peak Community College  
Shirley Penn, Morgan Community College  
Elena Peschanskaia, Community College of Denver  
Anne Reis Cyr, Community Colleges of Denver and Aurora

**Project Assistants:**

Constance Daniels, Morgan Community College  
Betty Johnson, Morgan Community College

# DIFFICULTY LEVELS FOR ESL MODULE

**(●) Beginning level :** Learners who have little or no ability to communicate in English. They are still in the stages of listening and trying to pick out particular words. They can only speak separate words or small, limited phrases. Their writing is limited to copying. They may inadequately recognize or verbalize the letters in the English alphabet.

**(●■) Beginning/Intermediate :** Learners who are able to speak in short sentences and phrases and who have limited ability to articulate events in their environment. They are able to copy words and sentences and generate directed discourse but can only produce limited self-initiated writing. Their writing is characterized by inconsistent grammar and syntax. Vocabulary at this level provides personal information and can describe the immediate environment.

**(■) Intermediate :** Learners, who when speaking or writing, can consistently generate clear, simple sentences with broader vocabulary describing needs and information outside the immediate environment. However, when generating longer sentences, they produce tangled grammar and syntax that may obscure meaning.

**(■◆) Intermediate/Advanced :** Learners who are more confident in generating self-initiated, grammatically accurate discourse, on a variety of topics outside the immediate environment. They can more consistently form longer sentences using extended vocabulary, and they are able to write a string of sentences which produce coherent meaning.

**(◆) Advanced :** Learners who are able to have spontaneous conversations in various topics using appropriate grammar and vocabulary. They can easily write notes, memos, or letters in paragraph form. At this level, learners are fine-tuning their pronunciation, perfecting their use of grammar, and developing critical reading-writing skills.

# ASSESSMENTS

Assessments provide one way to measure a student's level. Assessments are used for correct placement in a class, to pre-test and post-test, and to evaluate students. Included in this manual are four assessments being used by the *EPIC Workplace Learning Project*. An explanation for how each is used follows:

The first assessment was designed for use in a beef processing plant. The Basic English Skills Test (BEST) was used as a model. The first part of the test is given orally. Some questions require the use of pictures of items or signs located within the plant. Those questions have a reference word in parenthesis. The photographs were not included due to the poor copy quality. Each company may take their own appropriate photographs to include in the test. The person giving the test evaluates the student's responses/answers from a scale of one to five. There is a small reading and writing section. The reading section is used mostly for pronunciation. The writing section helps give a brief evaluation of the student's writing ability.

The second assessment was designed solely as a writing assessment tool. The student is given a topic and five minutes to write about it. The student is evaluated on grammar, content and the ease with which he/she wrote. This assessment helps to provide an evaluation of the student's writing ability and, if used as a post test, the student's progress.

The third assessment offers an informal way of evaluating the student's oral language skills. The evaluator engages the student in an informal conversation. The student is evaluated in several areas. Examples of phrases used incorrectly are recorded and used to evaluate areas that need improvement.

The final assessment was created to facilitate instructors in identifying their students' reading comprehension skills and writing skills. Included in this assessment are general and job-related contexts. This assessment differentiates well between beginning and intermediate students, but it does not provide a clear distinction among beginning-intermediate, intermediate and intermediate-advanced students. Part I, Reading, Comprehension, can be scored by counting how many question have been answered correctly. At the end of Part II, Writing, a scoring rubric is given to facilitate your evaluation.

**NAME** \_\_\_\_\_  
**DATE** \_\_\_\_\_ **DEPT** \_\_\_\_\_

***WORKPLACE EDUCATION  
ENGLISH AS A SECOND  
LANGUAGE (ESL)  
ORAL ASSESSMENT***

| <b><i>SESSION</i></b> | <b><i>DATE</i></b> | <b><i>SCORE</i></b> |
|-----------------------|--------------------|---------------------|
| _____                 | _____              | _____               |
| _____                 | _____              | _____               |
| _____                 | _____              | _____               |
| _____                 | _____              | _____               |
| _____                 | _____              | _____               |

## PART I: ORAL ASSESSMENT

| <b>COMMUNICATION</b>  | 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1. Hello. How are you? _____  |   |   |   |   |   |   |
| 2. What's your name? _____  |   |   |   |   |   |   |
| 3. How do you spell it? _____   |   |   |   |   |   |   |
| 4. Where are you from? _____  |   |   |   |   |   |   |
| 5. What is your address? _____  |   |   |   |   |   |   |
| 6. How long have you lived in the United States? _____                          |   |   |   |   |   |   |
| <b>TIME/NUMBERS</b>   | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. What time do you go to work? _____   |   |   |   |   |   |   |
| 8. What time is your shift finished? _____                                      |   |   |   |   |   |   |
| 9. What department do you work in? _____  |   |   |   |   |   |   |
| 10. What is your position? _____  |   |   |   |   |   |   |
| 11. Which number is fifteen? _____  |   |   |   |   |   |   |
| 12. What number is this? (fifty) _____  |   |   |   |   |   |   |
| 13. What time does this clock say?(analog) _____                                |   |   |   |   |   |   |
| 14. What time does this clock say?(digital) _____                               |   |   |   |   |   |   |
| 15. What month did you start working at (insert the name of the company)? _____ |   |   |   |   |   |   |
| 16. What day is today? _____  |   |   |   |   |   |   |
| <b>EQUIPMENT/SIGNS</b>  | 0 | 1 | 2 | 3 | 4 | 5 |
| 17. What is this? (hard hat) _____  |   |   |   |   |   |   |
| 18. What are these? (ear plugs) _____   |   |   |   |   |   |   |
| 19. What is this? (steel) _____   |   |   |   |   |   |   |
| 20. What should you do if you have a problem with your equipment? _____         |   |   |   |   |   |   |

| <b>EQUIPMENT/SIGNS (Continued)</b>                         | 0 | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|---|
| 21. What is wrong with this?(a hole in a glove) _____      |   |   |   |   |   |   |
| 22. What does this sign mean?(exit) _____                  |   |   |   |   |   |   |
| 23. What does this sign mean?(caution)_____                |   |   |   |   |   |   |
| 24. What does this sign mean?(slippery)_____               |   |   |   |   |   |   |
| 25. What does this sign mean?(no eating/gum) _____         |   |   |   |   |   |   |
| 26. What does this sign mean?(no jewelry)_____             |   |   |   |   |   |   |
| 27. What does this sign mean?(no frocks)_____              |   |   |   |   |   |   |
| 28. What is a dip tank? _____                              |   |   |   |   |   |   |
| <b>HEALTH</b>  | 0 | 1 | 2 | 3 | 4 | 5 |
| 29. Where is the man's head. (body picture) _____          |   |   |   |   |   |   |
| 30. Where is the man's back. (body picture) _____          |   |   |   |   |   |   |
| 31. Where is the man's hand. (body picture) _____          |   |   |   |   |   |   |
| 32. Which person hurt his arm? (doctor's office) _____     |   |   |   |   |   |   |
| 33. Where is this person hurt?(doctor's office) _____      |   |   |   |   |   |   |
| 34. What does the word deductible mean?_____               |   |   |   |   |   |   |
| 35. What does worker's compensation mean?<br>_____         |   |   |   |   |   |   |
| 36. What should you do if you can't come to work?<br>_____ |   |   |   |   |   |   |
| <b>READING</b>   | 0 | 1 | 2 | 3 | 4 | 5 |
| 37. I work in Fabrication.                                 |   |   |   |   |   |   |
| 38. I work in department 205.                              |   |   |   |   |   |   |
| 39. I live in Fort Morgan.                                 |   |   |   |   |   |   |
| 40. I have 3 children.                                     |   |   |   |   |   |   |
| 41. My wife is from the United States.                     |   |   |   |   |   |   |

| WRITING                        | 0 | 1 | 2 | 3 | 4 | 5 |
|--------------------------------|---|---|---|---|---|---|
| 42. Write about your family.   |   |   |   |   |   |   |
| 43. Write about your job.      |   |   |   |   |   |   |
| 44. Write about yourself.      |   |   |   |   |   |   |
| 45. Please fill out this form. |   |   |   |   |   |   |

# PART II: WRITTEN ASSESSMENT

|                 |          |            |        |
|-----------------|----------|------------|--------|
| NAME _____      |          |            |        |
| ADDRESS _____   |          |            |        |
|                 | (street) |            | (apt.) |
| (city)          | (state)  | (zip code) |        |
| SIGNATURE _____ |          | DATE _____ |        |

**Please write 3 sentences about your family.**

---

---

---

**Please write 3 sentences about your job.**

---

---

---

**Please write 3 sentences about yourself. (you)**

---

---

---

# COMPETENCIES AND ANSWER KEY FOR ORAL ESL ASSESSMENT

## COMPETENCIES

|                   |  |
|-------------------|--|
| Questions 1 & 2   | : introductions, first and last names                    |
| Question 3        | : alphabet   |
| Questions 4 - 6   | : personal information                                   |
| Questions 7 - 14  | : job information  |
| Question 15       | : short term goals                                       |
| Questions 16 - 20 | : time and numbers                                       |
| Questions 21 - 25 | : safety signs and equipment                             |
| Questions 26 & 27 | : body parts   |
| Questions 28 - 31 | : health care  |
| Questions 32 - 36 | : reading  |
| Questions 37 - 39 | : writing (punctuation, spelling and complete sentences) |
| Question 40       | : personal information on a form                         |

## ANSWER KEY FOR QUESTIONS 1-31:

- 0 = Student does not understand anything that is said.
- 1 = Student does understand a few words but not enough to answer.
- 2 = Student answers after asking for a translation of a few words.
- 3 = Student answers but not in complete sentence(s).
- 4 = Student hesitates but then answers in complete sentence(s).
- 5 = Student answers in complete sentence(s) without hesitation.

## ANSWER KEY FOR READING SECTION:

- 0 = Student can not read any part of the sentence.
- 1 = Student can read one or two words from the sentence.
- 2 = Student can read the sentence but uses incorrect pronunciation for most of the words and understands the meaning of only a few words.
- 3 = Student can pronounce some words correctly and understands the meaning of some words.
- 4 = Student can pronounce most words correctly and understands the meaning of most words.
- 5 = Student can pronounce all words correctly, understands them and can explain or translate the sentence.

## ANSWER KEY FOR WRITING SECTION: 1 point for each line completed correctly (SENTENCES ARE GRADED IN 5 AREAS)

CONTENT, SPELLING, COMPLETE SENTENCE, SUBJECT/VERB AGREEMENT AND PUNCTUATION

Name \_\_\_\_\_  
 Class time \_\_\_\_\_  
 Date \_\_\_\_\_

### Beginning Writing Assessment

Writing samples will be evaluated in the following areas:

1. Automaticity- The writer's ability to write freely.
2. Completeness of Thought- A sentence is a group of words with a subject and a predicate that will stand alone and make sense.
3. Capitalization
4. Punctuation
5. Spelling

#### 1. AUTOMATICITY

|               |         |
|---------------|---------|
| 0-2 sentences | 10 pts. |
| 3-4 sentences | 15 pts. |
| 5 or more     | 20 pts. |

#### 2. COMPLETENESS OF THOUGHT

|  |          |
|--|----------|
| Are sentences complete thoughts?         | 2.5 pts. |
| Do they contain subjects?                | 2.5 pts. |
| Do they contain predicates?              | 2.5 pts. |
| Does the passage convey overall meaning? | 2.5 pts. |

#### 3. USAGE

|                                      |          |
|--------------------------------------|----------|
| Do subjects and verbs agree?         | 2.5 pts. |
| Is verb tense consistent?            | 2.5 pts. |
| Do pronouns match their antecedents? | 2.5 pts. |
| Are plurals formed correctly?        | 2.5 pts. |
| Are modifiers placed correctly?      | 2.5 pts. |
| Does sentence variety exist?         | 2.5 pts. |
| Are prepositions used correctly?     | 2.5 pts. |
| Nouns/ Verb order                    | 2.5 pts. |

#### 4. CAPITALIZATION

|   |        |
|---|--------|
| Are first words of sentences capitalized? | 5 pts. |
| Are other words capitalized as needed?    | 5 pts. |

5. PUNCTUATION

Are sentences punctuated correctly according to intent? 5 pts.

Declarative: States a fact. Followed by a period.

Interrogative: Asks a question. Followed by a question mark.

Imperative: Gives an order. Followed by a period. Has subject "you" expressed or unexpressed.

Exclamatory: Reveals emotional attitude. Followed by an exclamation point.

Are other marks of punctuation used correctly? 5 pts.

comma

quotation mark

semicolon

colon

apostrophe

dash

hyphen

6. SPELLING

Do misspelled words mar overall impression? 15 pts.

7. HOLISTIC APPROACH

Is this a successful attempt at writing?

Does it communicate? 15 pts.

**TOTAL SCORE** \_\_\_\_\_

# Informal Language Inventory

Name \_\_\_\_\_

Date \_\_\_\_\_

Class Placement \_\_\_\_\_

Years in U.S. \_\_\_\_\_

Comments & Observations \_\_\_\_\_

\_\_\_\_\_

# Informal Language Inventory

| The Speaker                  | Correct | Incorrect | Sample Language |
|------------------------------|---------|-----------|-----------------|
| <b>Verb tense</b>            |         |           |                 |
| past                         |         |           |                 |
| present                      |         |           |                 |
| future                       |         |           |                 |
| helping words used           |         |           |                 |
|                              |         |           |                 |
| <b>Adds additional words</b> |         |           |                 |
|                              |         |           |                 |
| <b>Pronouns</b>              |         |           |                 |
| correct gender               |         |           |                 |
| appropriate subject form     |         |           |                 |
| appropriate object form      |         |           |                 |
|                              |         |           |                 |
| <b>Possesives</b>            |         |           |                 |
|                              |         |           |                 |
| <b>Plurals</b>               |         |           |                 |
|                              |         |           |                 |
| <b>Word Order</b>            |         |           |                 |
| noun/verb                    |         |           |                 |
| adverb/verb                  |         |           |                 |
| adjective/noun               |         |           |                 |
|                              |         |           |                 |
| <b>Articles</b>              |         |           |                 |
| <b>Question Formation</b>    |         |           |                 |
|                              |         |           |                 |
|                              |         |           |                 |

Comments \_\_\_\_\_

# READING AND WRITING SKILLS ASSESSMENT

## PART I: Reading Comprehension

To the administrator of the assessment: Please give the reading comprehension section to the students. Explain to them that they need to read the passage and then answer the questions by circling or putting an "X" next to the appropriate answer.

**Please read each passage carefully and circle the correct answer for the questions that follow each passage.**

### A. Old Arthur\*

My name is Old Arthur. I get up every morning with the birds. There is a small river near my house, and I get water from there. It is good, clear, fresh water. In the winter, I have to break the ice. I cook simple food on my old wood stove. Sometimes I go to the bar and have a drink. I do not see many people. I do not feel lonely. I know this forest well. I know all the birds and animals. I do not have much money, but I do not need much. I think I am a lucky man.

1. How does Old Arthur get up every morning?
  - a. He gets up very late.
  - b. He gets up with the birds.
  - c. He gets up when his alarm clock rings
  - d. He gets up singing.
2. Where does Old Arthur live?
  - a. He lives in the city.
  - b. He lives on an island.
  - c. He lives in a house in the forest.
  - d. He lives near a big river.
3. What does Old Arthur know well?
  - a. He knows well his neighbors.
  - b. He knows well the people in the bar.
  - c. He knows well the forest.
  - d. He knows well that he has a lot of money.
4. How does Old Arthur feel?
  - a. He is very unhappy.
  - b. He wants to live in the city.
  - c. He would like to have friends.
  - d. He is lucky.

## B. The Commonwealth\*

Britain was an Empire, but that Empire does not exist any more. Now the Commonwealth has taken its place. This is a voluntary club of independent countries. These countries continued to have a special relationship with one another after they gained their independence from Britain.

People from many different colors and religions belong to the Commonwealth. Ten per cent are from Europe, ten per cent are from Africa, and the largest group are from Asia, totaling six hundred million people.

The Commonwealth is one of the most democratic organizations in the world. Each country can express its own opinion about world events, and the countries never take a vote. They only discuss matters. This is a good system.

However, because the Commonwealth has so many different people from so many different parts of the world, sometimes there is disagreement. But we can agree with what Prince Philip said: "...the Commonwealth is the nearest thing we have to the Brotherhood of Man."

1. What is the new name of the British Empire?
  - a. England
  - b. Asia
  - c. voluntary club
  - d. the Commonwealth
  
2. Which is the largest ethnic group within the Commonwealth?
  - a. Europeans
  - b. Asians
  - c. Africans
  - d. Australians
  
3. What kind of an organization is the Commonwealth?
  - a. democratic
  - b. traditional
  - c. athletic
  - d. dictatorial
  
4. Why are there sometimes disagreements within the Commonwealth?
  - a. because the countries do not like each other
  - b. because Prince Philip is a member of "the brotherhood of man"
  - c. because the countries take a vote
  - d. because the Commonwealth has such a diverse population

NOTE: The two previous paragraphs marked with an (\*) have been adapted from the book Exploring English by Michael Thorn (1979), Macmillan Publishing Co.

C. NOTE: This part of the assessment targets job-related reading instructions. Included are possible questions that could be used, or you may include specific questions for your company.

Please, look carefully at this label and circle the correct answer for the following questions.

