

English as a Second Language

Tutor Packet Level 2

Volunteer Literacy Tutoring Program
Portland Community College
2002

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Introduction

ESL Level 2 – Overview

What is the content of Level 2?

Upon completion of the course ‘Tutoring ESL’, it is our hope that the students will be able to use their English outside of the classroom, to communicate in their adult life-roles of family members, community members, and workers. The course is divided into six student performance levels. This is the packet for the second of these six levels.

The work that you do with your student(s) should therefore be seen in terms of not just what you do in the classroom, but how the student can apply this information in the real world. This packet is organized according to three focus areas:

- communicating using simple vocabulary in familiar situations
- reading and understanding simplified material on familiar topics
- writing ideas and information on forms or in simple sentences

These three areas encompass the things that we hope, at the end of Level 2, the students will be able to do in their everyday lives out in the REAL WORLD.

How do I know if my student(s) can do these things?

The packet includes activities for the student (and instructions for you on how to use them) to be done IN CLASS. If the student can successfully complete these activities, we believe this indicates that the student will also be successful in the four focus areas OUTSIDE of class.

In addition to the activities and corresponding worksheets, you are also provided with a list of oral communication skills, written communication skills, and reading skills, that are necessary for the student to master, in order to move on to Level 3.

A *Grammar Reference Guide*, which lists appropriate grammar structures for each level, is also included in the packet.

How do I use this packet?

You may choose to work with the four focus areas in any order. For example, you may start with reading and understanding materials on familiar topics, and follow it with communicating using simple vocabulary – or the other way around. In addition, you do not have to finish one area, before moving on to the next. In fact, many tutors work on all three areas simultaneously.

You are not limited to the activities included in the packet. Use the included worksheets, but create your own, especially if your student(s) seems to need additional practice in a certain area. The included activities have been designed to work for many different topic areas. For example, when working on the focus area of communicating in familiar situations, you may choose to focus on vocabulary in the areas of health, food, family, or any number of other contexts that grab your student’s interest. The same is true for all three focus areas – so vary the context!

GOOD LUCK AND ENJOY !!

ESL LEVEL 2 – Overview

SUGGESTED CORE MATERIALS TO USE WITH THE LEVEL 1 PACKET

Survival English 1: English through Conversation , Real Life English, Going Places, Picture Stories

Work with your student on these SKILLS throughout ESL Level 2

At the end of Level 2 the student should be able to...

Oral Communication Skills

- Speak using basic grammar* in the context of everyday situations (health, shopping etc.)
- Recognize and use common social phrases (ex. thank you, see you tomorrow, excuse me)
- Ask and answer yes/no questions
- Ask and answer 'wh' questions
- Ask for and give clarification
- Follow oral directions

Reading Skills

- Read and understand simple sentences and questions
- Read simple maps
- Tell time
- Recognize different money denominations
- Recognize common signs and symbols

Written Skills

- Write information in blanks on forms
- Write simple sentences and notes using a model
- Use the correct format when writing a note
- Recognize different written formats (want ads, menus etc.)
- Use basic grammar *

(See *Grammar Reference Guide-Level 2* for a list of structures appropriate for this level.)

Some suggested IN class activities

(Start with the included lesson plans and worksheets and then be creative and make your own!!)

- Practice using social phrases such as, 'thank you, see you tomorrow', 'have a nice day', and 'excuse me'
- Ask and answer yes/no and 'wh' questions on familiar topics, such as personal information, family, health, food and technology.
- Describe objects, places and people using simple vocabulary
- Read simplified material and answer comprehension questions
- Read simplified material and demonstrate understanding through matching or sequencing activities
- Fill out several different types of (simplified) forms
- Write short messages on everyday topics

What the student can do OUTSIDE of class

after completing ESL Level 2

- Communicate using simple vocabulary in familiar situations
- Read and understand simple material on familiar topics
- Write ideas and information in simple sentences, or on forms

ESL LEVEL 2 – Overview

What do I need to know about my student's literacy ability?

One of the first things you will want to find out about is your students' literacy level in their native language. If your student is literate in his or her native language, then learning English literacy will be much easier. If your student's language is written with the Roman alphabet, then the focus will be learning the conventions of written English and using it to reinforce the oral language he or she has learned. Even if your student's native language uses a different script, e.g. Russian, Chinese or Arabic, after becoming familiar with the Roman alphabet, many of the skills necessary for literacy will transfer into English. For students who have just a few years of education in their native language or none at all, the task of learning literacy skills in English will be much slower and involve additional steps.

Non-literate and semi-literate students will need to develop the physical ability to read and write. This includes the ability to discriminate between symbols and letters that are similar and the fine motor control needed to write legibly. Don't forget to consider whether your student might need reading glasses especially if he or she is an older student.

Reading is like a puzzle. A new reader must develop the following skill areas in order to figure out the symbols on the page.

- left/right, top/down orientation
- phonics
- sight word recognition
- guessing from context
- knowledge of the topic
- knowledge of English word order
- knowledge of grammar and punctuation

Use oral language as a springboard for teaching literacy skills. Always introduce new vocabulary orally and review any words you will be asking your students to read and write. Try the Language Experience (LE) approach. It is an excellent way to link oral and written language. Teach your student to read and write words that have personal meaning and practical use such as name, address, common words in the environment, etc. Using

index cards for games and review works well – students can match capital and small letters, a new word and a picture, a numeral and the written word. Play “Concentration” with these cards or scramble them and have your student match the pairs or put them in the correct order.

Ask your coordinator for an ESL literacy text such as Longman ESL Literacy or On the Write Track: Beginning Literacy for ESL Students to supplement the activities in this packet. You will need to pick and choose worksheets with a simple, clean layout and vocabulary your student knows. Don’t forget lots of repetition and learning tasks appropriate to your student’s level so he or she can experience success.

Native language literacy will increase your student’s ability to read and write in English. Explore the possibility of literacy instruction in your student’s first language. Portland Community College and the Mexican Consulate offer literacy classes for Spanish speakers. Ask your coordinator for more information.

ESL LEVEL 2 – ASSESSMENT

How do I know if my student is learning what I am teaching?

- Included in each ESL Tutoring packet is an assessment tool. You can use this tool to see if your student is mastering the material in the Level 2 Packet.
- There is one assessment for each focus area.
- For level 2 there are assessments for:
 - Communicating orally using simple vocabulary in familiar situations
 - Reading and understand simplified material on familiar topics
 - Writing information on forms, or in simple sentences

How do I use the assessment?

- There are many different ways to use the assessment pages.
 - You can do all four assessments at the end of the packet.
 - You can do one assessment at a time, as you finish each focus area.
 - You can do all four assessments when you first meet your student to get an idea of what he/she already knows, and then give them again after finishing the packet to see what progress the student has made.
- These pages are to help you judge your student's progress, and to see where he may need extra work.
- **The student must pass all 3 assessments in order to move on to Level 3.**

Are the students assessed in other ways as well?

The Volunteer Literacy Tutoring Program tests the students using a national standardized listening test called the CASAS. This test is used as a pre-test, and also often times as a placement test. The score the student receives on the test when they first come to VLT, helps the coordinator know what level to place the student at, and what materials to give to the tutor. In addition, at some locations, the students are given a post-test after at least 60 hours of instruction, to document progress they are making.

If there are other things you would like to know about assessment please ask your coordinator. She is there to help you!

Level 2 Assessment

- Use the following assessment tools to see if your student is ready to move on to Level 3.
- Your student needs to pass **all 3** assessments in order to move up to the next level.
- Many of the following assessment activities should be familiar - all were introduced and practiced throughout the Level 2 packet.
- After completing the assessment, please give this cover sheet and the completed assessment pages to your coordinator for the student's file.

