

English as a Second Language

Student Packet Level 4

Volunteer Literacy Tutoring Program
Portland Community College
2002

This packet should be used in conjunction with ESL Tutor Packet 4

The compilation of these packets would not possible without the knowledge, hard work, dedication, and generosity of those that work in the Adult Basic Skills department at Portland Community College, especially the Volunteer Literacy Program Coordinators and Oregon Literacy, Inc. would like to, specifically thank Kathleen Holloway, Kay Talbot and Karen Sanders of the Volunteer Literacy Tutoring Program at Portland Community College for allowing us to share this packet with tutors everywhere, but especially tutors and organizations that dedicate their time to their community in the state of Oregon .

In Level 4, we would also like to give credit to the Refugee Women's Alliance in Seattle, WA and Susan Cowles from the NIFL Literacy Fellowship Project for their exercises that appear in this particular packet.

Tips for Learning English

These are things you can do to learn more English:

- Remember that learning English is a slow process - it does not happen quickly.
- Know what you want to learn and why.
- Make learning a habit. Try to learn something every day. **STUDY EVERY DAY!**
- Choose materials that are interesting.
- Use different materials, you need to practice reading, grammar, writing, speaking and listening.
- Find friends to study and speak with. Learning English together can be fun.
- Grammar by itself does not help you USE the language. You should practice what you are learning by using it for practical things.
- Move your mouth! Understanding something doesn't mean the muscles of your mouth can produce the sounds. Study out loud!
- Be patient with yourself. Remember learning is a process - speaking a language well takes time.
- Communicate! There is nothing like communicating in English and being successful.
- Use the Internet. The Internet is the most exciting, unlimited English resource that anyone could imagine and it is right at your finger tips.

Tips

- Develop a good attitude.
- Remember that learning English is a process.
- Be patient with yourself.
- Practice, practice, practice.
- It's OK to make mistakes! Have fun trying to speak!
- Get help if you need it.

Practice, practice, practice.

Practice, practice, practice.

Practice, practice, practice.

What will I learn with my tutor?

In Tutoring Level 4 you will learn:

Speaking and Listening

- to talk about things that are important to you
- to describe problems and their possible solutions
- to ask and answer many different types of questions
- to give and follow directions
- to correctly use new grammar structures

Reading

- to use different strategies to help you understand what you read
- to recognize many different types of writing, including 'real life' texts
- to follow written instructions and diagrams

Writing

- to correctly use new grammar structures in writing
- to put several sentences together to write a short paragraph
- to use writing to help you in your everyday life
- to use some new grammar

Technology

- many new 'computer' vocabulary words
- to access websites on the Internet
- to use e-mail

*If there are other things you want to learn just ask your tutor.
Your tutor is there to help you!*

At the Chat 'n' Chew Restaurant

Chong and Reza go for lunch after their ESL class. It is noon on a weekday; every booth and table is filled. Louise, one of the waitresses, is trying to take orders as quickly as possible.

Louise: Are you ready to order?

Chong: Yes, please. I'd like soup. What kind do you have?

Louise: It's listed on the board there.

Chong: I'm sorry I do not understand the writing.

Louise: What? It says chicken noodle or minestrone.

Reza: Can you tell me what is minestrone? Does it have meat?

Louise: Look, there are other people waiting. I'll come back when you're ready!

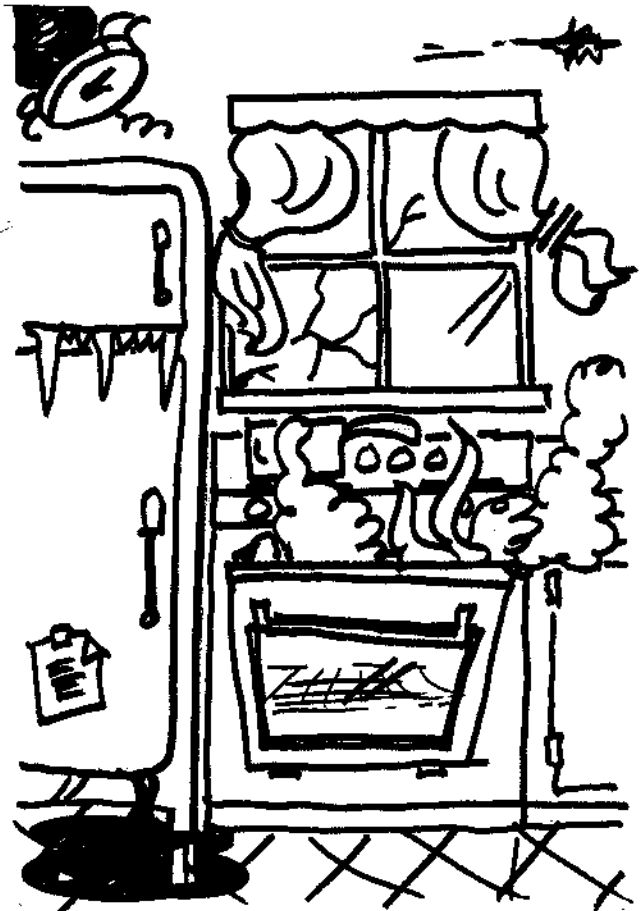
Problem-posing. Discuss these questions:

1. Where are Chong and Reza? Who is Louise? How do they feel in this conversation? What do you think Louise is thinking to herself?
2. Is there a problem for Chong and Reza? For Louise? What is it?
3. Have you ever felt like Chong and Reza? Like Louise? What happened?
4. Does this kind of problem happen often? To whom? Why does it happen?
5. What do you think Chong and Reza should do? What should Louise do?
6. Do you have some advice for people learning English like Chong and Reza?

Landlord/Tenant Problems

Problem-posing. Look at the pictures and discuss these questions:

1. Where is the man in the picture? How would you describe this house or apartment? How do you think the man feels?
2. What problems do you see in each picture? What is broken or not working? How do you think the man feels about this house or apartment? What do you think he will do next?
3. Have you ever been in a situation like this? What did you do? What do you do if there is something broken in your house or apartment?
4. Do you think the landlord is a good one? Why or why not? Do you have a good landlord? Why do you think some landlords don't keep their rental apartments or houses in good condition? What are landlords like in your country? Is the situation the same or different from in the US?
5. What do you think the man in this picture should do? What would you do in this situation? What can be done about bad landlords?



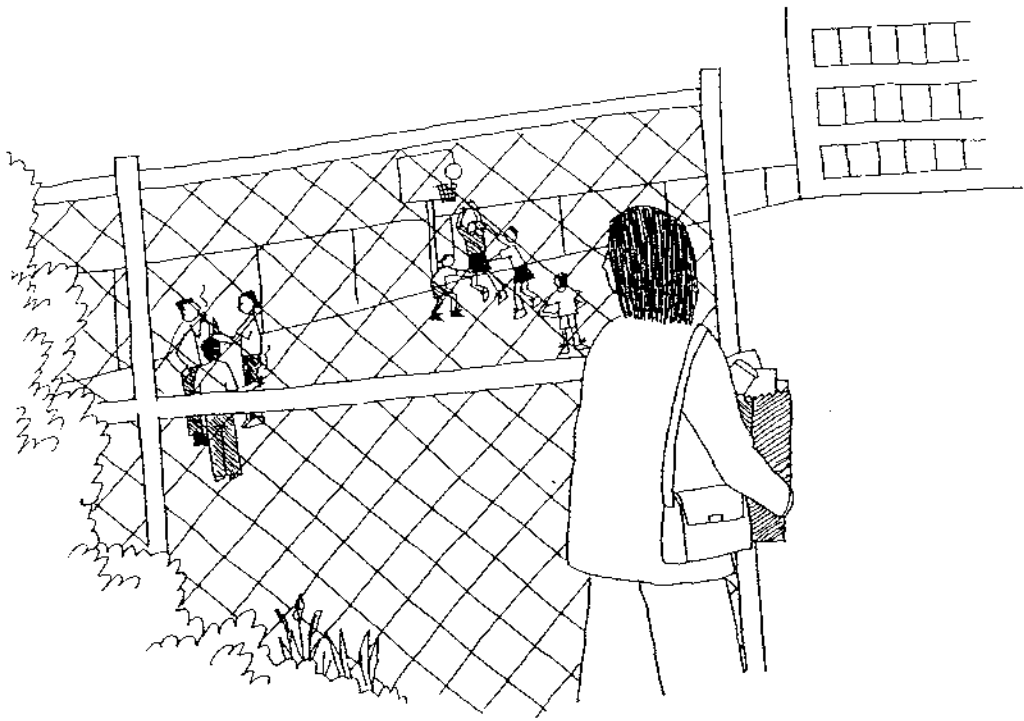
Ernesto's Story*

Ernesto is unhappy. He can't find a job. He says that if he were in his country he would not do women's work. He has experience fixing cars. Since he came to the U.S., however, he has been at home taking care of his children who are ages two and four. His wife is a garment worker. She works full-time and sometimes overtime. Ernesto feeds the children, goes shopping and takes his four year old to the bus stop. Last Friday, his wife said she wanted to come home later than usual because it was her co-worker's birthday and they were going to celebrate. Ernesto got mad and yelled, "Why don't you stay home and take care of your children."

Problem-posing. Discuss these questions:

1. What is Ernesto's situation? Who is in his family? What does his wife do? How does he feel about his wife working?
2. Why do you think Ernesto can't find a job? How is his situation in the U.S. different than it would be in his country? What are the cultural differences here? How do you think his wife feels about it?
3. Have you ever had a problem like this or do you know someone who has?
4. Do you think some immigrant men would feel differently than Ernesto does? Why or why not? What do you think he could do to feel better about this situation? What could his wife do to help him feel better?
5. What do you think Ernesto and his wife should do about his situation? What are the pros and cons of these solutions?