(include a label used within the company)

1. What catalog do you find under this label?
  - a. Office Depot
  - b. Walgreens
  - c. Best
  - d. Target
  
2. What is the total number of pieces?
  - a. 150
  - b. 24300
  - c. 97200
  - d. 18
  
3. On the label, place an "X" where the operator writes his/her name.

(Include directions to your company or a company near by)

4. These are directions to go to:
  - a. the doctor's office
  - b. the post office
  - c. (your company name or the company near by)
  - d. the mountains
  
5. \_\_\_\_\_ is located at:
  - a. give several appropriate choices
  - b.
  - c.
  - d.
  
6. \_\_\_\_\_ is easy to find because:
  - a. it has a blue sign that says \_\_\_\_\_
  - b. it is west of (your company)
  - c. it is close to downtown
  - d. it is a white building

## D. Exercise

Most back pain originates from stress and strain on the system of muscles that protects your spine. When these muscles are strong, you're much likelier to have a healthy, pain-free back. You can keep these muscles strong by exercising regularly. If you don't exercise regularly, these muscles will lose their ability to protect your back from injury.

Of particular importance are your abdominal muscles. Strong abdominal muscles support your lower back. Today's "soft" lifestyle doesn't provide many opportunities to strengthen these muscles. This helps explain why there are so many "pot bellies" and so much back pain. The first line of defense against back injury is strong abdominal muscles.

Your leg muscles are also important because they help you lift safely. A good way to strengthen your legs is to walk regularly. To achieve good muscle tone in your legs, walk briskly for at least 30 minutes a day, four times a week. This is in addition to any walking you do on your job.

Swimming is an excellent form of exercise for strengthening both your abdominal and leg muscles. Swimming works most of your muscle groups and, while in the water, your back is free from the pressure of gravity.

1. Why is exercising regularly important?
  - a. because you can lose weight faster
  - b. because it helps you stay young longer
  - c. it is not. Exercising regularly puts stress and strain on your back.
  - d. because it helps keep the muscles of your back strong.
  
2. What is a very important defense against back injury?
  - a. having a "pot belly"
  - b. strong abdominal
  - c. lots of rest
  - d. having a "soft" lifestyle
  
3. How can you strengthen your leg muscles?
  - a. by lifting things
  - b. by sitting on a chair all day long
  - c. by walking regularly
  - d. by exercising your abdominal muscles
  
4. What groups of muscles does swimming exercise?
  - a. the abdominal and leg muscles
  - b. the back muscles
  - c. the arm muscles
  - d. it really does not exercise any muscles at all

**PART II. Writing**

NOTE: The choice of an appropriate picture is left to the discretion of the instructor.

A. Picture:  
(insert picture)

Please, write a paragraph about what you see in this picture. You may describe the picture or write a story about it.

B. Please write what you do every day at your job.

SCORING: The following rubric was developed to assist instructors with the evaluation of the writing section of this assessment. Please use as it best fits your needs and the needs of your students.

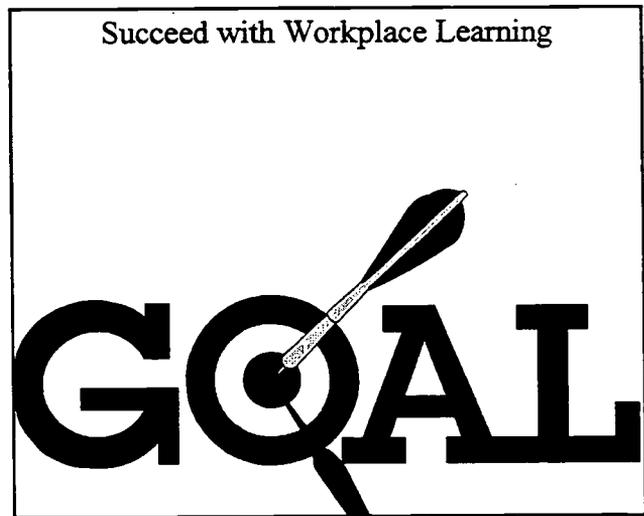
Writing Rubric

| SKILLS                           | high | medium | low |
|----------------------------------|------|--------|-----|
| vocabulary                       |      |        |     |
| grammar                          |      |        |     |
| punctuation                      |      |        |     |
| content                          |      |        |     |
| organization of text             |      |        |     |
| clarity                          |      |        |     |
| complexity of sentence structure |      |        |     |

●

●

# Notional / Functional Categories



# SONGS TO SING ALONG

- Learning Goals:**
- To teach vocabulary, idioms
  - To practice listening
- Level:** ■◆◆
- Group Size:** 2 or more students
- Time:** 10-30 minutes for each song
- Preparation and Materials:**
- Tape player and music
  - Handout *Yesterday*
  - Handout *A Little Help from my Friends*
  - Handout *When I'm Sixty-Four*
  - Handout *Sojourner's Battle Hymn*

## Learning Activity:

Play each song 2 to 3 times. Then, ask students to listen carefully to the lyrics and fill in the blanks on each handout.

**\* Discussion Questions**      None

**\* Variations**      Have students bring in English songs that they enjoy and try to write the lyrics. The students enjoy this small group activity. If you have a large enough class, you can have a contest to see which team completes a song first.

**Remarks:**      None

**References:**      None

# YESTERDAY - BY THE BEATLES

Yesterday \_\_\_\_\_ seemed \_\_\_\_\_

Now \_\_\_\_\_ they're \_\_\_\_\_

Oh, I \_\_\_\_\_ in yesterday.

Suddenly \_\_\_\_\_ the \_\_\_\_\_ I \_\_\_\_\_

There's \_\_\_\_\_ shadow hanging \_\_\_\_\_. Oh, yesterday \_\_\_\_\_

\*Why she \_\_\_\_\_ I \_\_\_\_\_ she \_\_\_\_\_.

I \_\_\_\_\_ now \_\_\_\_\_ long \_\_\_\_\_ yesterday.

Yesterday \_\_\_\_\_ such \_\_\_\_\_.

Now I \_\_\_\_\_ a \_\_\_\_\_.

Oh, I \_\_\_\_\_ yesterday.

## A LITTLE HELP FROM MY FRIENDS - BY THE BEATLES

What would you think if I \_\_\_\_\_ out of tune, \_\_\_\_\_ you stand up and  
\_\_\_\_\_ me. \_\_\_\_\_ me your  
\_\_\_\_\_ and I'll sing you a song, and \_\_\_\_\_ try not to \_\_\_\_\_  
\_\_\_\_\_ key.

\*Oh, I \_\_\_\_\_ a little help from my friends,

I \_\_\_\_\_ a little help from my friends,

I \_\_\_\_\_ a little help from my friends,

Going to \_\_\_\_\_ a little help from my friends.

What do I do when my love is \_\_\_\_\_? Does it worry you to \_\_\_\_\_?

How do I feel \_\_\_\_\_ the day

Are you \_\_\_\_\_ because your \_\_\_\_\_.

\*No, I \_\_\_\_\_ a little help from my friends

\*\*Do you need \_\_\_\_\_ - I need \_\_\_\_\_ to love

Could it be \_\_\_\_\_ - I want \_\_\_\_\_ to love.

Would you believe in a love \_\_\_\_\_?

Yes, I'm certain that it happens \_\_\_\_\_.

What do you see when you \_\_\_\_\_ the light

I \_\_\_\_\_ tell you, but I know \_\_\_\_\_ mine.

\*Oh, I \_\_\_\_\_ with a little help from my friends

\*\*Do you need \_\_\_\_\_ - I need \_\_\_\_\_ to love

Could it be \_\_\_\_\_ - I want \_\_\_\_\_ to love.

I \_\_\_\_\_ a little help from my friends,

Yes, I \_\_\_\_\_ a little help from my friends,

With a little help from my friends.

# WHEN I'M SIXTY-FOUR - BY THE BEATLES

When I \_\_\_\_\_ losing my hair, many years \_\_\_\_\_

Will you \_\_\_\_\_ me a Valentine \_\_\_\_\_ greeting  
 \_\_\_\_\_ wine? \_\_\_\_\_ out till quarter to three  
 \_\_\_\_\_ you \_\_\_\_\_? Will you \_\_\_\_\_  
 \_\_\_\_\_, will you \_\_\_\_\_, when I'm 64. \_\_\_\_\_  
 older \_\_\_\_\_ And \_\_\_\_\_ you \_\_\_\_\_ the word, I \_\_\_\_\_  
 \_\_\_\_\_

I \_\_\_\_\_, mending a fuse; when your lights \_\_\_\_\_ gone  
 You \_\_\_\_\_ a sweater by the fireside  
 \_\_\_\_\_ morning \_\_\_\_\_  
 \_\_\_\_\_ the garden, \_\_\_\_\_ the weeds, \_\_\_\_\_ ask for more.

Will you \_\_\_\_\_, will you \_\_\_\_\_  
 \_\_\_\_\_ When I'm 64. \_\_\_\_\_ we \_\_\_\_\_ rent a cottage  
 In the Isle of Wight, \_\_\_\_\_ too dear  
 We \_\_\_\_\_ scrimp and \_\_\_\_\_, grandchildren \_\_\_\_\_ your \_\_\_\_\_,  
 Vera, Chuck and Dave. \_\_\_\_\_ the light \_\_\_\_\_ me a postcard, \_\_\_\_\_  
 \_\_\_\_\_ stating point \_\_\_\_\_

Indicate precisely what you \_\_\_\_\_

Yours \_\_\_\_\_, wasting \_\_\_\_\_

Give me your answer, \_\_\_\_\_

Mine for \_\_\_\_\_

Will you \_\_\_\_\_, will you \_\_\_\_\_  
 When I'm 64.

# SOJOURNER'S BATTLE HYMN -SWEET HONEY IN THE ROCKS

Chorus:     Glory, Glory Hallelujah  
               Glory, Glory Hallelujah  
               Glory, Glory Hallelujah  
               His truth is marching on!

Verses:

We \_\_\_\_\_ colored Yankee soldiers \_\_\_\_\_ enlisted for the war.  
 We \_\_\_\_\_ fighting for the \_\_\_\_\_. We \_\_\_\_\_ for the Lord.  
 We \_\_\_\_\_ shoot a rebel farther than a white man ever saw as we \_\_\_\_\_  
 marching \_\_\_\_\_.

Look there above the center where the \_\_\_\_\_ is \_\_\_\_\_ bright  
 We \_\_\_\_\_ going \_\_\_\_\_ slavery. We \_\_\_\_\_ bound for  
 \_\_\_\_\_ light.

We mean to show Jeff Davis how the Africans \_\_\_\_\_ as we \_\_\_\_\_  
 marching \_\_\_\_\_.

We \_\_\_\_\_ done with hoeing \_\_\_\_\_. We \_\_\_\_\_ done with hoeing  
 \_\_\_\_\_. We \_\_\_\_\_ colored Yankee soldiers just \_\_\_\_\_ sure \_\_\_\_\_ you are  
 \_\_\_\_\_ when the rebels hear us shouting, \_\_\_\_\_ think it's  
 Gabriel's horn, as we \_\_\_\_\_ marching \_\_\_\_\_.

They will \_\_\_\_\_ pay us wages, the wages of our sin,  
 they will \_\_\_\_\_ bow their foreheads to the colored kith and kin,  
 they will \_\_\_\_\_ give us house room or the roof will tumble in, as we  
 \_\_\_\_\_ marching \_\_\_\_\_.

We be as the proclamations. Rebels hush it as you will.

The birds \_\_\_\_\_ it to us hopping on the \_\_\_\_\_ hill  
 The possum up the gum tree \_\_\_\_\_ keep it still as he \_\_\_\_\_ climbing \_\_\_\_\_  
 \_\_\_\_\_ has \_\_\_\_\_ and the message has \_\_\_\_\_.

The prison doors \_\_\_\_\_ and out the prisoners went

To join the sable army of \_\_\_\_\_ descent, as we \_\_\_\_\_ marching \_\_\_\_\_.

# JUMP THROUGH THE HOOPS

- Learning Goals:**
- To introduce job-related idioms
  - To provide interesting pronunciation practice
- Level:** ■ ■◆◆
- Group Size:** Any
- Time:** 5-10 minutes
- Preparation and Materials:** Handout *Job-Related Idioms*
- Learning Activity:**

Choose an idiom from the list which reinforces a verb tense being taught, vocabulary being taught, or a situation brought up in class. Present the idiom during the first 5-10 minutes of class or the last 5-10 minutes of class on a regular basis. Students will begin to look forward to this time. Write the idiom, if possible, in the verb tense being studied currently, and ask students to discuss what they think it means. Initially, repeating the idiom is good pronunciation practice and gives students a few minutes to discern its meaning. After the meaning has been discussed and anchored, ask students to use this idiom at work the next day or listen for its use.

- \*Discussion Questions**
1. What do you think this idiom means?
  2. Have you ever heard it before?

**\*Variations** Embed the idiom in a dialogue that students can practice in class as a role play, or ask students to think of different situations where this idiom would be appropriate.

**Remarks:** Idioms are contextually-based, so students must clearly understand their appropriateness or inappropriateness.

**References:** Kress, Jacqueline E., Ed.D., "Catch My Drift," The ESL Teacher's Book of Lists, The Center for Applied Research in Education, West Nyack, New York, 1993.

## JOB-RELATED IDIOMS

1. We're working *against the clock*
2. *All systems go.*
3. I'm *all thumbs*.
4. He's *asleep at the switch*.
5. His *back is against the wall*.
6. That new employee is *a real ball of fire*.
7. She's *beating around the bush*.
8. The *bottom line* is, "No!"
9. The new person on the assembly line *caught the supervisor's eye*.
10. He *had his wings clipped*.
11. Her coworkers *gave her the cold shoulder*.
12. No one *can fill his shoes*.
13. His coworker told him, "*Get off my back*."
14. She *got the axe*.
15. I think *I've got the feel of it*.
16. We just *got wind of it*.
17. I think he has *a screw loose*.
18. The supervisor told him to *keep his head above water*.
19. Her supervisor is always *in a fog*.
20. The machine operator is *in hot water*.
21. It's still *up in the air*.
22. Just *jump through the hoops*.
23. *Keep your nose clean*.
24. *Keep the ball rolling*.
25. He's still *on the fence*.
26. Let's *call it quits*.
27. The team members *put two and two together*.
28. *Don't spread yourself too thin*.
29. Can you *lend me a hand*?
30. The team member *put his foot in his mouth*.
31. This report belongs *in the circular file*.
32. It's *in the bag*.
33. I was *banking on* getting that raise.
34. She *missed the boat* when she turned down the supervisor's offer.
35. I'm tired. I think I'll *call it a day*.
36. It never *crossed my mind to* apply for the job.
37. I don't think *I'm cut out to* work in production.
38. My supervisor is always *on edge*.
39. Her work team *fell behind* its monthly quota.
40. My supervisor will *hit the ceiling* when she sees this error.
41. It was hard to *hold my tongue* at the work flow meeting.
42. If we *put our heads together*, we could figure out the problem.

# PRESS CONFERENCE

**Learning Goals:**

- To practice asking questions
- To practice conversational skills

**Level:** ●

**Group Size:** 5 or more students

**Time:** 30 - 45 minutes

**Preparation and Materials:** Index cards with names of famous people

**Learning Activity:**

Have each student select an index card with the name of a famous person. Discuss with the students the questions journalists may want to ask these people. Have students take turns portraying the characters and answering questions.

**\* Discussion Questions** None

**\* Variations** Make a list of possible questions on the board beforehand and ask students to add to the list.

**Remarks:** Make sure the students know these famous people so that the questions can be really interesting.

**References:** None

# YARN GAME

**Learning Goals:**

- To become familiar with other students in class
- To learn to use short phrases to introduce oneself

**Level:** ● ●■ ■

**Group Size:** 3 or more students

**Time:** 20 minutes

**Preparation and Materials:** Ball of yarn

**Learning Activity:**

Have the students sit in a circle. One student introduces himself to the class while holding the ball of yarn. Then, holding onto a piece of yarn, the student tosses the ball to the next student. This process continues until everyone has introduced himself. When everyone is finished, the process is reversed. This time the students must introduce the person who tossed them the yarn, until the yarn is rolled back completely.

- \* Discussion Questions**
1. Why is cooperation important in this activity as well as at work?
  2. Why is it important to talk to your co-workers?

**\* Variations** Have the students add more phrases to their introduction. (address, favorite food, favorite sport, last vacation, etc.)

**Remarks:** Students are sometimes hesitant to talk the first time this activity is used but they will become more comfortable each time you use it.

**References:** None

# HOW ARE YOU?

**Learning Goals:**

- To learn introductory conversational skills
- To practice giving and requesting basic information

**Level:** ● ■

**Group Size:** 3 or more students

**Time:** 10 - 15 minutes per student

**Preparation and Materials:** Handout *Personal Interview*  
 Handout *Class Interview*  
 Handout *Work Interview*

**Learning Activity:**

Go over the vocabulary for the Personal Interview. Practice pronunciation of the questions. Then, have students conduct interviews with a partner. Switch roles. Continue with the Work interview and the Class interview.

\* **Discussion Questions**      None

\* **Variations**                      Have students write down some questions and answers. More advanced students may want to add their own questions.

**Remarks:**                              None

**References:**                            None

# PERSONAL INTERVIEW

Hello, my name is \_\_\_\_\_. Today I am interviewing  
\_\_\_\_\_ about his life.

Hello, how are you today?

What is your name?

What do you do at your job?

What would you like to do in the future?

Where are you from?

Please describe your town in \_\_\_\_\_.

Would you like to go back there and visit?

How long have you lived in Colorado?

What would you like to tell everyone listening about life in Colorado?

## CLASS INTERVIEW

Hello, my name is \_\_\_\_\_ . Today I am interviewing  
\_\_\_\_\_ about his English class.

Hello, how are you?

What is your name?