Assessment Guides			Date
Assessment Guides 1A and 1B: - Use common social phrases correctly (1A) - Ask and answer questions on familiar topics (1B) - Describe objects, places and people using simple vocabulary (1B)	Pass	No Pass	
Assessment Guide 2: - Read simplified material, answer comprehension questions, and complete a sequencing activity.	Pass	No Pass	
Assessment Guide 3A and 3B: - Fill out a form (3A) - Write a short note (3B)	Pass	No Pass	

Thank You and Good Luck!

Student's Name: _____

Tutor's Name: _____

Student's Name: _____

Assessment 1A

Focus Area: Communicating using simple vocabulary in routine situations

Assessment Guide 1A

- Give your student the following scenario:

You are at a bus stop. You don't have a watch, and you want to know what time it is. Ask one of the other people waiting at the bus stop what time it is.

- Have your student create a dialog (he may choose to do it orally or in writing).
- The student must use at least 2 of the following phrases:
 - excuse me, thank you, you're welcome, have a nice day, see you tomorrow.
- After your student presents his dialog, complete Assessment Guide 1A.

Assessment Guide 1A

Student's Task: Correctly use common social phrases		
Creates a dialog using vocabulary appropriate to the given scenario	Yes	No
Uses at least 2 of the above listed phrases (excuse me, thank you etc.)	Yes	No
Uses understandable pronunciation	Yes	No

Student's Name: _____

Assessment 1B

Focus Area: Communicating using simple vocabulary in familiar situations

Assessment Guide 1B

- Give your student a copy of the following interview grid.
- Have your student ask you questions then note the answers on the grid.
- Ask your student the same questions and note the answers on the grid.
- If you want to, substitute different questions of approximately the same level of difficulty based on the topic areas you covered with your student.
- Complete Assessment Guide 1B after completing the grid.

	Tutor	Student
What's your name?		
Are you married?		
Do you like music?		
What language do you speak?		
Are you happy today?		
Where do you work?		
What do you do when you have a headache?		
What time do you eat dinner?		
How many children do you have?		
Describe what am I wearing today.		
How do you feel today?		
Tell me about your house/apartment.		

Assessment Guide 1B

Student's Tasks:		
Ask and answer questions. Describe objects, people and places.		
Asks appropriate questions to obtain desired information	Yes	No
Answers 75% of the questions with appropriate responses (9 correct)	Yes	No
Uses understandable pronunciation	Yes	No
(For the last three questions), uses at least 2 descriptive adjectives in each answer.	Yes	No

Student's Name: _____

Assessment 2

Focus Area: Read and understand simplified material

- Have your student read the story, then discuss the 4 comprehension questions.

My Friend

My name is Julie. Every Saturday I visit my friend in the city. In the morning we go shopping. We usually eat lunch at 12:00. After lunch we go to the park. At the park we sit and talk. Sometimes we feed the ducks too. When it gets dark we take the bus to my friend's house. She cooks dinner and we watch TV. I am very happy when I visit my friend.

1. When does Julie visit her friend?
2. Where does Julie's friend live?
3. What do they do in the morning?
4. What do they do at the park?

- Cut out the story strips on the following page and mix them up.
- Give them to your student and ask him to put them in the correct order.
- After your student has put the strips in order, complete Assessment Guide 2.

My name is Julie.

Every Saturday I visit my friend in the city.

In the morning we go shopping.

We usually eat lunch at 12:00.

After lunch we go to the park.

When it gets dark we take the bus to my friend's house.

She cooks dinner and we watch TV.

I am very happy when I visit my friend.

Assessment Guide 2

Task: Read story, answer questions, correctly order story strips		
Answers at least 3 of the 4 questions with appropriate responses	Yes	No
Uses understandable pronunciation	Yes	No
Puts at least 80% of the story strips (6 of the 8 sentences) in the same order as the story the student just read.	Yes	No

My name is Julie.

Every Saturday I visit my friend in the city.

In the morning we go shopping.

We usually eat lunch at 12:00.

After lunch we go to the park.

When it gets dark we take the bus to my friend's house.

She cooks dinner and we watch TV.

I am very happy when I visit my friend.

Student's Name: _____

Assessment 3

Focus Area: Writing basic ideas and information on forms or in simple sentences

- Complete Assessment Guide 3A after your student completes the following form:

Library Card Application			
Name _____	_____	_____	_____
_____ Last	_____	_____ First	_____
Address _____	_____	_____	_____
_____ Number	_____ Street	_____ Apt.	_____
City _____	State _____	Zip _____	_____
Social Security _____	Telephone Number _____	_____	_____
_____	_____ (Area Code)	_____	_____ Number
Signature _____	_____	_____	_____

Assessment Guide 3A:

Student's Task:		
To complete a simple form with basic personal information		
Includes ALL information requested on the form	Yes	No
Writes information in the correct spaces on the form	Yes	No
Puts dash in the correct place for the phone number and SSN	Yes	No
Uses capital and small letters correctly at least 50% of the time	Yes	No

- Complete Assessment Guide 3B after your student finishes the following note:

Dear _____, _____, 2002

Hello. How are _____ ? I am _____. I am very busy. I am taking English _____ three days a week. I _____ at the factory everyday. I take care of my children. I hope you can visit soon.

_____,

Cristina

Assessment Guide 3B:

Student's Task: To complete a short note		
Makes an appropriate vocabulary choice for each blank	Yes	No
Includes a date	Yes	No
Signs the note appropriately (example: love, sincerely, your friend, etc.)	Yes	No

Activities

Focus Area 1:

Communicating using simple vocabulary in familiar situations

Suggested Props: 3x5 cards, scenario cards

Activity 1: Correctly use common social phrases, such as “excuse me”, “thank you” etc.

1. Introduce the new vocabulary. Practice correct pronunciation.
 - excuse me
 - thank you
 - you're welcome
 - see you tomorrow
 - have a nice day
2. Model, then practice, using the new vocabulary correctly
 - Have your student write each of the five phrases on a 3x5 card.
 - Stack the cards in a pile, face down, on the table.
 - Turn over the top card and read the phrase to your student.
 - Have your student repeat after you. (note: for a group have the class work in pairs.)
 - Make a complete sentence using the phrase. *For example: Thank you for the chocolate.*
 - Have your student repeat.
 - Continue until all of the cards have been turned over.
 - Mix up the cards and repeat two or three times. When your student seems ready, ask him to turn over each card and orally make a sentence on his own.
3. Dialog writing
 - Look at some sample dialogues. (see worksheet)
 - Practice them with your student.
 - Following the oral practice, work with your student to write a short dialogue using some of the above phrases. After the dialogue is written, practice it with your student
 - **For example:**

Student:	Excuse me, what time is it?
Tutor:	It is 8:30.
Student:	Thank you for your help.
Tutor:	You're welcome.
Student:	Have a nice day.
Tutor:	Thank you, you too.

Variations

- Use these phrases in a role-play. Give your student a scenario and see if he can incorporate the social phrases into it. Some possible scenarios are:
 - You are at the supermarket and want to buy some milk, but you don't know where it is.
 - You are at work and your boss asks you to help a new employee.
 - You are at a party and meet an old friend.
 - You are in English class and don't understand something the teacher just said.
- Brainstorm with your student other “common phrases” that he may have heard on the bus, at work etc.
- For additional practice have your student write the phrases from dictation.

Some Sample Dialogues...

- Good morning. How are you?
 - I'm fine, thank you. How are you?
 - Fine thanks.
-

- Excuse me. What time is it?
 - It's 8:00.
 - What time is the class?
 - It's at 8:30.
 - Thank you.
-

- Hello. Dr. Nguyen's office.
 - Good morning. This is _____. My son needs an appointment.
 - What's his name?
 - His name is _____.
 - OK Come in tomorrow at 3:00.
 - Thank you for your time. Have a nice day.
 - You too. Good bye.
 - Good bye.
-

- Excuse me. Where is the grocery store?
 - It's on 5th Avenue.
 - Is it on the corner?
 - No it isn't. It is next to the bank.
 - Thank you.
 - You're welcome.
-

- Can I help you?
 - Yes, I want to exchange this dress. I want a blue one.
 - Do you have the receipt?
 - Yes, I do.
-

- Next, please.
- I want two hamburgers and two cokes.
- Small, medium or large?
- 1 small and 1 medium, please.
- Is that for here or to go?
- To go.
- That's \$5.65.