**Adapted from "Job Preparation: A curriculum for refugee and immigrant women" by Refugee Women's Alliance, Seattle, WA*



After School Activity *

Anh is from Vietnam. Her son, Luc, is eleven years old. He gets good grades in school. After school, he goes outside and plays basketball with other boys in the neighborhood. The other boys are older than him. They are teenagers. Anh saw some of these older boys smoking cigarettes. She told Luc not to play with them anymore but he didn't listen to her. He still plays basketball after school with the same boys.

Problem-posing. Discuss these questions:

1. Who are Anh and Luc? How is Luc doing in school? What does he like to do after school? What did Anh see? Did her son stop playing basketball with the older boys in the neighborhood? How do Anh and Luc each feel about this situation?
2. What is the problem here? How do you think Anh feels about her son disobeying her? How does Luc feel about his mother? Do you think this is a new problem for Anh and Luc or do you think it has happened before?
3. Have you ever had this problem or do you know someone who has? How was your problem the same or different than Anh and Luc's?
4. Does this same problem occur in your native country? Why do you think it happens in the US?
5. What do you think Anh should do in this situation? What should Luc do? What would you do? How should immigrant parents deal with problems like this in the U.S.?

** Adapted from "Family Tutoring: A Family-Based Curriculum for Refugee and Immigrant Parents", October, 1996, Refugee Women's Alliance, Seattle, WA.*

A TELEPHONE ANSWERING MACHINE

How to record a greeting (announcement),
listen to and save messages.

To Record an Announcement:

- Hold down announcement button
- Wait for the beep, then begin speaking
- Release announcement button when finished

To Review an Announcement:

- Tap announcement button
- Adjust volume

To Play Messages:

- Press and release play/stop button
- Adjust volume

To Save Messages:

- Press and release save button



Exercises: A Telephone Answering Machine

I. Match the words that mean the same or almost the same thing.

- | | | |
|-----------------|-------|-----------------|
| a. announcement | _____ | press and hold |
| b. to release | _____ | loudness |
| c. to review | _____ | greeting |
| d. hold down | _____ | let go |
| e. to tap | _____ | turn up or down |
| f. to adjust | _____ | to check |
| g. volume | _____ | touch lightly |

II. Answer these questions.

1. What three steps are needed to record a greeting on your answering machine?

2. How can you check your greeting to see if it sounds OK?

3. How do you listen to the messages left on your answering machine while you were out?

4. Which button do you press if you don't want your messages erased?

III. Discuss these questions with your tutor and classmates, then write your answers. Use a separate sheet if you need more space.

1. What information should you include in your greeting? Write down what you want to say in your greeting.

2. Do people use telephone answering machines in your native country? Explain.

3. What are the advantages and disadvantages of using a telephone answering machine?

IV. Tell someone else how to record a greeting and check messages on an answering machine.

MR.CLEAN LAUNDRY DETERGENT

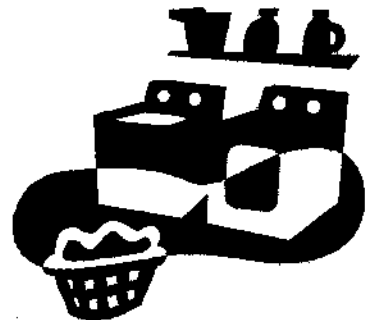
Tough on Dirt and Stains!

Directions:

- **Sort Laundry:** Follow any special washing instructions on garment care label instructions. Sort laundry by color, fabric type and amount of dirt.
- **Select Temperature:**
 - Hot** – Whites, diapers, colorfast cottons
 - Warm** – Bright colors, permanent press and delicates
 - Cold** – Colors that bleed or fade. Energy savings.
- **Start Washer**
- **Sprinkle measured laundry detergent as washer fills with water.**

Our scoop is one ounce. Always add laundry detergent to water before adding clothes. Avoid sprinkling directly on clothing.

 - Normal loads** – 1 level scoop
 - Large or heavily soiled loads** -- 2-3 level scoops
 - Add more **Mr. Clean** for hard water conditions
- **Add Clothes:** Do not overfill washer with laundry.



Exercises: Mr. Clean Laundry Detergent

I. Match the words that mean the same or almost the same thing.

- | | | |
|---------------|-------|-----------------|
| a. select | _____ | soap |
| b. garment | _____ | lose color |
| c. fade | _____ | choose |
| d. sprinkle | _____ | clothes |
| e. soiled | _____ | washing machine |
| f. detergent | _____ | instructions |
| g. directions | _____ | dirty/stained |
| h. washer | _____ | add |

II. Answer these questions.

1. What three things do you look for when you sort laundry?

2. What water temperature is best for colors that bleed or fade?

3. When do you add the laundry detergent?

4. How much detergent do you need for a normal load?

5. Which sentence in the directions means the same as the following?

Don't put too many clothes in the washing machine.