How long have you been taking English?

What do you do in your class?

What would you like to do in the class?

What do you like the most about the class?

What is the most difficult part of the class?

Is the class interesting?

Would you like to continue taking English classes?

Where do you use your English skills?

How do you think English will help you at work?

# WORK INTERVIEW

Hello, my name is \_\_\_\_\_ . Today I am interviewing  
\_\_\_\_\_ for a new job.

Hello, how are you?

What is your name?

What is your job right now?

Why would you like this job?

What are your best qualities?

What hours would you like to work?

Why do you think you are the best person for this job?

Would you be able to work on weekends?

Would you be able to work on holidays?

When would you like to start the new job?

Do you have any references?

# M & M GAME

- Learning Goals:**
- To allow students to give information about themselves.
  - To prompt use of Present Tense

**Level:** ● ■

**Group Size:** Any

**Time:** 20 minutes

**Preparation and Materials:** Handout *M&M Game*  
 1 large bag of M&M's  
 Bowl or basket for candy

**Learning Activity:**

Empty contents of bag into bowl or basket. Pass it around and ask the students to take from 5-10 pieces of candy. When everyone has chosen candy, pass out the handout, and depending upon their levels of competency, guide the students to give one bit of information for each colored candy piece they have, according to the handout.

**\*Discussion Questions** None

**\*Variations** For the intermediate/advanced levels, ask students to write down what they learn about the other students and create sentences and/or paragraphs about each student.

**Remarks:** Since the Present Tense is used to express facts, share routine activities, and offer opinions, this activity is designed to elicit these constructions and to determine how skilled the students are in this tense. Therefore, this activity should be run the first or second day of class.

**References:** None

## M & M GAME

**RED:** Anything personal (age, children, marital status, etc.)

**GREEN:** Native language or anything about your native country

**ORANGE:** Something you do everyday

**YELLOW:** Something about your job

**BLUE:** Hobbies or what you like to do for fun

**BROWN:** An opinion about something

# PEN-PALS

**Learning Goals:**

- To enhance writing skills in a personal and meaningful way
- To learn the conventions of informal letter writing
- To introduce oneself through writing

**Level:**



**Group Size:**

2 or more students

**Time:**

1 hour

**Preparation and Materials:**

Handout *Informal letter writing: Saying "Hello!" and "Goodbye!"*

**Learning Activity:**

Have a discussion regarding students' letter writing habits. Ask students if they have ever written a letter in English and to whom. Explain the difference between formal and informal writing. Ask students to give examples of how they can begin an informal letter--"what are the best ways to address your reader?" Write the students' ideas on the board. Request the same information about the ending of an informal letter. Then, give students the two handouts and confirm the information presented in the handouts. Next, discuss with the students what pen-pals are. Explain to the students that they will be "paired" with another student from another workplace. Students are free to write whatever they want. Have students write a first draft; help them edit it, and ask them to copy the letter on a new piece of paper.

\* **Discussion Questions**      None

\***Variations**      You can explain the conventions of informal letter writing by giving students the handout without discussing it first. In addition, if you do not have a "sister" workplace, letters can be exchanged between your students and students in another ESL class, or between your students and a regular English composition class at the local community college.

**Remarks:**

If students have difficulty starting the first letter, you may suggest a few openers. Students can answer the following questions:

- a) Where are you from?

- b) Where do you work?
- c) What kind of work do you do?
- d) Where do you live?

Once students get their first pen-pal letter, they have already established a dialogue and have no problems thinking of ideas. Also, encourage students to ask their pen-pals questions about something they read in the letter and did not understand.

**References:**

None

# INFORMAL LETTER WRITING: SAYING "HELLO!" AND "GOODBYE!"

1. Put the date on either the right or left side of the letter.

You can use all numbers, or you can write the name of the month. For example:

May 2, 1995 or 5/2/1995

(Please note: in many other places of the world, they write first the day and then the month.

Therefore, the above date would appear as following: 2/5/1995)

2. Beginning of an informal letter (Salutation)

Dear Mary,

Dear Mr. Adams,

My dear friend,

Dear friend,

My love,

3. Closing of an informal letter

Looking forward to hearing from you soon.

I would like to hear from you soon.

Please write back when you have some free time.

and then:

Sincerely,

Best regards,

Fondly,

Love,

and then: *Sign your name*

# INTRODUCTIONS

- Learning Goals:**
- To learn to introduce oneself
  - To learn to spell first and last name
  - To be able to give address

**Level:** ●

**Group Size:** 4 or more students

**Time:** 50 minutes

**Preparation and Materials:** None

**Learning Activity:**

Write any appropriate vocabulary on the board. Be sure the learners understand the meaning of each word. Spell the word and have learners spell it. Do dialogue on introductions covering name, address, country: using Hello; my name is \_\_; I live at \_\_; I'm from \_\_; Nice to meet you; Nice to meet you too.

- \* Discussion Questions**
1. Do "wh" words: What is your name? Where do you live? Where are you from?

**\* Variations**

If time allows, have the students practice with each other, or add more vocabulary and phrases: Good morning. Good afternoon. How are you? Thank you. You're welcome.

**Remarks:** Don't overwhelm the learner with too many words and phrases at one time.

**References:** None

# NICE TO MEET YOU

- Learning Goals:** • To practice requesting and giving basic information about themselves and others in a casual setting
- Level:** ● ●■
- Group Size:** 4 or more students
- Time:** 10 minutes or more
- Preparation and Materials:** None

## Learning Activity:

The instructor introduces him/herself and says to the student on his/her right: My name is... What is your name? The student answers and then asks the same question to the student on his/her right. This continues until the question reaches the instructor. The instructor adds new information and asks a new question (I am from ... Where are you from? The activity continues in this fashion using different questions.

\* **Discussion Questions** None

\* **Variations** With beginners, it helps to first pronounce the question and answer in chorus. For a more advanced level, the students can practice dialogs in pairs after this activity, or write them down. The difficulty level of questions provides variations according to the level of students.

**Remarks:** This is a good ice-breaker and helps on the first day of class or with very shy students by not putting them on the spot.

**References:** None

# WHAT DO YOU DO?

**Learning Goals:**

- To practice workplace related vocabulary
- To practice answering questions about workplace and work

**Level:** ● ●■

**Group Size:** 3 or more students

**Time:** 20 minutes

**Preparation and Materials:** Instructor needs to find out about the equipment, tools and safety measures used in the workplace.

## Learning Activity:

Instructor makes several headings on the board and asks students to tell him about their work. Instructor places the vocabulary students use under an appropriate heading, i.e., place of work, profession, equipment, safety rules, safety measures. After lists have been compiled, students practice asking and answering questions about their work.

- \* Discussion Questions**
1. Why are these safety measures necessary?
  2. What might happen if you don't wear a hard hat?
  3. What does .... machine do?

**\* Variations** Depending on the level of the students, this may be purely a discussion of safety measures or an introductory vocabulary learning exercise.

**Remarks:** Even at a very beginning level, students often know, at least approximately, work-related vocabulary. Making sure that they understand it correctly, especially the safety signs, can be the focus of this activity.

**References:** None

# EMOTIONS

- Learning Goals:**
- To learn new vocabulary describing emotions and feelings
  - To practice conversational skills
- Level:** ● ●■
- Group Size:** 6 or more students
- Time:** 20 minutes or more
- Preparation and Materials:** A set of cards with faces expressing different emotions  
A set of cards with words expressing the same emotions or conditions.
- Learning Activity:**
- Have students divide into two teams. The team that has the picture card puts one card on the table. A member of the other team has to match it with the correct word card. If the answer is correct, a member of the first team reads the word and the second team starts with a new word card. The game continues until all the cards are read.
- \* Discussion Questions**      None
- \* Variations**                      On a more advanced level, sentences can be pronounced using the word from the card, i.e., He is tired instead of just tired .
- Remarks:**                              None
- References:**                            None

# CONVERSATION

- Learning Goals:** • Increasing accuracy in spoken English
- Level:** ● ■ ■◆
- Group Size:** 2 or more students
- Time:** 20-30 minutes
- Preparation and Materials:** 3x5 index cards with conversation topics written on them.  
Handout *Index Card Topics/Role Play*

## Learning Activity:

Call two students to the front of the class and ask them to sit in two chairs facing each other, while the rest of the class is seated in a semi-circle. Give a conversation topic card to the two students in the front. Explain that the cards merely function to promote interaction and that what is important is not the topic per se, but the language used by the two students. Have the two students up front speak to each other for three minutes about the situation or topic on the card. The rest of the students listen for inappropriate speech, mispronunciation, and incorrect grammar. When a mistake is heard, the listeners write down the phrase or sentence in which the mistake was made. Students take turns being "speakers" and "listeners."

\* **Discussion Questions** None

\***Variations** As an alternative, assign half the class to listen to one of the speakers, and the rest of the class to the other. One of the listeners gets the job of time-keeper, and when the pair in front is ready, the timekeeper says "Go" and the speakers converse. At the end of three minutes, the timekeeper says "Stop." Call upon the listeners one at a time to identify the mistakes they heard. The student who has made the mistake tries to correct it, but if he is unable to do so, the other listeners can be called upon to make the correction. If no one is able to correct the mistake, explain the problem and correct it.

**Remarks:** Shy students should never go first and sometimes need to see the process for a few classes before they are

willing to participate. Emphasize to the students that the listeners' job is just as important as the speakers' job because an awareness of mistakes is the first step toward avoiding mistakes in one's own speech.

**References:**

Zelman, N.E. (1992) *Conversation Inspirations for ESL*. Pro Lingua Associates: Brattleboro, VT.

## INDEX CARD TOPICS/ROLE-PLAY

### Advice:

1. Your friend is getting very drunk at a party. Tell him/her not to drink so much.
2. Your house is infested with fleas. Call the landlord and ask him/her what you should do.

### Business:

1. You go to an interview for a job, but you have no experience. Explain to the interviewer why you should have the job.
2. One of your co-workers is constantly talking to you and you find it difficult to perform your duties. Tell him/her this.

### Complaints:

1. You bought an item that was marked "Final Sale." When you brought the item home, you found it did not work. Bring it back to the store.
2. Your friend is always complaining to you about something. Tell him/her that you do not want to hear these complaints anymore.

### Conflict:

1. Your friend has been talking about you behind your back. Confront him/her about this.
2. You think your class is too difficult. Your teacher feels you just need to work harder. Discuss this with your teacher.

### Dating:

1. Try to get a man/woman you are interested in to ask you out on a date.
2. Your friend is confused about dating. Talk to him/her about dating customs.

### Descriptions:

1. You just met the most handsome/beautiful man/woman in the world. Tell your friend about him/her.
2. Your family wants to know all about the people in your class. Describe them.

### Directions:

1. You are on the wrong bus. Ask the driver how you can get back to the school.
2. Ask a restaurant waiter where the restroom is.

Emotion:

1. Your friend is in a really bad mood. Try to cheer him up.
2. Ask your friend to forgive you for saying something nasty to him/her.

Explanations:

1. Explain how to do something you do well.
2. Explain to your friend the steps that are involved in learning English.

Famous People:

1. Talk to Martin Luther King. Ask him why he was killed.
2. Ask Don Juan why he has so many girlfriends.

Other Categories:

1. Health
2. Introductions, Invitations, Farewells
3. Parent/child problems
4. Restaurants
5. Roommates
6. Spouses
7. Telephone
8. Telling the truth
9. Travel

# WHAT DO YOU KNOW?

- Learning Goals:**
- To recognize learning styles (visual, auditory and kinesthetic)
  - To review personal information

**Level:** ■

**Group Size:** Any

**Time:** 15-20 minutes

**Preparation and Materials:** None

**Learning Activity:**

Have the students answer 5 questions such as name, address, social security number etc. Then, have each student tell a partner how they remember this information. Discuss as a class. Give examples of visual, auditory and kinesthetic learning styles.

- \* Discussion Questions**
1. How difficult was it to answer these questions?
  2. What is the best/worst way for you to learn something?

**\* Variations**

The students can work with a partner and share examples of their learning styles. The instructor can give simple handouts about learning styles, listing different examples for each.

**Remarks:** Students are excited to see what they already know. Do this activity later with different questions about material you have taught.

**References:** Frender, G. (1990). Learning to Learn. Nashville: Incentive Publications.

# THE CHINESE ZODIAC

- Learning Goals:**
- To learn and practice new vocabulary
  - To talk about personalities and personal characteristics

**Level:** ■◆◆

**Group Size:** 3 or more students

**Time:** 15-30 minutes

**Preparation and Materials:** Handout *The Chinese Zodiac*

**Learning Activity:**

Read about the animal that corresponds to each student's year of birth. Discuss vocabulary from the attached list. Ask the students the following questions:

Is this true about you?

What is/is not true?

What sign is your husband? wife? friend?

Are you compatible with him/her?

**\* Discussion Questions**      None

**\* Variations**      For homework, students can do a survey. They can ask three other people (preferably native English speakers) about their reaction to the Chinese Zodiac's predictions and report back to class.

**Remarks:**      None

**References:**      None

## THE CHINESE ZODIAC

### RAT

1936, 48, 60, 72

Ambitious - having a strong desire for success

Prone - tend to, likely to

Lasting friendships - friendships that last a long time

Compatible - get along with

### OX

1937, 49, 61, 73

Inspiring/Inspiration - causes an urge to produce good and beautiful things, esp. work of art

Outstanding - very good, better than others

### TIGER

1938, 50, 62, 74

Aggressive - always ready to quarrel or attack; threatening

Candid - honest, frank

Courageous - no fear

Encourage - to give courage or hope to someone; urge on

Discourage - to take away courage and spirit

### RABBIT

1939, 51, 63, 75

Articulate - communicates very well verbally

Affectionate - showing gentle love

Shy - timid, not outgoing

### DRAGON

1940, 52, 64, 76

Eccentric - peculiar, unusual, strange behavior of a person

Passionate - strong feelings

Abundant - more than enough

### SNAKE

1941, 53, 65, 77

Tendency - probably, a natural likelihood

Vain - conceited, full of self-admiration

High tempered - an angry state of mind, get very angry easily

**HORSE**

1942, 54, 66, 78

Ostentatious - showy display of wealth to impress others

Impatient - not patient, in a hurry

**SHEEP**

1943, 55, 67, 79

Elegant - fancy, stylish, having qualities of grace and beauty

Timid - shy

Anonymity - noun of anonymous

Anonymous - without the writer's name, name unknown.

To influence - to have an effect on (persuade)

Enthusiastic - having a strong feeling of interest

To achieve - to reach a goal; to finish successfully

Discourage - to take away courage and spirit from; try to prevent

**COCK**

1945, 57, 69, 81

Devoted - loyal, caring a great deal

To quest - to seek, to look for

Eccentric - peculiar, unusual, strange person or behavior

**DOG**

1946, 58, 70, 82

Generous - showing readiness to give money, help OR kindness

Stingy - opposite of generous

Stubborn - determined with a strong will; "stubborn as a mule"

**BOAR**

1947, 59, 71, 83

Chivalrous - (esp. of men) marked by politeness, honor, generosity, good manners.

Strife - difficulty

# WHAT DOES IT SAY? WHAT DOES IT MEAN?

## Learning Goals:

- To familiarize students with company signage
- To practice the questions "What does it say?" and "What does it mean?"
- To practice explanations

## Level:



## Group Size:

Any

## Time:

10-20 minutes

## Preparation and Materials:

Handout *What does it say? What does it mean?* or similarly prepared grid of signage around plant or company for which students are held responsible.

Overhead of above handout.

Handout *What does it say? What does it mean?* "blank grid"

## Learning Activity:

Demonstrate to the students on the overhead "Column 1" and "Row 1," etc. Ask them to repeat the words "column" and "row." Then, randomly point to a square and ask students to identify it by column and row number (for example: Column 2, Row 3). After they are comfortable with these terms, call out a specific column and row location and read the information in the box. Ask students to repeat the information. Continue practicing until all 16 squares have been reviewed by "address" and "content."

To determine the level of comprehension and/or reading ability within the class, call out an "address" and ask a volunteer to read the contents and for another volunteer to explain the meaning. Ask the first student, "What does it say?" and the second student, "What does it mean?"

### \*Discussion Questions

1. What are the differences between "NOTICE," "WARNING" and "DANGER?"

### \*Variations

For the intermediate to advanced levels, have the students take turns calling out the "address" and asking the questions.

For an additional activity if the handout being used does not already reflect accurate signage on site, ask students to take the blank grid to their job location and record as many signs as they can within the squares. Pick those which are most legible and make copies for class practice.

**Remarks:**

The instructor should tour the factory or company in advance and record the signage. Then, the various signs can be typed within a table on a computer thus generating a grid similar to the handout. This customized grid will help the students become familiar with the signs they see all the time and for which they are responsible.

