



**ENGLISH AS A SECOND LANGUAGE
VOLUNTEER TUTOR MANUAL**

**Copyright © 2015
Minnesota Literacy Council
700 Raymond Avenue, Suite 180
Saint Paul, Minnesota 55114
(651) 645-2277
mnliteracy.org**

All rights reserved. No parts of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by information storage and retrieval system, without permission in writing from the Minnesota Literacy Council.

ACKNOWLEDGEMENTS

This manual represents the most recent in a series of revisions to the training materials used by the Minnesota Literacy Council in its tutor training workshops. Many volunteer trainers and staff members have contributed to these materials during the past 35 years. We thank them on behalf of all the tutors, trainers and students who have and will benefit from their efforts.

TABLE OF CONTENTS

ADULT SECOND LANGUAGE LEARNERS	7
IMMIGRATION AND CULTURE	15
ASSESSMENT AND CHECKING COMPREHENSION.....	35
LISTENING AND SPEAKING	49
PRONUNCIATION.....	90
LITERACY	103
GRAMMAR.....	133
VOCABULARY AND SPELLING.....	143
LOW PREP ACTIVITIES.....	169
LESSON PLANNING	176
INDEX OF ACTIVITIES.....	196

MINNESOTA LITERACY COUNCIL
mnliteracy.org

MISSION STATEMENT

Our mission is to share the power of learning through education, community building, and advocacy. Through this mission, the literacy council:

- helps adults become self-sufficient, productive citizens through improved literacy skills they need to succeed on the job and in their daily lives;
- helps at-risk children and their families gain literacy skills that increase success at school;
- strengthens communities by raising literacy levels, enabling citizens to be more involved in their neighborhoods and cities, and by encouraging individuals and businesses to become involved through volunteering; and
- raises awareness of literacy needs and services throughout the state.

PAST TO PRESENT

Minnesota's network of community based volunteer literacy programs began in February 1972. In that same year, the Minnesota Literacy Council was founded as a non-profit literacy services provider serving the ever-expanding statewide network of programs. In 1973, the literacy council was chosen as the adult component of Minnesota's Right-to-Read Program. With a 1978 Right-to-Read grant, the literacy council established learning centers in the Twin Cities metro area and coordinated services for 12 metro Associate Programs.

In 1981, at the request of the Refugees Program Office, the literacy council expanded its services by creating an English Language tutorial program. This program was developed to meet the needs of thousands of immigrants and refugees settling in Minnesota and has expanded to become a major component of the services offered by the literacy council. In 1997, the literacy council added U.S. citizenship preparation classes to its program for immigrant and refugees.

Today, the literacy council accomplishes its mission through diverse program offerings: providing direct literacy services for adults, children and their families; recruiting and training volunteer tutors for literacy programs around the state; operating a state-wide referral service that links learners and volunteers with appropriate community programs; providing technical assistance to literacy programs; conducting outreach campaigns; and collaborating with public schools, community organizations and various public entities on a wide range of literacy projects.

The literacy council has grown considerably in its 43-year history and now serves over 20,000 people each year.

TAX DEDUCTIONS FOR VOLUNTEERS

Tax deductions are available to volunteers who itemize under the general charitable contribution deduction of the Internal Revenue Code. At the time of this printing, you may only claim charitable contributions if you itemize your deductions using Schedule A (Form 1040). You cannot claim a deduction for charitable contributions if you file Form 1040A or Form 1040EZ.

DEDUCTIBLE CONTRIBUTIONS

Volunteers can deduct “unreimbursed out-of-pocket expenses directly related to the services given to a charitable organization.” The Minnesota Literacy Council is a qualified charitable organization, as are most nonprofit educational organizations. Examples of eligible deductions include:

- dues, fees or assessments made to qualified organizations (for example, the literacy council tutor training workshop fee can be deducted in this category)
- out-of-pocket expenses (for example, supplemental books and materials which are necessary for tutoring your student and are used directly in the lesson)
- parking and tolls, bus and cab fares
- automobile mileage (see instructions for Schedule A, Form 1040 to find the rate current for the year in which you claim the deduction)
- travel expenses above per diem allowance
- costs of meals and lodging if away overnight
- direct gifts of money to a qualified organization during the taxable year (the literacy council will provide a receipt for gifts over \$250)
- non-cash contributions of property (e.g. clothing, household items). Contact individual program or the literacy council for a receipt — tutor determines Fair Market Value

Items for which a volunteer receives reimbursement may be deducted only to the extent that the actual expense exceeds the amount of reimbursement. Volunteers need to keep accurate records of contributions, dates of workshops and tutoring lessons, and the methods used for valuing in-kind gifts.

Important note: The value of your time or services that you contribute to a qualified organization is not deductible.

A complete description of federal tax deductions for volunteers is available in IRS Publication 526, *Charitable Contributions*. This publication can be obtained from your local IRS office or from the IRS Web site at www.irs.gov.



ADULT SECOND LANGUAGE LEARNERS

TUTORING

GENERAL GUIDELINES:

- **COME TO EACH TUTORING SESSION PREPARED.** Have a plan and the materials needed.
- **FIND OUT WHY YOUR STUDENTS ARE LEARNING ENGLISH AND WHAT THEIR NEEDS AND GOALS ARE.**
- **KEEP THE FRUSTRATION LEVEL OF STUDENTS IN MIND.** Provide challenges but at the same time allow for immediate success.
- **SET THE CONTEXT.** Use props, acting, visuals, and gestures to keep students interested and aid comprehension and memory.
- **USE REAL LIFE MATERIALS.** Whether or not you are using a text, real objects can enhance a lesson. Bring in food when discussing food, a bus schedule when discussing transportation, etc.
- **DEMONSTRATE.** Be very clear in your directions to students. It is best to demonstrate any new activity to ensure understanding.
- **LESS IS MORE.** Avoid overwhelming students with with an overly ambitious lesson. Limit new vocabulary to 6 to 10 items. If students request them, additional (brief) explanations can be given, but the lesson should focus on a core set of vocabulary.
- **BUILD IN REPETITION BY USING A VARIETY OF ACTIVITIES/APPROACHES TO TEACH THE SAME MATERIAL.** Activities should change about every 25 to 45 minutes, but the topic should stay the same. This is important for helping students learn new language as well as for keeping students motivated.
- **PLAN FOR PLENTY OF REVIEW.** Repeat an activity with a twist. Ask students to tell you what they remember.
- **TALK LESS.** Students need more practice talking than tutors do. Unless you are working on active listening skills, students should be talking more than tutors.
- **FOCUS YOUR ERROR CORRECTION.** Don't correct every error, every time. Have certain times/activities for monitoring accuracy and others for allowing practice in fluency. This is true for all skill areas: listening, speaking, reading, and writing.
- **TEACH CONVERSATIONAL ENGLISH.** The language you use every day is what you should be teaching your students. Teach the way you speak.

-
- **TEACH STRUCTURE (ACCURACY) AND FUNCTION (FLUENCY).** Students need to learn vocabulary and grammatical structures and they need to learn to communicate ideas. It is important to teach both at all levels.
 - **DON'T BECOME TIED TO A TEXT.** Books are a resource to support your lesson plans and/or to guide them. You need not follow a book chapter by chapter. In order to meet the needs of your students, you may skip around within a text or use several at one time.
 - **LEARN A FEW WORDS IN YOUR STUDENTS' LANGUAGES AND FIND OUT A BIT ABOUT THEIR CULTURES, COUNTRIES, AND PAST EXPERIENCES.**
 - **MAKE IT USEFUL AND FUN.** Every activity should have a purpose, but it should also be fun. If an activity is simply fun without a reason for doing it, students will not benefit. Likewise, if an activity is covering very useful information but is not engaging, students will not retain as much. It is best to make it useful and fun. Instead of a vocabulary test, have students play a game that tests their understanding. Bring humor into otherwise dry, written exercises. Enliven the learning process.

DIFFERENCES BETWEEN FIRST AND SECOND LANGUAGE LEARNING

	FIRST LANGUAGE (CHILD)	SECOND LANGUAGE (ADULT)
Time allowed for learning:	Almost unlimited	Very limited
Pressure:	Minimal; children are allowed to learn over a period of time, by trial and error	Great; adults need to function in society immediately; not “allowed” to make errors
Exposure to language:	Constant, daily	Partial; probably not used with friends, family
Sequencing of skills:	Natural progression; one skill added at a time	All skills needed at once; attempts made to teach them concurrently
Facility for distinguishing and reproducing language sounds:	Apparently unlimited; child easily learns to reproduce any of the sounds he/she hears	Apparently quite limited; conditioned to hear only the sounds in his/her native language; has less facility for reproducing unfamiliar sounds
Process:	Experimentation, invention	Following models, patterns and rules
Correction:	Most attempts at language are viewed positively; errors are “cute”; no self consciousness	Proficiency is expected; errors are criticized; learner is reluctant to experiment because he/she may make mistakes
Motivation:	Initially, basic drives urge communication. Later, interests continue to motivate	Motivation is usually stronger. Besides needs and interest, outside pressures (societal, economic) serve to motivate

	FIRST LANGUAGE (CHILD)	SECOND LANGUAGE (ADULT)
Life experience:	Language learning is limited to the realm of the learner's experiences	Adult learner has a variety of life experiences to relate to; uses new language to talk about experiences
Relationship to language:	Language relates the child to a speech community; strengthens cultural identity	Danger of alienation from native culture; "culture shock"
Linguistic interference:	No interference from a previously learned language	New language may differ from native language in sound, syntax, meaning; causes interference in learning

LEARNING STYLES

People tend to teach in the ways that they have been taught and according to their own preferences. It is important to be creative in seeking out and experimenting with other approaches. A number of models have been proposed to describe learning styles, and various inventories have been designed to assess individual learning styles.

Basically, the theory holds that learners, due to individual preferences or cultural conditioning, take in and process information differently. Some of the ways learners may prefer to have information presented to them are:

- **Auditory**
They may prefer to hear lectures, participate in discussions, and review material on audio tapes. They may be distracted by background noises, or they may wish to have music playing in the background when they are studying.
- **Visual**
They may prefer to have information presented visually through videos, diagrams, photographs, etc. They may be distracted by an overabundance of visual input, such as cluttered work spaces.
- **Kinesthetic/Tactile**
They may prefer to touch and manipulate learning materials. They may enjoy making models. Often, learners who have a kinesthetic preference have difficulty sitting still for long periods of time.

Other variables among learners include preferences for the following:

high/low lighting	opportunity to eat or drink while learning
warm/cool temperature	working independently/working in groups
opportunities for notetaking	playing educational games
morning/evening study	formal/informal classroom setting

In considering the role of learning styles in tutoring, it is best to be innovative in trying a variety of approaches to introducing material and seeing which approaches seem to best suit the student or students. For example, a new vocabulary item may be introduced by allowing the student to handle an object while learning the name for it, hear the word repeated, use the word in a song, see the word on a flashcard, and practice writing the word. Although students may have a preference for a given approach, generally approaches should be combined for maximum reinforcement.

COPING STRATEGIES

Because learning a language is usually a slow process, it is helpful for learners to have strategies for coping when someone doesn't understand them. These strategies are based on common sense but may not come to mind in tense situations unless discussed and practiced.

You might start with an anecdote illustrating someone being misunderstood due to pronunciation difficulties.

Elicit responses to the following question: What can you do when someone doesn't understand you?

Responses:

- repeat what you said
- repeat it more slowly
- explain
- give an example
- find a translator
- draw a picture
- write a word
- substitute another word
- spell the word (*A* as in *apple*)
- give up

You can also teach questions or phrases learners can use when they don't understand someone:

- I don't understand. Can you repeat that?
- Please speak more slowly.
- Can you spell it?
- Can you show me?



IMMIGRATION AND CULTURE

REFUGEES AND IMMIGRANTS

Although the United States has been a place of permanent refuge for people fleeing persecution since the arrival of the Pilgrims, the adoption of a formal refugee policy is a recent development. Until 1980, refugee resettlement was based on temporary legislation or ad hoc administrative action. The **Refugee Act of 1980** was designed to provide permanent authority both for the admission of and assistance to refugees.

The Refugee Act defines refugee as

...persons who are outside the country of their nationality, and who are unable or unwilling to return to, and unable or unwilling to avail themselves of the protection of the country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion.

The number of refugees admitted in a given year is determined by the President, in consultation with the Judiciary Committee of the House of Representatives and the Senate.

Needy refugees may qualify for programs such as cash assistance, medical assistance, and food stamps by contacting their local public assistance office. There are also social service programs specifically for refugees that provide help with needs such as employment and social adjustment/mental health.

Refugees are a small portion of the recent arrivals to the United States. Other categories include:

Immigrants: Foreign-born nationals who come to the United States with an intention to settle here permanently and usually for reasons other than fear of persecution. Immigrant visas are subject to annual numerical limitations and are granted on the basis of a preference system that focuses on family reunification or the employment needs of the U.S. economy. Among the Vietnamese who enter via the Orderly Departure Program (ODP) from Vietnam are persons who are admitted because they meet all of the immigrant criteria;

Non-immigrants: Individuals who enter the country for a temporary stay, such as tourists, business persons, and students;

Undocumented persons: Individuals who enter the country without permission and those who enter legally but violate the terms of entry by overstaying their visas;

Political asylum applicants: Individuals who have requested refugee status having already entered the United States, but whose applications are still pending;

Parolees: Persons granted permission to enter the country by the U.S. Attorney General for “humanitarian” or “public interest” reasons;

Extended voluntary departure: EVD permits a temporary delay in departure of members of designated national groups who are physically present in this country because State Department officials judge conditions in the countries of their origin to be “unstable” or “unsettled” or to show a pattern of “denial of rights”;

Amerasians: People born in Vietnam of a Vietnamese mother and American father. Amerasians and immediate family members are being allowed to immigrate to the United States. They will be classified as immigrants but will have access to resettlement funds and will count against refugee numbers.

With the exception of persons **granted** political asylum and Amerasians, these individuals are not eligible for any special benefits accorded to refugees.

(Adapted from “Refugees in the U.S.: Who Are They?”, Refugee Policy Group, Washington, D.C.)

MINNESOTA'S IMMIGRANT POPULATIONS: PAST AND PRESENT

HISTORICALLY, MINNESOTA HAS BEEN AN IMMIGRATION STATE

The first peoples living in the region now known as Minnesota were members of diverse Native American tribes who settled in the area as long ago as 6000 B.C. The Ojibway and Dakota, the largest tribes living in Minnesota in the early and mid-nineteenth century, both had well-established societies based on hunting and gathering when the first French and French Canadian traders arrived to establish fur-trading posts among them.

By 1850, many settlers from New England as well as immigrants from Norway, Sweden, Ireland, and Germany had settled in Minnesota. Drawn by the lure of inexpensive farmland and a growing industrial base, diverse groups continued to migrate to Minnesota, and by 1896, official election instructions were being issued in nine languages: English, German, Norwegian, Swedish, Finnish, French, Czech, Italian, and Polish.

Minnesota became a significant immigration state as a result of the wave of immigration to the United States at the turn of the twentieth century. While the foreign-born population in the United States was only 15% in the 1890s, 40% of Minnesota's population was foreign born. This first major wave of immigration to Minnesota peaked around 1910, when more than 60% of the immigrants came from Sweden, Norway, and Germany.

TODAY'S IMMIGRANTS TO MINNESOTA

Another wave of immigration to Minnesota, which began after the Vietnam War, marked a change in the ethnic makeup of Minnesota's immigrant populations. This wave peaked in the 1980s when hundreds of refugees from Southeast Asia, aided by local churches, were resettled in Minnesota communities. Minnesota's ethnic mix—originally comprised of Native Americans, African Americans, and immigrants from diverse Western European countries—was now further enriched by new populations primarily from Southeast Asia, Africa, Latin America, and Eastern Europe.

Today, even though only 6.6% of Minnesota's population is foreign-born (which is less than half the national average), the state remains a destination for immigrants and refugees. In 2004, of 946,142 immigrants admitted to the U.S., 11,708 intended to live in Minnesota. The current immigrant populations in Minnesota are growing in number and diversity. Consider the following statistics:

- The Minnesota Department of Human Services estimates that more than 70,500 refugees live in Minnesota. An average of 25-50% of Minnesota's immigrants are refugees, compared to 8% nationally. 13,500 refugees from about 30 different countries resettled in Minnesota from 1999-2003. Most refugees are coming from the former Soviet Union, Bosnia, Somalia, Sudan, Ethiopia, Eritrea, Liberia, Vietnam,

Laos, and Cambodia.

Federal, state, and community agencies give these estimates of Minnesota's largest refugee populations*:

Hmong	60,000	Somali	25,000
Vietnamese	25,000	Cambodian	7,500
Laotian	13,000	Former Soviet Republics	12,500

** Estimates include U.S.-born children and refugees resettled in other states who subsequently moved to Minnesota.*

- According to the 2000 Census, 143,382 members of the Chicano/Latino population live in Minnesota. Nearly 60% are U.S. citizens by birth.
- At least 55,000, and probably as many as 85,000, undocumented workers labor in the hospitality, industrial, agricultural, and meat-processing industries in Minnesota. A report by HACER-MN estimates that undocumented labor is worth \$1.6 billion to the Minnesota economy.
- Minnesota is home to the largest Somali population in the United States and the twin cities has the largest urban Hmong community outside of Asia. Minnesota is also home to the largest group of Oromo outside of Ethiopia and the second largest group of Tibetans in the United States.
- More than 90 languages were spoken by students in Minneapolis Public Schools during the 2005–2006 academic year.
- A record number of 1,500 immigrants from about 100 countries became U.S. citizens in Minnesota on June 28, 2001. Part of a nationwide increase in naturalization, immigrants are increasingly settling in and enriching Minnesota communities with their economic and cultural contributions.

ADAPTED FROM:

“The Facts: Immigration in Minnesota.” The Advocates for Human Rights. www.energyofanation.org

DISPELLING THE MYTHS ABOUT IMMIGRANTS

MYTH: IMMIGRANTS TAKE JOBS AWAY FROM AMERICANS.

FACT: Immigrants create at least as many jobs as they fill. Numerous studies show that immigrants are more likely to be self-employed and start new businesses than the native-born, and immigrants fill jobs that the native-born are either unwilling or unable to undertake, especially in the labor-intensive service/industrial sectors and in the high-technology/computer sectors.

MYTH: IMMIGRATION IS A DRAIN ON THE U.S. ECONOMY.

FACT: Immigration grows the U.S. economy. An estimated 22.5 million immigrants are currently working in the U.S.—accounting for 15% of the total civilian labor force. A recent study by the National Immigration Forum showed that the average immigrant pays \$1800 more in taxes than he/she receives in benefits. Immigrants also have a positive effect on the U.S. economy by creating businesses and generating employment. Furthermore, the U.S. also attracts a significant number of enterprising, innovative, and well-educated foreign nationals. These immigrants help keep the U.S. internationally competitive and give U.S. businesses a more global perspective—an outlook that is becoming increasingly necessary in this era of globalization.

MYTH: IMMIGRANTS ABUSE THE SOCIAL SECURITY AND WELFARE SYSTEMS.

FACT: Immigrants contribute more in taxes than they receive in benefits. Immigrant use of government assistance programs is largely concentrated among refugees and elderly immigrants. Most immigrants are young and healthy when they arrive—their average age is 28. Immigrants are large contributors to—rather than recipients of—Social Security, and will play an integral role in financing Social Security as the U.S. population ages.

MYTH: IMMIGRANTS CAUSE URBAN PROBLEMS

FACT: About half of the immigrant population lives in a central city in a metropolitan area. More often than not, they settle in neighborhoods that have fallen into disrepair. The stories are legion how new immigrants start new businesses and revitalize urban centers. Dominican immigrants revitalized Washington Heights in Manhattan's Upper West Side, and an array of new arrivals reclaimed Nicollet Avenue in south Minneapolis. Those examples are repeated hundreds of times across the country. According to the Alexis de Tocqueville Institute, a study carried out over an 18-year period in Washington D.C. revealed that there is a positive correlation between the number of immigrants in a neighborhood and increasing property values. As one real-estate agent put it, with immigration "there goes the neighborhood—up."

MYTH: THERE IS A HIGHER PERCENTAGE OF IMMIGRANTS IN THE U.S. NOW THAN

EVER BEFORE IN U.S. HISTORY.

FACT: The number of immigrants currently living in the U.S. continues to grow, but as a percentage—12.6% of the U.S. population is currently foreign-born—the number is lower than previous peak immigration periods. Immigrants represented 14.8% of the population in 1890 and 14.7% in 1910. Currently, more than two thirds of immigrants settle in six states—California, New York, Florida, Texas, New Jersey, and Illinois. European immigrants—historically a large portion of immigration to the U.S.—today make up 11% of newcomers; 42% come from Latin America; 36% come from Asia; and 11% from other parts of the world. The top ten countries of immigration to the U.S. in 2007 were Mexico, China, the Philippines, India, Columbia, Haiti, Cuba, Vietnam, the Dominican Republic, and Korea.

MYTH: THE UNITED STATES IS BEING OVERRUN WITH ILLEGAL IMMIGRANTS.

FACT: The estimated number of illegal aliens living in the U.S. ranges from 8 to 12 million. This accounts for approximately 4% of the U.S. population. About 25 to 40% of those undocumented immigrants came legally to this country and became illegal by remaining here after their visas expired.

MYTH: MOST IMMIGRANTS TO THE UNITED STATES ARE ILLEGAL, UNDOCUMENTED ALIENS WHO COME ONLY FOR ECONOMIC REASONS.

FACT: According to the U.S. Citizen and Immigration Services, 1,052,415 immigrants were legally admitted to the U.S. in 2007. Economics played a role in those arrivals, but family, work, and basic freedoms are also significant considerations influencing people's decision to come to this country. Of the immigrants coming legally to the U.S. in 2007, 66% came to be reunited with immediate family members (parents, children, siblings, or spouses), 15% were sponsored by U.S. employers to fill in positions for which no U.S. worker was available, and an additional 13% came as refugees or asylees, fleeing persecution and looking for safety and freedom in the U.S. Like generations of immigrants before them, these immigrants came to this country looking for a better life, and their energy and ideas enrich all our communities.

ADAPTED FROM:

“Dispelling the Myths about Immigrants” The Advocates for Human Rights.
www.energyofanation.org

U.S. AND MINNESOTA "IMMIGRANT QUOTIENT" (I.Q.) TEST

DEVELOPED BY MINNESOTA ADVOCATES FOR HUMAN RIGHTS B.I.A.S. PROJECT

1. Match the percentages with the reasons people are legally admitted to the U.S.

- | | |
|--------------------------|--------|
| ___ Family reunification | a. 6% |
| ___ Work (legally) | b. 13% |
| ___ Freedom | c. 14% |
| ___ Other | d. 66% |

2. What is an "immigrant"?

3. What is a "refugee"?

4. Which of the following countries has the lowest percentage of foreign-born people in its population?

- a. Canada
- b. Switzerland
- c. United States
- d. Australia

5. Immigrants do not pay taxes.

- a. True
- b. False

6. The foreign-born population in Minnesota represents what percentage of the total population?

- a. 6.5%
- b. 15.5%
- c. 26%

7. By 1896 official instructions for Minnesota elections were being printed in _____.

- a. English only
- b. English, Norwegian and Swedish
- c. English, German and Czech
- d. 9 languages

8. Undocumented immigrants are eligible for which of the following benefits?

- a. TANF (cash support)
- b. Food Stamps
- c. Medicaid
- d. None of the above

9. More immigrants come to the U.S. legally than illegally.

- a. True
- b. False

10. Out of all immigrants to Minnesota, what percentage are refugees?

- a. 5-10%
- b. 10-25%
- c. 25-50%

11. Immigrants currently constitute a bigger proportion of the total U.S. population than ever before in history.

- a. True
- b. False

Answers at end of chapter

INFORMATION COURTESY OF: THE ADVOCATES FOR HUMAN RIGHTS © 2012

WWW.ENERGYOFANATION.ORG

CULTURE SHOCK

Imagine driving a car in a place where you don't know the traffic laws and where you can't figure out what other drivers will do next. Moving to a new culture can evoke the same reactions of confusion, fear, and possibly anger. This reaction is known as culture shock.

Within our native cultures, our knowledge of cultural patterns enables us to know what is expected of us and what other people are likely to do. Most of the time we are not even aware of these patterns.

In a new culture, a new and complex set of patterns exists. Adjusting to this new culture consists of four stages:

1. The excitement and optimism associated with arrival
2. The stress of culture shock
3. Recovery from culture shock
4. Adjustment

Although people experience each step for different lengths of time and at different degrees of intensity, researchers believe that it is impossible to avoid the stress produced by cultural adjustment. Most people seem to progress through the stages in about a year.

The stage of culture shock obviously is the most difficult. Symptoms of this stage include:

- confusion
- fear
- exhaustion
- insomnia
- illness
- loneliness
- anger
- inability to concentrate
- depression

Tutors who observe these symptoms to a severe degree in students should alert their program coordinators.

Culture shock seems to be unavoidable, but tutors can help make it less difficult for students.

- **Understanding culture shock and knowing that it is natural and time-limited can make it more tolerable.** Sometimes people think that something has become permanently wrong with them when they experience culture shock. It can be reassuring to know why it is happening and that it happens to anyone entering a new culture.
- **Meeting others from their own culture gives students an opportunity to interact with people without the stress of cultural and linguistic barriers.** Help students connect with people and organizations that represent their cultures.
- **Encourage students to describe situations in which they have been confused by new cultural norms.** You may be able to help them deal with the new patterns.

Perhaps the key element in successful adjustment to a new culture is proficiency in the language. By tutoring your students in English, you are playing a significant role in helping them overcome the difficulties of adjustment.

Reference: "Cross-cultural transitions and wellness: Dealing with culture shock." *International Journal for the Advancement of Counseling*, 14: 105-119, 1991.

D.I.E.

IN RESPONSE TO MISUNDERSTANDINGS AND UNCOMFORTABLE SITUATIONS

If, while tutoring, you find yourself feeling very surprised or offended by student behavior, these three steps can help you navigate the situation. They are intended to help you calm down so that you can make good decisions about what to do next—people don't always make good decisions when they are upset.

DESCRIBE

Stick to just the facts. Set aside any judgments. What happened?