III. Fill in the blanks. Try to remember or guess the words. If you don't know, look back at the directions.

Directions:

- _____ **Laundry:** Follow any special washing _____ on garment care label instructions. Sort _____ by color, fabric type and amount of _____.

- **Select _____:**
_____ – Whites, diapers, colorfast cottons
Warm – Bright _____, permanent press and delicates
Cold – Colors that bleed or fade. _____ savings.

- **Start Washer**

- **Sprinkle _____ laundry detergent as washer _____ with water.** Our scoop is one ounce. _____ add laundry detergent to _____ before adding clothes. Avoid sprinkling directly on clothing.
Normal _____ – 1 level scoop
_____ **or heavily soiled loads** – 2-3 level scoops
Add more **Mr. Clean** for hard _____ conditions

- **Add _____:** Do not overfill _____ with laundry.

IV. Cut the directions into strips, one bulleted instruction per strip. Mix them up on the table. Put them in the correct order.

V. Without looking at the directions, use your own words to tell another person how to wash clothes in a washing machine using laundry detergent.

The American Dream

My name is Roberto Mendez. I was smuggled across the border from Mexico into the United States. I had to pay the smuggler \$350. That was three years ago. Since then, I have paid the same smuggler almost a thousand dollars to bring my wife and three children.

An American might not understand why I had to leave Mexico and sometimes I don't understand either. Sometimes we were hungry in Mexico but I've decided that the streets are not paved with gold in the U.S. either. We have a television, a radio cassette player, and a refrigerator taller than my wife. But the five of us are living in a cramped apartment. And I have to work two jobs to pay the rent.

My wife and I both work. During the day I work as a janitor and at night I work in a parking lot. When I work overtime during the day, I sometimes arrive late at my night job. In spite of my two jobs, my wife, who works as a maid, makes more money than I do. Customers give her big tips almost every week. It really makes me uncomfortable to know that she makes more than I do. She doesn't even know as much English as I do. I think she should stay home with our children like she did in Mexico. But we really need her paycheck, too.

What is most important right now is for us to become legal residents. A friend tells me that I can buy false papers. I'm afraid of doing that. I don't want to be deported. I think that with papers I could get a better job, medical insurance – all the things I dreamed of having when I was in Mexico. I don't know what will happen to us. I often ask myself if the American dream will come true for my children.

I. Answer these questions.

1. How did Roberto come to the U.S.?

2. How much did it cost to bring himself and his family across the border?

3. Does Roberto think that his family has a better life in the U.S.? Why or why not?

4. What are Roberto's two jobs? What does his wife do?

5. How does Roberto feel about his wife working?

6. What is the most important thing for Roberto and his family now?

7. What does Roberto think he could get if he had legal papers?

8. What does he hope will happen for his children?

9. What is the "American dream" for Roberto? Do you agree or disagree?

II. Write "T" for true or "F" for false next to the following sentences.

_____ 1. Roberto Mendez smuggles people across the border from Mexico to the U.S.

_____ 2. Now he lives in the U.S. with his wife and children.

_____ 3. Roberto likes working two jobs.

_____ 4. His wife makes more money than he does.

_____ 5. Roberto and his family have a TV, a radio cassette player and a refrigerator.

_____ 6. Roberto wants his wife to stay home and take care of their kids.

_____ 7. Roberto's wife speaks more English than he does.

_____ 8. Roberto hopes that the American dream will come true for his children.

III. Language study.

1. Write another sentence that means the same as the following. "The streets are not paved with gold in the U.S." Do you have a similar expression in your language? _____

2. **Underline the sentences in the reading that include these structures. Write new sentences using them.**

- **In spite of . . .**
- **I think she/he should . . .**
- **The most important thing is . . .**

a. In spite of _____, I _____

b. I think she/he should _____

c. The most important thing is _____

IV. **Use the dictionary.**

Find the word “uncomfortable” in the reading. Look at the entry in the dictionary for this word:

un-com-fort-a-ble (un kum' fər tə bəl), 1. not comfortable: an uncomfortable chair. 2. troubled; not at ease: I felt uncomfortable when they stared at me. adjective.

a. How many syllables does this word have? _____

b. Which syllable is stressed? _____

c. What does the prefix “un” mean? _____

d. What kind of word is an “adjective”? _____

Look up the following words in the dictionary. Note their meaning and pronunciation. Make new words by adding prefixes.

smuggled

cramped (prefix)

legal (prefix)

V. Discuss these questions with your tutor and classmates.

1. What is the American dream? Is it possible to reach it? Do you have hopes like Roberto?

2. Roberto doesn't want his wife to work or earn more money than he does. Why do you think he feels this way? How do you think his wife feels about it? Do many women in the U.S. work? How do you think they and their husbands feel about this?