Community

911

- A. Emergency services.
- B. Hello. I need help. This is an emergency.
- A. What's the matter?
- B. There's a fire in my kitchen.
I am from _____
I speak _____
- A. What's your name?
- B. My name is _____
- A. What's your address?
- B. My address is _____
- A. What's the closest cross street?
- B. The closest cross street is _____
- A. A fire truck is coming.
- B. Thank you.

Focus Area 1: Communicating using simple vocabulary in familiar situations

Suggested Props: 3x5 cards, conversation grids, pictures of famous people, masking tape

Activity 2: Asking and answering yes/no and 'wh' (information) questions

1. Choose six or seven questions that begin with a 'wh' word or require a yes/no answer that will be familiar to your student.

Example: Topic area = personal information

- What's your first name? What's your address?
- What's your last name? Are you married?
- What country are you from? Do you have any children?

2. Write key words (underlined above) on index cards, one phrase per card. Ask the student to read each card, you then say the full question that corresponds to the key word(s).

Example:

- Student reads: FIRST NAME
- Tutor says: "What's your first name?"
- Tutor models the answer: "My first name is Susan."
- Tutor asks the question again: "What's your first name?"
- Student responds: "My first name is _____."
- A one-word answer, a phrase, or a full sentence are all acceptable.

3. When the student can correctly answer each question mix them up and ask them in a different order, this time using normal, native speaker speed and articulation.
 4. After asking your student several questions switch roles, and have your student ask you questions.
-

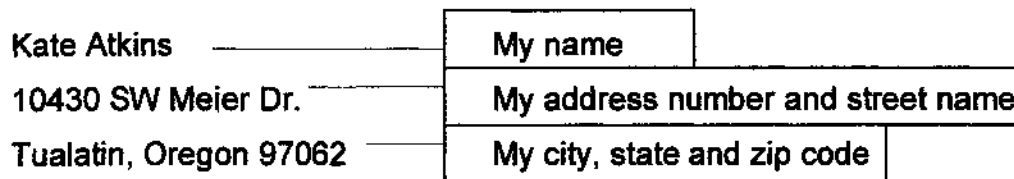
Variations

- If you are working with a small or large group use a conversation grid to practice asking and answering questions. The students must ask several people questions and then record the answers on a grid. (See example worksheet.)
- Who Am I (*An activity for small or large groups*)
 - Write the names of famous people on cards, one name per card. Prepare one card per student.
 - Using tape, stick one card on each student's back.
 - Have the students stand up and form pairs. In each pair, the first student reads the name on the second student's back. The second student's task is to find out his own 'identity' by asking the first student yes/no questions. When the second student guesses correctly, have students switch roles.
 - Be sure to select names of famous people that the students will likely know.
 - For beginners, you can use pictures of famous people instead of writing their names.
 - Use your own judgement about how long to let the activity continue.
- Practice asking and answering questions in a wide variety of contexts; for example: employment, holidays, personal information, health, neighborhood, daily routines, family etc.

ADDRESS / TELEPHONE

Country	China is a <u>country</u> . The United States is a <u>country</u> .
State	There are fifty (50) <u>states</u> in the United States. We live in the <u>state</u> of Oregon.
City	Each state has many <u>cities</u> . We live in the <u>city</u> of Tualatin.
Street	In each city, there are <u>streets</u> . They are named so we can find
Map	them on a <u>map</u> .
Address	Each house has an <u>address</u> with a number, the street name, the name of the city and the state, and a special number that is
Zip code	called a <u>zip code</u>
Telephone	Most people have a <u>telephone</u> so they can talk to people without having to go to their house.
Phone number	Each telephone has its own <u>phone number</u> .
Area Code	Each state is divided into areas and the areas each have an <u>area code</u> that you must dial with the phone number. If you need to dial 1 before the <u>area code</u> ,
Long distance	this would be a <u>long distance</u> telephone call.

An address tells where a person lives. **This is my address:**



This is my telephone number

(503) 692-8653



What's your address?

What's your telephone number?

Getting to Know You

Fill in the blanks and then practice with a partner.

1. What's your name?
It's _____
2. Where are you from?
I'm from _____
3. What country do you live in now?
I live in _____
4. What state do you live in?
I live in _____
5. What city do you live in?
I live in _____
6. What's your address?
It's _____
7. What's your first name?
It's _____
8. What's your last name?
It's _____
9. What's your phone number?
It's _____
10. What's your social security number?
It's _____
11. What's your job?
I'm a _____
12. Are you married?
_____, I am. _____, I'm not.
13. Do you have children?
_____, I do. _____, I don't.
14. Do you like living in Oregon?
_____, I do. _____, I don't.

Questions and Short Answers

	Yes	No
Present Tense	Yes, I am.	No, I'm not.
	Yes, you are.	No, you aren't.
	Yes, he/she is.	No, he/she isn't.
	Yes, we are.	No, we aren't.
	Yes, you are.	No, you aren't.
	Yes, they are.	No, they aren't.

Exercises

Write the correct short answer.

1. Is she a doctor?

Yes, _____.

2. Are they from China?

Yes, _____.

3. Are they students?

No, _____.

4. Is she your sister?

No, _____.

5. Are you hungry?

Yes, _____.

ASK A PARTNER

1. Are you married?
2. Is it cold today?
3. Are you from Mexico?
4. Are you happy today?
5. Is it raining outside?

Directions for the tutor: Before doing the interview, have your student draw a picture of his own neighborhood. Then during the interview the student can use his own picture to help answer the questions.

INTERVIEW
About Your Neighborhood

1. What is your name?
2. What is your address?
3. Where is your house (apartment)?
4. What do you like about your house (apartment)?
5. What don't you like about your house (apartment)?
6. How long have you lived in Oregon?
7. Tell me something interesting about your neighborhood.

- Practice asking and answering questions with a partner.
- For extra practice write your answers.

1. Do you go to bed before 11:00 p.m.?

2. Do you like rock music?

3. Do you exercise every day?

4. Do you like to have parties?

5. Do you watch TV 3 hours a day?

6. Do you talk a lot?

7. Do you work in the evenings?

8. Do you get up before 7:00 am?

9. Do you like to do housework?

10. Do you like cats?

11. Do you speak 3 languages?

12. Do you like to go shopping?

Interview Chart

What's your name?

Where are you from?

What language do you speak?

Name				
Native Country				
Language				

My name: _____

My native country: _____

My language: _____

Q & A Practice

EMPLOYMENT

1. What does your father do?
What is his job?
What does your mother do?
Did your father or your mother teach you any work skills?
Examples: cooking, sewing, building houses, fixing a car,
working on a farm
 2. Did you work when you were a teenager?
What work did you do?
 3. How many different jobs have you had?
 4. What is your favorite job?
 5. Are you working now? Where? What are you doing?
 6. Do you want a different job? Why?
-

HEALTH

1. What do you do when you have a headache?
2. What do you do when you have a stomachache?
3. What do you do when you have a sore throat?
4. What do you do when you have an earache?
5. What do you do when you have a toothache?
6. What do you do when you have a cold?
7. What do you do when you have a backache?
8. What do you do when you can't sleep?
9. What do you do when you feel sad and depressed?

Suggestion: If you are working with a group cut the questions into strips, give each student in the group a strip, have students ask their questions and other students answer.