**References:**

None

# WHAT DOES IT SAY? WHAT DOES IT MEAN?

|   |   |  |   |
|---|---|--|---|
| <p><b>NOTICE</b></p> <p>Meeting in Progress</p>   | <p><b><u>WARNING</u></b></p> <p>FLAMMABLE GAS</p> | <p>No THROUGH TRAFFIC</p>                                      | <p>Three Minute Limit</p>  |
| <p>Ear and Eye protection must be worn beyond this point.</p>   | <p><b>NO SMOKING</b></p>                          | <p><b>THINK SAFETY</b></p>                                     | <p>BREAK ROOM</p>   |
| <p><b>NO ENTRANCE</b></p>   | <p>Fire Extinguisher</p>                          | <p>All employees must wash hands before returning to work.</p> | <p><b>DANGER</b></p> <p><b>High Voltage</b></p>   |
| <p>First Aid Clinic</p>  | <p>Emergency Exit Routes</p>                      | <p>No food or drink in this area.</p>                          | <p>Bend knees when lifting heavy objects.</p>   |

# WHAT DOES IT SAY? WHAT DOES IT MEAN?

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# TOOLS FOR WORK

**Learning Goals:**

- To be able to identify equipment used at work
- To be able to ask for equipment

**Level:** ● ●■ ■

**Group Size:** Any

**Time:** 50 minutes

**Preparation and Materials:** Photographs of equipment used at work  
Handout *Tools and Equipment Puzzle*  
Set up tour of warehouse

## Learning Activity:

Each participant talks about his/her job and what he/she wears. Then, show visuals of things worn at work. Write the vocabulary on the board; participants repeat each word. Explain each piece of equipment and its use in the plant. Practice short phrases using "this is \_\_\_"; "these are \_\_\_"; "I need \_\_\_." Visit warehouse where equipment is distributed.

- \* Discussion Questions**
1. What equipment do you wear?
  2. Where do you go to get new equipment?
  3. Who can go to the warehouse? when?

**\* Variations** More advanced students may complete the handout.

**Remarks:** The handout is designed for Spanish speakers.

**References:** None

# TOOLS AND EQUIPMENT PUZZLE

## ANSWERS

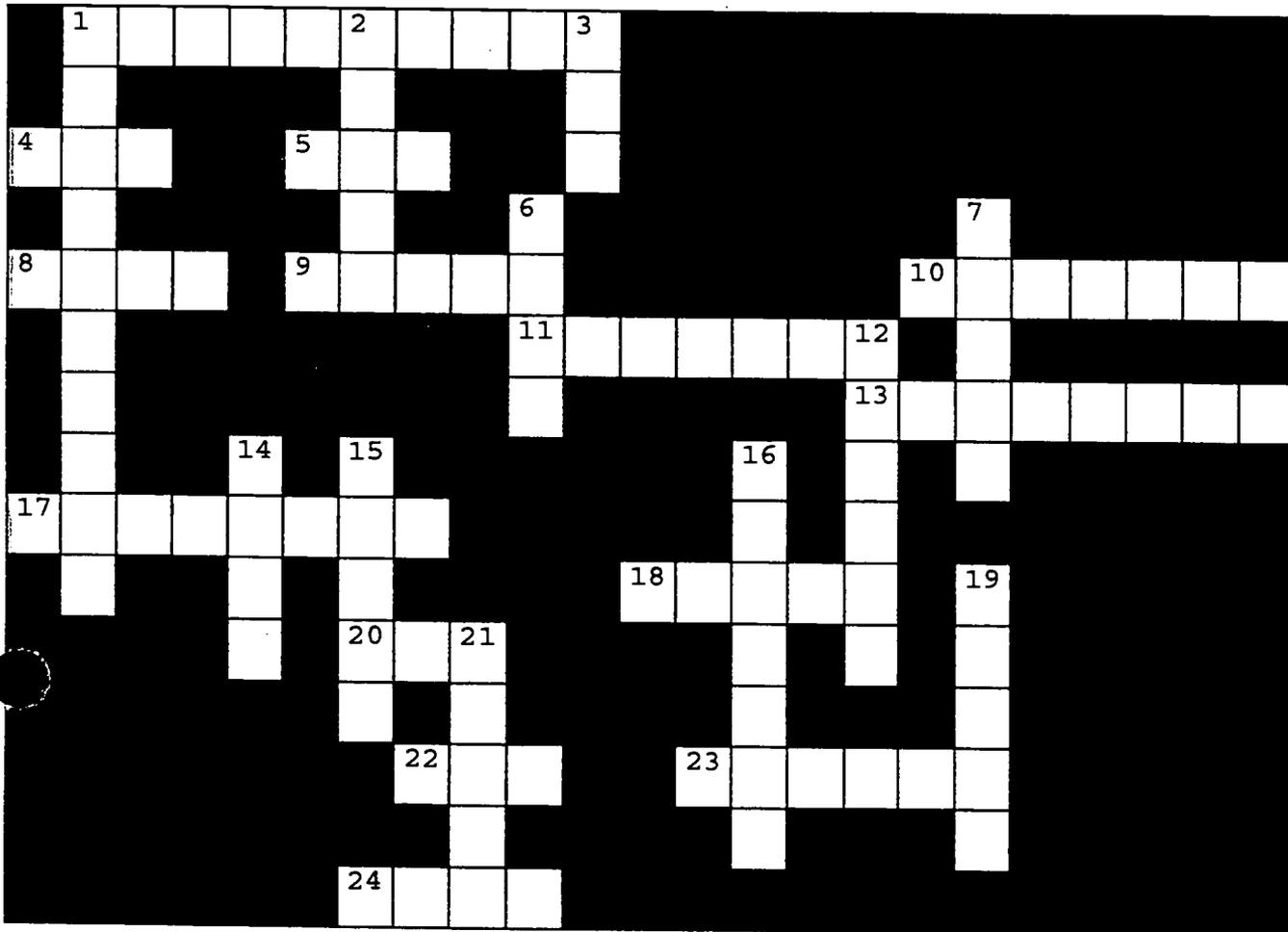
### Across

1. Production
4. Box
5. Hat
8. Meat
9. Knife
10. Sleeves
11. Lining
13. Leggings
17. Conveyor
18. Scale
20. Bag
22. Saw
23. Weight
24. Hide

### Down

1. Protection
2. Chain
3. Net
6. Belt
7. Plugs
12. Gloves
14. Mesh
15. Combo
16. Glasses
19. Boots
21. Guard

# TOOLS AND EQUIPMENT PUZZLE



ACROSS

DOWN

- 1. PRODUCCION
- 4. CAJA
- 5. CASCO
- 8. CARNE
- 9. CUCHILLO
- 10. MANGAS
- 11. FORRO
- 13. POLIANAS
- 17. BANDA
- 18. BASCULA
- 20. BOLSA
- 22. SERRUCHO
- 23. PESO
- 24. CUERO

- 1. PROTECCION
- 2. CADENA
- 3. MALLA
- 6. FAJA
- 7. TAPONES
- 12. GUANTES
- 14. ACERO
- 15. COMBINACION
- 16. ANTEOJOS
- 19. BOTAS
- 21. GUARDIA

# SHOPPING FOR EQUIPMENT

- Learning Goals:**
- To learn to inquire about costs of equipment
  - To learn about procedure for purchasing equipment

**Level:** ● ●■ ■

**Group Size:** Any

**Time:** 50 minutes

**Preparation and Materials:** Photographs of equipment used at work  
Set up tour of the warehouse

**Learning Activity:**

Review the names of equipment worn by the students. Write the names of the equipment on the board. Students talk with a partner using phrases such as "I wear \_\_\_\_\_ at my job." , "I use \_\_\_\_\_." Then, students practice asking for equipment ("I need \_\_\_\_\_"). Discuss the procedure for paying for the equipment. Discuss what equipment the company provides and what equipment the students may purchase.

- \* Discussion Questions**
1. How much does the equipment cost?
  2. How will I pay for it?

**\* Variations**

Take students on a tour of the warehouse. Then, have a student play the role of the warehouse clerk and have the other students ask for equipment they need. Have each student assume the role of the clerk.

**Remarks:** Many companies handle the distribution of equipment differently. Check with the company to see what their policy is.

**References:** None

# WORKPLACE RULES

**Learning Goals:**

- To identify rules at the company
- To be able to read and understand posted rules and regulations

**Level:** ● ●■ ■

**Group Size:** Any

**Time:** 50 Minutes

**Preparation and Materials:** Photographs of signs located within the workplace

**Learning Activity:**

Show the pictures to the students. Ask them to explain what the rule on each picture means. Write the rules on the board that the students do not understand. Have participants read the rules and pick out the unknown words. Explain the unknown words. Discuss each rule until the students understand them all fully.

- \* Discussion Questions**
1. What signs are important? Why?
  2. Can an employee lose his/her job if the rules are not followed?

**\* Variations**

Beginning students can work more on pronunciation. More advanced students can explain how the rules affect them individually.

**Remarks:** Students are sometimes unaware of the importance safety signs have to them as individuals. Also, how rules affect their ability to collect workman's compensation benefits.

**References:** None

# RULES AND RESPONSIBILITIES

- Learning Goals:**
- To become familiar with rules and responsibilities in the workplace
  - To understand the importance of having rules in the workplace

**Level:** ● ●■ ■

**Group Size:** Any

**Time:** One hour

**Preparation and Materials:** Photographs of employees at various jobs

**Learning Activity:**

Introduce names of different jobs. Have students find a photograph of their job or one that displays a similar situation. Discuss company rules that affect all employees. Discuss rules that are specific to one job.

- \* Discussion Questions**
1. What should you do if you can not go to work?
  2. What should you do if you get hurt at work?

**\*Variations** None

**Remarks:** Explain the importance of understanding all company rules that may affect students employment (ie. sick time, coming to work late).

**References:** None

# ACCIDENT/INSURANCE FORMS

- Learning Goals:**
- To fill out an accident report form correctly
  - To fill out an insurance form correctly
  - To review names, addresses etc.
- Level:** ● ●■ ■
- Group Size:** Any
- Time:** 1 hour
- Preparation and Materials:** Blank accident report forms (company specific or generic)  
Blank insurance forms (company specific or generic)

## Learning Activity:

Introduce the vocabulary from each form. Write unknown words on the board and indicate their meaning. Give examples of each word in a sentence. Explain the importance of completing the forms as completely as possible. Have each student complete one accident report form and one insurance form.

- \* Discussion Questions**
1. When do you need to fill out an accident report form? an insurance form?
  2. Why should you fill out these forms as completely as possible?

**\* Variations** Students can work with a partner and check each other's forms.

**Remarks:** Students need to understand that incomplete forms may reduce their ability to collect workman's compensation or insurance benefits.

**References:** None

# BODY PARTS BINGO

|                                   |   |
|-----------------------------------|---|
| <b>Learning Goals:</b>            | • To identify parts of the body                 |
| <b>Level:</b>                     | ●   |
| <b>Group Size:</b>                | 4 or more students                              |
| <b>Time:</b>                      | 45 minutes                                      |
| <b>Preparation and Materials:</b> | Handout <i>Bingo</i><br>markers: chips or beans |

## Learning Activity:

Write the names of body parts previously studied on the board. Have the students copy names on their bingo cards in any order. Say a body part while the student marks the corresponding one on the card. Continue until one student has a "bingo" (5 in a row) or "blackout" (all covered).

\* **Discussion Questions**      None

\* **Variations**                      Instructor can point to a body part or give a translation instead of just naming the body part. Also, students can take turns being the leader and pointing to a body part.

**Remarks:**                              This exercise provides a good way to reinforce the previous lessons on body parts. Games are great learning activities.

**References:**                            None

# BINGO

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# BODY PART TWISTER

- Learning Goals:** • To identify and name body parts
- Level:** ● ●■ ■
- Group Size:** 4 or more
- Time:** 30-45 minutes
- Preparation and Materials:** Twister game  
Modified spinner (Spinner has pictures of body parts and is divided into sections by a color)

## Learning Activity:

The students take turns spinning the spinner and reading the indicated actions- place left foot on the red circle. The student who spins does the action. They take turns until all students have had several turns or until the time is up.

\* **Discussion Questions** None

\* **Variations** Add more body parts to the spinner. Also, require students to hold the same position until it's their turn again.

**Remarks:** Students may be a little shy when they begin but they will warm up after everyone has had a turn. Be sensitive to cross-cultural issues such as touching one another and/or gender or mixed gender touching.

**References:** Bradley, Milton. Twister.

# WHICH WAY DO I GO?

**Learning Goals** To be able to ask for and give simple directions

**Level:** ●

**Group Size:** Any

**Time:** 50 minutes

**Preparation and Materials:** Signs labeled North, South, East, and West  
Flash cards with names of places or pictures, such as:  
nurse's office, warehouse, personnel, etc.  
Company specific map

## Learning Activity:

Write the vocabulary on the board and demonstrate the words. Practice the difference between left and right. Place the flash cards on the table in any order. Ask the students where the nurse's office is and have them answer using phrases/sentences such as "The nurse's office is North of the warehouse."

**\* Discussion Questions** 1. Where is the doctor's office, personnel office, post office, etc?

**\* Variations** Divide the class into pairs to practice giving directions. Partners can give directions to their house or to the grocery store, etc.

**Remarks:** Students must learn the vocabulary first, and then use the words in phrases/sentences.

**References:** None

# WHERE AM I?

- Learning Goals:**
- To develop the ability to read city and geographical maps.
  - To develop the ability to ask and understand directions

**Level:** ● ■ ■

**Group Size:** 4 or more students

**Time:** 40 minutes or more

**Preparation and Materials:** Children's geographical map  
A copy of a part of your city map.

**Learning Activity:**

Introduce the geographical map to the students; show them how to find directions. Ask direction are you going? Introduce the city map to the students; show them where you are and ask them to go to a familiar place. Then, ask them what is the general direction (east, north, etc.). Ask them to give you specific directions on how to get there. Have students work in pairs and choose places they want to go. Have them give each other directions.

**\* Discussion Questions** None

**\* Variations** For more advanced levels, have the students write directions, exchange them and follow each other's directions on the map. Going out into the city and actually following directions could be another interesting addition to this activity.

**Remarks:** None

**References:** None

# MAP DIRECTIONS

**Learning Goals:** • To give and follow directions

**Level:** ■

**Group Size:** Any

**Time:** 30-40 minutes

**Preparation and Materials:** Local maps

## Learning Activity:

Review previously learned phrases such as "turn left and go one block." Have one student give directions to another student using the terminology previously learned. For example, "Go 2 blocks and turn left. Then go North 1 block. Go into the second building on the left." The student following these directions must move his or her finger or a marker across the map until the destination is reached. Each student takes a turn at giving and following directions.

- \* Discussion Questions**
1. Did you understand the directions?
  2. What was good/bad about the directions?
  3. How could you give the directions better?

## \* Variations

Students can give directions to a location in town to a partner (without giving the name of the place). The partner must locate the place and tell its name at the next class session.

**Remarks:** None

**References:** None

# FOLLOW ME

**Learning Goals:** • To give and receive directions

**Level:** ■

**Group Size:** 4 or more students

**Time:** 30-45 minutes

**Preparation and Materials:** None

**Learning Activity:**

Explain to the students that they will give another student directions to a location in the parking lot (or any other accessible location). Review any terminology needed for this assignment. Students pick a partner. They decide who will give the directions and who will receive the directions. One partner should give the other partner directions to a place across the parking lot. The student must locate the place. The students switch assignments after they have finished.

- \* Discussion Questions**
1. What was clear about the directions?
  2. What was confusing about the directions?

**\* Variations**

Students can pretend that their partner is a new employee and give him/her directions to some location in the workplace. Students may also give their partners directions to their homes. The students may not use street names. (This makes it more difficult.) Each student brings their partners' address to the next class.

**Remarks:** Students find giving directions to co-workers difficult. They find listening and following someone else's directions easier.

**References:** None

# WHAT DID YOU SAY?

**Learning Goals:**

- To understand directions
- To acknowledge a lack of understanding when appropriate

**Level:** ■

**Group Size:** 3 or more students

**Time:** 40 - 50 minutes

**Preparation and Materials:** Question the Direction pages 56-59 in the book

**Learning Activity:**

Using page 56, read a direction to the students. If the students understand the direction, they hold their thumb up. If they do not understand the direction, they put their thumb down. The students are asked not to follow the direction only to acknowledge understanding or lack of understanding. Use page 57 if necessary. Continue with page 58 and ask the students to complete the direction. Use page 59 if necessary.

- \* Discussion Questions**
1. What types of directions are you given at work?
  2. What do you do if you do not understand the directions?

**\* Variations** When you have a limited amount of time, use only pages 56 & 57.

**Remarks:** Most students will not admit they do not understand. Many will signal they understand when they don't or wait for other students to go first.

**References:** Mancuso, Robert A. (1988). Question the Direction. Illinois: LinguiSystems.

# WHAT SEASON IS IT?

## Learning Goals:

- To identify seasons in the U.S.
- To describe the weather

## Level:



## Group Size:

Any

## Time:

45 minutes

## Preparation and Materials:

Calendar  
 Pictures of different seasons  
 Pictures of different types of weather

## Learning Activity:

Show the pictures of the seasons. Write four columns on the board with the name of a season on the top of each. Write the months on the board under the appropriate season. Show the different types of weather. Write these words on the board under the appropriate column. Teach short phrases concerning weather and seasons. Have the students work with a partner to practice the short phrases.

### \* Discussion Questions

1. What season is it now?
2. What is the weather like today?
3. What is one activity you do in Winter? (Spring etc.)
4. What is your favorite season? Why?

### \* Variations

Have the learners compare our seasons and climate to those in their country. Pantomime being cold, hot, etc and have students point to the picture you are describing. Reverse the exercise. More advanced students may write a short story about their favorite season, and read it to the class.

## Remarks:

None

## References:

None

# GUESS WHAT'S "COOKING"

**Learning Goals:**

- To learn food-specific vocabulary
- To practice conversational skills

**Level:** ● ●■

**Group Size:** 4 or more students

**Time:** 15 minutes

**Preparation and Materials:** None

**Learning Activity:**

Have the students divide into two groups. One group pretends that they are in a grocery store and they don't know the name of the food item they want to buy. They have to describe what they want using verbal and non-verbal hints. The other group has to guess with the help of the instructor, if necessary. The instructor makes a list of food items discussed. After each student takes part in both groups, the students practice pronunciation in chorus and talk about food.