3. What do you think Roberto should do to become a legal resident? Why?

VI. Organization of an essay.

In an essay, each paragraph has a topic sentence that gives the general idea for that paragraph. The topic sentence usually comes first but not always. The paragraph usually includes two, three or more supporting details that give more information about the topic sentence. The first paragraph usually introduces the subject of the essay and the last paragraph gives some kind of conclusion. The middle paragraphs discuss in more depth the theme of the essay.

For each of the paragraphs in this essay, find the topic sentence and the supporting details. How does the first paragraph introduce the subject "**The American Dream**"? How does the writer conclude the essay? Make an outline of this essay.

Paragraph One

Introduction:

Topic Sentence:

Supporting Details:

1.

2.

3.

Paragraph Two

Topic Sentence:

Supporting Details:

1.

2.

3.

4.

Paragraph Three

Topic Sentence:

Supporting Details:

1.

2.

3.

4.

5.

Paragraph Four

Conclusion:

Topic Sentence:

Supporting Details:

1.

2.

3.

Becoming Americanized

My name is Li Chang and I am twenty-one years old. My parents and I have lived in the U.S. for fifteen years but they can hardly speak enough English to have a simple conversation. I have been translating for my parents ever since I was little. When I was eight years old and barely tall enough to reach the telephone on the wall, I remember calling the telephone company for my parents about some error on our bill. In fact, I rarely have a peaceful hour for myself when I am at home. When I watch my favorite program on TV, my mom continually asks me questions about what is happening. "What did he say to her?" "Why did she do that?"

As much as I love my parents, I wish they would become more Americanized and understand how I have become Americanized. Both my parents work in a factory. They sew all day long next to other Chinese immigrants. They don't need to speak English. I feel bad for them. I see how they struggle to make ends meet and save so that I can go to college. "A Chinese girl lives with her parents until she marries." My mother repeats this whenever I mention the possibility of getting a place of my own. My American friends live such free lives, dating and staying out late. I envy them.

This year I'll graduate from college with a degree in accounting. When I get a job, I'll try to change my mom's mind and move out. I'm tired of explaining to my friends why I can't go out with them. But I worry about my parents. Who will translate TV shows for them? Will they ever understand that their twenty-one year old daughter wants to live on her own?

I. Answer these questions.

1. How long have Li Chang and her parents lived in the U.S.?

2. What did Li do for her parents when she was eight years old?

3. Do her parents speak very much English? How does she help them?

4. What kind of work do her parents do? How do they have enough money to send Li to college? _____

5. What problem does Li have with her mother?

6. How does she want her parents to change?

7. Who does Li envy? Why?

8. What is Li studying at college?

9. Why does Li worry about her parents?

II. Language study.

Find these phrases in the text. Write a word or phrase that means the same. Use your dictionary if you need to.

hardly _____

barely _____

make ends meet _____

become Americanized _____

change her/his mind _____

I wish he/she/they would . . . _____

III. Cloze. Fill in the blanks.

My name is Li Chang _____ I am twenty-one years _____. My parents and I have _____ in the U.S. for fifteen years but they _____ hardly speak enough English to have a _____ conversation. I have been _____ for my parents ever since I was _____. When I _____ eight years old and barely tall enough to _____ the telephone on the wall, I remember _____ the telephone company for my parents _____ some error on our bill. In fact, I _____ have a peaceful hour for myself _____ I am at home. When I watch my _____ program on TV, my mom continually _____ me questions about _____ is happening. "What did he _____ to her?" "Why did she do that?"

IV. Discuss these questions with your tutor and classmates.

1. Do you think it's good for children to always translate for their immigrant parents? How does this affect the family? How do parents and children feel about this?
2. Li and her parents disagree about Li living on her own. What do you think Li should do about this? What should her parents do about it?
3. Can Li and her parents find a way to adapt to life in the U.S. while keeping their cultural values and beliefs from China? What advice do you have for them?
4. Have you had a similar experience as Li and her parents or do you know someone else who has? Please explain.

V. Organization of an essay.

In an essay, each paragraph has a topic sentence that gives the general idea for that paragraph. The topic sentence usually comes first but not always. The paragraph usually includes two or three supporting details that give more information about the topic sentence. The first paragraph usually introduces the subject of the essay

and the last paragraph gives some kind of conclusion. The middle paragraphs discuss in more depth the theme of the essay.

For each of the paragraphs in this essay, find the topic sentence and the supporting details. How does the first paragraph introduce the subject **Becoming Americanized**? How does the writer conclude the essay? Make an outline of this essay.