INTERPRET

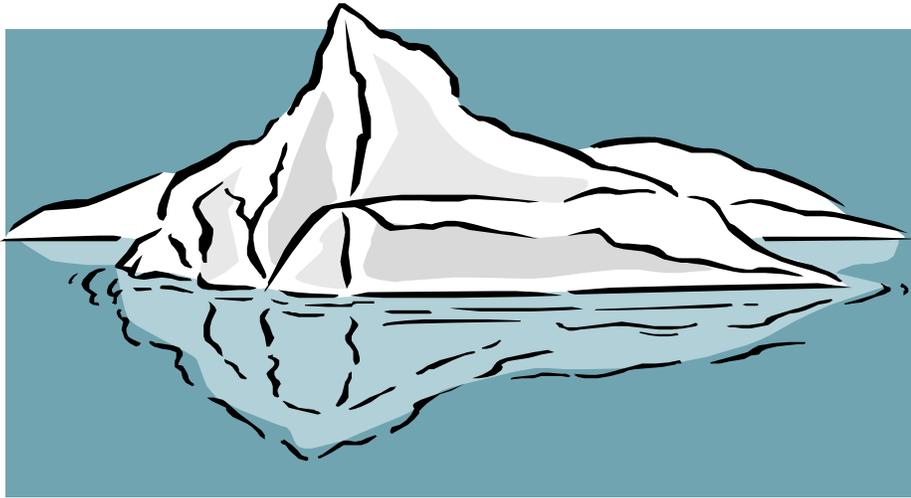
Come up with at least three different possible reasons for the behavior.

EVALUATE

Now that you know some alternative reasons for the behavior, how do you feel?

You may never know the real reasons for someone's behavior, but you can use these steps to help feel less offended so that you can calmly decide on a next step. When in doubt, talk to your volunteer coordinator about the situation.

THE ICEBERG MODEL OF CULTURE*



Food

Clothes Literature

Music Dancing Games Drama

Eye Behavior Conversational patterns

Social interaction rate Facial Expressions

Notions of Modesty

Conception of beauty

Ideals of child-rearing

Relationships to animals

Courtship practices

Conception of justice

Incentives to work

Patterns of superior/subordinate relations

Definitions of sin

Notions of leadership

Tempo of work

Group decision making

Conception of cleanliness

Theory of disease

Conception of status

status designations based on age, sex, class, occupation, kinship, etc.

Patterns of handling emotion

Preference for competition or cooperation

And much, much more...

*Adapted from E. Hamayan Illinois Resource Center 1997 and Nehrwr Abdul-Wahid for One Ummah Consulting Fridley, MN

ONE DOZEN CONCEPTS SHAPING THE U.S. WAY OF LIFE

(The concepts below are a compendium of ideas developed by anthropologists and sociologists over the past 40 years. They demonstrate a central tendency which should not rule out a range of differences within each concept.)

- 1. Assertiveness:** U.S. Americans tend to be candid and outspoken in communication with others, and they seldom shy away from disclosing facts about themselves. They prefer “direct” questions and respond with “straight” answers. They employ face-to-face confrontations to resolve differences. These patterns of behavior sometimes lead people from other cultures to view U.S. Americans as overly aggressive.
- 2. Effort-Optimism:** The linking of effort with optimism is one of the central characteristics of U.S. thought. Effort-optimism is a denial of fatalism; it is the assumption that any challenge can be met, any goal achieved, if only a sufficient quantity of time, energy, skill, and willpower are applied. The motto of the U.S. Navy’s Construction Battalions (“See-Bees”) during World War II exemplifies this concept: “The difficult we do immediately; the impossible takes a little longer.”
- 3. Friendliness:** U.S. friendship is typified by warmth, informality, and other signs of acceptance, even toward comparative strangers. On the other hand, U.S. Americans assume that friendship involves comparatively few mutual obligations and lasts a relatively short time. People from other cultures become confused because those whom they would consider mere acquaintances are called “friends” by U.S. Americans, and because the warm manner of U.S. Americans leads them to expect a degree of commitment that the U.S. Americans do not feel and would find difficult to accept.
- 4. Getting Things Done:** U.S. Americans are most content when they are “doing” something. They believe that hard work is intrinsically valuable. In judging others, they give the most weight to their achievements, much less to character or spiritual qualities. U.S. Americans strive for efficiency because it enables them to get more things done in a given period of time. To people from certain other cultures, however, U.S. Americans seem driven.
- 5. Individualism:** The concept of individualism stresses the separateness of one human being from another, and the responsibility and initiative that each person must take on his own behalf. U.S. Americans join and leave groups frequently according to changing personal needs. People from highly group-centered cultures find the U.S. way of life fragmented because of its focus on individuals.
- 6. Materialism:** Like most other peoples, U.S. Americans are concerned about their well-being; the difference in some cases is that U.S. Americans measure their well-being in terms of the number of tangible things at their command that enable them to enjoy uninterrupted comfort and convenience. People from cultures where spiritual, intellectual, or personal qualities are most highly valued may be

-
- so dazzled by U.S. Americans' materialism that they overlook their finer values.
7. **Pragmatism:** U.S. Americans are deeply practical. They want things, procedures, and people to meet the requirements of actual use in daily life. They tend to be adaptable and realistic, and they rely on "common sense." In making judgments, U.S. Americans are most interested in whether something *works*. Other peoples around the world often give more weight to historical tradition, theological command, moral purity, or theoretical consistency.
 8. **Progress:** U.S. Americans are oriented toward the future; they want it to be better than their past and present. Given their relentless pursuit of happiness, they believe not only that things and people can be made to improve, but also that they *should* be made to improve.
 9. **Puritanism:** Puritanism is the term that describes the U.S. American habit of seeing a cause-effect relationship between correct thinking and good behavior on the one hand, and material reward or successful outcome on the other. It arose out of the old Calvinist doctrine that prosperity and success were sure signs that an individual was in God's favor.
 10. **Scientific Method:** The methods of science involve devotion to attitudes such as skepticism, empiricism, and rationalism, and to procedures such as experimentation, detailed analysis, and inductive reasoning (reasoning from established facts to tentative conclusions). U.S. Americans seem to have a built-in readiness to accept scientific explanations as far more likely than any other possible explanation. Other peoples often remain at least as likely to rely on mysticism, authority, or tradition.
 11. **Success:** The self-esteem of individual U.S. Americans is largely tied to their ability to "get ahead" in terms of the recognition of their peers as well as material affluence and social mobility. There is a deeply held belief in the U.S.A. that *anyone*—through hard work, talent, and persistence—can rise well above the station in life to which he or she is born. Many other peoples around the world regard their status and role in life as both permanent and proper, and fail to comprehend the constant upward striving of U.S. Americans.
 12. **Time Consciousness:** U.S. Americans tend to feel that time is relentlessly rushing past them, and they frequently need to know exactly what time it is. They attempt to "save time" by moving at a rapid pace, taking shortcuts, and improving their efficiency of operations. They soon become anxious if forced to waste time. U.S. Americans are nearly always punctual and they expect others to be on time, too. Many other peoples have a far more relaxed attitude about time; some seem to be almost unaware of its passage and in no way share U.S. Americans' concern for punctuality.

Reprinted by the Minnesota Literacy Council with permission granted by AFS Intercultural Programs, October 1992

CULTURAL AWARENESS ACTIVITIES

Culture and language are intertwined. Sometimes as tutors you will be teaching culture without even being aware that you are doing so. By sharing what happens in your day-to-day life you will be relating your view of life. Your attitudes, beliefs, and behaviors are a reflection of your culture.

Many cultural differences will become evident even within your class time. Students may not look you in the eye or may be hesitant to ask questions—both out of respect for authority. Your students will often bring in questions or describe situations in which they were uncomfortable or unsure of what was the acceptable behavior. These spontaneous discussions are an excellent way to bring “culture” into your language instruction.

Respect and acceptance of differences without passing judgment is key to discussing your students’ culture and your own. Although it is not our role as tutors to change a student’s cultural orientation, it is our role to help them understand our culture. Below are lists of topics that may come up or that you can raise, activities that can be used to teach these topics, and examples of how this can be done.

TOPICS:

- Holidays
- Government
- Child rearing
- Joking
- Funeral rites
- Housing
- Discipline
- City and country life
- Status differences
- Community organization
- Sports
- Gestures
- Greetings
- Respect
- Visiting
- Music
- Smoking
- Religion
- Dating
- Marriage
- Camping
- Hygiene
- Festivals
- Personal names
- Treatment of aged
- Puberty customs
- Expectations set on young people
- Food
- Education
- Death
- Law
- Games
- Politeness
- Media
- Small talk
- Magic
- Friendships
- Folklore
- Cosmetics

ACTIVITIES

- **Make cultural comparisons on any given topic.** Ask students to tell about a similar holiday in their home country when discussing an American holiday. Ask students to note differences among gender roles, etc.
- **Read about a cultural misunderstanding and discuss its cause.** You can find stories in ESL texts or use real life examples that your students share with you.
- **Discuss controversial topics and cultural issues.**

-
- **Have students interview native English speakers outside of class on a given cultural issue.** Students can ask several different people what they think about magic, what superstitions they think most Americans hold, what they consider the rules of dating, etc.
 - **Using a certain situation, have students make lists of how they think Americans would respond and how they would respond within their own culture.** Discuss.
 - **Model conversations that illustrate a cultural point.** Have students read dialogues and point out the cultural differences. (Gestures that accompany the dialogue, idioms used, etc.)
 - **Have students work in pairs, exchanging information and reporting to the class.** One student must tell the other something about his/her culture (on a given topic) and the other student must listen carefully and then repeat what was said to the class.
 - **Share photographs and discuss.**
 - **Teach your students how to make American style foods and have them teach you how to cook something from their countries.** Have a potluck get-together. Follow it up by writing the recipes in English.
 - **Field trips.** Go to watch sports games, visit a museum, go on a picnic, visit the zoo, go to a coffee shop, a lake, an arboretum, the grocery store. (Check with your coordinator on restrictions for transporting students.)
 - **Movies and television.** Ask students to summarize stories from shows that they've watched. Preview a film and then watch it together. Write out a short dialogue between actors and practice with your students.
 - **Newspapers.** Cut out articles in the newspaper which describe aspects of American culture. Read them to your students or have your students read them. If the article is too difficult, rewrite it in your own words using vocabulary more suitable to your students' levels.

GREETINGS

The following activities are examples of how the topic “greetings” could be used for teaching language and culture. As tutors, you may find yourself using one or all of the activities on this list, or it may simply inspire ideas of your own.

- Discuss different types of greetings for different situations within American culture. “Good morning!”, “Hi. How are you?”, “Hello.”, “Yo! What’s up?”, “Hey!”, etc.
- Have students complete a grid that compares greetings in American culture with their own culture.

What kind of greeting?

My culture

American culture

1. An elderly woman walks by a group of young adults.
2. You have a job interview and are greeting the interviewer.
3. Young school children passing each other in the hallways.

- Read a passage that illustrates a misunderstanding and discuss. Example:

Thiet had been taking English classes for a couple of months. He was excited that he could have short conversations with co-workers and friends. Every opportunity he had to practice his English increased his confidence. For several weeks Thiet’s neighbor asked him “How are you?” and Thiet told him that everything was going well. He told him about his job, his family, and his English class. On his way home from class he would often stop by the corner store. The clerk would greet him, “Hi. How are you tonight?” Thiet answered the same way he had responded to his neighbor. Sometimes he would pass strangers on the sidewalk on his way to work or class. They usually smiled and asked, “How are you?” Thiet would stop walking and tell them that everything was going well. He told them about his job, his family, and his English class. After a few weeks Thiet noticed that even though he was passing the same people, no one said “Hello” or “How are you?” anymore. Thiet was confused. He had thought these people were friendly, but now he knew they were not.

- Have students keep notes on all of the different greetings they hear over a weekend.
- Listen to taped greetings and have students guess the type of situation or setting.

IMMIGRANT QUOTIENT (I.Q.) TEST ANSWERS

(Refer to test on pg. 23)

1. U.S. immigration policy is based mainly on family, freedom, and work.

Family: Approximately 66% of immigrants came to be with close family members.

Freedom: Approximately 13% of immigrants came as refugees and asylees escaping persecution.

Work: Approximately 14% of immigrants came at the invitation of the U.S. employers to fill a position where there was a shortage of U.S. workers.

Other: The remaining 6% of new arrivals came for other reasons under special immigration programs. About 3/4 of these immigrants came as part of the green card lottery system.¹

Total Number of Immigrants (2010)	1,042,625
Family Reunification	691,003 (66%)
---- Family Sponsored	214,589
---- Immediate Relatives	476,414
Work	148,343 (14%)
Freedom	136,925 (13%)
---- Refugees	92,741
---- Asylees	43,550
---- Nicaraguan Adjustment and Central American Relief Act	248
---- Haitian Refugee Immigration Fairness Act	386
Other	66,354 (6%)
---- Diversity (Green card lottery system)	49,763
---- Parolees	1,592
---- Children Born Abroad to Resident Aliens	716
---- Cancellation of Removal	8,180
---- Other	6,103

2. Immigrants are people who come to a country where they intend to settle permanently and obtain citizenship. Immigrants come to work in the U.S. or to reunite with family members already living in the U.S.²

3. The term refugee means any person who is outside any country of such persons nationality or, in the case of a person having no nationality, is outside any country in which such person last habitually resided, and who is unable or unwilling to return to, and is unable or unwilling to avail himself or herself of the protection of that country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion.³

INFORMATION COURTESY OF: THE ADVOCATES FOR HUMAN RIGHTS © 2012
WWW.ENERGYOFANATION.ORG

4. **C The United States.** The percent of foreign-born people living in the U.S. is approximately 13.5% of the total population⁴ – a group that includes naturalized citizens, legal permanent residents, refugees, asylees, foreigners with temporary status (for example, foreign students), and undocumented immigrants. While the U.S. is known as “a country of immigrants,” many other countries have a higher percent of foreign-born residents than the United States, including Luxembourg (35.2%), Australia (21.9%), Switzerland (23.2%), New Zealand (23.2%), and Canada (21.3%).⁵ Many other countries have percentages that are very similar to the U.S., including Djibouti (13.0%), Estonia (13.6%), Germany (13.1%), Sweden (14.1%), and Austria (15.6%).⁶

5. **B False.** Immigrants pay taxes, just like everybody else. They pay real estate tax, sales tax, and income taxes. According to Social Security Administration (SSA), undocumented immigrants paid \$11.2 billion in 2007 in Social Security withholding alone.⁷

6. **A 6.5%.** In 2009, 6.5% of Minnesota’s residents were foreign-born,⁸ meaning they were naturalized citizens, legal permanent residents, refugees, asylees, foreign students, or undocumented workers.

7. **D 9 different languages.** In 1896, Minnesota’s election instructions were issued in: English, German, Norwegian, Swedish, Finnish, French, Czech, Italian, and Polish. 9 Today, they are available in English, Hmong, Spanish, Somali, Russian, and Vietnamese.¹⁰

8. **D None of the above.** In 1996, a federal law was passed that heavily restricted legal and undocumented immigrants from utilizing public assistance programs. Undocumented immigrants are excluded from all federal public welfare programs.¹¹ The only assistance they may receive is medical attention in the case of a health- or life-threatening condition. Recent changes to Minnesota’s medical assistance law have severely limited the conditions considered “emergency.”

9. **A True.** The Urban Institute estimates that in the past decade, legal immigration has averaged 800,000 persons a year, and net illegal immigration has averaged 500,000 persons a year.¹² Note: In general, estimates on illegal immigration are difficult, because the same person might cross back and forth across the Mexican or Canadian border multiple times. This inflates the number of perceived illegal immigrants.

10. **C 25 - 50%.** In a given year, 25 - 50% of Minnesota’s immigrants are refugees while nationally 8% of all immigrants admitted legally are refugees.¹³

11. **B False.** In fact, the 2009 percentage of the U.S. foreign-born population (12.4%) is still lower than it was throughout peak immigration years of 1870-1920 (approx. 15%).¹⁴

INFORMATION COURTESY OF: THE ADVOCATES FOR HUMAN RIGHTS © 2006
WWW.ENERGYOFANATION.ORG

SOURCES OF INFORMATION

1 U.S. Department of Homeland Security. Yearbook of Immigration Statistics: 2010, Table 6. Accessed Jan. 12, 2010. http://www.dhs.gov/xlibrary/assets/statistics/yearbook/2010/ois_yb_2010.pdf.

2 Immigration and Nationality Act sect. 101 (a) (15). Aug. 13, 2010. Accessed Jan. 12, 2012 from <http://uscis.gov/lpBin/lpext.dll/inserts/slb/slb-1/slb-22/slb-459?f=templates&fn=document-frame.htm#slbact101>.

3 Immigration and Nationality Act sect. 101 (a) (42). Aug. 13, 2010. Accessed Jan. 12, 2012 from <http://uscis.gov/lpBin/lpext.dll/inserts/slb/slb-1/slb-22/slb-459?f=templates&fn=document-frame.htm#slbact101>.

4 United Nations Department of Economic and Social Affairs, Population Division. "International Migration Report 2009." Accessed Jan. 12, 2012 from: <http://www.un.org/esa/population/publications/migration/WorldMigrationReport2009.pdf>.

5 Ibid.

6 Ibid.

7 John Lantigua. "Illegal immigrants pay Social Security tax, won't benefit." Seattle Times, December 28, 2011. http://seattletimes.nwsourc.com/html/nationworld/2017113852_immigtaxes29.html.

8 U.S. Census Bureau. "Minnesota QuickFacts." Dec. 23, 2011. Accessed on Jan. 12, 2012. <http://quickfacts.census.gov/qfd/states/27000.html>.

9 Nekessa Opoti. "English Only? Not in Minnesota History." Twin Cities Daily Planet. Aug. 23, 2010. <http://www.tcdailyplanet.net/news/2010/08/19/english-only-not-minnesota-history>.

10 Ibid.

11 Michael Fix and Ron Haskins. "Welfare Benefits for Non-citizens." The Brookings Institution. Policy Brief #15 – 2002. Accessed Jan. 12, 2012 from: <http://www.brookings.edu/dybdocroot/es/wrb/publications/pb/pb15.htm>.

12 Randy Capps and Michael Fix. "Undocumented Immigrants: Myths and Reality." Urban Institute and Migration Policy Institute, Oct, 2005. Accessed Jan. 12, 2012. <http://www.urban.org/publications/900898.html>.

13 Minneapolis Foundation. "Immigration FAQ Factsheet." March 2008. http://www.minneapolisfoundation.org/Uploads/CuteEditor/Publications/Community/ImmigrationFAQ_8.5x11.pdf.

14 U.S. Census Bureau. "USA: People QuickFacts." Dec. 23, 2011. Accessed on Jan. 12, 2012. <http://quickfacts.census.gov/qfd/states/27000.html>.

INFORMATION COURTESY OF: THE ADVOCATES FOR HUMAN RIGHTS © 2006
WWW.ENERGYOFANATION.ORG



ASSESSMENT AND CHECKING COMPREHENSION

ASSESSMENT AND CHECKING COMPREHENSION

SUGGESTIONS AND TECHNIQUES:

- **USE YOUR STUDENTS' EXPERIENCES.** Don't forget the wealth of knowledge and experience your students have. They are lacking English language skills but not intelligence.
- **ASK STUDENTS TO SUMMARIZE** (the last lesson, their day, a story...) This is a good way to find out how much students understood, retained, or what language they already know before introducing new material.
- **OBSERVATION IS AN EXCELLENT ASSESSMENT TOOL.** Don't rely on the question "Do you understand?" Instead, ask more specific questions and/or ask for demonstrations of understanding.
- **CONSTANTLY CHECK MATERIALS AND LESSON PLANS TO CONFIRM YOU ARE WORKING WITHIN YOUR STUDENTS APPROXIMATE LEVELS.** Even if a reading or activity is on a relevant topic, make sure that vocabulary is explained and that it isn't far above or below the level of material students are used to working on.
- **KEEP LESSON TASKS PRACTICAL.** The language taught should be relevant to your students' lives. They want to be able to walk out of class and apply the language learned.
- **EXPECT TO BE WORKING WITH VARYING LEVELS WHENEVER YOU HAVE MORE THAN ONE STUDENT.** Avoid teaching and responding only to one level of students. Give extra support to lower level students by giving them hints. Challenge higher level students by asking them to extend practice activities further. Allow students time to work at the own pace and teach language functions that apply to different goals.

STANDARDIZED ASSESSMENT

Learning centers in Minnesota that receive Minnesota State funding are required to assess each learner with a standardized test when the learner enrolls at the center and again after every 40-60 hours of instruction.

The approved standardized assessments for adult ESL classes in Minnesota are the CASAS and BEST Plus. CASAS is more common. There are several types of CASAS tests that may be used, including a reading test, writing test, and listening test. Most programs use only one of these types. CASAS is used not only for accountability purposes, but also for placement and curriculum planning.

CASAS (COMPREHENSIVE ADULT STUDENT ASSESSMENT SYSTEM)

CASAS is a competency-based test system. It tests the learner on a variety of competencies deemed valuable to functioning in an English-speaking setting. Examples of competencies include: "Fill out medical health history forms", "Interpret clock time", and "Interpret employee handbooks, personnel policies, and job manuals".

There are several series within the CASAS system: Life Skills, Life and Work, Employability, and Workforce. The series most commonly used by Minnesota learning centers, Life and Work, is comprised of five different skill levels from "Beginning Literacy" to "Level D" (advanced).

For more information refer to the CASAS website at www.casas.org

BEST PLUS (BASIC ENGLISH SKILLS TEST)

BEST Plus and BEST Literacy are the two components of the BEST Plus, created and published by the Center for Applied Linguistics.

Like CASAS, BEST is competency based test. Using authentic situations such as addressing an envelope or reading a clothing label, BEST Literacy is used to assess a learner's reading and writing skills in English. BEST Plus assesses a learner's oral proficiency in English in a one-to-one interview. Questions are intended to replicate real-life scenarios.

For more information, visit the Center for Applied Linguistics website at www.cal.org.

THE TUTOR'S ROLE IN ASSESSMENT AND PROGRAM FUNDING

Adult Basic Education programs that receive federal and/or state funding must show that they are making appropriate use of these funds by reporting student test scores. The overall goal is for each student to move up one test level in one year. If a student does not gain a test level after two years, the program will no longer receive funding for that individual.

The most common test used is the Comprehensive Adult Student Assessment System (CASAS). This test comes in several forms, but the majority of programs use the Life and Work Reading Test. There are five levels of tests: Beginning Literacy, Level A, Level B, Level C and Level D.

A new student takes a pre-test before receiving instruction. Programs vary as to how often they post-test students. Some post-test as often as every month, while others do so once per quarter.

A few programs have volunteers help register new students and help administer the pre-test. Volunteer classroom assistants may be asked to help proctor the CASAS test, or they may not be needed on testing days. Volunteer instructors may be asked to proctor the test. When proctoring the test, it is important to explain the purpose and format of the test in a way that students will understand. Here is a suggestion of what a tutor might say to a beginning level class:

This school is free for students. We get money from the government for the school. The government wants to see that this is a good school. You will take a test to show that you are learning more English.

Is it ok to talk to other students during the test?

Is it ok to copy the answers? (Instructor acts out copying from another student)

Is it ok to ask the teacher to help you with difficult questions?

You will have one hour to take the test. The test is difficult. It is difficult because it will show many things you know in English and some things you don't know in English.

Each CASAS test item tests one competency. These competencies are goals that are appropriate for most adult language students. For example, one competency is to "Identify different kinds of housing, areas of the home, and common household items" and another is to "Interpret information on medications and their proper and safe use." A complete list of competencies may be found at <http://www.casas.org/docs/pagecontents/competencies.pdf?Status=Master>.

ACCOUNTABILITY AND FUNDING BASICS

CONTACT HOURS – ATTENDANCE

Programs receive funding based on student attendance, about \$5.00 per student per hour of instruction by a trained instructor. This year’s attendance determines next year’s funding levels. Therefore, it is extremely important to keep accurate attendance records. Volunteer instructors are usually given an attendance form to turn in at the end of each tutoring session. They must note which students arrive late and leave early in 15 minute increments. For example, if a two hour class begins at 10:00 and a student arrives at 10:20, the instructor will report 1.75 hours of attendance. The contact hours logged by volunteers are then entered into a database and reported to the Minnesota Department of Education (MDE).

NRS (NATIONAL REPORTING SYSTEM)

To show educational gains, programs must report that learners are completing “Educational Functioning Levels.” This means that the learners are receiving higher scores on one of the approved tests (see the previous page for information on these tests). When they achieve a certain score, they are categorized as being in a higher level. The Educational Functioning Levels are:

Beginning Literacy/Pre-Beginning ESL	High Intermediate ESL
Low Beginning ESL	Advanced ESL
High Beginning ESL	Adult Secondary
Low Intermediate ESL	Proficient

LEARNER GOALS

Each learner must have at least one recorded goal. The program staff, along with the learner, establishes and records goals, usually when the learner enrolls in the program. They follow up on the goals on a regular basis.

Every learner is automatically recorded as having the following goal: “Complete an Educational Functioning Level”(see above). There are four other NRS goals:

- Enter Employment
- Retain Employment
- Obtain a GED or Adult Diploma
- Enter Post-Secondary Education Institution or Training Program

A student must be able to achieve a recorded goal within one year or it cr it will count against a program. Tutors may be asked to conduct surveys of students about their goals.

TEST TAKING SKILLS

Design activities that **work with real-life objects/material first**, and then work with material in same format as the test. This will help learners connect the two dimensional visuals of the test with their real-life counterparts. For example, pictures of coins are sometimes difficult – even if the learner is familiar with real coins. Start out working with real coins, do activities using real coins and the pictures, then do activities with only the pictures.

Other Suggestions

- Teach learners to read the questions first.
- Teach learners to identify key words.
- Teach learners to scan.
- Work with multiple choice and bubble fill-in or answer sheets.
- Do some tasks that are timed.
- FYI – **You cannot teach to a specific question.**

TEST TAKING RESOURCES:

Make your own multiple-choice worksheets:

<http://school.discovery.com/teachingtools/worksheetgenerator>

CASAS “Sample Test Items for Classroom Use”:

<https://www.casas.org/home/?fuseaction=home.showContent&MapID=1847>

CASAS-style activities from the Minnesota Literacy Council’s website:

http://www.themlc.org/Reading_for_Life_Lessons3.html

CHECKING COMPREHENSION

CHECK EARLY, CHECK OFTEN

The earlier you know that a student is confused, the easier it is to respond. As the lesson builds in complexity, confusion can multiply.

CHECKING COMPREHENSION = DATA COLLECTION

It is tempting to check for understanding by asking a general question, such as *Does that make sense?* Unfortunately, the answer is almost always yes, even if students are confused. It is also tempting to always have a student volunteer to answer to a question. We don't want to embarrass students. However, the students most likely to volunteer answers are the ones who feel the most confident. You could easily get the wrong impression about a class's level of comprehension.

As an alternative, consider asking questions specific to the moment and call on individual students to answer these questions.

Thinking about checking comprehension as data collection helps explain the benefits of asking specific questions and calling on students. The quality of the data improves: it is more specific to the goals of the lesson and it is a more accurate sample of what the class is able to do.