- \* Discussion Questions**
1. What is your favorite food?
  2. What is your least favorite food?
  3. How is your national food different from American food?
  4. Who is the best cook in your family?

**\* Variations** For a very beginning level the instructor may bring pictures with food items and their names.

**Remarks:** None

**References:** None

# TRAFFIC SIGNS

**Learning Goals:** • To learn to identify traffic signs and symbols

**Level:** ● ●■ ■

**Group Size:** Any

**Time:** One hour

**Preparation and Materials:** State Driver's Manual

**Learning Activity:**

Show the pictures of traffic signs in the driver's manual. Ask the students to identify each sign. Write the names on the board and have the students copy them. Ask questions such as "Where would you see this sign?" Continue until students understand the signs.

- Discussion Questions**
1. What signs do you see on your way to work?
  2. What signs are similar to those in your country?

**\* Variations** Take the students on a walking field trip and see how many signs they see and can identify.

**Remarks:** None

**References:** None

# WHAT TIME IS IT?

**Learning Goals:**

- To understand time clocks and timecards
- To learn to read time correctly

**Level:**



**Group Size:**

Any

**Time:**

50 minutes

**Preparation and Materials:**

Prepare clocks with moveable hands

**Learning Activity:**

The instructor writes the vocabulary needed for time and schedules. Demonstrate time by moving hands on the clock. Have the participants repeat the demonstration by working with their own clocks.

**\* Discussion Questions**

1. What time do you go to work?
2. What time do you finish work?

**\*Variations**

The students may work in pairs, asking each other questions about time and schedules.

**Remarks:**

This is a good time to review days of the week.

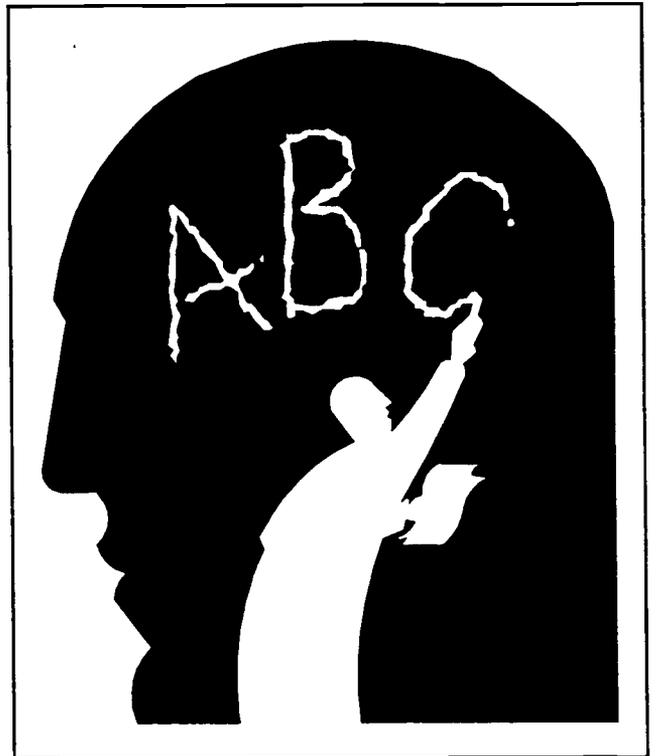
**References:**

None

Education starts with a good foundation

Grammatical

Categories



# THE BIG BROWN GERMAN CAR

|                                   |  |
|-----------------------------------|--|
| <b>Learning Goals:</b>            | • To introduce and practice customary order of adjectives  |
| <b>Level:</b>                     | ■ ■◆   |
| <b>Group Size:</b>                | Any  |
| <b>Time:</b>                      | 20 - 30 minutes  |
| <b>Preparation and Materials:</b> | Handout <i>Order of Elements in a Noun Phrase</i><br>Interesting objects or pictures to describe |

## Learning Activity:

Show an object or picture to students and ask them to call out words that describe the object (*large, round, brown, metal, plastic, etc.*) Write those words on a flip chart or board and then demonstrate how they can be strung together in one long adjective string. Begin with only two or three adjectives per string and ask students to repeat these descriptive phrases. Then, place as many as possible within a string and have students repeat.

Next, choose another picture or object and ask one student to provide a one-word description (*noisy machine*). Then, ask another student to use that description and add one more descriptive word (*large, noisy machine*). Ask a third student to use the first two descriptions and add an additional word. Continue with this chain activity until the adjective string begins to be cumbersome for the skill-level of the group.

**\*Discussion Questions**      None

**\*Variations**      For more practice, divide the larger group into pairs or small groups and practice the above chain activity within each pair or group for 5 minutes. This exercise could be turned into a competition to determine which pair or group could produce the longest adjective string.

This activity can also be done by describing the students in the class and/or what they are wearing. Students enjoy modeling for this activity.

For the more advanced levels, individual students can call out a noun and then three digits from 1-11 (car 2, 4, 7) from the handout as a prompt for other students to generate an

adjective string describing the noun (*the old Japanese car*).  
The class can do this activity together or in teams.

**Remarks:**

This activity is especially important for those students whose languages place adjective modifiers after the noun or somewhere else in the sentence. This activity can be easily modified to meet the skill level of the group. The important point is that students accept this order as "traditional" rather than "absolute." Most native English speakers "just know" when a group of adjectives are in the wrong order, but they are not likely to be able to explain why. In written form, adjectives within the same category are separated by commas. Adjectives from different categories are not separated by commas.

**References:**

None

### ORDER OF ELEMENTS IN A NOUN PHRASE

Simple sentences have two main parts: the "subject" and the "verb". The words or groups of words used as subjects are called noun phrases. Noun phrases may also function as objects of verbs and of prepositions. Any noun phrase, has a "customary" order for the determiners, adjective, and other modifiers. **This order is NOT absolute.** #4 and #5 are frequently reversed.

1. pre-determiners: all, both
2. determiner: a/an, the, these, your, John's
3. expression of quantity: seven, many, several
4. adjectives of quality: happy, sleepy, angry
5. size and shape adjectives: short, big, small, square, little
6. color adjective or adjective phrase: red, orange, greenish-white, gray-haired
7. adjectives of nationality: Mexican, German, Thai, Vietnamese
8. noun or noun phrase being used as an adjective: baby rabbits
9. main noun in the noun phrase
10. phrase modifier: modifies #8 and #9
11. clause modifier: modifies #1 through #10

|      |       |      |       |        |        |        |       |        |              |                    |
|------|-------|------|-------|--------|--------|--------|-------|--------|--------------|--------------------|
| 1    | 2     | 3    | 4     | 5      | 6      | 7      | 8     | 9      | 10           | 11                 |
| All  | the   |      | angry | tall   |        | French |       | men    | at work      | who were fired---- |
| ---- | the   | six  | happy | small  | black  |        |       | dogs   | on the grass | who were barking.  |
| ---  | ---   | some |       | little | yellow |        | baby  | ducks  | in the road. |                    |
|      | A few |      | heavy | round  | white  |        | river | stones | -----        | -----              |

1. All the angry tall French men at work who were fired quickly got other jobs.
2. I own the six happy black small dogs on the grass who were barking.
3. While I was driving, I almost hit some little yellow baby ducks in the road.
4. A few heavy round white river stones lay on the shore.

# DEFINITE AND INDEFINITE ARTICLES

- Learning Goals:**
- To use articles with count and non-count nouns correctly.
  - To practice using articles on the chart

**Level:** ■ ■◆◆

**Group Size:** Any

**Time:** 15 - 30 minutes

**Preparation and Materials:** Handout *Definite and Indefinite Articles*

**Learning Activity:**

Have each student review the handout to become familiar with layout. Ask students the difference between "definite" and "indefinite"; "specific" and "general" are often used as synonyms. Then, have them fold the paper in half (or just cover the Non-Count nouns so they focus on the Count Nouns). Determine if students understand when "a/an" are used. Tell them to use "a" before a noun beginning with a consonant and "an" before a noun beginning with a vowel; however, it is more reliable to tell them "consonant sound" or "vowel sound" (i.e. *a house, an hour*). Review singular and plural formations reminding students of words that are pluralized without adding "s" (*children, mice, men, women, etc.*). Have students orally generate additional, similar sentences. They can write them in the space provided or on a different sheet. Repeat the above with Non-Count Nouns. Next, have students describe their immediate surroundings, their work environment, or department, etc. using a combination of count and Non-Count Nouns and appropriate articles.

- \*Discussion Questions**
1. What are some other Count Nouns?
  2. What are some other Non-Count Nouns?

**\*Variations**

This exercise can be used in conjunction with or to reinforce *there is/there are* when describing a room, pictures, or work area.

**Remarks:** Depending upon the level of students, they can do this orally or write it. Have students keep the handout in a convenient place to use as a resource for additional written activities.

**References:** None

# DEFINITE AND INDEFINITE ARTICLES

[a/an, the, some, Ø]

|  | COUNT NOUNS   | NON-COUNT NOUNS  |
|--|---|--|
|  | [SINGULAR]<br>a/an  | [PLURAL]<br>some/Ø   |
| <b>I<br/>N<br/>D<br/>E<br/>F<br/>I<br/>N<br/>I<br/>T<br/>E</b> | 1. There is a child in a car.<br>2. An old man is on a bench.<br>3. Some birds are in trees.<br>4. Some children are on skateboards.<br>5.<br>6.<br>7.<br>8.<br>9.<br>10.                                       | 1. I saw furniture in some windows.<br>2. Coffee and sugar are on sale today.<br>3. Some information isn't important.<br>4. Management and labor don't get along.<br>5.<br>6.<br>7.<br>8.<br>9.<br>10. |
|  | [SINGULAR]<br>the   | [PLURAL]<br>the  |
| <b>D<br/>E<br/>F<br/>I<br/>N<br/>I<br/>T<br/>E</b>             | 1. The child in the car is crying.<br>2. The birds are blackbirds.<br>3. The children are playing baseball.<br>4. The men and the women in the company work well together.<br>5.<br>6.<br>7.<br>8.<br>9.<br>10. | 1. The furniture is modern.<br>2. The coffee is decaffeinated.<br>3. I have the information she needs.<br>4. The management doesn't agree with the music.<br>5.<br>6.<br>7.<br>8.<br>9.<br>10.         |

# ADDING WORDS

**Learning Goals:** • To practice countable/non-countable nouns, the alphabet, and indefinite articles

**Level:** ● ■ ■ ■◆

**Group Size:** 3 or more students

**Time:** 10-20 minutes

**Preparation and Materials:** None

## Learning Activity:

Have students sit in a circle. The first student says: "I went to the store and bought an apple." The next student adds one more item to the sentence that starts with the letter "B." The third student adds a third item that starts with the letter "C" and so on. For example:

Student #1. I went to the store and bought an apple.

Student #2. I went to the store and bought an apple and some books.

Student #3. I went to the store and bought an apple, some books, and a cake.

Student #4. I went to the store and bought an apple, some books, a cake, etc.

\* **Discussion Questions** None

\* **Variations** Write the words on the board so that the students remember them and use them for examples to discuss indefinite articles.

**Remarks:** None

**References:** None

# HOW MUCH/HOW MANY

- Learning Goals:**
- To utilize how much/how many in their correct form
  - To apply these measuring words in everyday life at work and at home

**Level:** ■

**Group Size:** 2 or more students

**Time:** 30-45 minutes

**Preparation and Materials:** Handout *How much/How many*  
Handout *Greek "Spanakorizo"--Spinach with Rice*

**Learning Activity:**

Give students the handout *How much/How many*. Look at the words together and decide which ones take how much and which ones take how many. Explain to the students that we use *how much* with words we can NOT count, and we use *how many* with words we CAN count. Ask students to complete the lists with words they use everyday at work and at home. Then, give the students the second handout and ask them to read the recipe and to answer the questions.

**\* Discussion Questions**      None

**\*Variations**      If students enjoy reading the recipe, ask them to write their favorite recipe and have fellow students ask questions about the quantity of ingredients needed like the examples in the second handout.

**Remarks:**      None

**References:**      None

## How much/How many

We use **how much** with words we can NOT count one by one. Examples: sugar, money, etc.

We use **how many** with words we CAN count one by one. Examples: chairs, apples, etc.

Can you think of some examples that you use at home and at work?

| How many _____ do you have? |         | How much _____ do you have? |         |
|-----------------------------|---------|-----------------------------|---------|
| At work                     | At home | At work                     | At home |
|                             |         |                             |         |

## GREEK "SPANAKORIZO" --SPINACH WITH RICE

3 10 oz. packages of frozen chopped spinach  
1 onion, chopped  
1 cup of water  
1 bouillon of chicken broth or vegetable broth  
1 small can of tomato sauce  
1/2 cup of rice  
1 tsp (teaspoon) of pepper  
1 tsp (teaspoon) of garlic powder  
1/2 cup of olive oil

1. How \_\_\_\_\_ packages of frozen spinach do you need in this recipe?
2. How \_\_\_\_\_ rice do you need?
3. How \_\_\_\_\_ olive oil do you need?
4. How \_\_\_\_\_ cans of tomato sauce do you need?

# COUNTING THE "UNCOUNTABLE"

- Learning Goals:**
- To quantify environment better
  - To group things into traditional "classes"
  - To reinforce Count and Non-Count Nouns

**Level:** ■ ■◆◆

**Group Size:** Any

**Time:** 20-30 minutes

**Preparation and Materials:** Handout *Classifiers*  
Pictures from magazines or newspapers

**Learning Activity:**

Have each student look at the Classifier list and notice differences in spelling between singular and plural forms. Then, use this list as a quick pronunciation exercise reinforcing the /s/ and /z/ or /Iz/ sounds in the plural forms. Use the pictures to illustrate what some of the classifiers "look" like. On the board, write ten of the classifiers that seem to be appropriate for their class area or work environment (*pallet of, box of, roll of, package of*). Ask students to look around the classroom or take a walk around their work environment and locate items that can be "counted" with the 10 classifiers. Then, have students return to class and report on what they found.

Give students "an assignment" to go home or back to work and take an inventory of the refrigerator, in the factory, in their department, or in their homes using the list of classifiers. They will have to report back during the next class session.

**\*Discussion Questions**      None

**\*Variations**                      If possible, have class meet at a local grocery store and give them a list of classifiers that they have to use to identify items they see in the store. Have them identify two of each.

**Remarks:**                              This also becomes a good pronunciation exercise helping students to reduce stressing "of" and by placing the emphasis on the noun which follows. This activity is also like a scavenger hunt. It's fun to let the students loose individually or in pairs and see what they bring back.

Also, this list is by no means exhaustive. Students may think of other classifiers which are not listed. This list becomes a "work in progress," and therefore is an active resource.

**References:**

None

# CLASSIFIERS

(For counting "non-count" nouns and some "count nouns")

What other examples can you think of?

|   |                      |   |                      |
|---|----------------------|---|----------------------|
| <b>a bar of...</b><br>(soap, candy, gold)               | <b>bars of...</b>    | <b>a crate of...</b><br>(oranges, engine parts, supplies) | <b>crates of...</b>  |
| <b>a bag of...</b><br>(potato chips, cement, birdseed)  | <b>bags of...</b>    | <b>a cube of...</b><br>(cheese, sugar, ice)               | <b>cubes of...</b>   |
| <b>a barrel of...</b><br>(oil, sand, water, pickles)    | <b>barrels of...</b> | <b>a cup of...</b><br>(soup, coffee, tea, sugar)          | <b>cups of...</b>    |
| <b>a basket of...</b><br>(apples, flowers)              | <b>baskets of...</b> | <b>a dish of...</b><br>(ice cream, spaghetti, stew)       | <b>dishes of...</b>  |
| <b>a bottle of...</b><br>(beer, wine, ketchup, tequila) | <b>bottles of...</b> | <b>a flock of...</b><br>(birds, geese, ducks, sheep)      | <b>flocks of...</b>  |
| <b>a bowl of...</b><br>(cereal, ice cream, chili, soup) | <b>bowls of...</b>   | <b>a gallon of...</b><br>(milk, ice cream, gasoline, oil) | <b>gallons of...</b> |
| <b>a bunch of...</b><br>(bananas, stuff, wire, clothes) | <b>bunches of...</b> | <b>a glass of...</b><br>(water, juice, wine, beer)        | <b>glasses of...</b> |
| <b>a bundle of...</b><br>(rope, newspapers, magazines)  | <b>bundles of...</b> | <b>a head of...</b><br>(lettuce, garlic, cauliflower)     | <b>heads of...</b>   |
| <b>a can of...</b><br>(Coke, beer, orange juice, oil)   | <b>cans of...</b>    | <b>a herd of...</b><br>(cattle)                           | <b>herds of...</b>   |
| <b>a carton of...</b><br>(milk, juice, cigarettes)      | <b>cartons of...</b> | <b>a jar of...</b><br>(mustard, screws, cotton)           | <b>jars of...</b>    |
| <b>a chunk of...</b><br>(cheese, meat, wood)            | <b>chunks of...</b>  | <b>a loaf of...</b><br>(bread)                            | <b>loaves of...</b>  |

**a mug of...**  
(beer, coffee)

**mugs of...**

**a roll of...**      **rolls of...**  
(wire, toilet paper, gauze, bandages)

**an ounce of...**  
(meat, oil)

**ounces of...**

**a six-pack of...**      **six-packs of...**  
(beer, Coke, juice)

**a pack of...**  
(cigarettes)

**packs of...**

**a slice of...**      **slices of...**  
(bread, pizza, cheese, meat)

**a package of...**      **packages of...**  
(cigarettes, filters, bandages)

**a spool of...**      **spools of...**  
(thread, wire, rope, cable)

**a pair of...**      **pairs of...**  
(socks, shoes, pliers, glasses, jeans)

**a stack of...**      **stacks of...**  
(chairs, paper, clothes, towels)

**a pallet (skid) of...** **pallets (skid) of...**  
(boxes, engines, newspapers)

**a stick of...**      **sticks of...**  
(cinnamon, gum, dynamite)

**a piece of...**      **pieces of...**  
(meat, bread, paper, plastic, pizza)

**a tray of...**      **trays of...**  
(food, surgical instruments)

**a pint of...**      **pints of...**  
(oil, milk, glue, soap, blood)

**a tube of...**      **tubes of...**  
(glue, toothpaste, caulk, grease)

**a pitcher of...**      **pitchers of...**  
(beer, milk, juice)

**a pot of...**      **pots of...**  
(coffee, stew, soup)

**a quart of...**      **quarts of...**  
(milk, oil)

**a pound of...**      **pounds of...**  
(nails, coffee, meat, paper, fish)

# CINQUAINS

- Learning Goals:**
- To encourage recognition and use of parts of speech
  - To stimulate "controlled" creativity
- Level:** ■◆
- Group Size:** Any
- Time:** 15 minutes
- Preparation and Materials:** Handout *Cinquains*

## Learning Activity:

Prior to doing this activity, students should review identification of various parts of speech if definitions have already been presented prior to this time. Write some nouns, various forms of verbs, and adjectives on the board for students to identify. Explain to students that a cinquain is a "five line" poem which describes emotions, opinions, facts, or objects in a very simple, but specific form. Refer students to the handout so they can see that a cinquain will have a "diamond" shape. Students must pay attention to the specific use of parts of speech as explained on the handout.