Q & A Practice

HOLIDAYS

1. Introduce the following vocabulary: *holiday, celebrate, favorite traditional foods*.
 2. Discuss the following questions with your student (the answers can be about the US or their country's holidays):
 - What country are you from?
 - What is your favorite holiday?
 - When is it?
 - Why do you celebrate this holiday?
 - Who are you usually with on this holiday?
 - What do you usually do? How do you celebrate?
 - Are there traditional foods for this day?
 - Tell me something that is interesting or unusual about this holiday.
-

CALENDARS

1. Review the days of the week and the months of the year.
2. Review the calendar words:

next week	last week
month	year
weekend	today
tomorrow	yesterday
next year	last year
3. Introduce and practice ordinal numbers. (First, second, third, fourth, fifth etc...)
4. Do this lesson with a current calendar to demonstrate the meanings of the words and to allow the student to practice the vocabulary and concepts.
5. Some example practice questions are:
 - What is the day before Monday?
 - What is the day after Monday?
 - What is the day before Friday?
 - What is the day after Friday?
 - How many days are there in a week?
 - How many weeks are there in a year?
 - What days make up the weekend?

Class Calendar

Month: _____ Year: _____

S	M	T	W	T	F	S

Daily Routine



How to Play

Make two copies of the chart below.

Give one copy to your student. Keep one copy for yourself.

Have your student complete the information in the 'student' column.

Do the same on your sheet for the 'tutor' column.

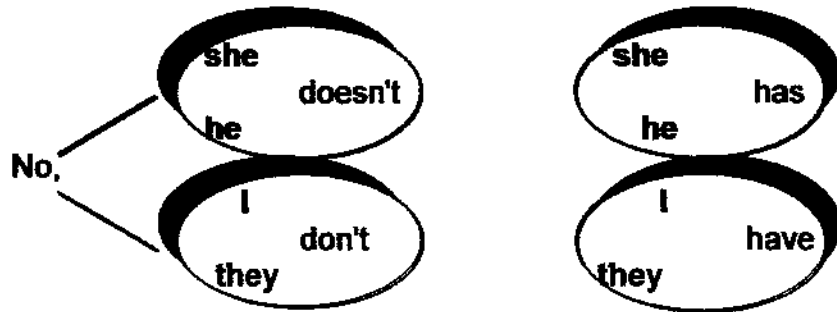
Ask your student questions and complete the 'student' column on your sheet.

Have your student ask you questions to complete the 'tutor' column on their sheet.

Use this information to get to know each other better!

?	tutor	student
What time did you get up today?		
What time did you go to bed yesterday?		
What time did you eat breakfast today?		
What time did you eat lunch yesterday?		
When will you eat dinner tonight?		
What time did you come to school?		
When will you go on vacation?		

HEALTH



1. Does he have a fever?

No, _____.

He has _____.

2. Does he have a cold?

No, _____.

_____.

3. Do they have sore throats?

No, _____.

_____.

4. Does he have a broken arm?

No, _____.

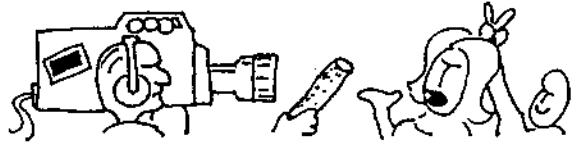
_____.

5. Do you have a cold? _____, I _____.

6. Do you have a fever? _____, I _____.

7. Do you have a sore throat? _____, I _____.

Family Interview



How to Play

Make two copies of the chart below.

Give one copy to your student and keep one for yourself.

Have your student complete the information in the 'student' column by answering the questions.

You should do the same for the 'tutor' column.

When you have both finished, ask your student the appropriate questions to complete the 'student' column on your sheet.

Reverse roles and have your student ask questions to complete their grid.

Use this information to get to know each other better!

Family Information	Tutor	Student
Are you married?		
Are you single?		
How many sons do you have?		
How many daughters do you have?		
How many sisters do you have?		
How many brothers do you have?		
Do you have an uncle?		
Do you have an aunt?		
Did you ever meet your grandmother?		
Do you have any pets?		

Focus Area 1: Communicating using simple vocabulary in familiar situations

Suggested Props: 3x5 cards, conversation grids, pictures of famous people, masking tape

Activity 3: Describing objects, people, and places using simple vocabulary

1. Introduce some basic descriptive adjectives – colors, shapes and sizes, feelings.
2. Practice using the adjectives in complete sentences. (Focus on correct word order.)
3. Show your student two pictures. Ask questions using descriptive adjectives and have your student simply point to the correct picture.

Example: Where is the tall woman?
 Which man is wearing green pants?
 Which cat is small, white and happy?

4. Choose one of the pictures. Ask open-ended questions that will encourage your student to describe what he sees. For example: Tell me about the cat. Tell me about the woman.
 5. After describing and discussing the pictures orally, have your student write simple descriptive sentences.
-

Variations

- Introduce the names of several body parts (head, neck, chest, arm, leg, finger, toe, eye, nose etc.)
After your student feels comfortable with the vocabulary:
 - Give him a blank piece of paper.
 - Dictate the following (or something similar) to your student:
 - Please draw: one head
 three eyes
 two noses
 one mouth
 four ears
 one neck
 hair
 two shoulders etc.
 - Ask your student to describe the 'person' that he drew (example: He has three eyes.)
- Introduce vocabulary for different places in your neighborhood (post office, bank, park etc.).
Introduce the following prepositions of location: in, on, under, next to, across from, between, behind.
Have your student draw a simple map of his neighborhood and then describe where different things are.
Example: The bank is on Main Street. The post office is next to the supermarket.
- Introduce feelings vocabulary (happy, sad, tired, angry etc.).
Show your students pictures of different people. Ask them to describe both their physical characteristics, and how they are feeling.

ADJECTIVES

- Rewrite each sentence
- Add an adjective. Use a different adjective in each sentence.

1. That is a building That is a big building.

2. I want a house _____

3. Janet is a singer _____

4. Charles is an actor _____

5. We saw a movie _____

6. I heard a song _____

7. They read a book _____

8. Maria has a sister _____

- Put the words in the correct order.
- Write each word on an index card. Ask the student to put the words in the correct order.

1. is / Jessica / good / a / actress

2. handsome / is / Robert

3. Oregon / place / rainy / a / is

4. I / man / old / a / and / tall / saw

5. is / Pedro / good / a / student

Exercise 2.2 Colors plus other words

Do this exercise as quickly as possible. You will read one color. Write something that is that color. Do NOT think about this a long time. Write the first thing that comes into your mind.

1. yellow _____
2. brown _____
3. tan _____
4. purple _____

5. black _____
6. red _____
7. orange _____
8. blue _____
9. green _____
10. silver _____
11. gold _____
12. white _____

Aliens?



How to Play

Make one copy of this page.

Cut out and mix up the cards below.

For repeated use, glue each card on a 3x5 index card.

Stack them in a pile face down on the table.

Have your student choose the top card. They should **not** show it to you.

Have your student describe the card in detail.