SUGGESTED QUESTIONS

Many Contexts

What should you do first? Next?

Is ___ an example of ___?

Why is that the answer? (ask even if the answer is correct)

Are ___ and ___ the same or different?

Grammar Exercises

What is the rule?

What verb tense is this?

Why is this different?

Vocabulary

Is ___ an example of ___?

Is ___ a noun or verb?

Is this a positive, negative or neutral word?

Can I say _____?

Computer/Technology Use

What can we try?

What just happened?

Where is the ___?

What Kinds of Questions Can I Ask Low Level Students?

Low level students can answer yes/no and either/or questions. For example: *Should I write a big "A" or a small "a"?* They can respond to more open ended questions by pointing to a picture. For example: *When should you see a doctor?* (have several pictures of health problems available).

SUGGESTIONS FOR CALLING ON STUDENTS

- Ask the question first, pause and then say a student's name. This gives everyone a chance to think about their answers first.
- Start with an easy question and gradually increase difficulty. This builds confidence and is a multi-level strategy because the questions are tailored to the ability levels of the students.
- Compose a few questions as you prepare for the lesson. If you are a classroom assistant, think of questions you might ask while the teacher is providing whole class instruction.
- Keep the tone light. Proceed as if calling on students is a normal classroom activity and not a reason to be concerned.
- If you don't know the students' names yet, you can assign each a number as they come in to class and then call on them by number. You can draw the numbers out of a hat if you wish to make it random.

CHECKING IN WITH THE WHOLE CLASS

Take a Stand Activity

The general idea of this activity is for students to express agreement or disagreement with another student's answer to a question. This can be done as a whole class, or you can call on an individual student. The benefits include checking comprehension of more than one student and showing students that their contributions in class are valuable. To get even more out of the activity, ask students to explain reasons for their agreement or disagreement. Try to avoid only asking students to Take a Stand if the original answer is wrong.

The following methods of checking in with the whole class can be used for the Take a Stand Activity or for any other question you wish to ask the class.

Slates: Give students mini whiteboards, blank paper or tablets and have them write and hold up answers to questions.

Thumb Scan: Ask students to agree (thumbs up) or disagree (thumbs down). They can also answer yes/no questions this way.

Snaps or Stomps: Snap twice if you agree and stomp twice if you disagree.

Raise Hands: Raise your hand if you got the same answer (or if you got a different answer). Students can also hold up different fingers to show their answer choices.

OBSERVATIONS

Another way to check comprehension is to observe while students are doing an activity and watch for errors and misunderstandings. If you are a classroom assistant, check in with the teacher about what to focus on before you start circulating.

Vote with Your Feet: Put the word *agree* on one side of the room and *disagree* on the other. Say and post a statement and students stand near the agree or disagree side, or somewhere in the middle. Then students talk to each other about their opinions.

The Teacher is Wrong: Say some statements related to the lesson topic. Plan out a few mistakes in advance. Students listen for the mistakes and indicate when they hear one by tapping the table, raising their hand, etc. (decide which method you prefer ahead of time). Then ask the students to correct the mistakes. Mistakes can be humorous or serious—it is up to you.

Point to/Show Me: This activity is for beginning level students with limited conversational ability. It is a way to check comprehension. Give each student a set of pictures related to the lesson topic, or tape large pictures up on the board. Ask questions about the topic and students can hold up or point to the pictures to answer.

Think/Pair/Share: Ask students a question about the topic that requires some thinking. Questions that start with *What do you think*, or *Why do you think* work well. Instruct students to think quietly for a minute. This thinking time is important so that those who have difficulty finding the right words will be more prepared. Students pair up and share their answers. They raise their hands when finished. Call on a few students to share out with the class.

See Also:

Conversation Queue, page 45

Exit Ticket, page 46

Ball Toss, page 47

Three Truths and a False, page 78

Brainstorm Around an Adjective, page 151

I CHECKED IN—NOW WHAT?

A couple students are not on target: Proceed with the lesson and give extra help to those who need it while others do a practice activity.

A couple students are on target and the rest are not there yet: Ask these students to provide additional models for the class, pair them up with students who are almost on target, or give them bonus questions that ask them to go deeper with the content.

The class is confused: Reteach the problem areas and then provide additional practice opportunities. Be prepared to break down complicated content into smaller steps.

CONVERSATION QUEUE

It can be very difficult to assess learners' speaking skills in a large class environment. Confident learners seem to speak up most often and it's sometimes difficult to get around the room to listen to everyone. This activity is a simple and engaging way to assess whether learners have mastered a simple speaking task such as a question/answer pair or a short dialogue.

OBJECTIVE: to assess learners' ability to quickly use spoken English in a familiar context.

MATERIALS: (none)

DESCRIPTION:

1. Two students start at the front of the room facing each other with all other students lined up behind them.
2. Assign a role to each line, depending on the content that you're reviewing (ex. Landlord and renter calling about a problem, doctor and patient, or one line asks a question and the other line gives an answer).
3. The two people at the front of each line speak to each other. This can be a scripted dialogue that they have previously practiced and memorized or an unscripted conversation with familiar vocabulary and phrases.
4. When they finish, each goes to the end of the opposite line.
5. Try to keep the pace moving. This should be content that most students have mastered and so it should go quickly. If it is dragging, it may be a sign that the class needs more practice with the material.

SUGGESTIONS:

1. Call on others in line to answer simple questions about each mini-dialogue. This will keep them actively listening while they're waiting for their turn.
2. This activity can also be combined with TPR (Total Physical Response) by having one line give a command and the other line act it out (ex. In a cooking unit, "Can you slice the carrots? Can you peel the onion?")

EXIT TICKET

Sometimes you leave the classroom wondering, “Did the learners really get what we talked about today? I wonder what they remembered about this lesson?” This wrap-up activity is a great way to gauge learner comprehension, gather information about student perceptions, or get learners thinking about next steps for applying what they learned.

OBJECTIVE: to get a quick assessment of student learning and help learners apply skills outside the classroom.

MATERIALS: (none)

- DESCRIPTION:**
1. Decide what you want to accomplish with this activity.
Some possibilities:
 - Find out how learners feel about their own understanding of the day’s lesson.
 - Help learners plan how to practice the lesson content outside the classroom.
 - Assess learners’ ability to read, write, or say something related to the lesson.
 2. Choose a task you will have each learner do before they leave. It should be something simple and something they’ve already covered in class that day. It should take a minute or less for them to complete.
 3. Stand at the door and ask each person to perform the task before they leave the classroom.
 - Read a word from a stack of flashcards.
 - Answer a simple question that you ask.
 - “Tell me what you’re going to do after school.”
 - “Tell me one thing you learned today.”
 - Write a sentence about ____ on a note card.
 - “How well did you understand class today: very well, so-so, a little?”
 - “Name one place you’re going to speak English this weekend.”
 - “Name one way you’re going to study English tonight.”



BALL TOSS

This activity is great for quickly assessing learners' speaking skills and understanding of unit vocabulary while keeping everyone active and engaged.

OBJECTIVE: to assess learners' speaking skills and reinforce previously practiced phrases and vocabulary

MATERIALS: A soft ball or bean bag

DESCRIPTION:

1. Tutor writes a question on the board and elicits a few possible answers from learners to check comprehension of the question.
2. Learners stand in a circle.
3. Give one learner the ball. He or she should answer the question on the board. (ex. On the board: What are you going to do after school? Learner says: I am going to buy some food.)
4. Tutor gestures for the learner to throw the ball to the tutor. Tutor repeats what the learner said. (He is going to buy some food.) and adds their own response to the question (I am going to play soccer in the park).
5. Tutor throws the ball to a different learner. He or she must repeat the tutor's response and then give their own response.
6. Continue the pattern until everyone has responded to the question. Remind learners to listen to every response carefully because they never know when they will be thrown the ball.

RESPONDING TO ERRORS

Correcting all the errors a student makes may result in frustration and giving up. Even if the student requests that a tutor correct all of their mistakes, the student doesn't learn much from the experience if there are too many to focus on at once.

When responding to an error it is possible to be subtle or explicit. A subtle response is rephrasing and repeating what a student said. The student may or may not notice the correction.

How do you decide to use subtle or explicit error correction? It depends on the purpose of the activity. If someone else chose the activity it is important to ask that person what to focus on while helping students.

Within the given time constraints, students should do as much of the work as possible.

- The student holds the pencil, or at least has a pencil and the tutor has her/his own pencil
- The student compares what they've produced with examples (on the board, in the text book, in their notebook) to check for differences and find their own mistakes
- The tutor asks questions that lead students to correct their own mistakes

Try to be a question asker instead of an answer giver. Here is of suggested questions:

Comprehension Check

- Check understanding of directions: What should you do first? Next?
- Is ___ an example of ___?
- Why did you choose this answer? (ask this even if the answer is correct)

Grammar Exercises

- What is the rule?
- Are number 2 and number 3 the same or different?
- What is the past tense of ___?
- Why is this different?

Problem Solving

- What did you do so far?
- What can you try next?
- Is ___ bigger than ___?
- Should you add or multiply first? Why?

Role Play/Conversation

- Please repeat ...Ok, did she answer your question?
- What is a way to be polite and disagree?
- Did you remember to ___? Can I hear it again, please?

Vocabulary Exercises

- Is ___ an example of ___?
- Is ___ a noun or a verb?
- Do you know a different word for this?
- What is the difference between ___ and ___?



LISTENING AND SPEAKING

LISTENING AND SPEAKING

SUGGESTIONS AND TECHNIQUES:

- **STUDENTS MUST LISTEN BEFORE THEY ARE ABLE TO SPEAK.** Provide ample opportunities for students to hear something spoken many times, over a long period of time.
- **USE GESTURES TO COMMUNICATE WITH YOUR STUDENTS.** For students at a low level be consistent, using the same gesture to represent the same idea every time. Use gestures for: Listen, Don't Speak, Repeat, Everyone, etc.
- **USE CHORAL (WHOLE GROUP) PRACTICE.** Students are generally more comfortable responding together. Tutors can listen for mistakes and work later with individuals.
- **REPEAT, REPEAT, REPEAT.**
- **LISTENING AND SPEAKING ARE SKILLS AND THEREFORE NEED PRACTICE.** Basic drills build vocabulary and structure while interactive exercises build communicative strategies. Use both in your lessons to allow students the most practice time.
- **DEMONSTRATE.** Students often must learn the rules of an activity or exercise in addition to the necessary language. Always demonstrate an activity, do it with the students, and then allow them time to practice on their own.
- **USE PAIR AND GROUP WORK WHEN POSSIBLE.** Students are allowed more practice time when they work in pairs or small groups. There is also opportunity for "real" interactive language: asking for clarification, asking and answering questions, etc.
- **KEEP ACCURACY AND FLUENCY PRACTICE SEPARATE.** Students need to learn vocabulary and grammatical structures (accuracy) and need to learn to communicate ideas (fluency). Accuracy may be taught in drill work or structured interactive tasks. The emphasis during accuracy is on correct production. Fluency practice more closely resembles the listening and speaking students do outside of class. The emphasis is on communicating a message. This is practiced in less structured exercises and interactive pair and group work. Students at all levels need practice in both accuracy and fluency.
- **KEEP STUDENTS' GOALS IN MIND.** Activities should be interesting, fun, and relevant to your students' needs.
- **BUILD CONFIDENCE.** Move your students from simple to more complex language. Begin with what your students know and move to the unknown.
- **INCLUDE TELEPHONE SKILLS.** Help your students with this very difficult task by introducing it early on and teaching the basics for emergency calls, appointment calls, and messages.

LISTENING AND SPEAKING ACTIVITIES

Listening and speaking exercises can be divided into three categories according to the kind of response your students are practicing. All levels (beginning, intermediate, and advanced) should practice the three categories. Lower-level students should not be limited to mechanical drills. Since both accuracy and fluency are needed at all stages of learning, it is best to begin teaching both as soon as possible.

MECHANICAL

These are exercises which require students to follow a pattern or repeat a response and which the students can do successfully even if they don't understand what they are saying. For example, look at what a student needs to do in a repetition or substitution drill. If they learn the pattern, they will be able to give a correct response even if they are not sure of the meanings of the words they are saying. (Although it's possible for students to do these without comprehension, it is better to build in comprehension.) These seem very simple and repetitive, but they give students a good foundation to build on when they move to more challenging exercises.

MEANINGFUL

These exercises require students to have some idea of the meaning of the statement in order to respond correctly. There is more than one possible response to choose from, but there is only one correct response for them to give. Response drills are examples of meaningful exercises. Here students need to go one step beyond a mechanical drill. The response may still be a simple repetition of what has been practiced, but only one of the statements they have practiced will be a correct response.

COMMUNICATIVE

These exercises aren't drills but are situations which give students a chance to use the language they have been practicing to talk about themselves or their own interests. The outcome of a communicative activity is unknown because the students decide what language to use. This is the eventual goal of all the teaching you will be doing, but you will have difficulty reaching this point without working through more mechanical and meaningful drills first. After students have practiced in a structured situation with your support, they will be better able to communicate on their own in less structured situations.

STAGES OF A LISTENING LESSON

PRE-LISTENING

Why?

- to set the context
- allows learners to start thinking and talking about what they are about to hear
- enables learners to anticipate content and facilitates comprehension

Possible tasks:

- true/false predictive questions
- discussions
- look at words from the passage and guess what it will be about
- pictures that set the scene
- pre-teach vocabulary

LISTENING FOR THE MAIN IDEA

Why?

- gives learners practice in understanding only the main ideas of a passage
- it is not always necessary to understand the details; helps students practice this

Possible tasks:

- true/false, yes-no, or open-ended questions about the main ideas of the passage
- provide a list of statements and check off those that reflect the gist
- learners choose a picture that corresponds with main idea

LISTENING FOR SPECIFIC INFORMATION

Why?

- gives learners practice in picking out specific information
- reinforces idea that not every word of a message need be understood

Possible tasks:

- fill in missing words or numbers on worksheet
- provide a list of specific information and students check off those heard
- listen and point to pictures or words as they are said
- multiple choice
- correct misinformation

FOLLOW-UP

Why?

- gives further practice using content of listening passage
- further checks understanding through another medium

Possible tasks:

- discussion questions
- role-plays
- writing tasks
- interviews and surveys



LISTENING DRILL

This drill allows students simply to be exposed to the language without any pressure to produce. When working with beginning-level students, tutors may choose to take students through a cycle of Listening Drill, Listening Comprehension Drill, Repetition Drill, and Substitution Drill. (See following pages for descriptions of drills.)

- OBJECTIVE:** To have students listen to modeled language
- MATERIALS:** Pictures and/or appropriate props
- DESCRIPTION:**
1. Tutor indicates new vocabulary through modeled sentences
Example: She's wearing a yellow sweater.
 2. Tutor repeats each sentence at least twice.
 3. Tutor continues adding several more sentences and pointing to pictures or props as necessary.
Example: She's wearing a yellow sweater.
She's wearing a yellow sweater.
She's wearing a blue sweater.
She's wearing a blue sweater.
She's wearing a red sweater.
She's wearing a red sweater.

LISTENING COMPREHENSION DRILL

This beginning-level drill does not require students to speak. Instead students simply must respond by identifying what is requested.

- OBJECTIVE:** To practice listening skills
- MATERIALS:** Pictures and/or appropriate props
- DESCRIPTION:**
1. Tutor models what is to be done. Example: Tutor says, "Point to the top shelf," as he/she points.
 2. Tutor then asks students to point to different pictures or objects.
- SUGGESTION:** Remember to be consistent in the use of gestures ("Point to", "Don't talk.")

REPETITION DRILL

This drill allows students to listen and immediately repeat a word, phrase, or sentence. Students often will do this naturally with any type of activity, but the drill allows tutors to model for students and listen closely to their responses.

- OBJECTIVE:**
- To practice producing words based on a model
 - To practice accuracy

MATERIALS: Appropriate props and/or pictures

- DESCRIPTION:**
1. Tutor says a word, phrase, or sentence and students listen.
 2. Tutor repeats.
 3. Tutor gestures for students to repeat.
 4. For example:
Tutor: What's your name?
 What's your name?
Student: What's your name?

SUBSTITUTION DRILL

This drill is helpful for reviewing vocabulary within a given structure. It is best to substitute only one new word in the sentence.

OBJECTIVE: To reinforce vocabulary and structures

MATERIALS: Pictures and/or appropriate props

DESCRIPTION:

1. Tutor repeats the same sentence several times. For example, "The sugar is on the top shelf."
2. Tutor then substitutes one word in the sentence for another. For example: "The sugar is on the bottom shelf."
3. Tutor then uses gestures to indicate student's turn to produce the new sentence.
4. This pattern continues with each new vocabulary word.
Tutor: "The sugar is on the top shelf."
Student: "The sugar is on the top shelf."
Tutor: "Bottom"
Student: "The sugar is on the bottom shelf."
Tutor: "Middle"
Student: "The sugar is on the middle shelf."

SUGGESTION: The tutor may continue to lead the drill, or students may take turns leading.

CIRCLE DRILL

This drill is preceded by listening drills to allow students to feel confident and comfortable with the language being practiced. As you move around the circle, students are given plenty of listening repetition and feel little pressure since everyone is saying the same thing.

OBJECTIVE: To practice question and answer dialogues

MATERIALS: Appropriate props and/or pictures if desired

- DESCRIPTION:**
1. Model a two line dialogue. For example: "My name is _____. What's your name?"
 2. Have students practice both lines as a whole group.
 3. Divide the group in half (or in one-to-one tutoring, tutor and student alternate). One half says the two lines and the other half answers with their own names.
 4. Students sit in a circle.
 5. Demonstrate the circle drill by saying the two lines and turning to the person on your left.
 6. Person on your left answers the question, then turns to the person on his/her left and repeats the lines using his/her own name.
 7. Drill continues around the circle.

TOTAL PHYSICAL RESPONSE (TPR)

This technique is used to practice listening comprehension. It is based on how first languages are learned, focusing on the pre-speaking stage. Command forms are used with real objects and actions. Students respond physically—only adding speech when they are ready.

OBJECTIVE: To build students' confidence in listening and understanding before requiring speech

MATERIALS: Real objects

DESCRIPTION:

1. Tutor gives a command and models the response. For example, "Pick up your pencil."
2. Repeat the command several times, while modeling. Students copy the model.
3. Repeat the command for students to follow several times, without modeling it.
4. Repeat steps one to three with a new command until student can follow four or five commands.
5. When students are following the commands with ease, mix up the order of the commands.

SUGGESTIONS:

- Use commands such as, "Stand up," "Sit down," "Get out your paper" for beginners.
- Make use of demonstrations of a process (prepare a bowl of cereal—"Open the box. Pour the cereal into the bowl." etc.).
- Have students prepare a demonstration that they will then model for the class and have everyone follow their actions and commands.

WALKING DICTATION

One of the difficulties of learning a new language is holding unfamiliar words in short-term memory. This activity helps learners develop those short-term memory skills while reinforcing spelling, word order, pronunciation, listening and writing skills.

OBJECTIVE: to reinforce vocabulary and grammar structures in an active and PARTICIPATORY CONTEXT.

MATERIALS: Sentences pulled from previous worksheets or stories or generated using previously introduced vocabulary.
A list of words or sentences to practice

DESCRIPTION:

1. Write each sentence on a single piece of paper so that the lettering is large enough to be seen from a couple feet away.
2. Number the sentences and tape them in the hallway.
3. Divide learners into pairs. Assign one person in each pair to be the “walker,” the other will be the “writer.”
4. Walkers will go out into the hallway and read the first sentence. They should try to remember as much as they can.
5. Walkers will then repeat the sentence to their partner.
6. The writer will listen and write what the walker says.
7. The walker may return to the hallway as many times as necessary. He or she may not write anything. The writer should be encouraged to ask for clarification and help with spelling.
8. Let learners know how many sentences they should complete before switching roles.

SUGGESTIONS: offer guidance both in the hallway (to help learners read words correctly) and in the classroom (to reinforce good clarification strategies). You may want to review some simple clarification phrases before this activity, such as Can you please repeat? and How do you spell that?

PEER DICTATION

Learners sometimes become accustomed to the style of one teacher's speech but find it difficult to understand other English speakers outside of the classroom.

OBJECTIVE: to develop listening and pronunciation skills as well as clarification strategies.

MATERIALS: Words or sentences for dictation using familiar vocabulary and grammar (these could be copied from previously taught stories or worksheets).

DESCRIPTION:

1. Write a few simple clarification phrases on the board:
Can you please repeat?
Can you please slow down?
Can you please speak louder?
2. Review the meaning and pronunciation of the sentences as a class.
3. Students take turns standing and reading one of the dictation sentences while others write the sentence and ask for clarification as needed.

SUGGESTIONS: Occasionally, learners resist this activity, citing difficulty understanding their classmates' pronunciation. It is important to reinforce respect for fellow learners and to remind learners that in the United States they are likely to meet and work with many people who do not speak English as a first language and will have a wide variety of accents. This activity may help prepare them for working with a manager from a different country.

VOCABULARY BINGO

MATERIALS:

- Copies of Bingo grids
- Small markers (pieces of paper, buttons, etc.)

DESCRIPTION:

1. Create a set of various Bingo cards by writing vocabulary words in the squares of the Bingo grid, or give students a list of words that they copy onto their own grids.
2. Hand out a different card to each student.
3. Draw vocabulary words out of a bag or bowl. After calling out the words, keep them separate in order to check the winner's card.
4. Call out a vocabulary word. Students cover that square on the card with a marker.
5. Keep calling out words to continue play.
6. Have students yell "Bingo" when four squares in a row are covered (three on a nine square grid).
7. Bingo can be won across, down, or diagonally.
8. After a couple of rounds, students may swap cards with each other. Continue play.
9. Have students take turns as the vocabulary word caller.

SUGGESTIONS:

For adapting cards to different levels:

- **Beginning:** Make cards with pictures to represent vocabulary words, or pictures and words. Another option is to show the words and/or pictures to students as they are being called out.
- **Intermediate:** Make cards with words.
- **Advanced:** Call out descriptions of the words or definitions.
- **Multi-level:** Use all three cards (beginning, intermediate, advanced). Distribute them according to individual student's levels.



This page may be copied for classroom use. All rights reserved. ©2013 The Minnesota Literacy Council.

BINGO GRID

RECORDED CONVERSATIONS

Audio recordings may be used for listening and speaking practice. They are very useful tools for immediate repetition and review. Students may listen to a model and repeat. They may record practice dialogues with a partner, or passages from a text.

OBJECTIVE: To practice listening skills

MATERIALS: Audio recording of a conversation

DESCRIPTION:

1. Record two people talking in a given situation (making an appointment, describing a problem to a landlord, etc.). Make it authentic. Keep it short if you need to make it easier.
2. Have students listen for the main idea.
3. Have student listen for some relevant details.
4. Students practice their own dialog in pairs.

SUGGESTIONS: For additional exercises:

- Ask questions before your students hear the tape so they are listening for specific information.
- Ask questions after your students listen to the tape.
- Students are given a copy of the conversation with blanks and asked to fill in the blanks as they listen to the conversation.
- Students listen and write down the conversation.

RECORDED MESSAGES

- OBJECTIVE:** To practice listening skills outside of class
- MATERIALS:** Phone numbers of recorded messages
- DESCRIPTION:**
1. Have students choose a phone number of a recorded message call.
 2. Have students listen for specific information and report back to the class.
 3. Students may request information from their classmates obtained through phone calls. Phrases to practice:
 - What time...
 - How much...
 - Could you tell me...
 - I wonder if you could tell me...
- SUGGESTIONS:** Possible calls students could make:
- Minnesota Zoo—hours and cost
 - Mpls. Institute of Arts—hours and cost
 - Walker Art Center—hours and cost
 - Mpls. Macy’s—hours
 - Amtrak—trains to Chicago, times, cost
 - Minnesota State Capitol Bldg.—tours? times, cost
 - Como Zoo—hours
 - Greyhound Bus Company—schedules, cost
 - Twins Baseball Team—date and time of next Mpls. game
 - Neighborhood Movie Theater—time of particular movie

Tutors may wish to have students also practice leaving a message on the tutor’s voice mail.

SONGS

Songs are fun to use with students at any level. Music is an excellent way to reinforce all of the skill areas. Students need a lot of repetition and yet tutors must always be looking for ways to bring variety to this repetition. Using songs allows tutors to teach to different learning styles and to make use of the natural repetition within song lyrics and music. It offers a creative variation on some frequently used exercises.

- OBJECTIVE:**
- To practice listening comprehension
 - To reinforce vocabulary, pronunciation, and grammar
- MATERIALS:**
- Copies of songs (Lyrics should be easily understood. Folk songs often work well.)
 - Written scripts of songs
 - Additional materials appropriate for exercises (Fill-in-the-Blanks Sentence Strips, Word Find, etc.)
- DESCRIPTION:**
1. Introduce the topic of the song through discussion or use of visuals.
 2. Prepare a few oral or written questions for students. Have them listen for the answers as you play the song. Note that you don't have to use the entire song.
 3. Play the song as many times as students request.
 4. Discuss the song and answers to the questions.
- SUGGESTIONS:** For additional exercises with song lyrics:
- **Vocabulary:** Practice vocabulary as Sight Words, in a Cloze exercise, Categories, or Word Finds (refer to Literacy section).
 - **Reading/Writing:** Practice these skills with Scrambled Sentences, True/False exercises, Cloze, or Dictation (refer to Literacy section).
 - **Pronunciation:** Using vocabulary words, have students mark the stress on individual words or mark the intonation on sentences or whole passages.
 - **Grammar:** Emphasize grammatical structures that naturally come up in songs. Explain the structure and practice it through Cloze, or multiple choice exercises that either use the song lyrics directly or are related to a topic generated by the song.

FOLLOWING DIRECTIONS

This is a series of simple sentences which describe a task or procedure such as making a cup of tea, posting a letter, or washing clothes. Within the context of a familiar procedure, different grammar points can be practiced.

- OBJECTIVE:**
- To teach students the language for common tasks
 - To practice verb tenses
- MATERIALS:** Any props connected to the task
- DESCRIPTION:**
1. Tutor chooses a task to describe and writes simple sentences that are similar in construction.
 2. Say your sentences as you demonstrate the actions using props.
 3. Repeat.
 4. Demonstrate the action and elicit the sentences from your students.
 5. Repeat as many times as needed.
- SUGGESTION:** Ask questions that require students to respond using different verb tenses. Ask, “What am I doing?” and “What did I do?” for each action.

PICTURES

When teaching a second language, visual aids are very practical tools. They allow tutors to teach to different learning styles, bring variety to exercises, and capitalize on learners' knowledge. Students are familiar with a wide variety of objects and concepts but need to learn the English words used to identify them. Pictures aid in comprehension of actions, places, people, and sequential stories.