Paragraph One

Introduction:

Topic Sentence: _____

Supporting Details:

1. _____

2. _____

Paragraph Two

Topic Sentence: _____

Supporting Details:

1. _____

2. _____

3. _____

4. _____

Paragraph Three

Conclusion: _____

Topic Sentence: _____

Supporting Details:

1. _____

2. _____

3. _____

IDEAS FOR TOPICS: Writing a Paragraph on a Familiar Topic

1. Attaining a personal or family goal

- Buying a house
- Getting a job, getting a promotion or a raise
- Getting married
- Having a baby
- Getting a certificate or degree in school
- Moving to a new place
- Learning how to do something new

2. A personal problem and how you solved it

- Family: spouse, marriage, raising children, home life, renting or owning a house/apartment, finding childcare, health concerns
- Work: getting or keeping a job, boss, co-workers, safety, low pay, no benefits, work schedule
- Community: citizenship, transportation, school, recreation, neighborhood safety, social contacts

3. A personal experience and why it was important

- Deciding to leave one's native country, coming to the U.S., adapting to life in the U.S., culture shock
- Childhood experiences, school, getting married, having children, caring for the elderly, death
- Situations that were dangerous, exciting, challenging, emotional
- Job training and education, experiences at work

Sentences

A paragraph is a group of sentences about the same topic. The main idea of the paragraph is usually given in the first sentence. This sentence is called the *topic sentence*. The other sentences add details to the topic and are called the *supporting sentences*.

- **Topic Sentences: Read the example**

The students in the class come from many different parts of the world. Some are from European countries such as Austria and Poland. Others are from Middle Eastern countries, like Lebanon and Libya. Many are from Asian countries like China. The largest number come from Latin American countries, such as Peru and Mexico.

- What is the topic sentence?

The students in the class come from many different parts of the world.

- Notice that all the rest of the sentences in the paragraph relate to the topic sentence. These are the supporting sentences.

- **Exercise 1: Read each paragraph and underline the topic sentence.**

1. There are many reasons why millions of Americans move every year. Some move to find better jobs. Others like places with better weather. Still others want to move to a place with less crime. Finally, many people want to move to a place with a lower cost of living.
2. Throughout history garlic has had many uses. The Romans gave garlic to their slaves for strength and to their soldiers for courage. During the Middle Ages, some people used garlic to keep the witches away. In the 18th century it was used to cure diseases. Even today some people believe that eating garlic can prevent colds.

- **Exercise 2: Choose the best topic sentence for each of the paragraphs and write it on the line.**

1. a. Skiing is expensive.
b. Skiing is a popular sport
c. Skiing has many disadvantages.

Many people enjoy it even though it is expensive and dangerous. A lot of people spend every winter weekend skiing, and many families go on winter ski vacations. Neither the high cost of equipment nor the severe cold keeps skiers away.

2. a. Taxes should be raised.
b. Many teachers are not paid.
c. Tax money is used to build new roads.

The city needs more money and will have serious problems if it is not raised soon. We need money to pay for new roads and to fix old roads. We also need money to pay teachers' salaries and to pay for services such as trash collection. In addition, more tax money is needed for financial aid to the poor.

TOPIC SENTENCES AND SUPPORTING DETAILS

A paragraph is a group of sentences about the same topic. The main idea of the paragraph is usually given in the first sentence. This sentence is called the *topic sentence*. It introduces the topic and determines the information given in the other sentences. The other sentences give details about the topic and are called the *supporting details*. All the sentences in the paragraph should relate to the topic sentence.

Look at the paragraphs below. Find the topic sentence and write it on the line. In each paragraph, there is one sentence that shouldn't be there because it doesn't relate to the topic sentence. Underline it and discuss why it doesn't fit.

A.

My family bought a house for the first time last year. First, we had to save money for the down payment. That took about five years. Second, we found a bank that gave us a home loan. Then we found a real estate agent that we liked. Finally, after eight months, we found the right house. My boss owns his home, too. We are so happy to be out of the apartment where we lived before. Now my children can play in our yard and my father is growing a garden for the first time.

The topic sentence is: _____

B.

When I got a job working in a nursing home, I had a problem with childcare. My daughter was four years old at the time and I didn't earn enough money to be able to pay for childcare. I talked to my classmates and my teacher and they told me about the Headstart Program. I worked full-time and Headstart met only in the mornings so I needed something in the afternoons. My neighbor agreed to pick up my daughter after Headstart and watch her until I got home at 3:30. My neighbor got a lot of letters from her family in her country. She was old and she lived alone so, in exchange, I helped her clean her house and do grocery shopping on the weekends.

The topic sentence is: _____

More Sentences

- Choose one of the following topic sentences and write a list of supporting details.

- Exercise is important for good health.
- Living in a foreign country is expensive.
- Portland is a good place to live.

Topic sentence: _____

Details

- 1.
- 2.
- 3.
- 4.
- 5.

Write your list in complete sentences

- 1.
- 2.
- 3.
- 4.
- 5.