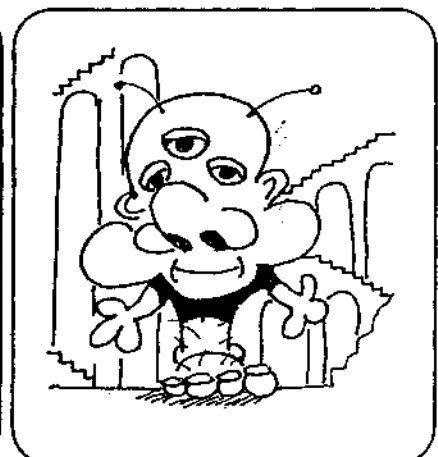
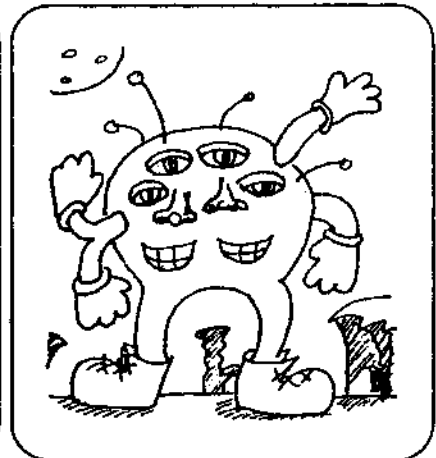
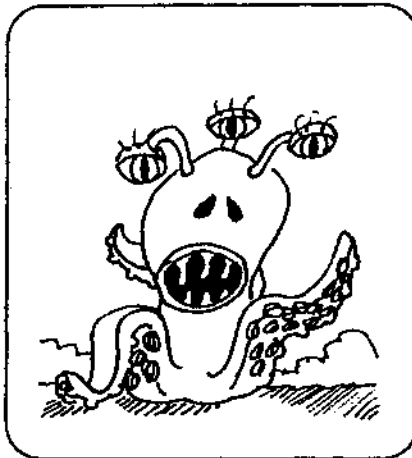
You must reproduce it as accurately as possible on a separate sheet of paper.

When your student has finished, compare the card with your drawing.

How similar are they?

After completing round one, switch roles.

Continue until all the cards have been used.

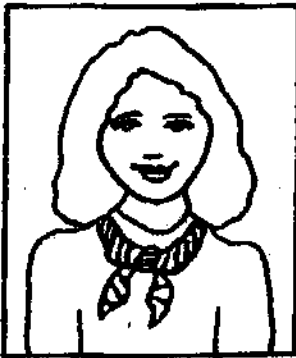


Feelings

- Point to each picture and model a sentence for the student.
I am happy. I am hungry.
I am sad. I am cold.
I am tired. I am hot.
I am thirsty. I am sick.
- Change the subject.
He (You, She, He, We, They) is (are) happy.
- Change the tense.
He (You, She, He, We, They) was (were, will be) happy.
- Point to the picture and ask the following questions. Have the student answer using a complete sentence.
Are you happy?
Are you tired?
Is she thirsty? Etc.

Variations

- Have your student pantomime the feelings. In a group, have the other students guess which feeling is being expressed.
- Give antonyms for the feelings.
- Give synonyms for the feelings.
- Ask these or other similar questions:
What makes you happy?
Describe your happiest day.
What do you do when you are sick/tired?



Do You Like It?



How to Play

Make one copy of this page.

Cut out the cards, mix them up, and stack them face down on the table.

Have your student turn over the top card.

They should read the card aloud and tell one thing they **like** and one thing they **dislike** in the chosen category.

For example : 'fruits' - *I like apples, but I don't like oranges.*

Continue the conversation by asking a "why" question.

For example: *Why don't you like oranges?*

Now it is your turn.

Turn over the next card, read the category and give one like and one dislike.

When you are finished, put the card aside.

Continue until all the cards are gone.

sports



vegetables



fruits



movies



colors



music



books



seasons



Focus Area 2: Reading and understanding simplified material on familiar topics

Suggested Props: Short text, travel brochures, 3x5 cards

Activity 1: Reading a text and answering comprehension questions

1. Choose a simple text of interest to your student. There are several in this packet. Model your lesson on the one below.
2. For the following plan use the text "Our Vacation".
3. Pre-reading exercises: Before reading any text it is helpful to first introduce the general topic and some specific vocabulary taken directly from the text.

Pre-reading questions:

- Look at the picture. Who is it?
- What do you know about Disneyland?

Vocabulary:

- Use flash cards to introduce seven new vocabulary words.
- Write one word per card:
Disneyland, Los Angeles, Anaheim, crowded, noisy, dry, quiet
- Help your student write a simple definition, or draw a picture, on the back of each card. Example: Los Angeles / A city in California
- Practice the new vocabulary.

4. Read the text:
 - There are different ways to read a text with your student.
 - Some suggestions are:
 - You read, the student listens
 - The student reads, you listen
 - Alternate reading by sentence or paragraph
 - You read a sentence and the student repeats after you
5. Comprehension questions – ask your student the following questions (and others if you want...):
 - How did the family get to Los Angeles?
 - How long did they visit Anaheim?
 - Was there a problem at Disneyland?
 - Where would you like to take a vacation?

After your student answers these questions orally, have him write the answers in complete sentences.

Variations

- Gather additional information on Disneyland, Disneyworld or other similar theme parks (use the Internet, or visit your local travel agency).

Look at the information and discuss new vocabulary
Plan a vacation!

- Discuss your last trip – and bring pictures.
Encourage your student to do the same.

Language Experience

The Language Experience Approach (LEA) is a simple but powerful technique for teaching reading to all levels of learners, beginning or advanced. In an LEA activity, the student tells a story as you write it down. The student's story provides the content for a reading lesson. LEA builds on the student's life experience and treats the student as a person with ideas and stories that are worth communicating. LEA gives learners a welcome opportunity to share what they know and to read something that they themselves have created.

Other advantages of using LEA include:

- Students are more interested if they can read their own words on topics of their own choosing.
- Students feel empowered because you show respect for their stories by writing the stories down.

It is important to write the story exactly as the student tells it. You might think that not correcting the student's grammar could reinforce poor English, but there are several good reasons for transcribing exactly what the student says:

- LEA works because it uses the beginning reader's own language, not someone else's.
- It is easier and more enjoyable for students to read what they themselves have just said. It is more difficult for them to read someone else's words.
- By writing exactly what the students say, you will be creating a permanent record of progress as well as a rich source of information for planning future lessons.

Creating a Language Experience Story

1. Ask the student to tell you a brief story or share an experience with you.
2. Listen as the student talks. Stop to ask for clarification if necessary.
3. Tell the student that you would like to write the story. Ask the person to retell all or part of it.
4. Write exactly what the student says on a piece of paper. Use correct spelling and punctuation, but do not make any grammatical or stylistic changes.
5. For very beginning readers keep the story short, two or three sentences.
6. Leave a blank line between each line of writing in case you have to add sentences or make changes later.
7. Read the story aloud to the student, pointing to each word as you read it.
8. Read the story again in a more natural rhythm.
9. Ask if there is anything the student would like to add or change.
10. Ask the student to read each sentence after you read it. Help the student with any difficult words.
11. Ask which words the student would like to work on.
12. Circle these words and explain that you will work some more on the story at the next lesson.
13. Review the story at the next lesson. If possible, type the story and make a copy for you and the student.

Building Skills with LEA Stories

You can use LEA stories to teach many different skills. For example the student can:

- Copy the story in their notebooks for writing practice
- Circle every e (or some other letter) in the story
- Underline every capital letter
- Make flash cards for words they would like to learn.
- Reconstruct one of the sentences from the story with cards (You will need to prepare the cards by writing each word of the sentence on a separate card.)
- Make as many words as possible by changing the initial consonant sound in one of the words in the story
- Circle all the adjectives
- Develop a list of words to learn to spell
- Reread the story for fluency



Shopping

Mr. and Mrs. Wilson have two children. Every month Mrs. Wilson goes shopping at Fred Meyer to buy some clothes for the children.

Clothes are expensive so Mrs. Wilson buys clothes that are on sale. Mr. and Mrs. Wilson work very hard so she is careful with their money.

Today Mrs. Wilson buys four pairs of socks for her son because they are cheap. She buys a pair of pants that are on sale for her daughter. The shoes are too expensive to buy today. She will wait to buy shoes until next month.

Mrs. Wilson loves her children, but they are expensive!

1. How many children does Mrs. Wilson have?
2. How often does she shop for clothes?
3. Why is Mrs. Wilson careful with their money?
4. What does she buy today?
5. Why doesn't she buy shoes?
6. Where do you buy clothes?
7. Do you think that children are expensive?



was
visited
had
grew

helped
fed
picked
cooked

ate
sat
watched

My Grandmother

My name is Julie. One summer, when I was a young girl, I visited my grandmother on her farm. She had a big farm with pigs and ducks. She grew corn and she had many fruit trees.