Do one or two cinquains as a class "chain" activity on a board or overhead - one student provides the "title" noun; the next student then provides an adjective; the next student provides the noun for the second line; the next student begins the third line with an adjective; two other students add the second and third adjectives; four students each provide an appropriate verb (all in similar tense). Then, allow the students to produce their own cinquains. Go around the room and check to see if the students understood the directions.

- \*Discussion Questions**
1. Did you notice the differences in meaning and "tone" that the various verb forms made? Did you notice the different feelings the adjectives created?
  2. With only 11 words you have created a "word picture". Did you enjoy doing that?

## \*Variations

For the intermediate group, prescribe a list of nouns, adjectives and verbs to be used for the activity. This strategy imposes more control while still allowing some freedom of expression and creativity

**Remarks:**

When the exercise is over, collect the cinquains and retype them as a handout for the next class session. Students enjoy seeing the work of the other students.

**References:**

None

# CINQUAINS

Machine  
heavy metal  
forge, grind, polish  
noisy, busy, oily, dirty  
machine

Friend  
loyal lady  
forgiving, loving, laughing  
friendly, delightful, content, calm  
friend

Boss  
stern man  
yell, tell, sell  
lonely, heavy, busy, crazy  
boss

Supervisor  
patient manager  
listens, coaches, smiles, watches  
kind, smart, easy, loyal  
supervisor

- Line 1 - One word title (noun)
- Line 2 - Two words describing the title (adjective + noun)
- Line 3 - Three action words (verbs with same form)
- Line 4 - Four words which describe the title (adjectives)
- Line 5 - Rename the title

# THE PREPOSITION TRIANGLE

- Learning Goals:**
- To show students when to use **in, on, at**
  - To practice different uses for **in, on, at**
- Level:** ● ■ ■ ■ ◆ ◆
- Group Size:** Any
- Time:** 20 minutes
- Preparation and Materials:** Handouts *Preposition Triangle, Preposition Triangle Worksheet*  
File cards with different place names  
(e.g. *Chicago, 14 Jones St., work, etc.*)  
File cards with different time expressions  
(e.g. *the morning, night, May, etc.*)

## Learning Activity:

Have each student review the handout and explain the difference between "specific" and "general".

Pass out file cards with place names or time expressions and ask students to generate sentences using the correct preposition.

Prompt students to generate sentences or comments relative to their work schedules or places of work, making the extensions as long as possible.

**\*Discussion Questions** None

**\*Variations** **Chain activity** - Have one student begin a sentence with a prepositional phrase describing place (*at work*); the next student must repeat the sentence and add on another place phrase using "on", "in" or "at" (*at work in the factory...*); and so on. Have students mix the time expressions and the place names for added creativity. The possibilities and length are determined by size and ability of group.

Depending upon what tense they are currently studying or familiar with, students may generate sentences with varying tenses. Giving students more than one card forces them to

string more information together using all three prepositions (e.g. "I live at 38 West Cherry Lane in Chicago." or "I was born in the summer at 4:00 in the evening on Saturday.").

**Remarks:**

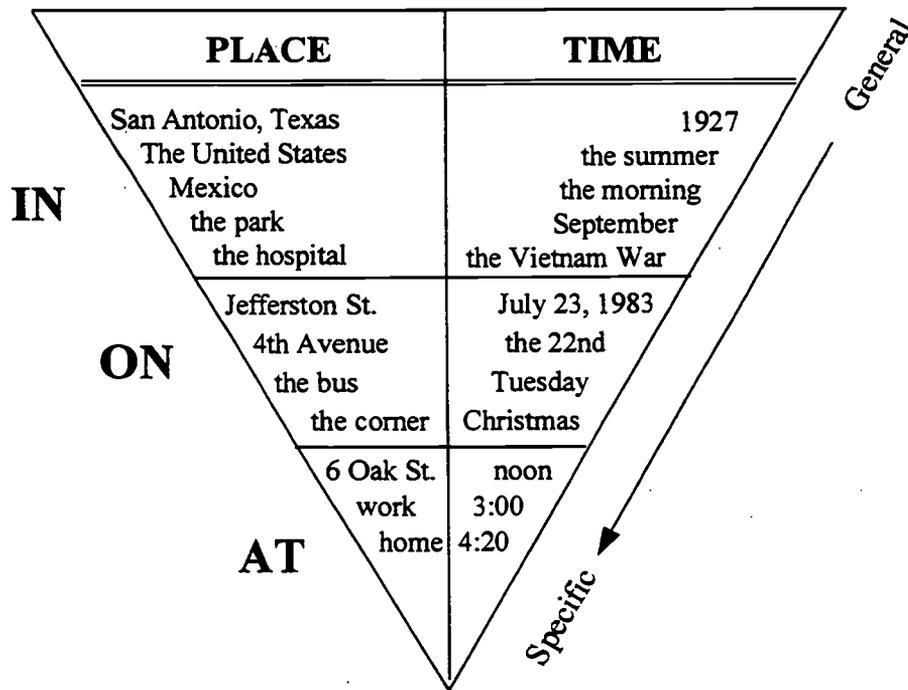
The chart is shaped as a triangle to reinforce the specificity of "at". Demonstrate this to beginning students by raising your arms up and out at shoulder level for "in" and bringing them in and down to waist level for "at".

This resource is valuable to those students whose languages use prepositions similar to English but which may vary enough to be really confusing (Spanish in particular).

**References:**

None

## PREPOSITION TRIANGLE



## PREPOSITION TRIANGLE WORKSHEET

**Instructions:** Use the Preposition Triangle and fill in the blanks with *IN*, *ON*, *AT*

1. I work \_\_\_\_\_ Western Forge.
2. I work \_\_\_\_\_ third shift \_\_\_\_\_ the hospital
3. I live \_\_\_\_\_ Colorado Springs, Colorado.
4. I was born \_\_\_\_\_ the 21st.
5. My birthday is \_\_\_\_\_ June 26, 1955.
6. I began to work here \_\_\_\_\_ 1989.
7. I live \_\_\_\_\_ the corner of Kiowa and Uintah \_\_\_\_\_ 126 Kiowa.
8. I wake up \_\_\_\_\_ 3:00 \_\_\_\_\_ the afternoon.
9. I go to bed late \_\_\_\_\_ night.
10. I came to Colorado Springs \_\_\_\_\_ the winter.
11. I don't work \_\_\_\_\_ Tuesday.
12. I have to work \_\_\_\_\_ Christmas..
13. I go home early \_\_\_\_\_ the morning \_\_\_\_\_ 1:00.
14. My family lives \_\_\_\_\_ El Salvador.
15. I get paid \_\_\_\_\_ Friday.
16. My friend is \_\_\_\_\_ the hospital with a broken leg.
17. I am finally home \_\_\_\_\_ 8:30 \_\_\_\_\_ the evening.
18. I live \_\_\_\_\_ Fountain Blvd. \_\_\_\_\_ an apartment.
19. My brothers and I live \_\_\_\_\_ a house \_\_\_\_\_ Prospect \_\_\_\_\_ 607.
20. We have team meetings \_\_\_\_\_ 2:00 \_\_\_\_\_ the morning.

# WHOSE IS THIS ANYWAY?

- Learning Goals:**
- To review possessive pronouns
  - To review yes/no question intonation and formation
  - To reinforce contraction "it's"
  - To reinforce pronunciation of /s/ and /z/

**Level:** ■ ■◆◆

**Group Size:** Any

**Time:** 20 minutes

**Preparation and Materials:** Handout *Whose is this anyway?*

## Learning Activity:

Read the poem on the handout in "conversational" style. Change locations as each part is read to reinforce the idea of two different people speaking. Then, go through the poem and have students repeat the different pronouns noting the difference between the /s/ sound of the letter "s" in "it's" and the /z/ sound of the letter "s" in "his".

Determine if students understand the possessive pronouns (*mine, hers, his, yours, ours, its, and theirs*) sufficiently before asking them to repeat the lines. Pick up objects in the classroom and ask different students to identify to whom the object belongs with "It's his.", "It's mine.", etc. Also, ask questions, "Is the book hers?", "Is the water mine?", etc. Continue when the students have a good tangible understanding of these pronouns.

Model each line of the poem slowly, and have students repeat. Then, repeat the lines several times with increased speed.

**\*Discussion Questions** None

**\*Variations** For the Intermediate/Advanced level, divide the class into two groups and allow each group to take one part of the dialogue. Switch parts so each group can practice the sounds and question intonation.

**Remarks:** Many yes/no questions require rising intonation at the end of the question. One "Wh" question requires falling intonation at the end of the question. One "or" question requires rising intonation for the first part and falling intonation for the second part. These contours are indicated by arrows in the

adjacent dialogue on the handout.

**References:**

None

## WHOSE IS THIS ANYWAY?

A. Whose is this? Is it yours or his?

B. It's his.

A. It is?

B. No, I'm sure it's yours.

A. It's not mine. Maybe it's hers.

B. Hers? It's not yours?

A. No, I think it's hers.

B. It could be hers or theirs.

A. Theirs, but not ours.

B. Ours is there.

A. Theirs is here.

B. But they're not here.

A. They're there.

B. Then, it's theirs.

A. Whose is this anyway?

/zIz/ /s/ /IzIt/ /z/ /z/

A. Whose is this? Is it yours or his?

/s/ /z/

B. It's his.

/z/

A. It is?

/s/ /z/

B. No, I'm sure it's yours.

/s/ /s/ /z/

A. It's not mine. Maybe it's hers.

/z/ /s/ /z/

B. Hers? It's not yours?

/s/ /z/

A. No, I think it's hers.

/z/ /z/

B. It could be hers or theirs.

/z/ /z/

A. Theirs, but not ours.

/zIz/

B. Ours is there.

/zIz/

A. Theirs is here.

B. But they're not here.

A. They're there.

/s/ /z/

B. Then, it's theirs.

/zIz/ /s/

A. Whose is this anyway?

# OLD MACDONALD HAD A FARM

**Learning Goals:** • To practice vowels, vocabulary, and onomatopoeia

**Level:** ● ●■

**Group Size:** Any

**Time:** 10-20 minutes

**Preparation and Materials:** Handout *Old MacDonald Had a Farm*

**Learning Activity:**

Read (or sing) the song one time to the students. Have the students read or sing one stanza of the song at a time, putting emphasis on the pronunciation of vowels.

\* **Discussion Questions** None

\* **Variations** If you have the song on a tape, play it along on a tape recorder.

**Remarks:** None

**References:** None

# OLD MACDONALD HAD A FARM

Old MacDonald had a farm, A-E-I-O-U

And on his farm he had a cat, A-E-I-O-U

With a mew-mew her and a mew-mew there  
Here a mew, there a mew,  
ev'rywhere a mew-mew

Old MacDonald had a farm, A-E-I-O-U



Old MacDonald had a farm, A-E-I-O-U

And on his farm he had a pig, A-E-I-O-U

With an oink-oink here and an oink-oink there  
Here an oink, there an oink,  
ev'rywhere an oink-oink

Old MacDonald had a farm, A-E-I-O-U



Old MacDonald had a farm, A-E-I-O-U

And on his farm he had a duck, A-E-I-O-U

With a quack-quack here and  
a quack-quack there  
Here a quack, there a quack  
ev'rywhere a quack-quack

Old MacDonald had a farm, A-E-I-O-U



Old MacDonald had a farm, A-E-I-O-U

And on his farm he had a cow, A-E-I-O-U

With a moo-moo here and a moo-moo there  
Here a moo, there a moo,  
ev'rywhere a moo-moo

Old MacDonald had a farm, A-E-I-O-U



Old MacDonald had a farm, A-E-I-O-U

And on his farm he had a mule, A-E-I-O-U

With a hee-haw here and a hee-haw there  
Here a hee, there a haw  
ev'rywhere a hee-haw

Old MacDonald had a farm, A-E-I-O-U



Old MacDonald had a farm, A-E-I-O-U

And on his farm he had a chick, A-E-I-O-U

With a chick-chick here and  
a chick-chick there  
Here a chick, there a chick  
ev'rywhere a chick-chick

Old MacDonald had a farm, A-E-I-O-U



# WHOSE IS THIS ANYWAY?

## Learning Goals:

- To review possessive pronouns
- To review yes/no question intonation and formation
- To reinforce contraction "it's"
- To reinforce pronunciation of /s/ and /z/

## Level:



## Group Size:

Any

## Time:

20 minutes

## Preparation and Materials:

Handout *Whose is this anyway?*

## Learning Activity:

Read the poem on the handout in "conversational" style. Change locations as each part is read to reinforce the idea of two different people speaking. Then, go through the poem and have students repeat the different pronouns noting the difference between the /s/ sound of the letter "s" in "it's" and the /z/ sound of the letter "s" in "his".

Determine if students understand the possessive pronouns (*mine, hers, his, yours, ours, its, and theirs*) sufficiently before asking them to repeat the lines. Pick up objects in the classroom and ask different students to identify to whom the object belongs with "It's his.", "It's mine.", etc. Also, ask questions, "Is the book hers?", "Is the water mine?", etc. Continue when the students have a good tangible understanding of these pronouns.

Model each line of the poem slowly, and have students repeat. Then, repeat the lines several times with increased speed.

**\*Discussion Questions**      None

**\*Variations**      For the Intermediate/Advanced level, divide the class into two groups and allow each group to take one part of the dialogue. Switch parts so each group can practice the sounds and question intonation.

## Remarks:

Many yes/no questions require rising intonation at the end of the question. One "Wh" question requires falling intonation at the end of the question. One "or" question requires rising intonation for the first part and falling intonation for the second part. These contours are indicated by arrows in the

adjacent dialogue on the handout.

**References:**

None

## WHOSE IS THIS ANYWAY?

A. Whose is this? Is it yours or his?

B. It's his.

A. It is?

B. No, I'm sure it's yours.

A. It's not mine. Maybe it's hers.

B. Hers? It's not yours?

A. No, I think it's hers.

B. It could be hers or theirs.

A. Theirs, but not ours.

B. Ours is there.

A. Theirs is here.

B. But they're not here.

A. They're there.

B. Then, it's theirs.

A. Whose is this anyway?

/zIz/ /s/ /IzIt/ /z/ /z/

A. Whose is this? ↘ Is it yours ↗ or his? ↘

/s/ /z/

B. It's his. ↘

/z/

A. It is? ↗

/s/ /z/

B. No, ↗ I'm sure it's yours. ↘

/s/ /s/ /z/

A. It's not mine. ↘ Maybe it's hers. ↘

/z/ /s/ /z/

B. Hers? ↗ It's not yours? ↗

/s/ /z/

A. No, I think it's hers. ↘

/z/ /z/

B. It could be hers ↗ or theirs. ↘

/z/ /z/

A. Theirs, ↘ but not ours. ↘

/zIz/

B. Ours is there. ↘

/zIz//

A. Theirs is here. ↘

B. But they're not here. ↘

A. They're there. ↘

/s/ /z/

B. Then, ↗ it's theirs. ↘

/zIz/ /s/

A. Whose is this anyway? ↘

# WHAT, WHEN AND WHY

**Learning Goals:** • To be able to understand question words

**Level:** ■

**Group Size:** 3 or more students

**Time:** 45 - 60 minutes

**Preparation and Materials:** Help 1 and 2 Language game: wh question cards

**Learning Activity:**

Review how to use question words, "what", "when" and "why?" Have the students give examples of each word. Continue this process until all students understand. Begin the game using the *wh* question cards. Have each student place a marker on the board. Each student takes a turn reading the question on the card and answering it in the most complete sentence he or she can create. Have the students continue taking turns until time runs out or until one student has moved his or her marker to the finish line..

\* **Discussion Questions** None

\* **Variations:** For fewer than 3 students, you may use the cards individually instead of with the game.

**Remarks:** Many times students will help each other during this game. This is a great way for students to learn from their peers.