- Write a paragraph based on your list.

WHAT IS THE INTERNET?

The Internet goes by many names: the **Net**, the **Information Superhighway**, **Cyberspace**. It is the largest computer system in the world, consisting of many millions of computers linked together to share information. There is a lot of interesting information available on the Internet in many different languages. Most of it is free.

What does the Internet offer?

It connects you to the **World Wide Web**. This is the place where you can access the following resources:

- **Electronic mail (e-mail)** is a fast, easy inexpensive way to communicate with friends and family.
- **Information:** You can look up information on ANY subject, learn how to do things (build a house, speak Rumanian!), read newspapers and magazines, even enter libraries around the world.
- **Discussion Groups:** These groups can send you information about topics that interest you. You can also 'discuss' (through the computer) the information with others around the world.
- **Online shopping** and much much more.

How did the Internet start?

In the 1960s, the U.S. Government connected many different military computers together to form one **network**. A network is a collection of computers linked together to share information. Twenty years later, the National Science Foundation used that same technology to allow universities and schools to be connected to each other. They improved the system, making it easier and faster to transfer information. By the early 1990s, many companies began offering access to people with computers at home. This allowed anyone with a computer and a **modem** (a telephone connection to a computer) access to the Internet. In 1993, the first web site for the public was created. Now there are billions of sites!

How do you get connected?

Internet Service Providers (known as **ISP's**), and telephone companies, offer service for a fee. You pay about \$20 a month for access to the Internet through your home computer. If you do not have a computer at home, or if you do not want to pay a monthly fee, many public libraries, museums and schools offer computers with Internet connection where you can work for free.

What is the World Wide Web?

It's part of the Internet and consists of billions of pages of information stored on computers around the world. Here's some vocabulary related to the Web:

- **Web Page** – a document on the Web which can include text, pictures, sound and video.
- **Web Site** – A collection of web pages maintained by a university, government agency, company or individual.
- **Web Server** – a computer directly connected to the Internet that makes web pages available to the world.
- **URL (Uniform Resource Locator)** – the address of a web page
- **Web Browser** – a software program that allows you to see information on the Web. Two examples are **Netscape** and **Internet Explorer**.

How do you search the Internet?

You can use a **search engine** to help you find the information you want. Search engines ask you to type in a topic and press a search button. It is important to be very specific because there is a lot of information out there! **Google.com** and **infoseek.com** are two examples of good search engines.

What is the Internet?

Exercises

A. Vocabulary Practice

- Write the letter of the phrase that means the same as the vocabulary words listed here.

- | | | |
|--------------------|-------|---------------------------------------|
| 1. Internet | _____ | a. web page address |
| 2. software | _____ | b. written text |
| 3. modem | _____ | c. cyberspace |
| 4. URL | _____ | d. a computer program |
| 5. a search engine | _____ | e. telephone connection to a computer |
| 6. a document | _____ | f. google.com |

B. Comprehension Questions

- Discuss these questions with your tutor or write the answers.

1. When was the first computer network created? Who created it?
2. In what year was the first web page made for the public?
3. What kinds of information can you get on the Internet?
4. What are two of the most commonly used web browsers?
5. What do Internet Service Providers do?

ACTIVITY

Finding e-mail friends

- Your instructor may first review ESL e-mail sites with you.
 1. Turn on the computer and open *Explorer*.
 2. Look at the list of Internet locations below for finding e-mail friends and type in an address to visit.
 3. Visit all three locations (sites).
 4. Select two sites and register.
 5. If possible, select and send e-mail to a person on at least one of the sites.
 6. Print everything you do so you have information if anything is forgotten.

SITES

ESL e-mail friends: sites for adults to visit: Sites where students can register independently.

<http://www.englishclub.net/e-friends/>

<http://www.europa-pages.com> (Click on the International pen pals icon at the bottom right).

<http://www.eslpartyland.com> (Click on the students' section, the e-mail title-7th box at the top – it is green.)

Recommendations for writing and responding to e-mail

When writing e-mail, students should:

1. Refer to their partners by name, not only as they begin, but also in the body of the messages.
2. Always refer to something their partner said in the last message. This is the only way that their e-mail partners have of knowing that they were 'heard'. Also it is nice to respond in a manner that affirms the dignity of their e-mail partner. For instance, the student can say such things as "Maria, that was a helpful thought in your last message when you said...", "Boris, I liked your story about...", or "I have had a similar experience to your story about your nearly disastrous trip to the zoo, Valentina."
3. Generally keep messages relatively short. Also, short paragraphs fit on a screen better.
4. Give concrete examples. This is especially important with cross-cultural connections. It is often in the specific examples that students can really understand the meaning behind what their e-mail partners are saying.
5. Keep collaborative projects simple at first; let the process develop in complexity over time.

Who Shares a Birthday with You???