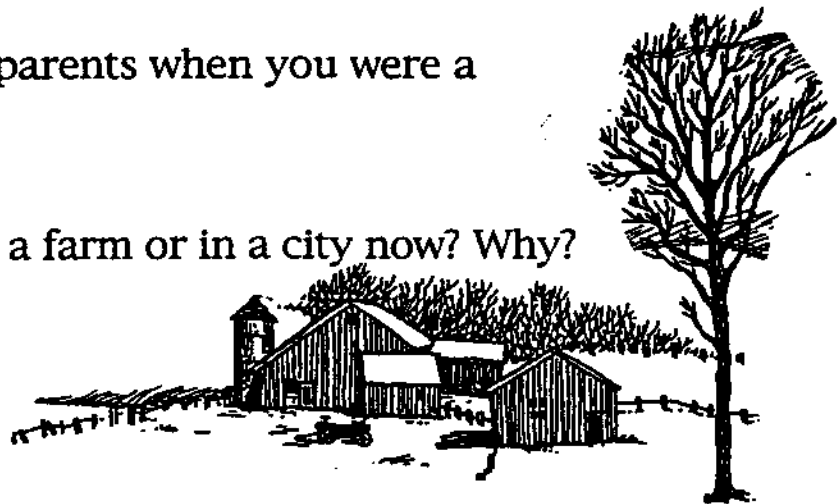
I helped my grandmother with many jobs on the farm. I fed the animals and picked the fruit. Sometimes I cooked dinner.

After we ate dinner, my grandmother and I sat outside and watched the sunset.

I was very happy on the farm. Sometimes I wish I was a young girl again on my grandmother's farm.

-
1. What did Julie do on her grandmother's farm?
 2. Did you live on a farm or visit a farm in your country?
 3. Did you visit your grandparents when you were a child?

Would you like to live on a farm or in a city now? Why?



The Parent-Teacher Conference

Anna and Pedro Martinez have three children. Their son Robert goes to school and is in the third grade. Last week the school had parent-teacher conferences. The mothers and fathers came to school to talk to the teachers.

Robert's teacher, Mrs. Johnson, told Anna and Pedro that Robert is a good student in the classroom and on the playground. The only problem is that he has some trouble with reading. Anna and Pedro asked Mrs. Johnson how they could help Robert to be a better reader.

Mrs. Johnson wants Robert to do more reading at home. She will give Robert some special homework. She hopes that Anna and Peter will read books with Robert. She wants to talk to Anna and Pedro again in a few weeks.

Anna and Pedro are helping Robert to be a better reader. Now he does his homework before he watches TV. Anna and Pedro take the children to the library and they read stories together with the children on the weekend. Next month they will go school to talk to Mrs. Johnson about Robert again.

1. How many children are in the Martinez family?
2. What grade is Robert in?
3. What problem does Robert have in school?
4. Do you have children in school?
5. Do you talk to your childrens' teachers?
6. Do you go to the library?
7. Do you read books at home in your language?
8. Do you read books at home in English?



Talking to My Grandchildren

Questions to talk about

- Do you have children?
- Do you have grandchildren?
- What language do you use in your house?

Read the story

Talking to My Grandchildren

I love my grandchildren very much. I am learning English so I can talk to my grandchildren. But I also want them to understand a little Spanish. I think every language is useful!

Circle Yes or No

- | | | |
|--|-----|----|
| 1. In my house, everyone speaks my language. | Yes | No |
| 2. In my house everyone speaks English. | Yes | No |
| 3. In my house, some people speak English and some people speak my language. | Yes | No |
| 4. I want my family to speak only English. | Yes | No |
| 5. I want to know more English. | Yes | No |
| 6. I want my children to know my language. | Yes | No |
| 7. It is good to speak only English. | Yes | No |
| 8. It is good to know two languages. | Yes | No |

Focus Area 2: Reading and understanding simplified material on familiar topics

Suggested Props: Short text, 3x5 cards, sentence strips, pictures related to the text

Activity 2: Reading a text and demonstrating understanding through matching or sequencing activities

1. Choose a simple text of interest to your student. There are several in this packet. Model your lesson on the one below.
2. For the following lesson plan use the text "The Wallet" (see worksheets).
3. Pre-reading exercises: Before reading any text it is helpful to first introduce the general topic and some specific vocabulary taken directly from the text.

Pre-reading questions: Look at each picture. What is happening?
 What does the woman find?
 What choice does she have to make?
 Have you ever found any money? What did you do?

Vocabulary: Teach the following new words: - bus stop
 - wallet
 - pocket
 - ID
 - police station

3. Read the text: There are different ways to read a text with your student.
 Some suggestions are:
 - Reading to the student: Student listens as tutor reads
 - Duet reading: Tutor and student read together
 - Echo reading: Tutor reads first and then student reads same sentence or paragraph
 4. Sequencing activity: Type up the text one sentence at a time (see worksheet).
 Cut out the sentence strips.
 Mix up the strips so they are not in the correct order.
 Have your student put the strips in the correct order so they tell the story.
-

Variations

- Do a sequencing activity with pictures only.
- Have the student sequence individual sentences.

Example: Mr. and Mrs. Jones have 2 children.

- Do a matching activity.
Have the student match sentences with corresponding pictures.

THE WALLET

A man is at a bus stop. He is going to get on a bus. He gets on the bus. His wallet falls out of his pocket. A woman walks to the bus stop. Her shoes are old. She sees the wallet on the sidewalk. She finds money and an ID in the wallet. She thinks about a coat or a dress she can buy with the money. She sees a shoe store across the street. She thinks about buying a new pair of shoes. She sees a police station. She thinks about what to do.

- Circle T for True or F for False

- | | | |
|---|---|---|
| 1. The woman sees the police station. | T | F |
| 2. The woman gets on the bus. | T | F |
| 3. The woman sees the man's wallet on the sidewalk. | T | F |
| 4. The woman wants a new pair of shoes. | T | F |
| 5. An ID is in the man's wallet. | T | F |
| 6. The woman goes to the police station. | T | F |
| 7. The woman buys a new dress. | T | F |

THE WALLET – Story Strips

A man is at a bus stop. He is going to get on a bus.

He gets on the bus. His wallet falls out of his pocket.

A woman walks to the bus stop. Her shoes are old.

She sees the wallet on the sidewalk.

She finds money and an ID in the wallet.

She thinks about a coat or a dress she can buy with the money.

She sees a shoe store across the street.

She thinks about buying a new pair of shoes.

She sees a police station.

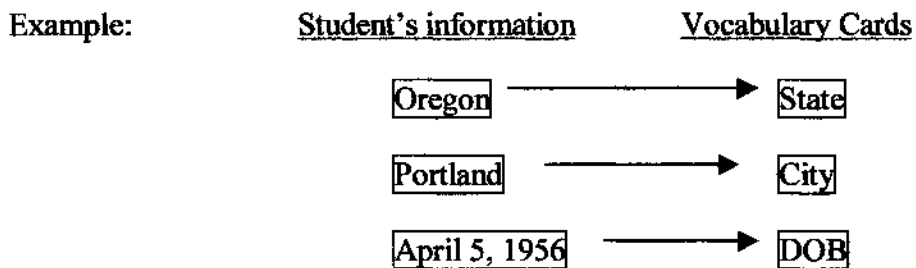
She thinks about what to do.

Focus Area 3: Writing basic information and ideas on forms, or in simple sentences

Suggested Props: Authentic forms from places around town, flashcards, sample notes

Activity 1: Filling out a variety of simple forms

1. Introduce the vocabulary
 - Choose key vocabulary words that occur in most forms (examples: address, signature, DOB, SSN)
 - Make a list of the words for the student
 - Read the word list to the student
 - Have the student repeat the words with you
 - Have the student write each word on an index card
 - Use the student's personal information for a matching activity with the cards.