- OBJECTIVE:**
- To aid comprehension and retention
 - To practice listening and speaking
 - To keep students engaged in the lesson

- MATERIALS:**
- Magazines • Books • Picture dictionary
 - Flashcards • Pictures from the Internet
 - Drawings by tutor or students

SUGGESTIONS:

1. When introducing new vocabulary that has a physical representation, it is extremely helpful to show the student the real object, point to it in a picture, or draw it. In addition, tutors can have students:
 - Look through magazines for pictures of key words, cut them out and make their own flashcards.
 - Have students tape name cards to objects in the room or write labels on a large picture.
 - Play games that make use of pictures such as Bingo and Concentration.
2. Pictures may be used to assess students' identification skills.
As students listen to the tutor say a word they can:
 - Point to the named object.
 - Mark objects with an X.
3. Pictures may be used to enhance a Role Play, Information Gap, or any other activity.
 - Students may work in pairs—one student has a simple drawing or picture and describes it for the other student to draw.
 - Students look at two similar pictures and describe the differences.
 - Tutors may read a story and have students arrange pictures in sequential order to depict the story.
 - Pictures and words can be mixed within a sentence.

PICTURE STORIES

Picture Stories are an excellent way for beginning language learners to build vocabulary and literacy skills. One picture story can be used multiple times throughout a lesson or unit of study.

OBJECTIVE:

- To introduce new vocabulary
- To practice speaking and story telling
- To practice basic literacy skills

MATERIALS:

A set of four to six images that tell a story or illustrate a sequence of steps. You can take the pictures yourself, find them on the Internet, or obtain them from a picture sequence book.

DESCRIPTION:

1. Show the pictures, one at a time to the students. Point to key parts of the image and say each word several times.
2. Students repeat the key words after you. Then point to the parts of the image and students say the key words.
3. Once students are comfortable saying the words, assign pairs of students and give them each one set of pictures. The students work together to decide what order they want to sequence the pictures. There is no need for one correct way to sequence the images.
4. The pairs practice telling each other the story they created.
5. Assign pairs of students to work in groups of four. The pairs of students tell each other their stories.
6. In a future lesson, elicit from the class what order they would like the images to be in and then elicit the story from the class.
7. After the students tell the story a couple times, write it down. Then use the written story with literacy activities.

CONCENTRATION

MATERIALS: Duplicate flashcards (words/words, pictures/pictures, words/pictures, words/sentences)

- DESCRIPTION:**
1. Review the words and/or pictures that will be used in this game.
 2. Have students sit in a circle.
 3. Randomly place all flashcards face down in the middle of the circle.
 4. The first person takes a turn. He/she picks one card and turns it face up, then picks a second card and turns it face up as well.
 5. If the two cards match, both cards are collected and the turn continues.
 6. When two cards do not make a match, that person's turn is over. Students take turns in this manner until all cards are matched.

SUGGESTIONS: Keep flashcards in original positions as they are turned over. This allows memory to be a large part of the game instead of chance.

For adapting the activity to different levels:

- **Beginning:** Have students match pictures to words or simply pictures to pictures. Students should respond with "same" or "different" or a short phrase as they turn up cards.
- **Intermediate:** Encourage more conversation during play by asking questions ("What card is that?", "What are you looking for?", "Does that match?").
- **Advanced:** After a student makes a correct match have the student use the word in a sentence.

DIALOGUE

Dialogues provide practice in listening and speaking skills in structured conversations. The questions and answers may have all been learned and practiced in a drill-like manner. The dialogue then reinforces this previously learned material. Vocabulary may be taught before using a dialogue or during the demonstration of the dialogue.

OBJECTIVE: To begin to bridge the gap between students' vocabulary and grammar skills and functional and social contexts

MATERIALS:

- Vocabulary flashcards
- Written copies of the dialogue
- Pictures to illustrate the dialogue

DESCRIPTION:

1. Demonstrate both parts of the dialogue using pictures and actions that illustrate two people speaking.
2. Whole class repeats the conversation.
3. Tutor initiates dialogue with all students responding.
4. Reverse roles (tutor responds to students).
5. Students form pairs and practice the dialogue together.

SUGGESTION: If working with a small group, a circle drill may be used to review and reinforce the dialogue after paired practice.

DISAPPEARING DIALOGUE

Dialogues can be a very effective way to help learners develop language for authentic speaking tasks. At the same time, learners sometimes become overly involved in decoding the words on the page and find it difficult to focus on their speaking skills.

OBJECTIVE: to help learners begin to internalize the language presented in a written dialogue.

MATERIALS: A short dialogue (from a textbook, written by learners or teacher) copied on the board.

DESCRIPTION:

1. Begin with the steps outlined in the Dialogue activity on the previous page.
2. Erase a few key words from the dialogue and replace them with a line.
3. As a class, learners recall the erased words.
4. Learners practice the dialogue 2 more times with a different partner.
5. Repeat this step several times until much of the dialog is gone and the learners can recall whole phrases from memory.

SUGGESTIONS: After learners have memorized much of the dialogue, work toward fluency by modeling the appropriate places for pauses, emotion, and intonation.

DIALOGUE VARIATIONS

Learners need a great deal of practice with a dialogue to be able to internalize the language and use it outside the classroom. Sometimes this repetition can become tedious unless learners are offered ways to be creative with the language.

OBJECTIVE: to move toward authentic application of a written dialogue

MATERIALS: Copies of a dialogue (from a textbook, written by learners or teacher)

DESCRIPTION:

1. Begin with the steps outlined in the Dialogue activity on page 71.
2. Identify a word or phrase that could be replaced with a variety of other words or with the learners' personal information.

Hi my name is Jessica Jones. I can't come to work today.
What's the matter?
I have a fever.
I'm sorry to hear that.
3. Learners underline the word or phrase.
4. Class suggests 3-4 substitutions for the underlined portion.
5. Learners practice the dialogue 3 more times with a new partner, this time varying the underlined portion.
6. Repeat steps 3-5 with additional sections of the dialogue, each time changing partners.

SUGGESTIONS: encourage learners who are ready to try speaking the dialogue without looking at their paper, or only glancing down at it occasionally.



PASSWORD

- MATERIALS:** Slips of paper with vocabulary words on them
- DESCRIPTION:**
1. Students form small groups or pairs.
 2. Give each student 3-4 slips of paper with vocabulary words.
 3. Students take turns describing and/or defining the words on their papers.
 4. Other students (or partners) must guess what the word is.
 5. Students should not be able to see each other's slips of paper.
- SUGGESTIONS:** For adapting to different levels:
- **Beginning:** Use index cards with pictures instead of slips of paper with words.
 - **Advanced:** Use words at students' level but not from current vocabulary list.

BLOCK GAME

- MATERIALS:**
- Two sets of blocks or colored sponges (squares, rectangles, triangles, etc.)
 - A screen or divider
- DESCRIPTION:**
1. Place a screen or partition between architect and engineer.
 2. The direction-giver is the architect. The architect builds a structure, using the blocks.
 3. The architect gives the engineer precise directions to build exactly the same structure.
 4. When the engineer has finished, remove the partition and see how similar the structures are.
 5. Review difficulties that the student had with directions.



TWENTY QUESTIONS

- MATERIALS:** A large bag with something inside (such as a common household or classroom object)
- DESCRIPTION:**
1. Tutor chooses an item in the room or has an item in a large bag.
 2. Students must ask the tutor yes/no questions to determine what the item is.
 3. Students are allowed twenty questions.
- SUGGESTIONS:** Tutor should model this for students to encourage the kinds of questions that will lead to an informed guess (Using various adjectives of color, size, etc.).
- Have students take turns choosing an item and answering the yes/no questions.

WHISPERING GAME

MATERIALS: None

- DESCRIPTION:**
1. Students sit in a circle.
 2. Tutor whispers a short sentence to a student.
 3. The student then whispers the sentence to the student on his/her left.
 4. The whispering continues around the circle.
 5. Each student may only repeat the sentence twice.
 6. The last student in the circle says the sentence out loud.
 7. Tutor says the original sentence. Discuss the changes from the original to the final sentence.
 8. Repeat with a new sentence.

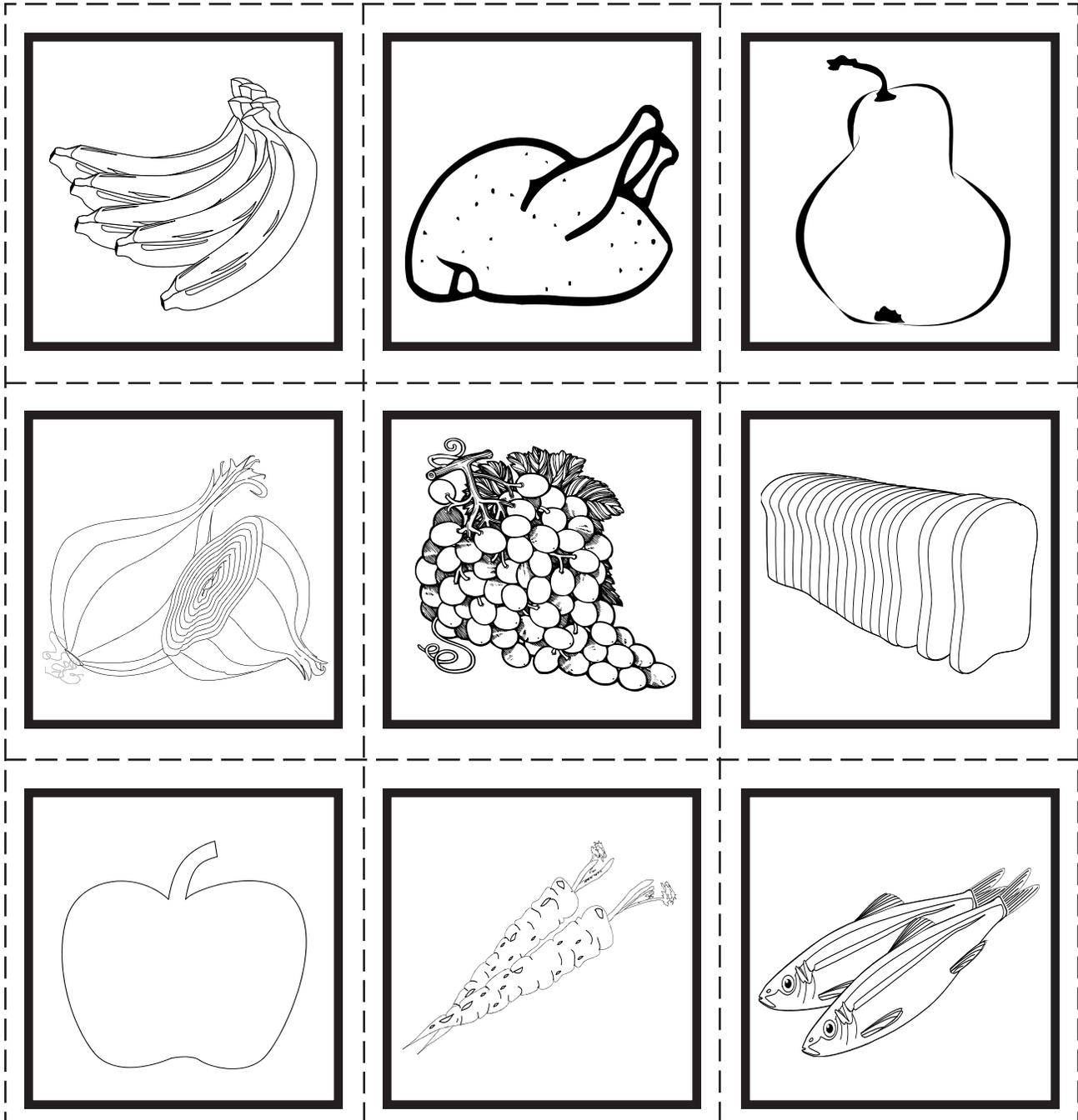
SUGGESTION: Some versions of this game prohibit communication between the two sides except for the directions. However, this is too difficult for most students. Decide what is appropriate for your students.

WHO AM I? WHAT AM I?

- MATERIALS:**
- Slips of paper with vocabulary words from the same theme (transportation, foods, occupations, countries, etc.)
 - Tape or pins

- DESCRIPTION:**
1. Put a slip of paper on each student's back with a pin or tape.
 2. Students should not see the slip of paper on their own backs.
 3. Students must move around asking other students yes/no questions to determine what their word is.
 4. When students guess correctly, they may remove the word from their back. The students may choose to remain in the game to help others guess their words.

WHAT FOOD AM I?



THREE TRUTHS AND A FALSE

This low prep activity is flexible and only requires the use of pen and paper.

OBJECTIVE: To practice vocabulary, sentence formation and listening skills.

MATERIALS: pens/pencils, paper

- DESCRIPTION:**
1. Tutor writes four statements on the board. Three of them are true and one is false.
 2. The students guess which statement is false.
 3. Students work in small groups. Each student writes three true statements and one false one.
 4. Students take turns reading their statements. The other students write down which sentence they believe is false.
 5. Students reveal which statements are false and the student who identified the most false statements is the winner.

SUGGESTIONS:

Beginning: The statements can be very straightforward and this activity can also be used as a listening exercise.

Intermediate and Advanced: Students write statements about the same topic as the lesson for that day. Students can write statements about health, banking, the post office, childhood memories, or many other topics.

STORY STARTER

This speaking and listening activity encourages students to use their imaginations. It makes a great warm up activity.

OBJECTIVE: To create a story, practice vocabulary, and practice listening and speaking skills.

MATERIALS: None needed

DESCRIPTION:

1. The tutor gives the students a sentence to start a story. See below for ideas.
2. The students take turns telling the story, each adding a sentence to the story.
3. Continue as long as there is time and interest.

SUGGESTIONS:

- Retell a story from a previous lesson as a review activity.
- Explain the steps in a process instead of telling a story.

STORY STARTERS:

- It was a dark and stormy night...
- The man boarded a plane for Brazil...
- The woman walked quickly towards her mailbox...
- The baby started crying in the middle of the night...
- The phone rang just as Bob was headed out of the office...
- No one knew who the package was from...
- He knew he had seen her before...
- The car made a strange sputtering noise...
- The look on his face told me it was going to be an interesting night...
- The money was hidden in the pages of a book...
- He jumped into the cold water...
- The party began at midnight...
- The filing cabinet suddenly tipped over...

ROLE PLAY

Role plays provide listening and speaking practice for pairs or small groups of learners. This activity involves acting out a situation. Role plays allow students to practice fluency and conversation.

- OBJECTIVE:** To improve communication skills in real-life contexts
- MATERIALS:**
- Written situations, or one situation that the teacher describes
 - Reference notes (not scripts) for guidance
 - Pictures and/or appropriate props
- DESCRIPTION:**
1. Vocabulary and structures (previously learned) are reviewed.
 2. Tutor verbally explains the given situation. Visual aids and/or props may be used to help create the setting desired.
 3. Tutor gives students time to think about and discuss the language they will need for the situation. The tutor can elicit an example dialog from the students and write it on the board.
 3. Model a role play with one student or a group of students.
 4. Ask student(s) to imagine him/herself in one role and you, the tutor, in the other role.
 5. After the demonstration, have students form pairs and practice role playing. In a one-to-one situation, the tutor acts out one half of the role play.
- SUGGESTION:** Guidance may be provided through a reference sheet (incomplete script), or with example phrases that students may incorporate into the role play. Limit the examples so that students are not overwhelmed.

Customer

You are a customer in a department store. You are looking for the shoe department.

Store Clerk

You are a clerk in a department store. A customer asks you for directions.

Parent

You are a parent talking with your child's teacher. Your child has been hitting other children in class.

Teacher

You are a teacher talking with the parent of one of your students. The child has been hitting other children in class.

Patient

You are visiting a doctor. You have a sore throat.

Doctor

You are a doctor. A patient has come to see you.

Bus Driver

You are driving a bus. A rider gets on the bus and asks you a question. The rider wants to know if your bus goes to Nicollet and 24th Street.

Rider

You are getting on a bus. You want to know if the bus goes to Nicollet and 24th Street.

Customer

You are eating at a restaurant with a friend. Something is wrong with your food. You complain to the waiter or waitress.

Waiter or Waitress

You work in a restaurant. You want to know if your customers like the food.

Employee

You are sick and cannot go to work. You call your company. You do not know whom you must tell.

Secretary

You work in an office. One of the employees calls in sick. You must write a message for the employee's boss.

Friend

You just bought a winning lottery ticket at a Super-America store. You see a friend at the store and want to tell about your luck.

Friend

You see a friend at a Super-America store. Your friend just bought a winning lottery ticket. You are jealous.

Friend

You are talking with a friend on the telephone. You are discussing what movie you want to see together and when you can go to see it.

Friend

You are talking with a friend on the telephone. You are discussing what movie you want to see together and when you can go to see it.

Friend

You are planning a vacation with your friends. You want to go to Hawaii.

Friend

You are planning a vacation with your friends. You want to go to Colorado.

Friend

You are planning a vacation with your friends. You want to go to California.

Wife

You and your husband are discussing what to name your first child. You are having trouble agreeing.

Husband

You and your wife are discussing what to name your first child. You are having trouble agreeing.

Bus Rider

You are traveling on a bus going to California. You learn that the person sitting next to you is from the same town.

Bus Rider

You are traveling on a bus going to California. You learn that the person sitting next to you is from the same town.

Two Friends

You want to play cards, but you need a third player for the game. You ask another friend to play with you.

Student

You want to study for a test you will take the next day, but two of your friends want you to play cards with

INFORMATION GAP

Information gaps provide speaking and listening practice for students working in pairs. Each partner only has half of the information needed to complete the activity. A student may not look at his/her partner's information. The exchange takes place verbally.

Tasks using information gaps take a variety of forms. A task might be a simple dictation, such as partners providing each other with lists of names and addresses. Or the pair may have two similar pictures and need to determine what the differences are.

OBJECTIVE: To practice listening and speaking skills. To practice conversational interaction, acquiring information needed to complete a task

MATERIALS:

- Paired worksheets—different versions of missing information for each student
- Pictures, maps, flashcards, etc. depending on type of information gap

DESCRIPTION:

1. Review language necessary for activity.
2. Demonstrate the activity:
 - Hand out one version of worksheet to students. Tutor has the other version.
 - Ask students questions in order to begin to complete the task.
 - Have students ask you questions to begin to complete their version.
3. Have students pair off and begin activity with their partner.

SUGGESTION: The example map activity may be used as follows:

- Student A has one version of the map with the names of some buildings filled in but others missing.
- On Student B's map, names of buildings missing on Student A's map are filled in, but the other buildings are blank.
- Through discussing information such as street names and directions, the students work together until they have completed their maps.
- Students then compare their maps to check the success of their communication.

Student A

Directions: Find out the names of the locations marked with a “?” by asking your partner questions.

?

Fire Station

Second Avenue

Library

Police
Station

Elm Street

Shoe Store

Hospital

?

?

Bank

Post
Office

?

First Avenue

Theater

?

Park

Parking Lot

School

Student B

Directions: Find out the names of the locations marked with a “?” by asking your partner questions.

Supermarket

?

Second Avenue

Library

?

Shoe Store

?

Pharmacy

Elm Street

Department
Store

Bank

Post Office

Gas Station

First Avenue

?

Restaurant

?

Parking Lot

School

MINGLE GRID

Practicing question and answer activities with a partner can become static and boring. This activity gets learners out of the seats, talking several other learners, and recording responses.

OBJECTIVE: to bridge the gap between structured practice and authentic conversation while practicing note taking and table (or grid) organizational structure.

MATERIALS: Copies of the attached grid with familiar questions written in each of the numbered squares.

DESCRIPTION:

1. Review the meaning and pronunciation of the questions several times.
2. Model how to complete the grid by calling on an individual learner and asking him or her each of the questions and recording the response.
3. Learners mingle in the classroom talking to a variety of learners and the teacher and noting answers in the appropriate square.

SUGGESTIONS: This activity is very versatile and can accommodate several variations.

Low level learners may record short yes/no or one word responses while advanced learners may record full sentences with reported speech (She said she has 4 brothers).

Higher level learners may write some or all of their own questions.

Data collected in the mingle grid can be used for graphing or writing extension activities.

This page may be copied for classroom use. All rights reserved. ©2013 Minnesota Literacy Council.

						Student Name
						1.
						2.
						3.
						4.
						5.



PRONUNCIATION

PRONUNCIATION

SUGGESTIONS AND TECHNIQUES:

- **TELL THE STUDENTS WHAT YOU HEAR THEM SAY, AND THEN SAY THE TARGET PRONUNCIATION.** Repeat several times so that students can hear the contrast between what they are actually saying and what they are trying to say. Then ask the students to repeat the target pronunciation.
- **IF THE LEARNERS HAVE MORE THAN ONE PRONUNCIATION PROBLEM,** you will have to decide what to work on first. Start with those areas that prevent the learners from being understood. In general, a focus on stress, rhythm, and intonation will benefit all learners, regardless of language background, and have the greatest impact on intelligibility. An explanation of word and sentence stress is on the next page. Keep your learners' goals in mind when setting pronunciation priorities.
- **IF YOU CAN, SHOW THE LEARNERS HOW TO PRODUCE A SOUND.** A small mirror is a great tool. You can also use drawings or diagrams of the mouth, your hands, kazoo's, and rubber bands to demonstrate features. Use kazoo's to practice intonation. Use a rubber band hooked on your thumbs to demonstrate word and sentence stress by stretching it further for stressed syllables.
- **WHEN DOING PRONUNCIATION WORK, TRY TO USE WORDS ALREADY IN THE LEARNERS' VOCABULARY.** Not knowing the meaning of a word used in a pronunciation drill can distract learners. If new words are introduced, go over the meanings before working on pronunciation.
- **KEEP PRONUNCIATION DRILLS SHORT.** They require great concentration and can be frustrating.
- **CONCENTRATE ON PRONUNCIATION IN THIS EXERCISE, NOT SPELLING.** You may want to delay showing the word in written form until the learners have heard the word first.
- **AFTER WORKING ON SOUNDS OR FEATURES IN ISOLATION, LEARNERS SHOULD PRACTICE THEM IN CONTEXT.** Dialogues, role plays, or communicative activities that incorporate the problem features work well.
- **AN AUDIO RECORDER CAN BE A VALUABLE AID** for working on pronunciation. Tutors can record words and phrases on tape for students to mimic. Students can record their own speech and compare it to the tutor's. They also can take dictation from their own recordings to become more sensitive to their pronunciation difficulties.

REASONS FOR PRONUNCIATION PROBLEMS

- **Sound doesn't exist in the learner's own language.** A language learner may not be able to produce the sound. For example, most languages don't have the *th* sounds that English has. The muscles have not been trained to go in that position, so even though the speaker may be able to make the *th* sound in isolation, it may be difficult to produce in a word. The speaker may substitute a similar sound, perhaps a *t* or *s* instead. In difficult cases, the speaker may avoid the sound completely.
- **Sounds may exist, but not in the same word position.** Language learners will have difficulty hearing a sound outside of familiar sound patterns. Vietnamese speakers do not expect certain consonants at the end of words. They may confuse *b*, *d*, *v* and *f* with *p* or *t* since the former sounds never occur word-finally in Vietnamese. In speaking, the Vietnamese may not produce any of these sounds in the final position. Chinese and Hmong speakers may also have problems pronouncing consonants at the ends of words. Spanish speakers will want to put an *e* before the initial *s* for words like *student*.
- **Two sounds exist in English for one sound in the learner's language.** This will cause a problem because the learner won't hear or be able to produce the difference between the two sounds. A classic example of this is the *r* and *l* in Japanese. Most Spanish dialects do not distinguish between *b* and *v*. Practice in listening for and producing these contrasts may be needed.
- **Two sounds in the native language are used for one sound in English.** English may have both sounds, but they aren't used to distinguish between words. In Arabic an aspirated *p* (having a burst of air, as in *pea*) and an unaspirated *p* (not much air escaping, as in *spin*) are used to distinguish words. English has both of these sounds, but they don't differentiate the meaning in words. The Arabic speaker will be listening for the difference between the two sounds. In Hmong, aspirated and unaspirated *p*, *k*, and *ch* change the meaning of words. An unaspirated *p* will sound like a *b* to a native English speaker.
- **Problems with consonant clusters.** Problems may arise for a speaker whose native language does not have two or more consonants together without intervening vowels. Since English has many consonant clusters, this could be a serious problem.
- **Voicing.** In English, there are several sounds that are made in the same place in our mouth and the only distinction is voicing—the vibration of the vocal cords—or lack of it. Place your hand on your throat to feel the difference in these sounds: *k-g*, *t-d*, *p-b*, *s-z*. Learners may have particular problems at the ends of words, like *sat* and *sad* or *wick* and *wig*.
- **Multisyllabic words.** The syllable structure in the native language is not the same as English. Some languages such as Vietnamese and Hmong use only words with one syllable. Languages also can have rules such as always ending a syllable with a vowel sound.

-
- **Word and sentence stress.** In English, unlike many other languages, word and sentence stress are unpredictable and irregular. Learners will need to pay special attention to what syllable in each word is stressed. Speakers of French or Spanish may try to put the stress on the second to the last or last syllable as in their own languages. Word stress in English can occasionally affect meaning. For example, *PERmit* (noun) and *perMIT* (verb) are distinguished by stress. Likewise, a *white HOUSE* and *The WHITE House* are distinguished by stress. Students need practice listening to stress patterns and being conscious of using correct stress.

Sentence stress is also significant in English. Some words in a sentence are stressed and speakers “slide over” others when they speak. The important words are stressed while the other words reduced. For example: *Couldja gimme the RED pen?* or *Gimme the red PEN.* Speakers of other languages may want to emphasize each word equally and may have difficulty understanding native English speakers.

- **Intonation versus tones.** Intonation includes the movement of your voice pitch up and down. In a tonal language, every word is associated with a tone of voice, or pitch. Changing the pitch of a word changes its meaning. Vietnamese has five tones, Lao has six, and Hmong has eight. English has intonation patterns, but they are associated with entire sentences, not words. Learners from tonal languages may be listening for tones in individual words. Tutors must be careful to say words and sentences naturally, without exaggerated enunciation.

MINIMAL PAIR DRILL: CONSONANTS AND VOWELS

MINIMAL PAIRS ARE TWO WORDS THAT DIFFER BY ONLY ONE SOUND:

lap	rap
lock	rock
light	right
late	rate
low	row

The minimal pair exercise is designed to isolate the problematic sound for the learner.

It helps the learner **hear** the sound clearly and distinguish it from similar sounds.

The exercise also provides an opportunity for the learner to **produce** the sound with full concentration on pronunciation.