Skill-building: Learning to learn
 Using reference materials
 Using technology
 Communication

Objectives: Given URL's (Universal Resource Locators), encyclopedias, and other reference materials, the student will be able to:

1. Establish an Internet connection.
2. Use toolbar icons, arrow bars, and links to other sites.
3. Collect information about a famous person.
4. Analyze a reference work to see how extensive it is.
5. Discuss situations when it is better to use print materials or Internet-based resources.
6. Communicate this information with others.

Description of Activity:

Students will be directed to a URL in which they can find a list of people who were born on the same day in history as they were. Students can then check various resources (URL's and print) to find out more about one or more of the famous people listed. Some individuals will be readily found in other on-line references, and others will not be. The link from this particular URL to more biographical information is available by subscription only, so other sources will need to be consulted. Students will discuss when it is appropriate to use an electronic database (when needing the ability to sort information in an unusual way, as by birthdate), and when it is perhaps more appropriate to use print materials (for general biographical information, print encyclopedias and biographical dictionaries may be more inclusive). Students will communicate the information about the person they have chosen to investigate with others. This can be in the form of journal writing, discussion with others, written communication via e-mail with others in the group. It can be fascinating to discuss the criteria used by editors for inclusion in biographical dictionaries and other databases.

Resources:

1. Activity Sheet: Who Share a Birthday with You? (see following page.)
2. Encyclopedia Britannica's sample page: <http://www.eb.com/bio.html>
3. Data from Biography: <http://www.biography.com/biography/find/find.html>
4. The Internet public library has a list of reference books and encyclopedias at the following site: <http://www.ipl.org/> . Then go to the reference section of the library.

SUGGESTED WEBSITES FOR ESL STUDENTS

Websites are constantly changing. If you find something that is outdated or you know of an additional site to recommend, please contact Oregon Literacy at info@oregonliteracy.org

1. **Dave's ESL Café**

Website: <http://www.eslcafe.com>

Many interactive elements. You can practice reading, writing, grammar and listening through games, quizzes and a chat room.

2. **Randall's ESL Cyber Listening Lab**

Web Site: <http://www.esl-lab.com>

Lessons focused on listening skills. Dialogues and exercises/quizzes at varying levels of difficulty. Audio component.

3. **The Internet TESL Journal: Activities for ESL Students**

Website: <http://www.esl-lab.com>

Grammar and vocabulary quizzes at varying levels, crossword puzzles, bi-lingual quizzes, links to other ESL study sites.

4. **English as a Second Language – Rong-Chang Li**

Website: <http://www.rong-chang.com>

This site links you to high quality and free ESL learning materials. Includes “proverb of the day”.

5. **California Distance Learning Project**

Website: <http://www.cdlponline.org/cdlp/studact.html>

Many student activities including news stories with audio, articles on family, community, and work issues, lessons on voting, solving common problems, and filling out job applications. Lessons use video series “Connect with English” and “Putting English to Work”. Examples of innovative email projects.

6. **Citizenship and Civics**

Website: <http://bensguide.gpo.gov/index.html>

Lessons designed for K-12 but useful for adult ESL students. Lessons graduating in difficulty and labeled by grade level. Good for students interested in studying for the citizenship test.

7. **CNN San Francisco Learning Resources**

Website: <http://literacynet.org/cnnsf>

High interest current news stories are presented in easy-to-read text, audio and video. Lessons include exercises for each story.

8. **Holidays: History and Cultural Practices**

Website: <http://www.holidays.net>

Background information on common U.S. holidays. These short readings are appropriate for higher level readers.

9. **The Internet Public Library**

Website: <http://www.ipl.org>

Newspapers from all over the U.S. and the world. Online serials and e-zines. Search engine. Exhibits and teen/youth links.

Who Shares a Birthday with You ????

When were you born? _____

Let's check out a website that will tell you about others who were born on that date, but not necessarily in the same year!

1. When you have gained access to the Internet, type in this URL in the location bar:
<http://www.eb.com/bio.html>
2. Follow the directions at this site and choose your birth month and day. (Use the arrow bars to move the month and days until you find what you want.) Read through the list of people sharing your birthday. Think about the following questions:
 - i. How many people are listed as having the same birthdate?
 - ii. How far back in time does this list go?
 - iii. Who decides what names to include on this list?
3. Choose the name of one person on this list.
4. Find out more information about that person. (There will be a little bit of information available at this site, but most of the information is available to people who pay to use the encyclopedia.) You will probably want to check some other places, such as encyclopedias and almanacs. You may also check these Web sites: <http://www.biography.com/biography/find/find.html>
Or <http://www.ipl.org/ref> .
5. Consider the following questions:
 - Did you have trouble finding the information?
 - Who decides what makes a person famous?
 - Are there any groups of people who seem to be forgotten by these references?
6. Communicate this information to someone else, either via e-mail, journal, letter, or discussion.