**References:** Lazzari, A. M., & Peters, P. M. (1990). Help 1 & 2 : Language Game. Illinois: LinguSystems.

# GUESS WHAT I'M READING

- Learning Goals:**
- To predict the content of a reading passage, story, or book
  - To aid reading comprehension

**Level:** ● ■ ■ ■ ◆

**Group Size:** 2 or more students

**Time:** 10-15 minutes

**Preparation and Materials:** Reading materials

**Learning Activity:**

Write the title of the passage, story, or book the students will read on the board. Ask the students what they think this passage/story/book will be about based on the title. Let students brainstorm for some time, and write their answers on the board. Then say: "Let's read and find out." Once students have read the passage/story/book, ask them what it was about. Compare their answers with their predictions. Discuss similarities and differences.

**\*Discussion Questions**      None

**\*Variations**      This can also be a fun activity if you have a picture from the passage/story/book. Students can first predict the content from the picture, then from the title, and finally read the story. These are options to make them focus more on what they are reading.

**Remarks:**      None

**References:**      None

# GUESS THE WORD

- Learning Goals:**
- To practice new vocabulary
  - To practice listening to definitions
  - To practice spelling

**Level:** ● ●■

**Group Size:** 4 or more students

**Time:** 10-20 minutes

**Preparation and Materials:** Vocabulary list

**Learning Activity:**

After introducing and studying new vocabulary, divide the class into two teams. Give the word definitions, and then have two students (one from each team) write the word on the board. The first one to write it correctly gets a point.

Example (clothing vocabulary):

*"You wear these on your hands to keep warm."*

-gloves

*"You wear these on your feet in the snow."*

-boots

\* **Discussion Questions**      None

\* **Variations**                      None

**Remarks**                              None

**References**                            None

# WORD SEARCH

- Learning Goals:**
- To recognize "job related" words
  - To identify complete words among unrelated letters
  - To become familiar with English alphabet

**Level:** ● ■ ■ ■ ◆

**Group Size:** Any

**Time:** 10 - 15 minutes

**Preparation and Materials:** Handout and overhead *Word Search* (filled in)  
overhead markers

## Learning Activity:

Before copying the handout, fill in the blank one with the name of the company or the type of company (e.g. "Find the following HOSPITAL words and circle.") Then, type or print the vocabulary words which the students will locate in the Word Search. Print the words to be located in the grid in the directions indicated by the arrows. After entering the words, fill in the additional blocks with miscellaneous letters. Copy and distribute. Walk around room to assist students who are having difficulty locating the words.

**\*Discussion Questions** None

**\*Variations** If you have an overhead and a transparency is ready, ask the student who finished first or located the most words to identify them on the transparency with an overhead marker.

For beginning students, write the words in in the "left to right" direction only. Students who are illiterate or semi-literate will have difficulty locating words in other directions.

Intermediate/advanced students could make up their own Word Searches for one another or for the class.

**Remarks:** Some students may really struggle with this activity. Guard against letting it become too frustrating. They could easily become defeated. If this activity is done periodically especially to introduce new vocabulary words, students can easily see their progress from one word search to the next.

This activity quickly reveals those who are illiterate in English and/or their own language. Word recognition is a transferable skill for those who are literate in their own language. Circling words, rather than highlighting them, physically reinforces the boundaries of the word and further encourages word recognition.

**References:**

None



# TELL ME ABOUT \_\_\_\_\_

**Learning Goals:**

- To practice conversational skills
- To practice new vocabulary

**Level:** ■

**Group Size:** 3 or more students

**Time:** 20 minutes or more

**Preparation and Materials:** Handout *Names and topics*  
Handout *Vocabulary List*

## Learning Activity:

Have the students choose a person, place or thing to describe using new and old vocabulary.

- \* Discussion Questions**
1. What do you like about this person/place/thing?
  2. What do you not like about the same?

**\* Variations** More advanced students can write their descriptions.

**Remarks:** None

**References:** None

## NAMES AND TOPICS

Using new and old vocabulary learned, describe in English the following people/places/things:

- ▶ President Bill Clinton
- ▶ The teacher
- ▶ Michael Jordan
- ▶ D.I.A.
- ▶ Denver
- ▶ a party
- ▶ Arnold Schwarzenegger
- ▶ Madonna
- ▶ a cabinet
- ▶ what a "family" is
- ▶ your house
- ▶ René Salas (a student in class)
- ▶ The United States
- ▶ A typical Mexican town
- ▶ The zoo
- ▶ your pet
- ▶ someone in your family
- ▶ a car
- ▶ English class
- ▶ a park
- ▶ a supermarket
- ▶ a news program

# VOCABULARY LIST

## VERBS

|           |           |            |
|-----------|-----------|------------|
| to go     | to drink  | to play    |
| to listen | to eat    | to jump    |
| to speak  | to dance  | to sand    |
| to live   | to sleep  | to paint   |
| to have   | to work   | to travel  |
| to learn  | to run    | to build   |
| to write  | to walk   | to rest    |
| to read   | to sneeze | to wake up |
| to use    | to cough  | to open    |
| to make   | to laugh  | to close   |
| to be     | to smile  | to like    |
| to take   | to wash   | to wear    |

## NOUNS

|               |                |               |
|---------------|----------------|---------------|
| snake         | stain          | sports        |
| mouse         | paint          | weather       |
| dog           | frame          | local news    |
| cat           | hinges         | national news |
| pet           | wood           | elephant      |
| living room   | basketball     | tiger         |
| dining room   | president      | bear          |
| bedroom       | shopping       | seal          |
| bathroom      | sale           | giraffe       |
| wheels        | discount       | playground    |
| engine        | story          | grammar       |
| gasoline      | language       | practice      |
| cousin        | terminal       | conversation  |
| aunt          | baggage claim  | words         |
| uncle         | security       | sentences     |
| mother-in-law | ticket counter | notebooks     |
| father-in-law | airplanes      | subjects      |

# HOT CHOCOLATE

- Learning Goals:**
- To introduce and recognize present continuous tense
  - To practice present continuous tense

**Level:** ● ●■

**Group Size:** 4 or more students

**Time:** 20 minutes or more

**Preparation and Materials:** Powdered chocolate, hot water, cups, spoons

**Learning Activity:**

Introduce and discuss the present continuous tense. Have students take turns making hot chocolate in steps. At every step, have another student ask the first student, "What are you doing?" with the first student answering in the present continuous tense. At the end, make a list of the verbs used.

\* **Discussion Questions** None

\* **Variations** For more practice, a third student can be asking the second student, "What are you doing?" For a more advanced level, one student can summarize the process pretending to be making hot chocolate again and commenting on his/her actions.

**Remarks:** "Pretend" hot chocolate may work even better in environments where obtaining hot water in class may be difficult and in addition will have students genuinely puzzled, "What are you doing now?"

**References:** None

# DIALOGUES

**Learning Goals:** • To introduce and practice the present continuous tense

**Level:** ●

**Group Size:** 3 or more students

**Time:** 30 minutes

**Preparation and Materials:** Handout *Present Continuous*

**Learning Activity:**

After presenting the present continuous tense to the class, read the dialogue to the students and have them practice using the tense in pairs. Students can take turns asking the other students questions. They can also practice answering questions. (e.g. Are you studying English?).

\* **Discussion Questions** None

\* **Variations** If the students are not enthusiastic or are having trouble thinking of questions to ask other students, you may want to ask the questions yourself and interject some humor - for example, Is he sleeping in class? Are they dancing on the table?

**Remarks:** None

**References:** None

# PRESENT CONTINUOUS

|             | <u>Singular</u> |      | <u>Plural</u> |
|-------------|-----------------|------|---------------|
| I           | am working      | We   | are working   |
| You         | are working     | You  | are working   |
| He, She, It | is working      | They | are working   |

## Dialogue I

John: Hello, Luisa, how are you?  
 Luisa: I'm fine, thanks. What are you doing?  
 John: I'm working. What are you doing?  
 Luisa: I'm writing a letter.  
 John: What are you doing later?  
 Luisa: I am going to a movie. And you?  
 John: I am going home. See you later!  
 Luisa: Bye!

## Dialogue II

Paul: Hello, Mark, how are you today?  
 Mark: I'm okay, thank you. What are you doing?  
 Paul: I am washing my car. What are you doing?  
 Mark: I am listening to the radio and reading a book.  
 Paul: What book are you reading?  
 Mark: I am reading Swiss Family Robinson.

## Expressions

What are you doing?

What is he/she doing?

I am \_\_\_\_\_.

He/She is \_\_\_\_\_.

|           |              |          |           |
|-----------|--------------|----------|-----------|
| reading   | a book       | drinking | a soda    |
| writing   | a story      | eating   | a cookie  |
| listening | to the radio | speaking | English   |
| working   | hard         | learning | English   |
| sanding   | the cabinet  | studying | my lesson |
| painting  | the frame    | singing  | a song    |
| dancing   | on the table |          |           |

Are you eating a cookie?

Yes, I am/No, I'm not

eating a cookie.

Is he working hard?

Yes, he is/No, he's not

working hard.

# WHAT IS HE/SHE DOING?

**Learning Goals:** • To practice the present continuous tense

**Level:** ● ■ ■ ◆

**Group Size:** 3 or more students

**Time:** 10-20 minutes

**Preparation and Materials:** List of possible actions to perform

## Learning Activity:

Have students take turns performing an action. They cannot talk; they can only act. Ask the other students: "What is he/she doing?" and wait for their answer in the present continuous tense. For example, ask: "What is Carlos doing?" Students should answer: "He is tying his shoe."

\* **Discussion Questions** None

\* **Variations** It is useful to model this activity for the students first.

**Remarks:** None

**References:** None

# WHAT DO YOU USUALLY DO?

- Learning Goals:**
- To practice simple present
  - To learn new vocabulary
- Level:** ● ●■
- Group Size:** 4 or more students
- Time:** 20 minutes
- Preparation and Materials:** Pictures of people involved in different simple activities.

## Learning Activity:

Show the students a picture of a person sleeping and write 10 p.m. Ask the students: "When does he go to bed?" After the students answer, have them exchange questions with each other until the next picture is introduced. Then have the students divide into pairs and make up dialogs about their daily activities.

- \* Discussion Questions**
1. When do you usually get up?
  2. When do you usually have breakfast?
  3. When do you usually go to work?
  4. Do you have lunch every day?
  5. Do you watch T.V. every day?

## \* Variations

For more advanced levels, the pictures may be unnecessary. The students may make up written or oral descriptions of their day.

**Remarks:** None

**References:** None

# TWENTY QUESTIONS

- Learning Goals:** • To practice forming "yes and no" questions and answers with simple present tense
- Level:** ■ ■◆
- Group Size:** 3 or more students
- Time:** 15-30 minutes
- Preparation and Materials:** Paper, scissors, and tape
- Learning Activity:**

Have each student write the name of an animal on a small piece of paper. Then, have them tape the paper to the back of the student on their right. Have one student stand up and show all the other students the paper on his/her back. Then, this student asks yes/no questions similar to the ones that follow:

|                      |                |
|----------------------|----------------|
| Am I a mammal?       | Yes, you are.  |
| Do I eat meat?       | No, you don't. |
| Do I live in Africa? | Yes, you do.   |

The questioning continues until the student correctly guesses the name of the animal taped to his/her back. Then, another student takes a turn and so on.

\* **Discussion Questions**      None

\* **Variations**                      You can do activity with professions, famous people, cooking utensils, etc.

**Remarks:**                              None

**References:**                            None

# WHAT ARE YOU *GOING TO DO*?

|                                   |   |
|-----------------------------------|---|
| <b>Learning Goals</b>             | <ul style="list-style-type: none"> <li>• To be able to discuss future plans</li> <li>• To learn the use of <i>going</i> as a future tense</li> </ul>  |
| <b>Level:</b>                     | ■ ■◆  |
| <b>Group Size:</b>                | 2 or more students  |
| <b>Time:</b>                      | 1 hour  |
| <b>Preparation and Materials:</b> | <p>Handout (<i>Company Name</i>) <i>Employee Wins Lotto</i></p> <p>Handout <i>What are you going to do?</i></p> <p>Handout <i>Things to remember about using going to as a future tense</i></p> |

## Learning Activity:

Have the students take turns reading the story. Have the students answer the reading comprehension questions by themselves and then share their answers with the rest of the class. Have students complete the *What are you going to do?* handout on their own. When they are finished, a student pretends to be the reporter and asks another student questions. Encourage the students to divert from the text and create their own questions. After this activity, explain the uses of *going* as a future tense and share the last handout.

**\* Discussion Questions:** None

**\*Variations** If you have more time, ask the students to predict the story by its title.

**Remarks:** None

**References:** Thorn, M. (1979). *Exploring English*. London: Cassell, Ltd.

## (COMPANY NAME) EMPLOYEE WINS LOTTO

This time last week, Mary Edwards, an (occupation) at (company name), from (place of residence), did not have much money. She owed \$120.00 to her apartment manager in rent. Today, she is rich because last Saturday she won \$500,000.00 at the lotto. Last night, she gave this interview to a local television station:

Reporter: Well, Ms. Edwards, what are you going to do now? Are you going to give up your job at (company name)?

Mary: Yes. I am going to finish at the end of the week.

Reporter: And what else are you going to do?

Mary: Well, I'm going to pay the rent I owe, move out of the apartment, and buy a house. I am also going to buy a new car. Right now, I have an old Buick. I'm going to give it away, and I'm going to buy a big, comfortable car.

Reporter: Is there anything else that you are planning to do?

Mary: Yes. I am going to take a nice long vacation in Hawaii, and then I am going to fulfill my dream: I am going to start my own business.

Reporter: Oh, and what kind of business are you going to start?

Mary: I don't know yet, but I am going to decide when I take my vacation.

### Reading Comprehension Questions

1. What is Mary's job?
2. How did Mary get rich so suddenly?
3. What is Mary going to do first with the money that she won?
4. What kind of car is Mary going to buy?
5. Where is Mary going to take a vacation?
6. What is Mary's dream?

## WHAT ARE *YOU* GOING TO DO?

Now, think that *you* just won the lotto (or a significant amount of money unexpectedly.) The same reporter is asking you the questions she asked Mary. How are you going to answer?

Reporter: Well \_\_\_\_\_, what are you going to do now? Are you going to give up your job at (company name)?

\_\_\_\_\_:

Reporter: And what else are you going to do?

\_\_\_\_\_:

Reporter: Is there anything else that you are planning to do?

\_\_\_\_\_:

Reporter: Oh, and what kind of business are you going to start?

\_\_\_\_\_:

## THINGS TO REMEMBER ABOUT USING GOING TO AS A FUTURE TENSE

1. We use GOING TO every time we want to talk about something we intend to do.

examples:

- a. I'm going to the store this afternoon.
- b. Mary is going to buy a new car.

2. We use GOING TO when we want to predict things that are going to happen.

examples:

- a. It's going to snow tomorrow.
- b. He's going to resign as mayor.

# WHAT WOULD YOU LIKE?

**Learning Goals:**

- To practice the conditional tense
- To practice conversational skills in real life situations

**Level:** ●

**Group Size:** 3 or more students

**Time:** 20 minutes

**Preparation and Materials:** Handout *Scenarios*

**Learning Activity:**

Have the students enact the roles on the Scenarios handout using the conditional tense.

\* **Discussion Questions** None

\* **Variations** Have students come up with something they would like to ask someone for (example: a raise) and have them practice a role-play asking for this item.

**Remarks:** None

**References:** None

## SCENARIOS:

Waiter: Ask everyone at the table what they **would** like to eat.

Worker: Invite everyone to a party at your house.  
(**would** you like to come ...)

Worker: Ask another worker to help you with your job.  
(**would** you help me for a minute ...)

Supervisor: Ask an employee to stay and work overtime.  
(**would** you stay and work overtime ...)

# IF I WON THE LOTTERY, I WOULD...

**Learning Goals:** • To practice the conditional tense

**Level:** ■

**Group Size:** 3 or more students

**Time:** 20 minutes

**Preparation and Materials:** Handout *If I won the lottery, I would...*

**Learning Activity:**

After presenting the conditional tense to the students, discuss the examples. Then, have the students answer the questions on the handout using the conditional tense.

\* **Discussion Questions** None

\* **Variations** Have the students write down several sentences after oral practice.

**Remarks:** None

**References:** None

# IF I WON THE LOTTERY, I WOULD...

## Examples:

If I had a cat, I would call it "Pedro".  
(Si yo tuviera un gato, yo lo llamaría "Pedro".)

If I were rich, I would buy a big house.  
(Si yo fuera rico, yo compraría una casa grande.)

If you would visit me, I would be very happy.  
(Si tu me visitarías, yo estaría muy contenta.)

## Questions:

What would you do if you won the lottery?

What would you do if you were the president of the United States?

Who would you meet if you could meet someone very famous?

What would you do if you lived in Alaska?

If you could be someone else for one day, who would you be?

What would you like for dinner tonight?

What would be your ideal job for the future?

If you could visit any place in the world, where would you go?

If you could change one thing about yourself, what would you change?

## WHAT'S MY LINE?

- Learning Goals:**
- To practice the conditional tense
  - To practice conversational skills
- Level:** ■
- Group Size:** 4 or more students
- Time:** 30 minutes or more
- Preparation and Materials:** Index cards with occupation names
- Learning Activity:**

Each student is given a card with the name of an occupation on it. A student is selected to start the game. He describes what he would do if this were his job (e.g. If this were my job, I would help sick people, etc.) After each clue, the other students are given an opportunity to guess what occupation. The first student to guess what the job is, goes next. The process continues until everyone in class has given clues about the job on their card.

\* **Discussion Questions**      None

\* **Variations**                      None

**Remarks:**                              This game can be played with fewer but it is more interesting with at least 4 students.