Follow these steps when designing a minimal pair exercise:

- 1. Identify one sound segment that makes it difficult for the learner to be understood.** Identify the sound (or absence of sound) that the learner generally uses in its place. Identify whether the learner can produce the sound in any position—word initial, medial, or final.
- 2. Generate a list of minimal pairs that contrast the problematic sound with the one that is usually substituted.** Use the sound in initial, medial, and final positions if possible. Use short words. Try to avoid including other sounds that the learner finds difficult or words that the learner is not familiar with. There are resources available on the Internet that provide lists of minimal pairs.
- 3. There are three parts to a minimal pair exercise.** The learner must first **hear** the sounds, then **identify** them, and finally **produce** them.

Hear

Have the learner listen as you pronounce the words in each list. Hold up one or two fingers to identify the list.

Identify

Ask the learner to identify each word you say as coming from list one or list two. Read the words randomly. If the learner misses a word, repeat it, supplying the correct answer. As you continue with the other words, include the missed word again.

Produce

One at a time, pronounce the words in each list with the learner repeating each word after you.

Next, pronounce the words in pairs and have the learner repeat them.

Have the learner read the words randomly while you indicate if you heard the word from list one or list two.

- 4. Minimal pair exercises can also be done in sentence form.** Learners can listen and then indicate which sentence was said.

I row early each morning.
I wrote early each morning.

The bow was tied.
The boat was tied.

I placed the pin on the counter.
I placed the pill on the counter.

It's in the mail room.
It's in the main room.

INTONATION

Stress, rhythm, and intonation have a profound effect on how well someone is understood. Following are inventories of possible difficulties students may have in these areas and activities that focus on specific problems.

WORD AND SENTENCE STRESS

Word Stress

Vowel sounds in stressed syllables should be louder and longer than vowel sounds in unstressed syllables. Unstressed syllables often use a very short and quiet sound called the schwa, as in *the*. (Note the difference between the sound represented by the letter a in COURage and couRAgeous.)

Does the student use length to differentiate between stressed and unstressed syllables?

Sentence stress

Content words, such as nouns and verbs, should be stressed. Function words, such as *a*, *the*, or prepositions, should not be stressed.

Is the student incorrectly stressing every word of a sentence equally? Are important words stressed and function words unstressed?

Word and Sentence Stress Activities

- Teach word stress when introducing new vocabulary. Demonstrate by clapping, tapping, stretching a rubber band, playing a kazoo, underlining, circling, or enlarging print.
- Students listen to words and identify the stressed syllable or words with the same stress pattern.
- Students mark sentence stress in written sentences by highlighting as they listen.
- Students practice rhythm and stress through limericks, jazz chants, or songs. They can listen or say the lines and clap with the stressed syllables.
- See the following pages for more activity ideas.

PITCH

Is the student using appropriate pitch when asking questions?

- **Statements:** final rising-falling pitch
- **Yes/No Questions:** final rising pitch
- **Wh questions:** final rising-falling pitch

Activities to Practice Pitch

- Demonstrate pitch patterns using arrows, arm motions, and kazoo.
- Students listen to sentences, draw intonation patterns (on paper or in the air), and repeat.
- Students can predict pitch patterns in dialogues or sentences, listen, and then practice.

Inventory items were adapted from Firth, Susan (1987) "Pronunciation Syllabus Design: A Question of Focus." TESL Talk 17:1.

ARRANGING WORDS BY STRESS PATTERN

- OBJECTIVE:** To practice listening for word stress
- MATERIALS:**
- Word list - words should fall into stress patterns you choose
 - A place to write words for each stress pattern
- DESCRIPTION:**
1. Read words from list one at a time or use a recording.
 2. Learners place words under appropriate stress pattern on grid.
 3. Repeat words as needed.
- SUGGESTIONS:** This can be done with 2 or more patterns, and completed on the board, a worksheet, in pairs, groups or individually.
- Instead of listening to the teacher or a recording, learners may simply read and place the words on grid.

EXAMPLE:

Arrange the following words into two stress patterns. The larger circle indicates a stressed syllable.

finger	flower	forty
surprise	father	music
asleep	award	explain
balloon	fourteen	doctor

Oo	oO

Teacher's key:

O o = doctor, finger, flower, father, forty, music

o O = surprise, asleep, balloon, award, fourteen, explain

WORD AND SENTENCE STRESS WITH RUBBER BANDS

Students often have trouble hearing the stress in a word or sentence. When students can't hear the stress, it becomes very difficult for them to produce it in spoken English. This activity can help students "see and feel" the stress in a word or sentence.

OBJECTIVE: To assist learners in "feeling and seeing" word and sentence stress

MATERIALS:

- A rubber band for each student
- A list of words or sentences to practice

DESCRIPTION:

1. Choose a theme the students have been working on in class and use words and/or sentences relating to that theme. For example: making a doctor's appointment.
2. Present the words and make sure students know the meanings.

For making an appointment, key words may be:

appointment

doctor

medic*ation*

days of the week – *Monday, Tuesday*, etc.

insur*ance*

time related words – two-*fifty* vs. two-*fifteen*

Sentences may be:

I *need* to *make* an *appointment*.

My medic*ation* is *working*.

I can *come* at *two-fifteen* on *Friday*.

3. When the students have had time to practice the language, give each person a rubber band.
4. Take a rubber band and hook it on your thumbs, palms outward. Demonstrate for the students by saying each word and phrase while stretching and relaxing the band. You should stretch the band further when you come to the stressed element.
5. Ask students to practice with their rubber bands while attempting to lengthen the vowel sound during the stressed syllable.

INDIVIDUAL SOUNDS BINGO

A simple game like Bingo can give your learners good practice discriminating between individual sounds.

- OBJECTIVE:** To practice listening discrimination of individual sounds
- MATERIALS:**
- Minimal pair word list (see pages 80-81)
 - Bingo grids (make on notebook paper or see page 51)
 - Bingo markers (can use scraps of colored paper)
- DESCRIPTION:**
1. Choose two sounds your learners have difficulty distinguishing, for example: /b/ vs. /v/, /r/ vs. /l/, /d/ vs. /t/
 2. Develop a list of meaningful minimal pairs using the sounds you choose, for example: bat/vat, boat/vote, best/vest, etc.
 3. Use minimal pair words for Bingo game.
 4. Bingo leader calls out words randomly. Learners listen and cover those words they have on their grid.
 5. First person with a complete horizontal, vertical or diagonal line yells, "Bingo!"
- SUGGESTIONS:** Make copies of your word list for each learner and cut them so that each word is on an individual square of paper. This way, your learners can simply place their words on the grid prior to playing and swipe the words off when done. It will save you time trying to make grids with the words pre-printed.
- Use pictures to represent the words so that students must rely more on their listening skills instead of their reading skills.

PRONUNCIATION MIRRORS

Learners cannot always hear or distinguish the sounds they are trying to pronounce. Focusing on the physical formation of the sound in the mouth and throat can help them better imitate an unfamiliar sound.

OBJECTIVE: to develop awareness of the physical structures involved in the pronunciation of difficult to pronounce sounds.

MATERIALS: A hand mirror that can be passed around the class or a set of small mirrors to distribute to learners.
A list of words containing the target sound(s) you want to teach (ex. Shelf, shirt, chair, couch).

DESCRIPTION:

1. Introduce some words that they will need to talk about the physical formation of sounds (words in parentheses should be reserved for intermediate or higher learners)
 - Lips
 - Tongue (tip)
 - Teeth
 - (air)
 - throat
2. Choose one or two specific sounds that you want the learners to practice.
3. Repeat the sound several times asking learners to focus on your mouth and where you put your lips teeth and tongue.
 - Is there a lot of air or only a little?
 - Is the sound soft or loud?
 - Can you feel the lips or throat vibrate when you touch them with your fingers?
4. Learners repeat the sound and corresponding words while looking at their mouth in the mirror.
5. Periodically have them focus on your mouth again as a model.
6. Avoid putting individual learners on the spot to perform while others listen. This should be a time of experimentation best facilitated by having everyone participate in unison.



LITERACY

LITERACY

SUGGESTIONS AND TECHNIQUES:

- **FOCUS ON PRACTICAL LITERACY SKILLS VERSUS ACADEMIC SKILLS.** Students need to be able to fill out forms, read notes from their children's teachers, etc.
- **BEGIN WITH MEANINGFUL TEXT.** Students' interests and needs should be considered in choosing material. Learning to recite the alphabet is not meaningful.
- **BUILD FROM STUDENTS' EXPERIENCE.** Successful readers are able to predict what is coming next in a sentence or paragraph by relating the overall meaning to personal experience. If your student can share a story with you orally it makes an excellent text for teaching basic literacy. Students have years of experience and knowledge on which lesson plans can be based.
- **USE YOUR STUDENTS' ORAL VOCABULARY TO BEGIN TEACHING LITERACY.** Avoid asking students to read words and structures that are not yet in their oral vocabulary.
- **IN A READING LESSON THAT INCLUDES DECODING SKILLS** first teach students to read for meaning, then for individual word decoding, and then return to meaning. It is best to teach in context as much as possible. Words used for teaching decoding should come from meaningful text.
- **DON'T RELY ON ONE APPROACH ONLY.** Use a variety of techniques with every student. This way you can touch on different learning styles and you can ensure comprehension is developed as well as decoding skills.
- **USE A LOT OF REPETITION AND REVIEW.** Instead of doing 10 things, do one thing 10 different ways.
- **IF YOUR STUDENTS ARE NON-LITERATE, TAKE BREAKS.** Learning to read and write is hard work and can cause eye strain and muscle cramping. Do a speaking or listening activity. Get up and move around.

THE STAGES OF A READING LESSON

To read effectively, students must be able to do more than decode words. They need to be able to comprehend what is being communicated.

Remember that students need to be exposed to a variety of texts. These may include news articles, blogs, personal or business emails, magazine articles, textbooks, instructions, recipes, flyers, and short stories.

The following steps will help students comprehend reading texts.

1. PRE-READING

Objective: to activate students' prior knowledge about the topic. Pre-reading tasks will serve to get the learners thinking & talking about the content of what they are about to read. This will enable them to anticipate content and facilitate comprehension of the text.

Possible tasks:

- Pre-teach vocabulary
- True/False questions
- Discussion questions
- Predictions
- Look at and talk about pictures which set the scene

2. READING FOR THE MAIN IDEA

Objective: to give learners practice in understanding the main ideas of a text. We need to give learners practice in this skill because it is not always necessary to understand the details of what we read.

Possible tasks:

- Read out loud
- True/false questions
- Yes/no questions
- Multiple choice questions
- Choose a picture that corresponds to the text
- Sequence main idea statements
- Fill-in a chart or grid

3. READING FOR SPECIFIC INFORMATION

Objective: to give learners practice in picking out specific information in a text without expecting them to understand every word.

Possible tasks:

- Fill-in-the-blank activities
- Check off details from a list
- Sequence information as it appears in the text
- Multiple-choice
- Correct misinformation in a text
- Matching exercises

4. FOLLOW-UP

Objective: to give learners further practice using the content of the text; to further check understanding of the text through another medium.

Possible tasks:

Discussion questions

Role plays

Writing tasks: reports, summaries, journal entries

Interviews and surveys

LITERACY SKILL LEVELS

Literacy skills enable a person to read or decode written information and to write or encode information so that others can read it. Both activities are complex and require that a person understand the symbols and patterns within a particular language. They also require that the person know how to interpret and comprehend the written information.

The students you work with may or may not be literate in their own languages. Consider the factors listed below:

- **Some students are literate in their language of origin.** Others are not. Students who are already literate in one language have a lot of conceptual knowledge to draw upon. They are already familiar with a language system and have internalized information about how sound/symbol relationships work. They will be able to make analogies about how written English works. Students who are not literate in any language may have little knowledge of the most basic decoding skills. These students will need reading readiness activities built into lessons before proceeding to literacy.
- **Some students will already have a good basic English vocabulary,** while others will know very little English. Before learning reading and writing, students need a basic vocabulary so that they are not learning the alphabet, phonics, meanings of words, spelling and pronunciation all at the same time for every word. A basic vocabulary gives students words they are familiar with to identify in written form. It also gives students a way to communicate orally as they learn about written communication. Students can ask questions, easily affirm what is being learned, and discuss misunderstandings.
- **Some students will need or want literacy skills more quickly than others.** Students who are seeking employment or who are employed may be more motivated by necessity to learn to read and write as soon as possible. Some jobs require basic literacy skills; others are a dead end for those without skills. Other students may have individual reasons for needing literacy skills. School age children often motivate parents to learn so that they can understand what their children are learning, doing, and saying. It is important to listen to your students and respond to individual needs and goals.

READING READINESS

Decoding written English involves several basic skills that non-native speakers may not be familiar with, especially if they are not literate in their first language. For example, English-speaking readers know that they generally begin reading at the top of the page and move from left to right as they work their way to the bottom. They also know the distinguishing characteristics of each letter: *v* and *u* have a similar shape and form, but the *v* incorporates an angle while the *u* contains a curve; *b*, *d*, *p* and *g* all use a circle and line, but each faces and points in a different direction. Although these small distinctions seem apparent to someone who is literate in English, the differences appear more complicated when you look at a similar situation in another language.

Identify the character which is the same as the one in the box.



Copy the character in the space below.

Is there a mirror image of the character in the box?

You will want to include activities in the lessons that help your students learn reading readiness skills and learn to recognize the fine distinctions that will help them recognize letters and words. Some ideas are on the next page.

READING AND WRITING READINESS ACTIVITIES

- Trace letters, words and strokes
- Lined paper
- Match like symbols
- Connect the dots
- Use finger to trace instead of pencil
- Draw circles, triangles, squares, angles, etc.
- Write letters on sand paper and use finger to trace
- Fill-in-the-blank
- Write in sand
- Use pens/pencils with grips
- Learner follows as tutor reads

MATCHING

If the students you work with are not literate in any language, you may want to begin with shapes, numbers, letters, and combinations of letters simply to develop the skills of quickly distinguishing symbols and words from others that look similar. Exercises such as the following are easy to create:

Student instructions: Circle the letter(s) that match the letter(s) on the left.

b	d	p	b
e	c	e	o
ate	atc	ote	ate
pub	pub	pud	qub

These activities simply provide practice in correctly identifying units of the language. As reading readiness activities, they do not ask students to identify the name of the letter, the sound, or the word.

COPYING LEFT TO RIGHT AND TOP TO BOTTOM

Have your students copy simple letters or symbols across a page or from top to bottom. Your students will become accustomed to moving left to right and top to bottom as readers of English do. In addition, they gain more experience following simple directions. Keep copying exercises short and simple.

TRACKING EXERCISE

Using newspaper or magazine articles, have your students track one letter or short word that they can generally identify. They should circle or point to each occurrence of the letter or word moving from left to right, top to bottom. You might move your finger across the lines as a student tracks.

EMERGING LITERACY SKILLS

ALPHABET

Choose letters from meaningful words such as students' names and other familiar vocabulary. It is more important for beginning students to know the sounds of the letters than to be able to say the alphabet in order. Teaching *m* and *n* together may be very confusing for non-literate students. You can wait and teach alphabetizing at a later date. Use flashcards to reinforce shapes and names of the letters. Using Scrabble tiles that your students can pick up may help them associate the shape and names of the letters.

You will need to introduce both capital and small letters (or upper and lower case) to let your students know that an *A* and an *a* are the same letters. You can also teach when to use them. You will not want to teach beginning students cursive writing, with the possible exception of signatures.

SIGHT WORDS

For a variety of reasons, some words are best learned as sight vocabulary:

- Some words are used so often that your students will learn to read them simply because they see them often. (For example, *EXIT, STOP, MEN, WOMEN.*)
- Some words deviate so much from basic sound and spelling patterns that their configuration simply has to be memorized. (For example, *daughter, laugh, know.*)
- Some words are so important that they must be memorized before your students have developed their decoding skills. (For example, *police, hospital, poison, danger.*)

STEPS FOR TEACHING SIGHT WORDS

- 1. Choose a few words that you have taught in listening and speaking exercises.** Review part of an exercise using visual cues (a picture, drawing, or an actual object). The visual cues will help the students associate the written words with their oral vocabulary.
- 2. Introduce the written words on flashcards along with the visual cues.** Repeat the words and, if possible, use each in a simple sentence your students understand. When you have introduced each familiar word, introduce 2-3 other words with the appropriate visual cues.
- 3. Set aside the visual cues.** Shuffle the flashcards with the written words. Show your students the cards one at a time and ask them to identify the word orally. If your students miss a word, match it with the visual cue and repeat the correct word. Have them repeat the word. Put the flashcard back into the stack and continue. You may also have your students match words with the appropriate visual cues.
- 4. Continue to shuffle and practice until your students seem to recognize the words consistently.** If one or two words seem to be difficult, set them aside and introduce them again at another time.
- 5. Keep a file of the flashcards with words your students know and a file for the ones they sometimes know.** When you review you will be able to pull from the known and the uncertain files to reinforce and build.

For advanced students you will want to vary the exercise:

- 1. Choose words your students need to know and some words that are probably already familiar.** Work with no more than 10 words at a time. Print them on flashcards.
- 2. Have your students go through the words and read them.** Sort the pile into three groups: known, unknown, and uncertain.
- 3. Select 3-5 words from the uncertain group.** Teach them to your students one at a time by showing the card as you say the word, using it in a sentence, and repeating the word as they look at the card.
- 4. Mix in words from the group of known words to reinforce what your students know** and perhaps one from the group of unknown words. Teach them in the same manner.
- 5. Reinforce by using other techniques in place of using the word in a sentence**—visual cues, tactile (having student hold object or flashcard) or kinesthetic (jumping for the word *jump*).

PHONICS

Students who are learning how to read at the same time they are learning English will need instruction in both reading for meaning and decoding sounds. Being able to identify what sounds are represented by symbols is called alphabets or phonics. Phonics abilities allow students to sound out new words.

When teaching phonics, it is important that the symbols and words students are learning to decode are meaningful. One way to make this possible is to use the whole-part-whole approach. Begin with working to understand the meaning of a reading passage, then work on some sound and symbol relationships with a few words from the reading passage, and finally return to reading for meaning again.

Guidelines for working with phonics:

- Begin with consonant sounds and teach only one or two symbols per lesson.
- Teach only one sound for each symbol at first, and later teach alternative sounds for symbols the students already studied.
- Keep in mind that two symbols can be used to represent one sound.
- Work on initial sounds, then final sounds, and then medial (middle) sounds.

Phonics activities:

Begin with showing students a word, point out the symbol, and tell them the sound. If students confuse the name of a letter with its sound, use the analogy of an animal, such as a cat, having both a name and a sound it makes (meow).

Break it apart: ask students to break up words into their sounds and then put them back together. Example: *letter-- lll eee t errr*

Substitutions: ask students to substitute in a new sound to make a new word. Example: *name, same*.

Ask for **examples** of other words they know with the same sound.

Odd one out: show three words and ask which word has a different sound. Example: *tea, the, two*

Same or different: show two words and ask whether the sound is the same or different. Example: *day, buy*.

WORD PATTERNS

Students can learn to read word patterns by recognizing patterns similar to words they already know. You can create exercises with word families:

at	silly	sun
sat	Billy	run
cat	chilly	fun

You can think of your own word families or use a text that is built around them.

To create a simple exercise, begin by asking your students to read a familiar word, *at* for example. Put an *s* in front of it and ask them what the word becomes:

Tutor: "If *a-t* is *at*, what is *s-a-t*?"
Student: "Sat."

Continue with other words in the same family of sounds.

Variant Representations Of Sounds

Some sounds, especially vowel sounds, can be represented in a number of different ways. Look for words that follow the same spelling pattern for the same sound:

long <i>a</i> sound	long <i>a</i> sound
<i>hay</i>	<i>paint</i>
<i>bay</i>	<i>saint</i>
<i>say</i>	<i>faint</i>
<i>tray</i>	<i>train</i>

If you plan an activity that uses words which contain the same sound with the same spelling, your students will learn to recognize some of the variations for English sounds. There are some spelling patterns that you may want to point out to your students directly to help them decode words:

vowel + consonant + *e* = long vowel sound

for example: *ate, late, pane, bite, fine, file, rope, rode*

Remember that these rules have exceptions. For example, *have* does not fit the rule above. These patterns will help your students in many cases, but they do not represent hard and fast rules.

LETTER/SOUND DRILL

Learners at all levels of English language learning struggle with the letter sound correspondence in English. At low levels this interferes with their reading because they can't sound out new words. At higher levels it makes spelling a challenge. This drill, when used regularly, can help learners develop a better understanding of letter sound correspondence.

OBJECTIVE: to reinforce letter sound correspondence in the context of a broader lesson

MATERIALS: Colored pencils or thin-tipped highlighters.

DESCRIPTION:

1. Choose a spelling pattern that occurs several times in a previously taught story or worksheet.
2. Write the letter or letters on the board (ex. Sh)
3. Tutor repeats the spelling and sound several times (ex. "S-H says /sh/")
4. Tutor models writing the letters 5 times while repeating the spelling and sound (ex. "S-H says /sh/")
5. Learners trace the letters on the table 5 times with their finger while repeating the spelling and sound.
6. Learners write the letters in their notebook 5 times while repeating the spelling and sound.
7. Learners use colored pencils or highlighters to trace the letters where they appear in the story or worksheet.
7. Review responses as a class.
8. Learners copy words with the correct sound in their notebook.
9. Learners practice reading the copied words with a partner.

SUGGESTIONS: Begin with consonants that have only one sound and work into spellings that have multiple sounds (ex. G as in giraffe or girl) When working with a spelling that has multiple sounds, introduce only one sound at a time. Learners should only highlight words with that sound. (ex. If you are teaching that "G says /g/ [like goat]" learners would highlight the G in girl and garden but not the Gs in laughing."

LANGUAGE EXPERIENCE APPROACH

Use the Language Experience Approach to develop stories written by your students. This will help your students see the link between speaking, writing, and reading. When students are more advanced, they can see how the story is being designed so that readers will comprehend and understand the major point(s). For beginning students, the technique allows you to create reading materials with a vocabulary familiar to the students. It can help you in selecting appropriate sight words.

BASIC STEPS FOR A LANGUAGE EXPERIENCE STORY

1. **Ask your student to tell you a story** (something seen on the way to class, something about the student's family, something about a hobby or skill, etc.).
2. **Write the story as your student tells it.**
3. **Read the story as you point to the words.**
4. **Read the story together. Point to the words as you read.**
5. **Follow up with any or all of the following activities:**
 - Write words from the story on small cards and have your student match them to the words in the story.
 - Ask your student to pick a few words to work with. Teach them as sight words or teach them utilizing what your student knows about phonics.
 - Ask comprehension questions about the story. Have your student show you which sentences contain the answers.
 - Make a fill-in-the-blank exercise with the story.
6. **Keep a copy of the story and give one to your student.** Use the story and vocabulary to create other exercises.

SUGGESTIONS:

As a group activity for more than one student, have the students talk about a theme, such as what they did last weekend, plans for an upcoming weekend, families, food, etc. Follow the steps above.



FINGER SKIM

OBJECTIVES: to preview a reading text using skimming skills and make predictions about what students will read

MATERIALS: a reading text

DESCRIPTION:

1. Tell students the title or the reading topic.
2. Demonstrate to students how to point to the middle of the page and run your finger down it. Say the words that you see near your finger out loud as you run it down the page.
3. Ask another student to demonstrate the activity.
4. All students skim their papers.
5. Ask the students what ideas they think they will read about. They can discuss this as a class or in pairs.



MARK THE MARGINS

OBJECTIVES: to check and increase reading comprehension as well as give students something to talk about when they finish reading.

MATERIALS: a reading text

DESCRIPTION:

1. Choose one to three marks for students to use while they read.
2. Introduce the reading topic and pre-teach any necessary vocabulary.
3. Write the marks on the board and explain what they mean.
4. Demonstrate by reading out loud and then writing one of the marks on your paper. If necessary, demonstrate again with a different mark.
5. Students read and use the marks.
6. As students finish, they pair up and share what they marked.

Suggested Marks (choose two):

? I don't understand

→ I understand

! surprising

I interesting

I important

F fact

O opinion

D most difficult sentence

A I already knew this

M I want to know more

A I agree

D I disagree

N I have no opinion



KEY WORD BASED SUMMARY

OBJECTIVES: to check for reading comprehension

MATERIALS: a reading text

DESCRIPTION:

1. After students read a story, ask them to read it again and circle key words in the story. If it is short, five words should be enough, and if it is longer, ask students to circle more words.
2. Students write their words on the board. For duplicated words, students can draw a dot next to the word to indicate that more than one student chose it.
3. Students vote to decide which five (or more) words are the most important. Encourage students with different opinions to give reasons for their opinions.
4. Students use the list of important words to write summaries, without referring to the original story.

WRITING

When people write, they usually have the reader in mind (either the actual identity or the type of people), and they know what they want to accomplish with their writing. Writing tasks assigned to students should also include a description of the readers and the purpose.

Writing practice should be directed at students' needs. Assignments, such as letters, might consist of writing the student currently wishes to produce, or may be based on anticipated needs. Possibilities include:

- filling out forms
- resumes and cover letters
- personal letters
- memos and business letters
- work reports
- letters of complaint
- note-taking

Writing assignments can also be used to reinforce other language skills, such as grammar and vocabulary. Tasks for this purpose might include:

- written dialogues
- journals
- recipes
- folk stories
- class newsletters

Writing is a complicated process. It becomes more manageable when it is broken down and practiced in steps:

1. **generating ideas**
2. **drafting**
3. **editing/rewriting**
4. **publishing/sharing**

Not all steps are used for all writing tasks. For example, we don't proofread grocery lists, but we do proofread business letters. Generally, the longer, more complicated, and more formal pieces of writing go through each step at least once.

Not all writing assignments need to be corrected. In fact, to help students build comfort and fluency in writing, tutors should always respond first as a reader, commenting on what they found interesting, confusing, persuasive, etc. For assignments that are corrected, not every mistake needs to be noted.

Writing assignments can be carried out by pairs or groups of students. Cooperative learning can increase motivation and decrease anxiety.

Many adults prefer writing on computers than by hand. Learning to use a word processing program is also a highly desirable work skill. When possible, this is a good option to offer to students.

ADVANCED LITERACY ACTIVITIES

Advanced learners need guided practice in using strategies to aid reading comprehension and need to be exposed to a variety of materials. Repeated practice is very important; they need to read selections more than once and they need to practice similar exercises. These learners should be encouraged to think critically by making inferences and expressing opinions in response to reading materials.

SELECTING A READING

- At this level, learners should be reading some selections that are written for native English speakers. This exposes them to language as it is used by native writers, and it is motivating for them.
- Reading selections should be on topics of interest to the learners.
- Selections should be short or easily divided into parts.
- Advanced learners should be reading material that is challenging, but not overwhelming.