2. Practice the vocabulary
 - To practice the vocabulary use word find, matching, fill in the missing letters and other similar types of activities. (see worksheets)
 - Use your imagination to think of ways to practice the vocabulary. Repetition is effective!
 3. Practice filling out forms
 - Have the student fill out a simplified job application form (see worksheet).
 - Help your student understand the correct use of punctuation and capitalization.
-

Variations

- Have the student complete real forms. You can find forms in places such as the bank, post office, doctor's office, dentist's office, local school, or supermarket, You can also go through your junk mail pile and find applications for all sorts of things!
- Have your student practice check writing.
- Use this time to look at job applications. Most real job applications are rather complex, so break them down into several smaller sections, and only look at one piece at a time.

Name _____

Date _____

Word List

address
city
name
state

age
DOB
number
street

apt
first
signature
telephone

area code
last
social security
zip

Write each word three times.

- | | | | |
|---------------------|-------|-------|-------|
| 1. address | _____ | _____ | _____ |
| 2. age | _____ | _____ | _____ |
| 3. apt | _____ | _____ | _____ |
| 4. area code | _____ | _____ | _____ |
| 5. city | _____ | _____ | _____ |
| 6. DOB | _____ | _____ | _____ |
| 7. first | _____ | _____ | _____ |
| 8. last | _____ | _____ | _____ |
| 9. name | _____ | _____ | _____ |
| 10. number | _____ | _____ | _____ |
| 11. signature | _____ | _____ | _____ |
| 12. social security | _____ | _____ | _____ |
| 13. state | _____ | _____ | _____ |
| 14. street | _____ | _____ | _____ |
| 15. telephone | _____ | _____ | _____ |
| 16. zip | _____ | _____ | _____ |

Name _____

Date _____

Missing Letters

1. a d _ _ r e s _ _

2. a _ _ e

3. a p _ _

4. a _ _ e a c _ _ d _ _

5. _ _ i t y

6. D O _ _

7. f i _ _ s _ _

8. l _ _ s t

9. n a _ _ _

10. n u _ _ b _ _ r

11. s i g _ _ a _ _ u r e

12. s _ _ c i a _ _ s _ _ c u r i _ _ y

13. s _ _ a t e

14. s _ _ r e _ _ t

15. t e _ _ e _ _ h o _ _ e

16. z _ _ p

PERSONAL

MATCH

FIRST NAME	534-30-1762
TELEPHONE NUMBER	San Jose
ZIP CODE	Smith
SOCIAL SECURITY NUMBER	7221 Main Street
LAST NAME	92073
STATE	California
COUNTRY	United States
CITY	Robert
ADDRESS	(503) 560-0634

First Name		Last Name	
Address			
City	State	Zip code	Country
Telephone Number		Social Security Number	

First Name _____ Last Name _____

Address _____

City _____ State _____ Zip code _____ Country _____

Telephone Number _____ Social Security Number _____

PERSONAL

First Name _____ Last Name _____
Address _____

City State Zip code
Telephone Number _____ Social Security Number _____

- My first name is _____.
- My last name is _____.
- My address is _____.
- My telephone number is _____.
- My zip code is _____.
- My social security number is _____.
- My city is _____.
- My state is _____.

Name _____

Date _____

Questions for Conversation

1. What is your first name? My first name is _____.
2. What is your last name? My last name is _____.
3. What is your address? My address is _____.
4. What is your zip code? My zip code is _____.
5. What is your telephone number? My telephone number is _____.

Conversation Matrix

	Student one	Student two
First name		
Last name		
Address		
Zip code		
Telephone number		

OCCUPATIONS

Raul Castro wants to apply for a job. He has the application. His address is 7036 Maple Street, Santa Monica, California, USA. His zip code is 92110. He's 35 years old. His birth date is May 14, 1960. His telephone number is (503) 555-7639.

Job Application

Last name	<input type="text"/>	First name	<input type="text"/>		
Address	<input type="text"/>	City	<input type="text"/>	State	<input type="text"/>
Telephone	() <input type="text"/>	Soc. Sec. No.	<input type="text"/>		

Raul Castro's social security number is 560-45-2033. He's married. He has 4 children. He was a mechanic in Mexico for ten years. He wants full-time work.

Gender: Female <input type="checkbox"/>	Are you over 18 years old? Yes <input type="checkbox"/>	No <input type="checkbox"/>
Male <input type="checkbox"/>		
Do you want full-time? <input type="checkbox"/>	part-time? <input type="checkbox"/>	
What was your job? _____	How long at this job? _____	
Signature _____	Date: _____	

OCCUPATIONS

- ❖ Fill out this application in ink.
- ❖ Please print.
- ❖ Remember to sign your name.

Job Application

Last name	<input type="text"/>	First name	<input type="text"/>		
Address	<input type="text"/>	City	<input type="text"/>	State	<input type="text"/>
Country	<input type="text"/>	Telephone ()	<input type="text"/>	Soc. Sec. No.	<input type="text"/>
Sex:	Female <input type="checkbox"/>	Are you over 18 years old?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
	Male <input type="checkbox"/>				
Do you want full-time?	<input type="checkbox"/>	part-time?	<input type="checkbox"/>		
What was your job?	_____		How long at this job?	_____	
Signature	_____			Date:	_____

COMMUNITY

1.-

		549
		Date _____
Pay to the		<input type="text"/>
order of _____		
		Dollars
Memo _____	_____	
: 38008566: 0000004503325 • ' 0549		

2.-

		550
		Date _____
Pay to the		<input type="text"/>
order of _____		
		Dollars
Memo _____	_____	
: 38008566: 0000004503325 • ' 0550		

3.-

		551
		Date _____
Pay to the		<input type="text"/>
order of _____		
		Dollars
Memo _____	_____	
: 38008566: 0000004503325 • ' 0551		

HEALTH



A> Are you a new patient?

B> Yes, I am.

A> Please fill out this form.

First Name _____		Last Name _____	
Address _____			

City	State	Zip Code	
Phone _____	Age _____	Birth date _____	
		Month	Day Year
Gender: Female <input type="checkbox"/>	Single <input type="checkbox"/>	Married <input type="checkbox"/>	Widowed <input type="checkbox"/> Divorced <input type="checkbox"/>
Male <input type="checkbox"/>			

COMMUNITY

- A. Can I help you?
B. Yes, I want this book.
- A. Do you have a library card?
B. No, I don't.
- A. Do you have ID?
B. Yes, I do.
- A. OK! I can give you a card. Here it is.
Sign your name.

Library Card

Name _____

Address _____

Telephone _____ Driver's lic. No. _____

Signature _____ Parent's signature _____

- ❖ Do you have a library card?

- ❖ Do you go to the library?

Focus Area 3: **Writing basic information and ideas on forms, or in simple sentences**

Suggested Props: Authentic forms from places around town, flashcards, sample notes

Activity 2: **Writing a short message or note**

1. Introduce the concept of a sentence (see worksheet).
 2. With your student, brainstorm 'excuse' vocabulary needed to explain why the student may miss class.
 3. Practice reading and writing the new vocabulary.
 4. Introduce a model short note (see worksheet). Go over each section of the note: date, greeting, body, sign-off. Read the note together.
 5. Introduce different ways to sign a note. For example: 'thank you', 'sincerely', 'love', 'yours truly'.
 6. Have your student complete a sample note by filling in blanks with appropriate vocabulary. (See the example cloze worksheet).
 7. Have your student write his own note for an excused absence from class.
-

Variations

- Have your student write short lists. For example:
 - to do lists
 - grocery / shopping lists
 - ways to learn English list
- Have your student write a short note to a friend.
- Have your student write a short note to a family member in his home country.
- Have your student write a short note to his child's teacher.
- As part of a role play, have your student take a short phone message.