**References:**                            None

# SIT DOWN, STAND UP, TURN AROUND

- Learning Goals:**
- To learn how to give and follow commands in both positive and negative forms
  - To practice writing imperative sentences

**Level:** ● ●■

**Group Size:** 3 or more students

**Time:** 20 minutes or more

**Preparation and Materials:** Handout *Imperative: Commands*

**Learning Activity:**

Have each student command another student to do something using the handout. Have the second student perform the action if possible. Take turns going in a circle or at random. Then, play "Simon says" (explain "Simon says").

- \* Discussion Questions**
1. What are some affirmative/negative commands you might say or hear at home?
  2. What are some affirmative/negative commands you might say or hear at work?

**\* Variations**

With an intermediate class, have the students make up their own commands and write them on a piece of paper. Collect all pieces of paper in a box (or a hat). Have one student randomly draw one piece of paper, read the command, and ask another student to perform it. Continue the activity until all commands are performed.

**Remarks:** This activity works as a good refresher toward the end of class.

**References:** None

# IMPERATIVE: COMMANDS

## Affirmative Commands:

Go to bed.  
 Listen to the teacher.  
 Open your mouth.  
 Close your eyes.  
 Sing a song.  
 Dance on the table.  
 Ask me a question.  
 Go home.  
 Write a sentence.  
 Read the word.  
 Practice your English.  
 Put your hand up.  
 Turn around.  
 Laugh.  
 Smile.  
 Stand up.  
 Sit down.  
 Look at me.  
 Talk to me.  
 Eat your food.  
 Pay the waiter.  
 Turn on the light.  
 Turn off the light.  
 Run around the room.  
 Shake my hand.  
 Jump up and down.  
 Sand the door.  
 Tell the supervisor.  
 Pick up the pencil.  
 Take your hat off.  
 Give me your notebook.  
 Tell me your favorite color.  
 Be careful.  
 Clap your hands.

## Negative Commands:

Don't go to bed.  
 Don't listen to the teacher.  
 Don't open your mouth.  
 Don't close your eyes.  
 Don't sing a song.  
 Don't dance on the table.  
 Don't ask me a question.  
 Don't go home.  
 Don't write a sentence.  
 Don't read the word.  
 Don't practice your English.  
 Don't put your hand up.  
 Don't turn around.  
 Don't laugh.  
 Don't smile.  
 Don't stand up.  
 Don't sit down.  
 Don't look at me.  
 Don't talk to me.  
 Don't eat your food.  
 Don't pay the waiter.  
 Don't turn on the light.  
 Don't turn off the light.  
 Don't run around the room.  
 Don't shake my hand.  
 Don't jump up and down.  
 Don't sand the door.  
 Don't tell the supervisor.  
 Don't pick up the pencil.  
 Don't take your hat off.  
 Don't give me your notebook.  
 Don't tell me your favorite color.  
 Don't be careful.  
 Don't clap your hands.

# BUT DON'T "TAKE OUT" THE CORK

- Learning Goals:**
- To introduce or reinforce "two-word" verbs
  - To brainstorm a solution to a problem
  - To prompt use of "*push in*"
  - To serve as a prelude to additional activities

**Level:** ■ ■◆ ◆

**Group Size:** Any

**Time:** 15 minutes

**Preparation and Materials:** Empty wine bottle with dime in bottom, cork in top  
Handout *Phrasal Verbs*

## Learning Activity:

Place the empty wine bottle where students can easily see it. Show students the dime in the bottom of the bottle. Secure cork in the top of the bottle. Tell students, "You must get the dime out of the bottle, but you cannot take out the cork or break the bottle. How do you get the dime out?" Hopefully, students will come up with "*push the cork into the bottle*" or something similar.

Pick some similar phrasal verbs from list (*take out, put in, pull out, push in, put on, take off, etc.*) and demonstrate them in class using TPR (Total Physical Response). Have students also instruct one another to act using these verbs. Be certain to show them that some phrasal verbs can be split while others cannot. In this first presentation, use only those phrasal verbs that can be similarly split as those mentioned above.

**\*Discussion Questions** 1. What other phrasal verbs can you think of?

**\*Variations** None

**Remarks:** More often than not, these verbs are called "two-word" verbs. However, that term excludes such verbs as "put up with". Use whichever term is the easiest for the group to understand and remember. Pass out the handout when the exercise is over so students don't plow through the list. Try to get them to suggest other examples before they see the list. Follow this activity with the second one.

Very few non-Germanic languages have phrasal verbs. (Germanic languages include English, Dutch, German and Scandinavian languages.) Therefore, most ESL students will find these strange and particularly difficult. Be patient. They are such an important part of colloquial English that no one can speak or understand conversational or informal English easily without a knowledge of phrasal ("2-3 word...") verbs. Students will try to add other prepositions; however *at, from, for, to* and *with* rarely appear in phrasal verbs.

Total Physical Response is a method of language learning which mimics the way a child learns early commands -- listening to a command, watching the action being modeled, mimicking the action.

**References:**

Hook, J.N. Two-Word Verbs in English. Orlando: Harcourt Brace & Company.

Celce-Murcia, Marianne and Diane Larsen-Freeman. (1983). The Grammar book. An ESL/EFL Teacher's Course. Rowley: Newbury House Publishers, Inc.

# PHRASAL VERBS

(\* These verbs can be separated as shown.)

This is a list "in progress". How many more can you think of?

## catch up with

I need to catch up with my work.

## check on

I have to check on my children.

## clock in

She clocked in at 8:10 a.m.

## clock out

He clocked out at 9:30 p.m.

## come in

He told me to come in.

## come into

I came into the building.

## come out

The workers came out at 7:30.

## come out of

The nurses came out of the break room.

## come up with

She came up with new ideas.

## cut down on

We have to cut down on waste.

## drop in on

The supervisor always drops in on us unexpectedly.

## end up with

We ended up with fewer hours.

## fall down

She slipped and fell down.

## fall off of

The phone fell off of the desk

## fall off

He moved the desk and the phone fell off.

## \*fill in

Please fill in the blanks.

Please fill the blanks in.

## \*fill out

I have to fill out the form.

I have to fill the form out.

## \*fill up

He has to fill up his gas tank.

He has to fill his gas tank up.

## get along with

Most of the workers get along with one another.

## get away with

The workers get away with absences all the time.

## get back to

Let's get back to work.

## get down to

Let's get down to business.

## get on

She gets on the bus at 5:30 AM

**get off**

He gets off the plane at 10:00 PM

**get in**

What time did the doctor get in?

**get into**

They all got into the boat.

**get off**

Get off the table!

She got off work at 6:00 PM.

**get out**

She told me to get out.

Can you get the ball out?

**give in to**

The supervisors gave in to the demands of their employees.

**give out**

The machine was so old it gave out.

The supervisor gave out the Christmas bonuses.

**give up**

He was tired and gave up.

**go in**

It's time for us to go in.

**go into**

It's time for us to go into the building.

**go out**

The supervisor told him to go out.

**go out of**

She went out of the office at 3:30 PM.

**keep on**

Keep on working hard.

**keep up with**

Keep up with the good work.

**listen to**

The patient listened to the doctor.

**listen for**

The clerk listened for phone

**look at**

The inspector looked at the machine.

**look for**

The man was looking for his dog.

**\*look up**

She has to look up the number in the phone book.

She has to look the number up in the phone book.

**\*make up**

She made up the story about the raise.

She made the story up.

**make up**

They had to make up late work.

**\*pick up**

Please pick up the boxes.

Please pick the boxes up.

**\*pull off**

She pulled the lid off the bottle.

She pulled off the lid.

He pulled off the surprise party.

He pulled the surprise party off.

**\*pull out**

The truck pulled the car out.

The truck pulled out the car.

**pull out of**

He pulled the broken part out of the car.

**\*push in**

She pushes the buttons in.

She pushes in the buttons.

**push into**

He pushed the cork into the bottle.

**\*push out**

He pushed the parts out.

He pushed out the parts.

**push out of**

The forklift pushed the crate out of the way.

**\*put back**

The repairman put back the parts.

The repairman put the parts back.

**\*put down**

She put the boxes down.

She put down the boxes.

**\*put in**

He put in his ear plugs.

She put her ear plugs in.

**\*put on**

He put on his safety glasses.

He put his safety glasses on.

**put up with**

The boss won't put up with the complaints.

**\*take off**

She took off her safety glasses.

She took her safety glasses off.

**\*take out**

She took out the thermometer.

She took the thermometer out.

**talk about**

What do you want to talk about?

Our manager talks about safety everyday.

**talk to**

The employees talked to their supervisor.

Who do you want to talk to?

**think about**

What are you thinking about?

They asked us to think about the policies

**\*throw away**

Don't throw the ball away.

Don't throw away the ball.

**\*turn on**

He turned on the machine.

He turned the machine on.

**\*turn off**

She turned off the machine at 5:30.

She turned the machine off at 5:30.

**wait for**

He's waiting for his paycheck.

**walk around**

He's walking around the factory.

**watch out for**

We have to watch out for forklifts.

# GO, GOING, COULD GO

**Learning Goals:** • To practice using the present continuous, simple present and conditional tenses.

**Level:** ● ■

**Group Size:** 3 or more students

**Time:** 30 minutes

**Preparation and Materials:** Handout *Unfinished Sentences*

## Learning Activity:

After discussing the differences in the present continuous, simple present, and continuous tenses, have the students complete the handouts. Then, ask them to compare the results in pairs. Have the students take turns reading their sentences out loud to the class.

\* **Discussion Questions** None

\* **Variations** None

**Remarks:** None

**References:** Klippel, Friederike. Keep Talking, Cambridge University Press. 1984.

## UNFINISHED SENTENCES

The funniest thing I ever saw was \_\_\_\_\_

If I had only 24 hours to live, I would \_\_\_\_\_

On Saturdays, I usually \_\_\_\_\_

I feel best when people \_\_\_\_\_

I would like to take a long vacation in \_\_\_\_\_

I wish politicians would \_\_\_\_\_

I never \_\_\_\_\_

Parents should always \_\_\_\_\_

My children \_\_\_\_\_

The world would be a better place if \_\_\_\_\_

The thing that worries me most is \_\_\_\_\_

I never worry about \_\_\_\_\_

Some day I am going to \_\_\_\_\_

I like people who \_\_\_\_\_

I get very angry if \_\_\_\_\_

I find it difficult to \_\_\_\_\_

I would like to be more \_\_\_\_\_ and less \_\_\_\_\_

I am not interested in \_\_\_\_\_

Studying English is \_\_\_\_\_

If I could be some place else right now, I would be \_\_\_\_\_

*Adapted from Keep Talking Cambridge University Press 1984*

# I CAN'T AFFORD TO BUY A CAR

|                                   |  |
|-----------------------------------|--|
| <b>Learning Goals:</b>            | • To introduce and practice verbs that take infinitives and/or gerunds after them          |
| <b>Level:</b>                     | ■ ■◆ ◆   |
| <b>Group Size:</b>                | Any  |
| <b>Time:</b>                      | 20 - 30 minutes  |
| <b>Preparation and Materials:</b> | Handout <i>Infinitives and Gerunds</i><br>Handout <i>Worksheet for Infinitives/Gerunds</i> |

## Learning Activity:

Write, "I want buying a used car." on the board. Ask students if the sentence looks or sounds incorrect to them. Then, write, "I enjoy to think about my girlfriend." Again, ask if this sentence sounds or looks wrong. If students recognize that something is wrong, ask if anyone can describe the problem. Correct the sentences on the board by changing the verb form in the first sentence to "to buy" and to "thinking about" in the second sentence. Teach the students that "to buy" is an *infinitive* verb form and "thinking about" is a "*gerund*" verb form.

Then, pass out the handout and practice only the verbs which take infinitives. Initially, practice only those with which the students are familiar. Ask them to generate sentences with the verbs in the chart and the infinitive form of other verbs. Repeat with the gerunds. Then, introduce those verbs which can take either verb form.

Pass out the worksheet and ask students to work in pairs to fill in the blanks.

\*Discussion Questions      None

\*Variations                      None

## Remarks:

Spanish speakers typically use these forms incorrectly when they are translating from Spanish to English. Students need not remember the terms "infinitive" or "gerund". They do, however, need to train their ear to recognize when they have used the wrong verb form. Most native speakers could not explain the difference between an infinitive and a gerund, but they do know what sounds right. This activity could be

stretched over 2-3 days so it doesn't become laborious or boring.

**References:**

None

# INFINITIVES AND GERUNDS

**INFINITIVES AFTER THE VERB:** Use the infinitive [**to + verb**] after these verbs

|        |        |        |      |                  |         |
|--------|--------|--------|------|------------------|---------|
| agree  | hope   | plan   | seem | can/can't afford | forget  |
| decide | forget | prefer | try  | intend           | promise |
| expect | need   | refuse | want | would like       |         |

Examples:

1. Carlos missed the quota last week, but his supervisor agreed *to give* him a another chance.
2. He expects *to get* a good promotion.
3. He's a good employee. He always tries *to do* well.

Use "not" before the infinitive to make it negative.

4. Carlos will try **NOT** *to miss* another meeting.

**REMEMBER:** THE VERB BEFORE THE INFINITIVE CAN BE IN ANY TENSE.

**GERUNDS AFTER THE VERB:** Use the gerund [**verb + -ing**] after these verbs

|             |         |             |          |            |         |
|-------------|---------|-------------|----------|------------|---------|
| avoid       | dislike | keep        | practice | can't help | resent  |
| keep on     | miss    | consider    | enjoy    | (not) mind | recall  |
| finish      | discuss | stop        | postpone | quit       | put off |
| think about |         | worry about |          | talk about |         |

Examples:

1. I really enjoy *being* with my friends.
2. Sometimes, we talked about *winning* the lottery.
3. We have a lot of fun. Usually, we can't help *laughing* at each others' jokes.

Use "not" before the gerund to make it negative.

4. I considered **NOT** *going* to Seattle, but the trip was really wonderful.

**REMEMBER:** THE VERB BEFORE THE GERUND CAN BE IN ANY TENSE.

**VERBS FOLLOWED BY GERUNDS OR INFINITIVES:**

begin      start      hate      like      love      continue

Example:

1. Last week, my coworkers and I started *to work* at 7:00 AM.
2. Last week, my coworkers and I started *working* at 7:00 AM.

# WORKSHEET FOR INFINITIVES/GERUNDS

Fill in the blanks with an infinitive or gerund form of the verb in ( ).

1. The manager agreed (find) \_\_\_\_\_ someone for the next shift.
2. She's always worrying about (lose) \_\_\_\_\_ her job.
3. He forgets (put) \_\_\_\_\_ the lid on the bucket.
4. The coworkers like (have) \_\_\_\_\_ regular meetings.
5. We start (work) \_\_\_\_\_ at 6:00 AM.
6. The employees sometimes enjoy (surprise) \_\_\_\_\_ the management.
7. They thought about (go) \_\_\_\_\_ to lunch outside the plant.
8. We can't afford (buy) \_\_\_\_\_ a new car.
9. She hopes (get) \_\_\_\_\_ a promotion.
10. The management loves (make) \_\_\_\_\_ surprise visits to the line.



U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement (OERI)  
Educational Resources Information Center (ERIC)



# REPRODUCTION RELEASE

JC 970068

(Specific Document)

## I. DOCUMENT IDENTIFICATION:

|  |                           |
|--|---------------------------|
| Title:<br>English Works! Teaching English to Non-Native Speakers in the Workplace  |                           |
| Author(s): Millman, B., Nichols, P., Penn, S., Peschanskaja, E., Reiscyi, A., Conlon, R., Dominguez, J., Gross, M., Guillian, J., Hall, S., Lughes, L. |                           |
| Corporate Source:  | Publication Date:<br>1996 |

## II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the following options and sign the release below.



Sample sticker to be affixed to document

Sample sticker to be affixed to document



### Check here

Permitting microfiche (4" x 6" film), paper copy, electronic, and optical media reproduction.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

\_\_\_\_\_

\_\_\_\_\_ *Sample* \_\_\_\_\_

\_\_\_\_\_

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Level 1

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

\_\_\_\_\_

\_\_\_\_\_ *Sample* \_\_\_\_\_

\_\_\_\_\_

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

Level 2

### or here

Permitting reproduction in other than paper copy.

## Sign Here, Please

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

|  |  |
|--|--|
| Signature: <i>Mary Crabbe Gershtwin</i>                              | Position: <i>Colo. Workplace Learning Dir.</i> |
| Printed Name: <i>MARY CRABBE GERSHTWIN</i>                           | Organization: <i>CCCOES</i>                    |
| Address: <i>1391 N SPEER BLVD., Ste 606<br/>Denver CO 80204-2554</i> | Telephone Number: <i>(303) 595-1608</i>        |
|  | Date: <i>1/22/97</i>                           |

### III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

|                        |                 |
|------------------------|-----------------|
| Publisher/Distributor: |                 |
| Address:               |                 |
| Price Per Copy:        | Quantity Price: |

### IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

|   |
|---|
| Name and address of current copyright/reproduction rights holder: |
| Name:   |
| Address:  |

### V. WHERE TO SEND THIS FORM:

|  |
|--|
| Send this form to the following ERIC Clearinghouse:<br><br><b>Rika Nakazawa, Acquisitions Coordinator</b><br><b>ERIC Clearinghouse for Community Colleges</b><br><b>University of California, Los Angeles</b><br><b>3051 Moore Hall</b><br><b>Los Angeles, CA 90095-1521</b> |
|--|

6th Teaching for a Change Conf  
"Making A Difference"  
Hosted by Comm Coll of Aurora  
June 16-18, 1996 Aurora, CO