POSSIBLE SOURCES OF READING MATERIAL

- Newsletters written for ESL learners
- *News for You*, a newspaper for adult new readers published by New Readers Press
- *Reader's Digest*
- Books written for adult new readers, available at most public libraries
- ESL reading textbooks that use reading material written for native English speakers
- Short articles from newspapers and magazines

WRITING ACTIVITIES

Advanced ESL learners should be using writing to communicate. Reading selections often can lead to writing practice. Learners can respond to readings in a variety of ways:

- By writing a letter to the editor in response to an article.
- By writing responses to advice column letters.
- By keeping journals in which they react to what they read. These may be shared with the tutor, who does not correct the student's journal writing but responds to the content (much as you might respond to a friend's letter).
- By using the reading selection as a model for creating their own essays, stories and articles.

PARAGRAPH ORGANIZATION

OBJECTIVES:

1. To organize sentences into logical paragraph order
2. To choose the correct form of word within sentences

MATERIALS: Sets of sentence strips with blanks for missing words, sets of missing words to accompany sentence strips, something to keep strips and word sets together (clips or envelopes)

DESCRIPTION:

1. If studying a special theme/topic, create paragraphs based on the theme or take some directly from a text recently read in class.
2. Enlarge and cut into strips. Make enough sets so that learners can work in pairs or small groups of 3.
3. Ideally, include a grammatical point that is being discussed (e.g. choosing between make vs. do; their/there/they're; choosing the correct pronoun or verb agreement). Every time you encounter one of these in a sentence, convert it to an underline "blank" and create a small word slip of paper for it. (See below for an example.)
4. Learners correctly place words in the blanks in order to complete the sentences. Then learners work together to put the sentences in order from first to last, creating a logical paragraph.
5. Discuss key words that led learners to choose the sentence order and word placement within sentences.

Example:

My family works together to _____ the household chores. do

We all _____ our beds. make

Unfortunately, I'm the only one who _____ dinner. makes

On the other hand, I'm lucky that my husband _____ the dishes. does

In the end, working together _____ housework bearable. makes

SUGGESTIONS: Use learner writing and have learners put sentences in order. If it is difficult for learners to order sentences, discuss words that could be added to create smoother transitions. The original writer could contribute a great deal to the suggestions.



PASS IT ON STORIES

OBJECTIVES: To write creatively using a new grammatical structure or set of vocabulary

MATERIALS: writing paper

Description:

1. If studying a special theme/topic, create stories based on that theme. Begin with a demonstration story. Write a line or two on the board using the grammatical structure or vocabulary you wish the learners to use. If another teacher is available to assist you, have him/her write the continuation also using the grammatical structure or another vocabulary word. If not, ask a learner to try. The demo should show learners how the two writers made one story, not two separate stories.
2. If your focus is on learners employing new vocabulary, pass out random words before beginning instead of letting learners choose. This will ensure that not all learners choose the easiest or most common words on the list and that repetition isn't an issue.
3. Ideally, learners will sit in small groups of equal size (e.g. 3 learners each group, 4 learners each group). Each learner will have 1-2 minutes (time limit determined by teacher) to write. When the teacher calls, "Stop!" the learner must put his/her pencil down and pass the paper on to the next writer.
4. The next learner reads only what the last writer wrote and then has 1-2 minutes to write. Once the second writer finishes writing, he/she must fold behind what the first writer wrote so that the third writer cannot see it. The third writer can only read what the second writer wrote, making the story more interesting and sometimes comical. This is also true if there is a fourth writer; the third writer must make sure that the first and second writers' work is folded behind the paper and only his/her writing is showing.
5. Finally, the story gets passed back to the original writer who stands and reads the story for the whole class to listen and identify the grammatical structure or vocabulary as everyone enjoys the strange twists and turns.

SUGGESTIONS: This could be used in place of the oral exercise for "If I had... I would..." (Future Hypothetical chains). Pass-It-On Stories work well for practicing adverbs of frequency, adjective order, or synonyms as well.

SENTENCE STRIPS

This activity involves a written passage cut into strips that students rearrange in order. Any sequential written material may be used. Those that work well include a sequence that has been presented to the class previously, directions, a Language Experience Story, or a short passage from a written text. Skills that are practiced include reading comprehension, sequencing, and writing.

OBJECTIVE: To improve skills in sequencing—part of reading comprehension

MATERIALS: A written passage cut into strips

- DESCRIPTION:**
1. Cut a written passage into sentence strips, or give copies and scissors to students and have them cut the passage into strips.
 2. Have students rearrange the strips into sequenced order. Students may work individually, in pairs, or in small groups.
 3. After assembling the strips in order, students practice reading the passage either silently or out loud.
 4. Students may rearrange the strips themselves, number them, or copy the sentences down in logical order.
 5. An additional step may include having students draw pictures to accompany the sentences.

SUGGESTIONS: Prepared pictures may be added instead of student-generated drawings. These may be matched to sentence strips or independently sequenced.

Pictures may be used to practice oral retelling of a sequential story or instructions as well.

Bus Ride

Tom is waiting for a bus.

He gets on the number 17 bus.

He pays the fare.

Tom asks for a transfer.

All of the seats are full, so Tom holds on to a pole.

Tom sees his stop approaching.

He rings the bell to stop the bus.

Tom gets off the bus.

DIALOGUE JOURNAL

The dialogue journal is a writing technique that acts as a continual conversation between a tutor and a student. It provides practice of functional, meaningful language. The student- and tutor-generated topics allow for a sharing of ideas. Error correction is only dealt with indirectly, through modeling in the tutor’s responses.

- OBJECTIVE:**
- To practice writing in a comfortable, conversational manner on a regular basis
 - To use writing for communication

MATERIALS: A notebook specifically reserved for keeping a journal

- DESCRIPTION:**
1. Set aside some lesson time for students to write in journals.
 2. Students may pick a topic—writing about anything that interests them. Tutors may help generate topics through posed questions or use of visuals.
 3. Tutor collects the students’ journals at the end of each lesson and writes a response before the next tutoring session. The response should be conversational and not an evaluation of what was written.

SUGGESTIONS: Tutor does not correct errors directly. Correct spelling, grammar, and organization are modeled throughout tutor’s responses. Errors are noted by tutor and can be the basis for instruction during another lesson.

The dialogue continues with entries that answer and ask questions, and share ideas, comments, and reactions.

For adapting journals to different levels:

- **Preliterate/Beginning:** Begin with a picture journal. The tutor may label pictures in a student’s entry. Tutor’s responses may be in simple sentences or stories that are accompanied by pictures.
- **Beginning/Intermediate:** The tutor should respond with more than questions. Share an experience or story that relates to the student’s previous entry.
- **Advanced:** To generate different topics, have students reflect on stories that you’ve read together or on current news items.
- **Multi-level:** The tutor may respond to each student at his/her level.

DIALOGUE JOURNALS:

SAMPLE ENTRIES

Student:

In VN, I always watched television, but there only had the program on the night. It began at 7 o'clock from 7:00 to 7:30 had the programs for the children, music for children, cartoon show, very fun. I like it very much, from 8:00 to 8:50 had news in the country from 8:00 to 9:00 the news on world. Sometime I watch the music program on Sunday night but I like it a little on Thirdday night form 9:30 to 10:15 had show about a life it was too fun. And now, sometimes I watch the television because I don't understand. I only listen about the weather I can understand a little. Your idea, what is the television program that I can watch?

Tutor:

Student:

I am aBsent two weekend not came class. Because I very sick and got the rough. I sorry not talked telephone to teacher know I sudden absent. I don't though English difficult to throw I will ready learn long time I no upsad. I can learn every day this class. I feel come class I am happy.

Tutor:

CLOZE: VOCABULARY OR GRAMMAR

Cloze is a technique used to practice different skills such as reading comprehension, vocabulary, or grammar. When practicing vocabulary or grammar, a written passage is used with key words missing. Students must fill in the missing words.

- OBJECTIVE:** To practice vocabulary or grammar structures
- MATERIALS:** Copies of a written passage with certain vocabulary words missing. The passage may be from a Language Experience Story, a familiar text, or a new but uncomplicated text.
- DESCRIPTION:**
1. Pass out copies of a written passage with key words omitted.
 2. Have students read the passage and fill in the blanks.
- SUGGESTIONS:** For adapting Cloze to different levels:
- **Beginning:** Give students flashcards of vocabulary words to place in blanks or make a list of the missing words for students to refer to.
 - **Intermediate:** Students may have a list of words to choose from with a few extra words.
 - **Advanced:** Students may fill in the blanks with any word that makes sense.

CLOZE: READING COMPREHENSION

Cloze is a technique used to practice different skills such as reading comprehension, vocabulary, or grammar. When practicing reading comprehension, a written passage with every 10th, 7th, or 5th word omitted is used. Students answer comprehension questions and then fill in the missing words.

- OBJECTIVE:** To practice reading comprehension skills.
To practice not reading word by word.
- MATERIALS:** Copies of a written passage (at student's level) with every 10th, 7th, or 5th word missing. The first sentence should be complete. Missing words may begin after that first sentence.
- DESCRIPTION:**
1. Pass out copies of written passage.
 2. Have students read the passage. Students are not to fill in the blanks.
 3. Have students write answers to comprehension questions.
 4. After discussing answers to the questions, tutor and students may go back and fill in the missing words.

Cloze Story

Ai and Hong are husband and wife. They live in an apartment building with their three _____. Two of their sons attend high school in their _____. The eldest son works full-time in a Vietnamese restaurant. _____ would like his working son to continue his education. _____ son would rather work and earn some money.

1. How many children do Ai and Hong have?
2. Do all of their sons attend school?
3. Does Ai (father) or Hong (mother) want the eldest son to continue his education?
4. Why doesn't the son want to continue his education?
5. Do you know someone like the eldest son?

STORY-PICTURE MATCH

- OBJECTIVES:** To test reading comprehension
- MATERIALS:** Written copies of stories
Pictures to illustrate stories
- DESCRIPTION:**
1. Write some paragraphs telling a brief story.
 2. Draw a simple but clear picture to illustrate each of the stories.
 3. Have the students read the stories and match them to the pictures.

FOLLOWING DIRECTIONS

- OBJECTIVE:** To test comprehension
- MATERIALS:** Paper and pencil
- DESCRIPTION:**
1. Write step-by-step directions for your student to follow.
 2. You may have students write directions for one another.
- SUGGESTION:** For example:
- Draw 5 lines on the paper.
 - Write your name on line 1.
 - Write your birthdate on line 3.
 - Write the city you live in on line 5.

WRITTEN CONVERSATION

- OBJECTIVE:** To demonstrate the idea of reading and writing to gather new information
- MATERIALS:** Blackboard, paper, or overhead projector
- DESCRIPTION:**
1. Tell your students they cannot speak during this exercise. They must read and write.
 2. Ask students a question by writing it on the blackboard, on paper, or on a transparency.
 3. One student answers in the same manner, using the blackboard, paper or overhead projector.
 4. Try to work your way out of the “conversation”; let the students ask each other questions.
- SUGGESTIONS:** Wait until the end of the exercise to make any corrections. If there are many errors, concentrate on one structure. Don’t overload your students with error correction.

REWRITE A STORY

- OBJECTIVE:** To test comprehension and vocabulary usage
- MATERIALS:** Short story or Language Experience Story
- DESCRIPTION:**
1. Give your students a short, simple story—perhaps an old Language Experience Story.
 2. Ask your students to rewrite the story, making it longer and more descriptive.
- SUGGESTIONS:** For adapting this exercise:
- Have students write an ending to a short story.
 - Have students rewrite the story changing the tense (example: Yesterday...).



STAYING ORGANIZED

Many adult learners did not have the opportunity to go to school in their home country. They may not have learned the basic organization, note-taking, and class preparedness skills that their teachers sometimes take for granted. These learners need explicit instruction on how to be organized and ready for class with repeated routines such as this one for beginning and intermediate English Language Learners.

OBJECTIVE: to demonstrate organizational strategies and provide explicit expectations about organizing classroom materials.

MATERIALS:

- A list of recommended or required student materials (pencil, notebook, etc.)
- Samples of each item on the student materials list
- Extra student materials to give away (if possible)
- Dividers, paper clips, 3-hole punch, plastic sleeves, Post-Its (optional)
- A list of frequently used materials or handouts (ex. story of the week, spelling list, school calendar)
- Samples of each item type of frequently used material or handout

DESCRIPTION:

1. Review the name of each item on the list of recommended materials (This is a notebook)
2. Ask individual students, Do you have a notebook? Low level learners can respond by showing the item. Higher level learners should be encouraged to respond with Yes, I have a notebook or No, I need a notebook.
3. Continue questioning with different student materials. Learners can also ask each other these questions.
4. Review the name of each item on the list of frequently used materials (This is the story of the week).
5. Demonstrate where learners should keep each of these items (Put the spelling list in the binder.)
6. Allow time for learners to organize materials. Learners who finish quickly can be encouraged to review their notes as a study habit.
7. When learners have finished organizing, give some basic commands that you might use during class. Learners demonstrate understanding by completing the task. (Turn to page 36. Open your notebook. Take out the story of the week.)

SUGGESTIONS: Learners notebooks often overflow with the materials from weeks and months ago. When you finish a thematic unit, have learners take out all materials from that unit. Supply them with a colorful coversheet or have them create their own by drawing or pasting an appropriate picture. Use a heavy-duty stapler to bind the student materials with the coversheet. Encourage learners to leave this material at home.



GRAMMAR

GRAMMAR

SUGGESTIONS AND TECHNIQUES:

- **LET YOUR STUDENTS' COMMUNICATION NEEDS DETERMINE WHICH STRUCTURES ARE TAUGHT.** Think about the grammatical structure(s) necessary to communicate about the topic you are currently studying. Students need to be able to apply the grammar rules to a real context.
- **WHENEVER POSSIBLE, DON'T JUST TEACH THE RULE; SHOW THE RULE.** Illustrate how the structure is used with lots of examples, pictures, diagrams, objects, or dialogues.
- **LEARNERS DON'T NECESSARILY NEED TO KNOW THE NAME OF THE RULE, JUST HOW AND WHEN TO APPLY IT.** Encourage your students to look for patterns.
- **LEARNERS SHOULD PRACTICE USING THE GRAMMAR, NOT JUST STUDY ABOUT IT.** Grammar is the basis for speaking, listening, reading, and writing. For each aspect of grammar, role play situations in which it would be used. For example:

Simple present verbs: describing a typical workday

Count/noncount nouns: listing ingredients needed for a recipe

Questions: asking about a job or task

Imperative: following instructions

Future verb forms: describing a planned trip or party

Comparatives: comparing two countries, houses, people, etc.

- **AS MUCH AS POSSIBLE, ALLOW LEARNERS TO CORRECT THEIR MISTAKES.** You might point out where the mistake is, but allow the learners to correct it. Learners should only be responsible for providing accurate responses on grammar points already covered.
- **EXERCISES FOR GRAMMAR PRACTICE INCLUDE** combining simple sentences into complex sentences, completing sentences with appropriate words, filling in blanks, converting sentences (for example, from statements to questions) and completing patterns through word substitution.

GRAMMAR GLOSSARY

PARTS OF SPEECH

Adjective: a word, phrase, or clause that describes a noun or pronoun. Many fit in this sentence frame: *Did you see that _____ elephant?* Examples: *large, unusual, amazing.*

Adverb: a word, phrase or clause that describes a verb, adjective or another adverb. Many fit in this sentence frame: *He _____ walked into class.* Examples: *carefully, loudly, very.*

Conjunction: a word or word group that connects other words. Examples: *and, or, but, neither/nor.*

Noun: a word that names a person, place, thing, quality or act. Many nouns can be made plural. Many fit in this sentence frame: *Do they have (a) _____?* Examples: *driver, information, happiness.*

Preposition: a word that shows the relationship between its object and some other word. Examples: *in, for, near, to.*

Pronoun: a word that takes the place of a noun. Examples: *they, him, we.*

Verb: a word that can be changed to show present or past tense. Many fit in this frame: *She _____ in the room.* Examples: *is, explained, searches.*

PARTS OF A SENTENCE

Object: a noun that has something done to it. The object is usually after the verb. Example: Rosa dropped the plate.

Predicate: group of words that starts with the verb. It makes a statement or asks a question about the subject. Example: Those ugly flowers make the room look sad.

Subject: a noun or noun phrase that is usually before the verb. The subject does something. Example: Those ugly flowers make the room look sad.

EXAMPLES OF TENSES

Simple present tense:	I work
Present progressive:	I am working
Present perfect:	I have worked
Present perfect progressive:	I have been working
Simple past tense:	I worked
Past progressive:	I was working
Past perfect:	I had worked

Past perfect progressive:	I had been working
Future simple (with will):	I will work
Future progressive:	I will be working
Future perfect:	I will have worked
Future perfect progressive:	I will have been working

OTHER TERMINOLOGY

Active voice: a sentence which has a subject and the subject is before the verb. If there is an object, it is after the verb. Example: The student made a mistake.

Article: *an, a, and the*

Clause: a group of words containing a subject and verb

Count noun: a noun that has a plural form and can be used with numbers and words such as *many, few*, etc.

Direct object: names thing acted on by the subject. Example: Ali left his pencil on the table.

Gerund: *-ing* form of verb that serves as a noun. Example: Watching the sunset is peaceful.

Indirect object: receives the direct object. Example: Ali returned his book to the teacher.

Infinitive: the form of verb used with *to*. Example: I like to walk by the lake.

Intransitive verb: a verb that does not take a direct object. Example: The bride and groom are dancing.

Modal: any of the auxiliary verb forms: *can, could, may, might, shall, should, will, would, must, ought to, used to*

Noncount noun: a noun that does not have a plural form and that can be used with words such as *some, much*, etc.

Passive voice: a sentence which usually does not have a subject, and instead focuses on the object. Example: Mistakes were made.

Phrase: a group of related words that does not contain both a subject and verb

Sentence: a group of words containing a subject and verb and forming a statement, command, exclamation, or question

Transitive verb: a verb that takes a direct object. Example: You need to type your essay.

CREATE A SENTENCE

- OBJECTIVE:** To practice basic sentence structure
- MATERIALS:** Chalkboard, whiteboard or paper
- DESCRIPTION:**
1. Write the following categories on the board or on a piece of paper: WHO, WHAT, WHERE, WHEN
 2. The first learner thinks of a word or phrase to describe WHO, e.g. Jaime.
 3. The second learner thinks of a word or phrase to describe an action - WHAT, e.g. walked.
 4. The third learner thinks of a word or phrase to describe WHERE, e.g. to the lake.
 5. The fourth learner describes WHEN, e.g. on Friday.
- SUGGESTIONS:** In a classroom situation, do the activity as a whole group, calling on individuals to make contributions. In a one-to-one situation, you can alternate giving answers with your student. With more independent students, you can make a grid and they can pass the sheet around and fill in the blanks.
- For a fun change, learners can submit their words or phrases without knowing their classmates' additions to the sentence. This makes for some silly nonsense sentences!

WHAT IF?

- OBJECTIVE:** To practice using conditionals (if-then clauses)
- MATERIALS:** None
- DESCRIPTION:**
1. The tutor should start the “what-if?” string, using the conditional form. For example: *If I won the lottery, I would buy a house.*
 2. The string is then passed on to a learner who takes the result of the initial situation (buying a house), and turns it into the condition. For example: *If I bought a house, I would paint it red.*
 3. The string continues around the group, or from tutor to learner in the case of a 1-1.

JUMBLED SENTENCES

- OBJECTIVE:** To practice word order
- MATERIALS:** Chalkboard/whiteboard
- DESCRIPTION:**
1. Generate a variety of sentences that are at the learners’ grammatical level.
 2. Pick a sentence and write it on the board with the words in jumbled order.
 3. For example: the doctor youngest Last I my daughter brought Thursday to.
 4. In groups, pairs or individually, learners rearrange the words and write down the original sentence.
- SUGGESTION:** For advanced students, jumble two or more sentences together.

WHAT'S NEXT?

- OBJECTIVE:** To practice future tense with *going to* and/or *will*
- MATERIALS:** Various pictures from magazines or similar, whiteboard or paper
- DESCRIPTION:**
1. Start by eliciting from learners what is happening in the magazine pictures now, e.g.: A woman is sitting. A dog is running.
 2. Ask learners to imagine what will happen next in the pictures. Give examples using *going to* and/or *will* with one picture.
 3. Elicit more examples from learners and write on board.
 4. Pair learners and give each twosome a few pictures.
 5. Pairs develop sentences describing future events using the pictures.
- SUGGESTION:** Try this activity with various grammatical tenses.

ADVICE

- OBJECTIVE:** To practice using modals
- MATERIALS:** Strips of paper
- DESCRIPTION:**
1. Before class write a variety of problems on strips of paper, for example: "I'm late for work" "I spilled coffee on my shirt"
 2. With learners, review modals for giving advice: *can*, *could*, *should*, *might*, *must*, *ought to*
 3. Pass out the slips of paper. Explain to learners that everyone in class has a problem and needs help.
 4. Learners mingle, state their problem to other students and ask "what should I do?"
 5. Classmates give advice, using appropriate modals.

CONJUGATION CONCENTRATION

- OBJECTIVE:** To practice simple present pronoun-verb agreement
- MATERIALS:** Index cards or paper
- DESCRIPTION:**
1. Put each pronoun on a separate index card (I, you, he, she, it, we and they).
 2. Choose some verbs your learners have been studying.
 3. For each verb, put the singular form on one index card and the plural form on another index card, for example: sit, sits; eat, eats; run, runs.
 4. Put the pronoun cards face down on the table. Put the verb cards face down as well, but in a different grouping.
 5. The first learner chooses one pronoun card and one verb card. The learner must tell the group if the words match in person and number.
 6. If the words match in person, *and* the learner acknowledges that fact, it is a successful match. The learner gets one point.
 7. If the pronoun and verb are not in agreement or the learner does not know whether or not they agree, it is not a successful match. No points are given.
 8. For a successful match, the verb card is taken out of play. All of the pronoun cards remain in play for the entire game.
 9. The next learner takes a turn using the same steps. Play continues until there are no more verb cards left. The winner is the player with the most points.
- SUGGESTIONS:** Try this activity with various grammatical tenses.

SIDE BY SIDE

OBJECTIVE: To practice the comparative form

MATERIALS: Paper and pencil

DESCRIPTION:

1. Review comparative form.
2. Elicit several adjectives from learners. Record on board.
3. Arrange learners in pairs.
4. Ask pairs to write sentences comparing themselves, using as many different adjectives as possible. Learners may use adjectives not on board as well.

Example: "Juana is taller than Blia"
"Blia's book is newer than Juana's"

SUGGESTION: Learners may also compare objects, countries, animals, foods, and the like.



VOCABULARY AND SPELLING

VOCABULARY

SUGGESTIONS AND TECHNIQUES:

- **PRESENT VOCABULARY IN CONTEXT.** This aids comprehension and memory. Teach words by categories or topics.
- **NOT ALL NEW WORDS ENCOUNTERED NEED TO BE LEARNED.** The approximate meaning of a word is often apparent from context.
- **EVERYONE HAS TWO TYPES OF VOCABULARY: ACTIVE VOCABULARY AND PASSIVE VOCABULARY.** Active vocabulary consists of those words which we produce in speaking and writing. Passive vocabulary consists of those words which we recognize and understand in context. Our passive vocabulary is much greater than our active vocabulary.
- **AVOID OVERLOAD.** Limit the number of new words to be studied at one time.
- **AVOID TEACHING EASILY CONFUSED WORDS IN THE SAME LESSON.** Opposites and similar sounding words are often confused with each other.
- **EXTENSIVE READING IS A KEY TO VOCABULARY BUILDING.** Students need to be able to understand approximately 97% of what they read to be able to guess at the meaning of unfamiliar words based on context. Materials for independent reading should be at a level that is easy for the students.

- **TYPES OF EXERCISES FOR PRACTICING VOCABULARY INCLUDE:**

matching	multiple choice
fill in the blank	sentence completion
true/false	short answer

- **IDIOMS ARE AN IMPORTANT PART OF OUR LANGUAGE.** An idiom is a group of words with a special meaning that cannot be guessed from the combination of the individual words. Some common idioms include:

change one's mind	take heart
make believe	be in over one's head
drive someone crazy	kill time

As with other vocabulary items, idioms should come out of the learners' experiences.

-
- **IN ENGLISH, WE ALSO HAVE MANY PHRASAL VERBS** (also known as two-word verbs). These consist of a verb and a participle. Each phrasal verb is one complete vocabulary item. Avoid teaching phrasal verbs with the same verb at the same time because they are easily confused. Some common phrasal verbs include:

to make up
to turn off

to hand over
to take on

- **REVIEW!** Half the battle of teaching and learning new words is maintenance. Practice and review words using different types of activities and different contexts.

EXPLAINING VOCABULARY

All language students ask what words mean. They may ask about a word that they just read, one the teacher explained at the beginning of the lesson, or one they heard in their personal lives. In other words, students may ask about any word at any time. What's a tutor to do?

The Options

How will you explain the word?

- Define it
- Give examples
- Act it out
- Show a picture/video
- A combination of the above options
- Ask other students to explain it
- (Translate it or use a bilingual dictionary)

How do you decide which option(s) to use?

The Variables

Think before you speak.

What level is the student?

Beginning students may not understand definitions, so teachers at this level use mostly examples, acting and pictures. Advanced students are more likely to understand a definition and benefit from hearing examples. For intermediate students, any of these options may work, but more often teachers use examples and acting it out.

Is this word related to today's lesson?

If yes, it is worth spending a bit more time on the explanation. If not, keep it really simple so the student will have a better chance of remembering it later. Try not to let the lesson get off track. You can ask a student to talk to you about it after class.

Will the student get repeated exposure and practice with this word in the near future?

It takes multiple exposures to a word to really learn it. If it is unlikely that the student will encounter this word again, it is not worth spending much time on it. You may wish to defer an explanation by asking the student to discuss it with you after class.

How abstract is this word?

Words can be concrete or abstract. Concrete words are easy to show. Examples of concrete words include table, sit, and janitor. For concrete words, try showing a picture or acting it out. Abstract words are harder to show. Examples of abstract words include respect, shame, and concept. For abstract words, give examples. It may be necessary to define an abstract word. If so, please see the suggested steps

below. Learners' dictionaries are a great resource when working with abstract words.

How thorough is your understanding of this word?

If you are not certain what a word or expression means, it isn't required that you explain it immediately. You can tell the student that you don't know, but will find out later.

Does this word have multiple meanings and do you know which meaning the student is asking about?

If the student asks you about a random word, be sure to ask where he/she heard about it first. Many words have literal and figurative meanings and it is confusing for both the tutor and the student if you spend a lot of time on the wrong definition.

The Pitfalls

The following are common mistakes that tutors make when explaining vocabulary.