Sentences

What is a sentence?

A sentence is a group of words that tells a complete idea. When you use a sentence, people know what you are talking or writing about. Every sentence begins with a capital letter.

What is a statement?

A statement tells about something. A statement has a period (.) at the end of it.

What is a question?

A question is a sentence that asks something. A question has a question mark (?) at the end of it.

Practice #1

- Look at each group of words. Does it tell a complete idea?
- If yes, circle YES. If not, circle NO.

- | | | | |
|----|---------------------------|-----|----|
| 1. | Your boss. | YES | NO |
| 2. | Your boss called. | YES | NO |
| 3. | Win the game. | YES | NO |
| 4. | I win the game. | YES | NO |
| 5. | The prize is. | YES | NO |
| 6. | The prize is a new radio. | YES | NO |

Practice #2

- Copy each sentence. (Do not change the order of the words!) If it is a statement, write a period at the end. If it is a question, write a question mark at the end.

1. Maria is climbing over a wall

2. What is she doing

3. She is taking a test

4. Can she pass the test

5. I think she will pass the test

Practice #3

- Write 3 statements and 3 questions of your own.

Model Note

April 23, 2002

Dear Carol,

I am sorry I did not come to English class last week. I was very busy. My daughter was sick. My sister was visiting from Mexico, and I had many problems with my car.

I want to return to class next Monday. If I cannot come to class next week I will call you. Have a nice day,

Sincerely,

Maria Sanchez

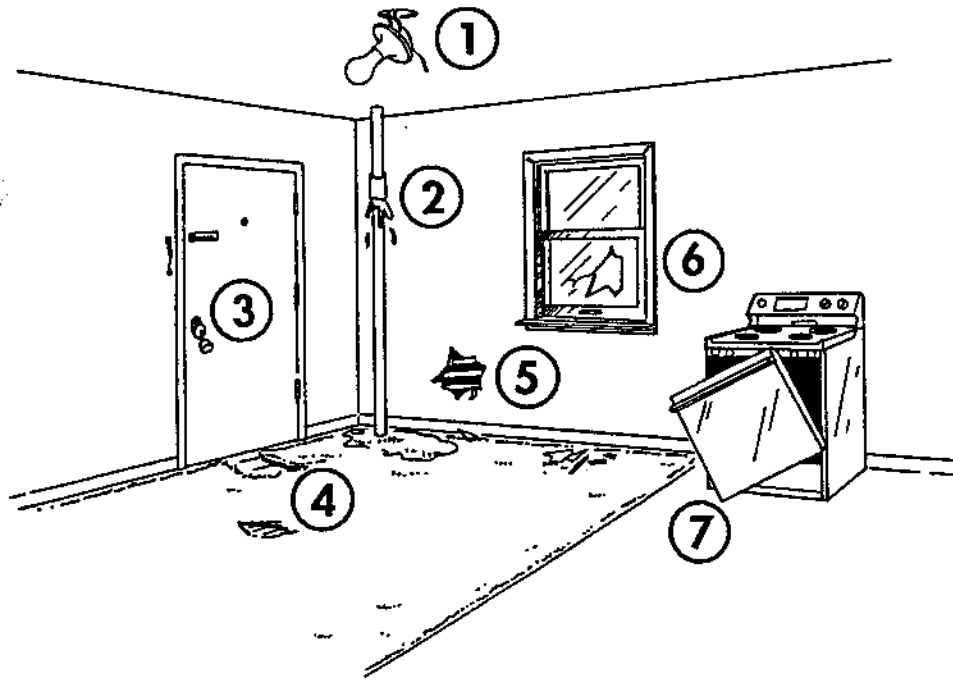
Complete the note.

Dear _____,

I _____ I did not come to _____ last week. I was very _____. My daughter was _____. My sister was _____, and I had many problems with my _____.

I want to return to class next Monday. If I can not _____ next week I will call you. Have _____,

Work to Do



Here is your list for the landlord.

Repairs for Apartment 13	
1.	Fix the light
2.	
3.	
4.	
5.	
6.	
7.	

What's in Your Cart?



Shopping List

<p>a gallon of milk</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

School Supply List

Read the Lincoln School supply list.

SCHOOL SUPPLY LIST	
Kindergarten large crayons 2 large pencils eraser jar of paste pencil case	1st-3rd Grade regular crayons 2 regular pencils eraser bottle of glue pencil case
4th-6th Grade 2 black pens 2 regular pencils eraser bottle of glue calculator	7th-8th Grade 2 black pens red pen compass calculator dictionary

Pretend you have one child in kindergarten, one child in first grade, and one child in seventh grade. What do you need to buy? Make a shopping list.

SHOPPING LIST

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Appendices

- Appendix A:** Grammar Reference Guide for Level 2
- Appendix B :** Sample Attendance Form
- Appendix C:** Sample End-of-Term Reporting Form
- Appendix D:** Sample Certificate of Student Achievement

Grammar Reference Guide

ESL Level 2

- Use the following list of grammatical structures to help plan your lessons.
- Upon completion of Level 2 the student should be familiar with the following structures:

VERBS:	'to be' and 'to have' Simple Present in the affirmative and negative Present Progressive in the affirmative and negative (I am going / I am not going) Simple Present vs. Present Progressive – a comparison (I go vs. I am going) Simple Past (Regular past verbs with VERY limited use of irregular past.) Yes/No questions and short answers WH- questions Commands in the affirmative and negative (Sit down! / Don't sit down!)
MODALS:	Ability (can) Permission (can, may) Necessity (must, have to) Polite questions (would, could, can)
NOUNS:	Regular forms Plural forms – regular and irregular
PRONOUNS:	Subject pronouns (I, she, we etc.) Possessive pronouns (my, her, his etc.) Object pronouns (me, her, him etc.)
ADJECTIVES:	Descriptive adjectives (colors etc.) Demonstratives (this, these, those)
ADVERBS:	Frequency (always, sometimes, never etc.)
PREPOSITIONS:	Location (in, on, under etc.) Time (at, in, on etc.)

One-to-One Tutor Card/Learner Report

Circle **FALL/WTR/SPR/SUM** yr

Tutor: _____

Email: _____

New Address/phone: _____

Learner: _____

Email: _____

New address/phone: _____

Return by: _____

To: _____
(envelope enclosed)

Phone: _____

Caller: _____

TOTAL LEARNER HOURS: _____

Tutor Prep & Transportation: _____

TOTAL NO. OF HOURS: _____

Will you continue with your student next term? Y/N _____

Do you need a PCC parking permit? Y/N _____

Please Check Skills Achieved:

Got a Job

Retained a job

Help child with school

Read to child

Speak on telephone

Pass Citizenship

Vote

Enter other ED Program

Got Driver's License

Read job-related materials

Understand Consumer Labels

See doctor without interpreter

Write a letter

Other _____

Comments on learner progress, attitude, etc:

Coordinator Use Only

The learner you are working with is: **ESL/ABE/GED**

Level: 1 2 3 4

The Learner has

- Retained in program
- Left program
- No show or did not attend at least 12 hours
- Progressed within level or program
- Completed level or program
- Advanced to a higher level or program

If student stopped meeting, please indicate reason:

What materials and tutor techniques are you and the student using?

**Please return any books not being used.
If you would like more materials, please give me a call.**

SAMPLE
End-of-Term Report
You will be receiving one of these at the end of every term. (In March, June, September, and December). Information is gathered from all seven VLT sites to give an overall picture of the impact volunteer tutoring has city-wide. Reports are produced at the end of every term, and at the end of the year.

CERTIFICATE OF ACHIEVEMENT

This certificate is awarded to

Has successfully completed the ESL Tutoring Level ____
Portland Community College



Tutor _____

Date _____