Explanations that confuse students

Be careful with word choice when giving a definition. Avoid words that are at the same or higher level of difficulty as the one that you are explaining. Also, try not to use idioms. When in doubt, ask the student if they understand the word you want to use in your explanation. If the answer is no, try a different word. Or try giving examples instead.

Examples that confuse students

Use familiar contexts in your examples such as school or family. If the example is from an unfamiliar context, it won't be understood.

Asking other students to explain words

Other students may think they know what the word means, but they may know a different meaning of a word or their understanding may be incomplete. Even if they do understand the word, they may find it challenging to explain it in a way that others will understand.

Asking a student to translate for another student is risky because you don't know how well the translator understands the English word and you can't be certain how accurate the translation is.

The vocabulary party

A vocabulary party is fun for both the students and the tutor. It involves explaining a large number of words in a short amount of time. Unfortunately, no one remembers any of the words when the party is over. To stop a party, tell the students that it is time to practice the words, or that it is time to start the lesson you have planned.

Explaining the wrong meaning of a word

Many words in English have multiple meanings. Even the innocent sounding word toast has several meanings (some of them are slang, but students ask about slang). If a student asks what a word means and it isn't related to today's lesson, ask the

student where he/she heard about it before you give an explanation. It is awkward to spend 15 minutes explaining the wrong meaning of a word.

Suggested Steps for Defining a Word

1. Find out the context. Did the student read it? Where was she when she heard it?
2. If it is an abstract word, and you can't think of a definition (or your definition is too difficult) look it up in a learners' dictionary. If dictionaries aren't available, try this: put the word in a sentence and create your own fill-in exercise. For example:
 - a. The student asks about the word *rude*.
 - b. The tutor thinks, *The customers at the next table were rude*.
 - c. The tutor thinks, *The customers at the next table _____*.
 - d. The tutor thinks. *The customers at the next table **were not polite***.
 - e. The tutor says, "Rude means that someone is not polite."
3. Keep it simple.
 - a. Explain only the word that the student is asking about.
 - b. It is ok to leave out the details. It takes many exposures to learn a word, and the student can learn the details over time.
4. Give the student a meaningful example or two. This step is optional, but often very helpful. In fact, sometimes it is better to just give examples instead of giving a definition. Instead of saying that rude means not polite, tell the student *if a customer looks at his phone when the server asks what he wants and then he yells at the server because the restaurant doesn't have the drink he wants, he is rude*.

Note about Translating

Is it acceptable to translate a word instead of explaining it? That depends... if the students are beginning level learners, the word is abstract, and you know a good translation, then yes. Otherwise, no. Once the students know that you can translate, they will mostly likely rely on it more than they should. It is human nature to take the easiest route.

This doesn't mean the students should never use their native languages in class, especially beginners. If the task involves a lot of thinking that they can't do in English yet, they will have to do so in their native language. On the other hand, it is a good idea to encourage students to push themselves to say things in English so they get much-needed practice.

What about bilingual dictionaries and online translators such as google translate? Some students frequently use their smart phones to look up words. Bilingual dictionaries can lead to misunderstandings. If the word has multiple meanings, the student may not find the correct one. Translating is complicated and online translators are sometimes wrong. Frequently checking a dictionary or translator also disrupts the activity or lesson. It is difficult to comprehend what you are reading if you stop to look up a word every minute or so. If a student is overusing a translator, ask him/her to put it away for now.

CATEGORIZING

This is a reinforcement exercise and a very useful preparation for reading for meaning.

- OBJECTIVE:** To reinforce the meaning of words by grouping them with similar words
- MATERIALS:**
- Lists of words
 - Category headings
- DESCRIPTION:**
1. Prepare flashcards of some sight words that fall into several categories (e.g. body parts, rooms, meat, vegetables, etc.)
 2. Put the headings of each category around the room or on a table.
 3. Give the students the mixed up category sight words and have the students put them under the appropriate heading.
- SUGGESTIONS:** For adapting this exercise:
- Write several lists of words and have students circle those words that fit into the same category.
 - Write a list of words which all fit into a certain category except one. Have students identify the one word that doesn't fit and state why.

VOCABULARY ORDER

- OBJECTIVE:** To review vocabulary
- MATERIALS:** Paper and pencil
- DESCRIPTION:**
1. Choose a category of words for your students to review (e.g. foods, animals, etc.).
 2. Have students list words that fit that category.
 3. Write the words on the board.
 4. Have the students order the words in some logical fashion (e.g. from the food they like the most to the food they like the least, from the smallest animal to the largest).
 5. Compare answers.

BRAINSTORMING AROUND AN ADJECTIVE

- OBJECTIVE:** To review vocabulary and practice using adjectives
- MATERIALS:** Paper and pencil (optional)
- DESCRIPTION:**
1. Write an adjective on the board (e.g. *hot*). Ask the students to name things that can be described by that word (e.g. water, the sun, the sidewalk in summer). More advanced students can write the list down on paper.
 2. To make the activity more challenging, give the students TWO adjectives and have them name things that can be described by BOTH words (e.g. *hot* and *round* = a hamburger patty, a fried egg, the sun, etc.).

CHARADES/PICTIONARY

- OBJECTIVE:** To review vocabulary
- MATERIALS:** Slips of paper with vocabulary words and/or pictures on them
- DESCRIPTION:**
1. Generate a list of vocabulary words from previous lessons.
 2. Write each word on a slip of paper. (For lower-level students, you can include a picture.)
 3. Students take turns choosing a slip of paper and acting out (or drawing) the vocabulary word.
 4. Others guess what the word is.

See the listening and speaking section for more activity ideas to practice vocabulary.



POST-IT™ CHART

Many learners received very little formal schooling in their home countries. They often lack more academic skills like interpreting charts, graphs, and statistics. This activity helps bridge the gap between an abstract chart and students' real-life experiences.

OBJECTIVE: to help learners interpret bar graphs by collecting and graphing learner data.

MATERIALS: Post-It™ Notes
Graph paper
Colored pencils, crayons, markers (optional)

DESCRIPTION:

1. Start with a question related to the theme of your lesson.
 - a. Housing: Do you live in a house or an apartment?
 - b. Health: How many times do you see the doctor in one year?
 - c. Transportation: How do you get to school?
2. Learners take one Post-It™ each and record their response on the note.
3. Stick the notes to the white board.
4. A couple of students organize the notes into columns of similar answers.
5. Draw the axis of your bar graph with suggestions from the learners about labels for each side.
6. Give the graph a title.
7. Ask some basic comprehension questions based on the data presented (ex. How many students live in an apartment? Do more students live in houses or apartments?)
8. Model how to transfer the data on the board to the graph paper, including how to count the units on the graph paper.
9. Students copy the graph onto paper, including title and axis labels. They may use colors to distinguish the columns.

VARIATIONS:

1. Notes containing answers can also be arranged in a circle to illustrate a pie chart.
2. More advanced students may be able to calculate percentages based on learner data.



CIRCUMLOCUTION

Circumlocution is the ability to use other words to get around a word that you don't know or can't remember. Learners with limited English vocabulary can benefit greatly from explicit instruction and practice using this strategy to communicate their ideas and learn new vocabulary.

OBJECTIVE: to practice compensation strategies for unknown vocabulary

MATERIALS: One set of Circumlocution object cards (cut) or create your own cards

DESCRIPTION:

1. Set the context. Say I need....I need...(use body language to show that you've forgotten the word)...a thing to write (pantomime using a pencil or pen)...(see and pick up a pencil) This thing!... elicit the word pencil/pen from the class.

2. Write on the board: I need a thing to _____. Learners repeat the phrase several times. Get dramatic and encourage learners to be dramatic too! Make it clear through tone and body language that we use this phrase when we don't know or can't remember the word.

3. Show word cards one at a time. Say the name of the object. Learners repeat several times.

4. Cover the name of the object and pantomime that you've forgotten it. Say the phrase on the board, inserting the verb from the card. Learners repeat several times.

5. For very low level learners, begin with 3-4 words only. When they've mastered these object cards, you can add more words to the activity.

6. Model with a learner: Give the learner an object card. Cover the object word with a post-it. Point to the phrase on the board and elicit the language from the learner. Respond to the learner by guessing the word on the card (a pen?). The learner checks under the post-it and responds yes or no. Continue modeling with different learners until everyone seems comfortable with the instructions.

7. Give each learner an object card. Learners mingle, practicing with different partners and exchanging objects cards each time they change partners.

SUGGESTIONS: For higher level learners, they can begin to generate their own verbs for objects or other descriptions. They may also be able to practice these phrases:

- It's a place where you ...(buy food)
- It's a thing/machine you use to ...(wash clothes)

CIRCUMLOCUTION OBJECT CARDS

<p>pencil</p>  <p><i>write</i></p>	<p>trash</p>  <p><i>put garbage in</i></p>
<p>key</p>  <p><i>open the door</i></p>	<p>calendar</p>  <p><i>see the date</i></p>

THE FLYSWATTER GAME

This is a classic vocabulary review game. It gets learners out of their chairs, practices listening and reading skills, and reinforces vocabulary meaning.

OBJECTIVE: to practice recognition and meaning of previously introduced vocabulary.

MATERIALS:

- A list of vocabulary words to review
- Two flyswatters (clean) or other “swatting device”.

DESCRIPTION:

1. Write or tape the vocabulary words on the board or wall so that they are spread out, not in a list.
2. Review pronunciation and/or meaning of words
3. Divide learners into two teams. A representative from each team takes a flyswatter and comes to the board.
4. The “caller” gives a simple definition or example of one of the words. For students with low literacy, the caller simply reads one of the words.
5. The learners with the flyswatters try to be the first to swat the correct word and earn a point for their team.
6. Play continues with two new representatives from each team.

SUGGESTIONS: Once learners are familiar with the game, they can be appointed as “callers.”

NUMBER LINE

Numeracy, the ability to recognize and make sense of numbers and patterns, is an important life skill as well as the foundation for future math learning. Learners must make sense of numbers in time, prices, dates, personal information and more. This activity uses a number line to explore mathematical concepts. Each step is a little more difficult than the last. For some learners, you might only work on steps 1-3, while other learners might be able to jump directly to step 5. This can be done as a whole class activity or in small leveled groups.

OBJECTIVE: to explore relationships between numbers and identify and use patterns

MATERIALS:

- Learner copies of a number line (12-digit sample below or make your own)
- Number flashcards (sample below)
- Tape
- Post-It Notes or paper squares (cut to match the spaces on the number line)

DESCRIPTION:

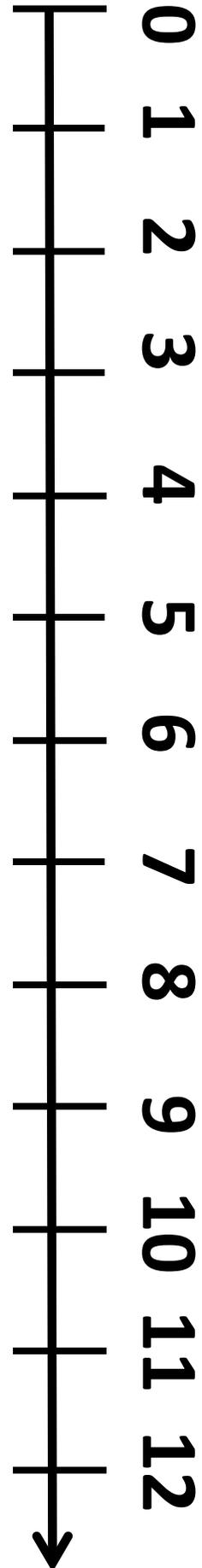
1. Draw a large number line on the board. Write 0 at the left most point but leave the remaining spaces blank. The length of your number line depends on your learners. Beginners might start with 1-12.
2. Distribute number flashcards and tape to learners. Learners take turns putting their number on the number line. Everyone says the number aloud then counts up to that number.
3. Provide additional counting practice using the number line, if necessary.
4. Learners close their eyes or look away from the board while the teacher or another student removes one number. Learners identify the missing number and write it in their notebooks.
5. Draw a star under the numbers 2, 4, and 6. Ask a learner to come to the board and continue the pattern. Whole class counts by 2s. (Next time choose a different pattern).
6. Write on the board: more. Give several examples, pointing to the number line (5 is more than 4, 5 is more than 3, 6 is more than 5). Learners take turns trying to create similar sentences while pointing to the numbers on the number line.
7. Once learners have mastered more, repeat with less.
8. Play “guess the number”: the leader (a teacher or a student) chooses a number from the number line but doesn’t tell others. Each student takes turns guessing a number. The leader responds to each number by saying “less” or “more” until the correct number is guessed.

9. Practice basic addition: distribute copies of the number line on paper. Write on the board: $2+3=$ ____.
10. Give each learner two post-it notes or paper squares. Learners place them on the number line. Count the number of paper squares. Point to the number 2 on the board.
11. Give them three more paper squares, which they will add to the number line. Count the number of paper squares. At this point they should be able to see on the number line that the total is 5. Count the total number of paper squares. Write 5 in the equation on the board.
12. Practice saying the equation aloud several times: Two plus three equals 5.
13. Once basic addition is mastered, repeat steps 9-12 with subtraction.

SUGGESTIONS:

These activities are designed with beginning ESL learners in mind, but the same activities can be applied to more complex concepts including multiplication, division, fractions, decimals, negative numbers, and basic algebra. To add difficulty, change the length of the number line and/or the type of numbers displayed (fractions, decimals, negative numbers, clock times). You can also use steps 9-12 to demonstrate basic multiplication and division.

Squares below may be cut to use as markers along the number line





NUMBER OF THE DAY

Numeracy is the ability to make sense of and use numbers. Numeracy has a huge impact on our lives. Telling time, counting money, and getting on the right bus are just a few examples. Learners with very limited prior schooling, including learners who are learning to form letters and numbers in English, will need repeated practice identifying and applying numbers and symbols in a variety of contexts.

OBJECTIVE: to provide both contextualized and abstract practice with basic numbers.

MATERIALS:

Copies of Number of the Day handout
A few coins of different denominations (real, not plastic)
Chips, blocks, or other counters
Calculator (optional)
Measuring devices such as ruler, tape measure, measuring spoons and cups, scale (optional)

DESCRIPTION:

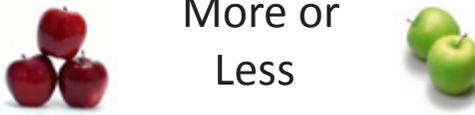
1. Choose a number of the day. The number should be no larger than the highest number that learners can count to.
2. Write the number of the day on the board. Say it together several times. Have everyone count aloud to this number.
3. If your learners are still learning how to correctly form numbers and letters, model on the board how to write each numeral, including where your pen starts, which direction it moves, and when you pick it up from the paper.
4. Distribute “Number of the Day” handouts. Learners copy the number into the blank at the top of the page.
5. The first few times that you do this activity, you’ll need to help students through each box on the handout. With practice, however, learners will be able to work at their own pace and difficulty level. Not every learner will finish the activity every time. Feel free to move on to a different activity when learner interest decreases.
6. “Count”: Model how to count to the number of the day using tally marks or drawing circles or other objects. Learners draw tally marks or circles in the “count” square and practice counting each mark out loud.
7. “Money”: Distribute coins. Model how to count coins that equal the number of the day. For very low level students they might only use pennies. At higher levels, learners can experiment with different combinations of coin denominations that equal the number of the day. Learners trace the coins on their paper and write the value of each coin inside its outline.

8. "I see": This part can take several forms, depending on the level of the learner. Here the learner should look for real-life examples of the number. Learners can look for the number on the classroom walls, on a clock, on a ruler. Etc. If the number appears in their telephone number, address, or other personal information, they can write it here. Learners can practice measuring teaspoons or tablespoons of rice equal to the number or find an object of that weight or length using a scale or ruler.
9. "More or Less": use a number line to explore numbers that are more or less than the number of the day. Learners record examples in this square.
10. "Add" and "Subtract": For those who are ready, these spaces can be used to explore some simple equations containing the number of the day. Some learners may be ready to generate their own equations and check them using a calculator. For other learners, you can write an equation on the board, use counters such as blocks or pencils to illustrate the equation, practice saying the equation out loud, and finally, copy the equation onto the worksheet.

SUGGESTIONS:

This activity can easily be adapted for higher level learners by using larger numbers, fractions, decimals, negative numbers, etc. Similarly, you can change the instructions in each square to make it more complex. For example, multiplication, division, write your own word problem, etc.

Number of the Day: _____

 <p>Count</p>	 <p>Money</p>
 <p>I see</p>	 <p>More or Less</p> <p>_____ more _____ less</p> <p>_____ is more than _____</p> <p>_____ is less than _____</p>
<p>Add +</p>	<p>Subtract -</p>

SPELLING

SUGGESTIONS AND TECHNIQUES:

- **SPELLING IS A MINOR PART OF WRITING.** We don't like our favorite authors because of their spelling skills. We like them because they have something interesting to say. Make sure you focus on the communicative part of writing. Don't over-emphasize spelling.
- **SPELLING LISTS SHOULD CONSIST OF HIGH-FREQUENCY WORDS.** Teach the words that your students need to write on a regular basis. Stay away from generic word lists.
- **STUDENTS SHOULD BE FAMILIAR WITH THE MEANING OF THE WORDS THEY ARE LEARNING TO SPELL.**
- **DON'T STOP A WRITING ACTIVITY TO FOCUS ON A MISPELLED WORD.** If you want to practice spelling a word, come back to it later.
- **THE STUDENTS SHOULD DO AS MUCH SELF-CORRECTION AS POSSIBLE.** If they misspell a word, show them the word spelled correctly and let them make corrections. (The same way you do when you check your spelling in a dictionary.)
- **A FEW PHONICS RULES APPLY TO THE LEARNING OF SPELLING, BUT MOST ATTEMPTS TO TEACH SPELLING BY PHONICS ARE FUTILE.** If students spell English words the way they sound, they are probably going to be wrong. And since English sounds are challenging for most ESL students, they are not able to use them effectively.
- **FOLLOW THE SPELLING METHOD IN THIS MANUAL.** It is fast and concrete and works well with our learners.
- **DO NOT POINT OUT PARTS OF A WORD YOU THINK ARE DIFFICULT.** What's hard for you might not be hard for your student.
- **ENCOURAGE STUDENTS TO USE DICTIONARIES AND SPELL-CHECKERS.** You can help your students by creating lists of words they frequently write. They can check their spelling against that list.
- **GAMES ARE A GREAT WAY TO PRACTICE SPELLING WORDS.** Scrabble, hangman, and crossword puzzles are a few of the fun ways you can practice spelling.



HOW TO STUDY A WORD

1. Spell the word.
2. Compare the word to a model.
3. If the word is spelled incorrectly, cross it off and copy it correctly.
4. Look at the word and say it.
5. Cover the word and write it.
6. Check spelling.
7. Cover and write again.
8. Repeat two more times.

LEARNER-GENERATED DICTIONARIES

- OBJECTIVE:** To provide students with support for spelling tasks and vocabulary
- MATERIALS:**
- Pencils
 - Paper or notebooks
- DESCRIPTION:**
- If your students have certain sets of words they need to spell, help them make a “cheat sheet.” For example, if they want to write checks, help them make a list of the appropriate check words: numbers, dates, payees. Students can use this list to guide them through writing a check.
 - Students with a more expansive set of spelling words can create an individualized spelling dictionary. Create a notebook with an “A” page, a “B” page, etc. (Address books work well for this purpose.) Students can then list their spelling words on the appropriate page. Do activities that give them practice “looking it up.”
 - Words may be grouped by category rather than alphabetically.
 - Low-level readers can create a spelling dictionary that has a picture of the word next to the written word.

BUILDING WORDS

- OBJECTIVE:** To practice spelling, vocabulary, and reading skills.
- MATERIALS:** Letter tiles
- DESCRIPTION:**
1. Generate letter tiles using small pieces of paper. Use one letter per piece of paper. You may also use Scrabble tiles.
 2. Have the students create a 2-letter word using the letter tiles. Write the word on the board. The students should also write the word on their papers. (e.g. *to*)
 3. Add a letter to the student's 2-letter word to create a 3-letter word. (e.g. *top*)
 4. Have the student add a letter to your 3-letter word to make a 4-letter word. (e.g. *tops*)
 5. Continue adding letters until you can no longer formulate words. (e.g. *stops*).
- SUGGESTION:** Students may also work independently or in groups to see how many different words they can create using their letter tiles.



LOW PREP ACTIVITIES

LOW PREP ACTIVITIES

SUGGESTIONS AND TECHNIQUES:

- **LOW PREP DOESN'T MEAN THERE ISN'T A PLAN.** Low prep refers to limiting the need to create materials for use in the classroom. It is necessary to think through the best way to prepare students for the activity, including how to model the instructions.
- **HAVE A LOW PREP ACTIVITY IN MIND AS A BACKUP PLAN.** When planning a lesson it is helpful to have an extra activity ready in case the lesson doesn't go as expected. Choose a low prep activity that is easy to adapt for different lesson topics so that you will always be prepared.
- **LOW PREP ACTIVITIES ARE USUALLY DESIGNED SO THAT STUDENTS DO MOST OF THE WORK.** If you feel worn out at the end of a lesson, you are probably doing too much of the work. Consider ways that you build more practice time into lessons.

LOW PREP ACTIVITIES: NOTHING NEEDED

WHERE IS THE...?

Language: Speaking, Listening, Prepositions, Question formation

1. Ask the learner(s) where something in the room is, for example, “where is the waste basket?” Learners can answer, “next to the desk.”
2. Questions and answers can continue around the room or from tutor to learner.

CONCENTRIC CIRCLES

Language: Speaking and Listening

1. Learners stand in two circles of even numbers with the inner circle facing out, and the outer circle facing in.
2. Tell the inner circle that they are the speakers. Tell the outer circle that they are the listeners.
3. Give the learners a topic (favorite food, what they did over the weekend, advice for a headache, etc.)
4. The learners in the inner circle talk to their partners for 30 seconds about the topic.
5. The tutor says, “Stop!” and the talkers move one space clockwise.
6. Give both circles a chance to be talkers. Learners can report back what they heard.

THE NAME GAME

Language: Speaking

1. Learners work in pairs or threes.
2. Ask each learner to share what their name is, what it means (if they know) and how they got their name. You may need to demonstrate first with your name.
3. When finished telling each other, learners introduce their partner to the group.
4. This is an interesting way to have a cultural discussion about the importance of names and the importance of the origin of a name.

THE END IS THE BEGINNING*

Language: Listening, Speaking, Alphabet and Spelling Awareness

1. The first person says any word
2. The next person must say a word that begins with the last letter of the previous word, and so on.
3. Example: table – ear – rat – tea – apple
4. The game continues in this

TOTAL PHYSICAL RESPONSE (TPR)

Language: Listening, Commands

In this activity the learner is to do whatever physical action the tutor instructs (Much like Simon Says). For example: Pick up your pencil. Get out some paper. Write your name. Another example: Stand up. Put your hands up. Put your hands down. Raise your right hand.

1. Say the actions while demonstrating them.
2. Say and do the actions and indicate that the students should do them with you.
3. Say the actions while students do them.
4. Mix up the order of the actions.

Variation: Ask learners to act out the steps in a process, such as making rice or washing their hands.

WHAT IF STRING*

Language: Listening, Speaking, Conditionals

1. Start with a conditional followed by a result. For example:

If I won the lottery, I would buy a house.

2. The next person then takes the result of the initial situation and turns it into the conditional and adds a new result. For example: If I bought a house, I would paint it red.
3. This continues around the room or back and forth from tutor to learner.

*ACTIVITIES ADAPTED FROM: LESSONS FROM NOTHING, ACTIVITIES FOR LANGUAGE TEACHING WITH LIMITED TIME AND RESOURCES, BRUCE MARSLAND, CAMBRIDGE UNIVERSITY PRESS, 1998.



LOW PREP ACTIVITIES: PEN AND PAPER NEEDED

THE CIRCLE GAME

Language: Listening, Speaking, Writing, Synthesizing

1. Working in groups, have learners draw a circle on a piece of paper with 3 horizontal lines in the middle and a line radiating out from the edge of the circle for each member of the group (like rays of the sun).
2. Inside the circle, ask learners to write 3 things they all have in common.
3. On the rays around the outside, ask them to write something that is unique to each of them within the group.

Variation: Instead of themselves, learners can compare animals, foods, cultures, systems of education, cities, etc.

MY HOUSE

Language: Listening, Speaking, Writing

1. Ask learners to draw a simple sketch of their house and label the rooms and any furniture they choose to include.
2. Have each learner take you and the class through a virtual tour of his or her home.

SIDE BY SIDE

Language: Listening, Speaking, Writing, Comparatives

1. Ask learners to work in pairs. Ask them to compare themselves and write down their similarities and differences.
2. Ask each pair to share their findings with another pair.
3. Recycle this activity by asking learners to compare and contrast two objects, countries, animals, items in the classroom, etc.

ENGLISH WORDS†

Language: Listening, Speaking, Writing, Vocabulary

1. Ask learners to think about words in their first language which are loan words from English.
2. Give them 5 minutes to write down as many as they can.
3. Learners share lists.

Variation: Ask students to list words from their first language that we use frequently in English (ex: Hindi – “bungalow”, Chinese – “ketchup”, Farsi – “check”).

CLUSTERING*

Language: Writing, Listening, Speaking, Categorizing Vocabulary

1. Divide the class into pairs or small groups. For one-on-one, work together with your learner.
2. Give each pair/group a different category (keep them fairly broad): food, animals, furniture, countries, names, cities, etc.
3. Give the whole class a letter of the alphabet, for example “t”, and give them a set amount of time to think of as many words in their category that begin with “t”.

*ACTIVITIES ADAPTED FROM: LESSONS FROM NOTHING, ACTIVITIES FOR LANGUAGE TEACHING WITH LIMITED TIME AND RESOURCES, BRUCE MARSLAND, CAMBRIDGE UNIVERSITY PRESS, 1998.

†ACTIVITIES ADAPTED FROM: FIVE-MINUTE ACTIVITIES: A RESOURCE BOOK OF SHORT ACTIVITIES, PENNY UR AND ANDREW WRIGHT, CAMBRIDGE UNIVERSITY PRESS, 1992.



LESSON PLANNING

LESSON PLANNING

SUGGESTIONS AND TECHNIQUES:

- **START AND END EACH LESSON ON TIME.** If you cannot attend a lesson, be sure to let your students know. And be sure your students know how to let you know if they cannot attend. (Part of a lesson early in your tutoring might be a role play on how to call to change a meeting time.)
- **PREPARE FOR EACH LESSON.** Use the techniques and strategies outlined in your training to develop lessons that are fairly consistent in format and in expectations. Even though you may alter what you planned as you tutor, it is always best to have thought through a plan. Never wing it.
- **BUILD ON WHAT YOUR STUDENTS ALREADY KNOW.** Much of what we learn comes through repetition and usage. When we see old information in new contexts, it helps us make sense of the new pieces of information.
- **TEACH WITH SPECIFIC, ACHIEVABLE, MEASURABLE OBJECTIVES IN MIND.** Inform the students about these objectives in a level appropriate way and review them at the end of the lesson. This will give the students a sense of accomplishment and will help you stay on task.
- **USE APPROXIMATELY ONE WORKSHEET (OR LESS) PER HOUR OF CLASS.** Use the language in the worksheet in several activities (interviews, spelling practice, substitutions, discussions).
- **USE A VARIETY OF ACTIVITY TYPES.** Work on speaking, listening, reading, writing and grammar. Do group work, pair work and individual work.
- **IF YOUR STUDENTS DO NOT UNDERSTAND A PARTICULAR PORTION OF A LESSON, YOU DO NOT NECESSARILY HAVE TO SOLVE THE PROBLEM ON THE SPOT.** Give yourself time to analyze the lesson plan and determine why your students might be confused.
- **DON'T INSIST ON PERFECT PRONUNCIATION OR UNDERSTANDING IN ANY ONE LESSON.** Your students need to speak well enough to be understood. Improving pronunciation and understanding vocabulary come only with practice, time, and reinforcement. Your students will need time outside of lessons to assimilate new information.

LESSON PLANNING

Imagine that you would like to learn to play the guitar. Reading about how to play is a good first step, but you won't really learn how to play until you start practicing. With time, playing becomes easier and you can improvise. You can choose a style of music to focus on. One style is not better than another. It is a matter of personal preference.

Lesson planning, like playing the guitar, is a skill. Reading about it can help you get started, but practice is also necessary. There are as many ways to approach lesson planning as there are teachers. This tutor manual will give you an effective process to follow as you prepare for tutoring sessions. Try it out, practice it and then feel free to improvise your way to a style that works best for you and your students.

Some volunteer literacy tutors are given a curriculum to work with, others are given a text, and still others are asked to plan a lesson from scratch. The process explained in this manual will work for all of these situations, with the main difference being that some of the steps may already have been done for you.

QUESTIONS TO ASK AS YOU PREPARE LESSONS

When you are preparing for a tutoring session there are generally five questions to ask yourself:

1. What will the students accomplish in this lesson? Find
2. What specific language will students need to accomplish the lesson objectives?
3. What activities will best move learners towards the lesson objectives?
4. Are there some easier activities that build towards more difficult ones?
5. How does this lesson relate to previous lessons? What can I review and recycle?

Questions Adapted from:

PARRISH, B. 2004. *TEACHING ADULT ESL: A PRACTICAL INTRODUCTION*. NEW YORK, NY: MCGRAW-HILL.

1. What will students accomplish in this lesson?

Imagine hearing someone get in a taxi and telling the driver, "Take me somewhere near Minneapolis." How would the driver know what route to take? How would the passengers know when they've arrived at their destination?

Writing or clarifying lesson objectives is the most important step in planning for tutoring. Objectives should inform every decision both before and after the lesson, including which activities to do, which errors to correct, and which activity to skip because you are running out of time. If you have a lot of questions about what you should be doing during a tutoring session, the lesson's objectives probably need to be clarified.

Qualities of good objectives

Good objectives are specific, measurable, achievable, and inspiring. Let's look at some counterexamples and examples.

Specific

Too general: *Students will be able to tell time.*

Pause for a moment and think of all the knowledge necessary to tell time in English. You need to be able to read a digital clock, an analog clock, count up to 59, count by fives and tens, identify the different hands on the clock, understand some basic fractions, use a list of relevant vocabulary such as quarter to, and more. There are some beginning level students who can't do any of these things yet. If students will be able to tell time is your objective, how do you know which skills to teach in your lesson?

Specific: *Students will be able to count by fives.*

This objective tells you what aspect of telling time to focus on in your lesson, making it much easier to choose vocabulary and activities.

Measurable

Progress is one of the most effective ways to motivate students and tutors. It is often difficult for adult English language learners to see the subtle progress they make. Measurable objectives help students and tutors see progress.

Not measurable: *Students will spend some time reading newspaper articles.*

The problem with this objective is that students may successfully achieve this objective without learning anything.

Measurable: *Students will be able to state three main ideas from a newspaper article.*

Achieving this objective will help students improve their reading skills.

Achievable

Achievable objectives take into consideration the abilities of the students and the time allotted for one lesson. Achievable objectives lead to student and tutor success.

Too ambitious: *Students will be able to read a metro transit bus schedule.*

Bus schedules are complicated. Beginning and intermediate level students will need several lessons to achieve this objective.

Achievable: *Students will be able to locate the street names and times listed on a metro transit bus schedule.*

Quite often an ambitious objective can be improved by making it more specific, as in this example. This objective can be achieved in one lesson.

Inspiring

A good objective inspires a lesson plan writer with ideas for what vocabulary to teach, which grammar to focus on, and which activities to do.

Not so inspiring: *Students will practice clothing vocabulary.*

This objective is difficult to measure and it doesn't inspire the great idea that the example below inspires. Instead, it may result in a thought similar to: I guess we could do some worksheets.

Inspiring: *Students will be able to state a problem about clothing when returning it.*

This objective is now measurable and it inspires a list of vocabulary words and a great activity idea: a role play at a customer service desk in a clothing store.

Planning from the End

Well written objectives give tutors reasons for teaching specific vocabulary and doing specific activities. When people are new to teaching, they often think about lessons in terms of what they will do. Later their thinking evolves and they think in terms of what the students will do. The best kinds of objectives, however, are written to explain what the students will learn. This is known as planning from the end. Start with thinking about the desired end result and use that result to write the objective. Here are some example objectives to illustrate the differences between focusing on what the teacher will do and focusing on what the students will learn.

What the teacher will do: *Students will be taught how to write a check.*

What the students will do: *Students will practice writing checks.*

What the students will learn: *Students will be able to write a check to pay a bill.*

Getting Started with Objective Writing

You may have already noticed that objectives start with the phrase students will be able to... The next word in the objective should be a specific action verb. This will often make the objective more specific, measurable, achievable and inspiring. Here is a list of verbs to inspire your objectives:

read, write, say, identify, explain, demonstrate, choose, describe, ask, list, recommend, compare, locate, sequence, classify, infer, question, use, create, justify, debate...

2. WHAT SPECIFIC LANGUAGE WILL STUDENTS NEED TO ACCOMPLISH THE LESSON OBJECTIVES?

Once the objectives have been clarified, the next step is to think about what vocabulary and grammar students will need in the lesson. It is important to stay focused and avoid overwhelming students with too much new language. During this step make deliberate choices about which words and grammar to focus on, and whether or not to include grammar in the lesson. After choosing activities it is helpful to revisit this step to confirm that there is a plan to teach all of the words that students will need to do the activities.

For more information on teaching vocabulary, see page 143. For more information about teaching grammar see page 133.

3. WHAT ACTIVITIES WILL BEST MOVE LEARNERS TOWARDS THE LESSON OBJECTIVES?

It may be tempting to choose an activity because it will be fun or because it has a low preparation time. Having an enjoyable tutoring session is a worthwhile goal, but activities should also be chosen because they help meet the lesson's objectives. Other factors to consider are the amount of time the activity might take and the relative ease of demonstrating the instructions to the students.

In general, plan to pass out one handout (or fewer) per hour and to do more than one activity with each handout. There are many activity ideas in this tutor manual that you can use in your lessons.

If you have concerns about having enough activities to do, many tutors like to have an emergency backup activity. This activity helps students accomplish the objectives, but the lesson will still be complete without it. It is also comforting to have it ready in case another planned activity does not go as expected.

4. ARE THERE SOME EASIER ACTIVITIES THAT BUILD TOWARDS MORE DIFFICULT ONES?

Starting with easier objectives and activities will build student confidence. The lesson will be more successful if it gradually builds to more difficult steps. For students with limited literacy, begin with listening, then move on to speaking, then reading and finally writing.

For more ideas about planning easier steps and moving to more difficult ones, see the section called "Gradual Release of Responsibility" on 184.

5. HOW DOES THIS LESSON RELATE TO PREVIOUS LESSONS? WHAT CAN I REVIEW AND RECYCLE?

According to Dr. Janet Zadina, a neuroscientist and educator, a good analogy to understand how the brain learns is to think of new pathways in the brain as pathways in grass. At first the path is very tentative. If no one goes that way again, the path will disappear. If instead, the path is used again and again, the path becomes more permanent. It becomes easier to go down the path at a faster rate. The path is easier to find and easier to use. When students learn something new, it is important for them to use that new pathway again before it disappears.

The beginning of a lesson is a great time to review items from the previous lesson. This means that the class will start with an easier task and late students will not miss new material. The last five minutes of class are a wonderful time to review what was learned in the day's lesson. Simply asking students what important things they learned today can help with retention of a lesson.

Recycling means repeating the same skill in a new context. It could be a grammar skill such as using the past tense or a life skill such as filling out forms. Recycling gives students more opportunities to master important skills.

GRADUAL RELEASE OF RESPONSIBILITY

SOME TEACHING CHALLENGES

- Students are confused
- Students need more practice
- Students don't understand the directions for an activity
- Students aren't ready to do a communicative activity

THE SOLUTION: I DO IT -- WE DO IT-- YOU DO IT

I Do It

- Pre-teach key vocabulary
- Lead a discussion about the topic
- Demonstrate how to use new language (grammar or vocabulary)
- **Demonstrate what you want students to do for an activity**

We Do It

- Ask the students for another example, or do another example together
- Ask a higher level student to do another example
- Ask the students what steps they should follow for the activity
- When students try using the new language, give them hints and support
- Elicit ideas from the students for what they might say or write and write their ideas on the board

You Do It

- Students do an activity individually, with a partner, or in small groups
- The students choose what to say or write
- They could do a role play, a mini-presentation, or some writing

EXAMPLE LESSON PLAN

Topic: Job Interviews

Objectives: by the end of this lesson students should be able to...

1. state their personal strengths related to job skills
2. give examples of using their personal strengths
3. list job interview do's and don'ts (review)

Vocabulary and/or Grammar

problem solver	go getter
team player	good leader
self starter	supervisor/supervision
creative thinker	

Review Activity

Objective(s) that this activity meets: #3

I: Write two columns on the board for job interview do's and don'ts. Write an example in each column.

We: Ask students for more examples and pass out markers so students can write examples on the board.

You: Discuss--which ones are the most important? Which are the most difficult? Why?

Easier Activity

Objective(s) that this activity meets: #1

I: Pre-teach vocabulary, giving examples of behaviors for each type of worker.

We: Elicit more examples of different types of workers: "Who do you know that is a _____? What does she do?"

You: Students read worksheet chart and check answers that apply to themselves. Students do part B on worksheet with partners.

Additional Activity

Objective(s) that this activity meets: #2 _____

I: Give a personal example of being a go getter--waiting tables and seeing the need for ice and glasses and getting them from the ice machine and dishwasher.

We: Elicit another example that illustrates a personal strength from a student.

You: Students think of two examples that illustrate one of their personal strengths and share in small groups.

More Difficult Activity

Objective(s) that this activity meets: #1 and #2 _____

I: Elicit a dialog with an interviewer and a potential employee and write it on the board. Then elicit substitutions to put in the dialog.

We: The teacher is the interviewer and a student is the potential employee. The teacher asks about strengths and examples. Repeat with several students.

You: Line up two rows of chairs. The left side is the manager and the right side answers the questions. The right side moves down one chair and repeat. Later, switch roles.

Notes

Make copies of the personal strengths worksheet.

Make a list of example behaviors to illustrate the types of workers.

LESSON PLAN FORM

Topic: _____

Objectives: by the end of this lesson students should be able to...

Vocabulary and/or Grammar

Review Activity

Objective(s) that this activity meets: _____

I:

We:

You:

Easier Activity

Objective(s) that this activity meets: _____

I:

We:

You

Additional Activity

Objective(s) that this activity meets: _____

I:
We:
You:

More Difficult Activity

Objective(s) that this activity meets: _____

I:
We:
You:

Notes

--

USING ROUTINES IN LESSON PLANS

Routines have several benefits. They save time during the planning process and during class, they help both tutors and students gain confidence because everyone knows what to expect during a lesson, and they ensure that lessons include important items such opportunities for review.

Here are five basic stages for a typical lesson routine to follow during every lesson:

1. REVIEW

Students need to practice previous material.

Review time can be spent going over flash cards/vocabulary from previous weeks, practicing dialogues, or eliciting communication relevant to the topic the students are currently working on. Oftentimes, the review connects with the lesson you are teaching that day.

2. INTRODUCE NEW LANGUAGE

A good introduction to new language...

- Shows how and when the language is used (context)
- Motivates learners by showing real-world applicability
- Highlights language needed
- Gets learners to notice patterns and phrases they can use
- Checks for understanding through activities and questions that check comprehension

Some examples of introduction to new language...

- Asking the learners questions about the topic
- Showing visuals and realia
- Teaching vocabulary using visuals, realia and/or flashcards
- Show picture while going through a dialogue or new situation
- Working with learners to “discover” grammar form
- Learners listen to a taped conversation or watch tutor demonstration

3. PRACTICE LANGUAGE

Practice can be controlled, free or somewhere in between. Often, lesson plans format the practice time to move from highly controlled activities to free activities.

Some examples of controlled practice activities...

- Repetition, substitution and chain drills
- Sentence strips
- Information gaps
- Scripted role-plays
- Matching vocabulary words to corresponding pictures
- Cloze activities

Some examples of free practice activities...

- Role-plays
- Interviews/Surveys
- Discussions
- Dialogue Journals
- Describe and/or discuss pictures or visuals
- Tell story using pictures
- Mingles
- Projects

4. INDEPENDENT PRACTICE

It is beneficial for learners to have time to work independently.

Some examples of independent practice activities...

- Writing in dialogue journals
- Making flashcards
- Silent reading
- Copying or reading a Language Experience Story
- Filling out forms
- Practicing literacy-readiness activities (tracing, matching, etc.)

5. WRAP-UP

You can use the last few minutes of class to give homework and summarize what you did in class that day. You can also return to “free-talk” and chat with your student(s) about any plans they have for the upcoming week, etc.

Adapted from:

PARRISH, B. 2004. *TEACHING ADULT ESL: A PRACTICAL INTRODUCTION*. NEW YORK, NY: MCGRAW-HILL.

WHERE TO START IF THERE IS NO CURRICULUM: STUDENT GOALS

1. Identify Students' Goals

Some individual students come to a tutoring situation with goals clearly defined. Other students define broad general goals. Examples might be “learning English” or “to go to school.” Specific personal goals may emerge during subsequent lessons or during casual conversations with the students. Sometimes a bilingual member of a student’s family can articulate goals. Questions you may ask your students are, “Where do you use English now?”, “Where would you like to use English?” and “Where would you like to use English better?” You can also use the Interest Inventory on the next page to help identify your student’s goals.

If no specific goal is shared, choose a goal based on your own knowledge of American life. Examples might be “going to the doctor,” “our city,” “household vocabulary,” etc.

Because the language your students will be motivated to learn is the language that is relevant to their situations, you need to be open to changing circumstances.

2. Clarify the Goal

After you have identified a goal, you will need to break it down into manageable parts. Brainstorm all of the content areas within that goal. Think about how language is used in a given situation.

Goal: Employment

Content areas: Applications, reading want ads, identifying skills, interviewing, etc.

3. Write Objectives

The next step in clarifying a goal is to choose one content area and state the objectives for that content area. The objective should be phrased in a manner that allows the student to show his/her understanding through an action.

The student will be able to ...

Example: The student will be able to complete a simple application form.

SMART Objectives are...

- **Specific:** Students will be able to read an analog clock
- **Measurable:** Students will be able to use a checkbook register
- **Achievable:** Students will be able to use the past tense to describe a childhood memory
- **Reasonable:** Students will be able to leave a voice mail message with their name, phone number, and reason for calling
- **Timely:** Students will be able to interpret a bus schedule by the end of the week.

INTEREST INVENTORY

Date _____

1. I need to learn more English to: (please check only 8)

- | | |
|--|---|
| <input type="checkbox"/> talk on the phone | <input type="checkbox"/> talk to the bus driver |
| <input type="checkbox"/> talk to my neighbors | <input type="checkbox"/> buy a car |
| <input type="checkbox"/> talk to my children's teacher | <input type="checkbox"/> get a driver's license |
| <input type="checkbox"/> talk to the police | <input type="checkbox"/> talk about my family |
| <input type="checkbox"/> go shopping for food | <input type="checkbox"/> give and follow directions |
| <input type="checkbox"/> order food in a restaurant | <input type="checkbox"/> talk to my apartment manager |
| <input type="checkbox"/> talk to a doctor | <input type="checkbox"/> talk at the post office |
| <input type="checkbox"/> talk at a party | <input type="checkbox"/> talk at the bank |
| <input type="checkbox"/> introduce people | <input type="checkbox"/> get a job |
| <input type="checkbox"/> talk about my work | <input type="checkbox"/> talk about my native country |
| <input type="checkbox"/> take a taxi | <input type="checkbox"/> understand a weather report |
| <input type="checkbox"/> rent an apartment | <input type="checkbox"/> ask for directions |
| <input type="checkbox"/> hire a plumber/carpenter | <input type="checkbox"/> buy a house |
| <input type="checkbox"/> know when and how to use 911 | <input type="checkbox"/> call an appliance repairman |
| <input type="checkbox"/> make a medical appointment | |

2. I need to learn to read: (please check only 6)

- | | |
|--|---|
| <input type="checkbox"/> signs | <input type="checkbox"/> the newspaper |
| <input type="checkbox"/> food ads | <input type="checkbox"/> stories |
| <input type="checkbox"/> food labels | <input type="checkbox"/> telephone bills |
| <input type="checkbox"/> medicine labels | <input type="checkbox"/> traffic laws |
| <input type="checkbox"/> bus schedules | <input type="checkbox"/> directions on a form |
| <input type="checkbox"/> a restaurant menu | <input type="checkbox"/> a recipe |
| <input type="checkbox"/> a map | <input type="checkbox"/> clothing label |
| <input type="checkbox"/> notes from my children's teachers | <input type="checkbox"/> a lease or mortgage |

3. I need to learn to write: (please check only 3)

- | | |
|--|---|
| <input type="checkbox"/> letters | <input type="checkbox"/> forms for school |
| <input type="checkbox"/> checks for the bank | <input type="checkbox"/> forms for my children's school |
| <input type="checkbox"/> job applications | <input type="checkbox"/> forms for public assistance |
| <input type="checkbox"/> applications to rent apartments | <input type="checkbox"/> forms for the bank |
| <input type="checkbox"/> forms at the doctor's office | <input type="checkbox"/> forms for the post office |
| <input type="checkbox"/> notes to my children's teachers | |

4. In my English class I want more: (please check only 2)

- | | |
|--|----------------------------------|
| <input type="checkbox"/> conversation | <input type="checkbox"/> reading |
| <input type="checkbox"/> pronunciation | <input type="checkbox"/> writing |
| <input type="checkbox"/> listening | <input type="checkbox"/> idioms |
| <input type="checkbox"/> vocabulary | |

HOW TO “FLOAT”

Tutors float while students do practice activities. The tutor walks around and checks in with the students.

Before floating, remind yourself of (or find out) the focus of the activity. Floating is most effective when you have a specific aspect of language on which to concentrate. Some example items to focus on include:

- accuracy in a particular point of grammar
- reading comprehension
- comprehension of activity directions
- a particular aspect of pronunciation (word stress, the “r” sound, etc.)

THE INFILTRATION

Some students are quite good at getting the help that they need from a tutor, but other students may not ask. Sometimes students may not be aware that they are off track.

Circulate around the room. Ask students to show you their work and explain it to you.

THE ASSIST

Focus a student’s attention where it will most benefit the student. Don’t correct an error or give a student an answer immediately – facilitate the detection and correction of their own errors and/or help them find the answer themselves by asking students questions. Some questions you might ask include:

- Is number 2 the same or different than number 4? What is different?
- What are the directions? Please repeat them.
- Can you explain the grammar rule to me?
- What did you try already? What might you try next?

THE ESCAPE

After assisting a student with a couple questions/corrections/clarifications/etc., move on! The student should be ready to try again on her own. Ask the student to try to continue with rest of the activity, and tell her you’ll return later if you have time.

Continue to circulate.

HOW TO CHOOSE A TEXT

Tutors may feel more comfortable using a book with a small group or class because it helps to focus the lessons. Books can also be used by tutors for ideas on what and how to teach.

If you choose to use a book in your tutoring situation, there are several questions to consider as you plan your lessons.

1. How is the book organized?
 - By life skills? Grammar topic?
 - Does one chapter build on the next?
 - Is it sequential or is each chapter self contained?
 - Can you start anywhere in the book?
2. What does the student need to know to use the book?
 - Can it be used for self study?
 - How much explaining will the tutor need to do?
3. What does the tutor need to do?
 - Is there a teacher's manual available?
 - Do you need the teacher's manual to understand what is being taught and how it is taught?
4. Are there a variety of activity types?
5. What is being taught?
 - What new vocabulary, grammar, and cultural information is introduced?
6. What other ways could you teach this information?
 - How can you reinforce the material?
 - Are supplemental activities suggested or provided?
 - What real life materials could you bring in to supplement the lesson?

Many times a book may guide the lessons. Remember that a book should be used to enhance a lesson; it should not be the lesson. It can help you teach vocabulary, structures, or ideas. Do not become tied to the text. Instead, decide what part of the book is relevant to your lesson's objectives and include that part as a component of your lesson plan.

Many of the books available are organized in a series of levels. Others function as activity idea books. Pick and choose from various books to best meet your needs and the needs of your students.

FIRST SESSIONS

The first sessions with your students are very important. They allow you to establish a positive and friendly climate for future meetings, to begin to understand why the students want to learn English, and to assess the students' present abilities.

During the first sessions, encourage your students to do the talking. Don't let nervousness about silences, or your desire to be friendly, make you too talkative. Plan to make the students comfortable with you; plan to help them express thoughts; and plan to assess their present levels of English.

If possible, discuss ways that students use and want to use English. Understanding more about your students' needs will help you prepare lesson plans with built-in motivation. If your students have difficulty expressing personal interests, you may need to develop a series of lessons based on your own observations of the students or your knowledge of what is needed in everyday American life.

In addition, you may wish to come supplied with a Tutor Survival Kit. This kit can include any items you feel would be of practical help during a tutoring session.

TUTOR SURVIVAL KIT

The resources you can use in a lesson are limited only by your imagination or the imagination of other tutors and teachers you know. Often when we try to think of materials for tutoring, we think of textbooks and then stop. While textbooks can be a valuable resource, they are only one to consider.

Other materials that can help you teach or reinforce life skills, vocabulary, and grammar include:

- calendars
- magazines
- photographs
- catalogs
- food (cans, packages, objects)
- information from their children's schools
- the room where you teach (and the furniture in it)
- nonfiction children's books (chosen with an adult in mind)
- "mystery mail"—bills, letters, and junk mail your students don't understand
- clothes
- application forms
- sale advertisements
- paper and pencil
- household cleaners
- yellow pages

For some students, these materials may be more valuable than information from a text. By using these materials, you are connecting lessons to their lives outside of the classroom.

INDEX OF ACTIVITIES

A

Assessment

- Ball Toss 47
- Brainstorming Around an Adjective 151
- Conversation Queue 45
- Exit Ticket 46
- Three Truths and a False 78

C

Cultural Awareness Activities 29–31

G

Grammar

- Advice 140
- Conjugation Concentration 141
- Create a Sentence 138
- Jumbled Sentences 139
- Paragraph Organization 122
- Pass It On Stories 123
- Side by Side 142
- What If? 139
- What's Next? 140
- Where is the...? 172

L

Listening

- Circle Drill 58
- Following Directions 67
- Listening Drill 55
- Peer Dictation 61
- Recorded Conversations 64
- Recorded Messages 65
- Repetition Drill 56
- Songs 66
- Substitution Drill 57
- The End is the Beginning 173
- Total Physical Response (TPR) 59
- Vocabulary Bingo 62
- Walking Dictation 60
- Whispering Game 76

Low Prep

- Low Prep Activities: Nothing Needed 172
- Low Prep Activities: Pen and Paper Needed 174

M

Math

- Number Line 159
- Number of the Day 162
- Peer Dictation 61

Walking Dictation 60

P

Pronunciation

- Activities to Practice Pitch 98
- Arranging Words by Stress Pattern 99
- Individual Sounds Bingo 101
- Minimal Pair Drill: Consonants And Vowels 95
- Pronunciation Mirrors 102
- Word and Sentence Stress Activities 97
- Word and Sentence Stress with Rubber Bands 100

R

Reading

- Cloze: Reading Comprehension 128
- Emerging Literacy Skills 111
- Finger Skim 117
- Information Gap 84
- Jumbled Sentences 139
- Key Word Based Summary 119
- Language Experience Approach 116
- Letter/Sound Drill 115
- Mark the Margins 118
- Phonics activities 113
- Picture Stories 69
- Reading and Writing Readiness Activities 110
- Sentence Strips 124
- Staying Organized 132
- Steps for Teaching Sight Words 112
- Story-Picture Match 130
- Word Patterns 114

S

Speaking

- Ball Toss 47
- Block Game 74
- Concentration 70
- Concentric Circles 172
- Conversation Queue 45
- Dialogue 71
- Dialogue Variations 73
- Disappearing Dialogue 72
- Information Gap 84
- Mingle Grid 87
- Password 74
- Pictures 68
- Picture Stories 69
- Role Play 80
- Story Starter 79
- The Circle Game 174
- The Name Game 172
- Three Truths and a False 78
- Twenty Questions 75
- Whispering Game 76

Who Am I? What Am I? 76
Spelling
Building Words 168
How to Study a Word 166
Learner-Generated Dictionaries 167
The End is the Beginning 173

V

Vocabulary
Brainstorming around an Adjective 151
Categorizing 150
Charades/Pictionary 152
Circumlocution 156
Clustering 175
Concentration 70
English Words 175
My House 174
Number Line 159
Number of the Day 162
Password 74
Post-It Chart 153
Songs 66
The Flyswatter Game 158
Vocabulary Bingo 62
Vocabulary Order 151
Where is the...? 172
Who Am I? What Am I? 76

W

Writing
Create a Sentence 138
Dialogue Journal 126
Following Directions 130
Mingle Grid 87
Paragraph Organization 122
Pass It On Stories 123
Peer Dictation 61
Rewrite A Story 131
Staying Organized 132
The Circle Game 174
Three Truths and a False 78
Walking Dictation 60
Written Conversation 131