

Final Report

Community ESL Project Madison High School Fall 2016

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Program Information

Program Description:

The community ESL project at Madison High School (2735 NE 82nd Ave) is the result of a coordinated effort between the SUN community program and Portland State University's Applied Linguistics' Practicum course. Each term, a student teacher in the practicum course is assigned to Madison High School to lead the English language class. The student teacher meets every week with peers and their teaching supervisor to discuss ideas about the class, to troubleshoot, and to develop structured approaches to leading the community English classes. The practicum includes curriculum design, needs analysis of the students, peer observations, class observations, final class evaluation, and topic based lesson plan development.

The community ESL project at Madison High School provides free education to members of the ESL community (of all ages) in the greater Portland area. Many of the students are from the Vietnamese community but some of the ESL students are also from other parts of Asia, the Americas, and Africa. The class takes place every Monday and Wednesday, 5:30-7:30pm, in room B-17. Childcare services are offered by the Sun Program Coordinator in room B-18. The classroom is an ESL classroom during the day and has many ESL materials readily available. The class also has multiple whiteboards, a computer, a doc cam, a projector screen, and multiple tables.

Attendance:

Date	Day	Male	Female	Total	Country
10/3	M	5	4	9	Mali(3) Somalia(1) Cuban(2) Vietnam(4)
10/6	W	5	6	11	Mali(3) Cuban(2) El Salvador(1) Vietnam(4) Iraq(2)
10/10	M	7	6	13	Mali(3) Cuban(3) El Salvador(1) Vietnam(6) Iraq(2)
10/12	W	5	4	9	Mali(2) El Salvador(1) Vietnam(4) Iraq(2)
10/17	M	6	7	13	Mali(2) El Salvador(1) Vietnam(6) Iraq(2) Mexico(2)
10/19	W	5	3	8	Mali(2) Vietnam(4) Iraq(2)
10/24	M	6	5	11	Mali(2) El Salvador(1) Vietnam(6) Iraq(2)
10/26	W	6	7	13	Mali(3) El Salvador(1) Vietnam(6) Iraq(2) Egypt(1)
10/31	M	8	4	12	Mali(2) El Salvador(1) Vietnam(5) Iraq(2) Burma(2)
11/2	W	9	3	12	Mali(2) Vietnam(8) Burma(2)
11/7	M	5	5	10	El Salvador(1) Vietnam(5) Iraq(2) Burma(2)
11/14	M	3	2	5	Mali(2) El Salvador(1) Vietnam(2)
11/16	W	4	4	8	Mali(2) Vietnam(4) Iraq(2)
11/21	M	3	4	7	Mali(2) El Salvador(1) Vietnam(2) Iraq(2)

The Students:

Some of the Madison High School ESL students arrived in the U.S. a few weeks before the program starts while other students have been living in the U.S. for more than twenty years. The age range of the students varies from students of high school age to that of a few elderly students. A majority of the students are around thirty to forty years old. Three students in the class are looking for jobs and could benefit from topics related to jobs. Most of the students in the class are beginner level ESL students. Four students are high-beginner and are aware of many of the basic grammar rules in the English language. Another student is an advanced English speaker who occasionally attends the class so that she can take care of her two younger brothers who are also in the class.

Curriculum Overview

I did a four part needs assessment activity with the students (adapted from my predecessor's needs assessment activity). In order to effectively explain the activity, I used PowerPoint slides to model each section of the assessment and had students fill out each section as I modeled examples from the slides. Students would fill out one section and then wait until every other student was finished before moving onto the next section. Part one of the needs assessment checked for situations where students currently use English. Part two checked for the students' language domain preference (speaking/reading/writing/listening). Part three asked students what they wanted to study in this class. Part four asked for additional open-ended input from the students but was inadequately modeled to the students and resulted in copied examples from the PowerPoint slide. As such, I opted to not use part four in my needs assessment analysis.

Results:

Part 1: Where is English Used?

	S #1	S #2	S #3	S #4	S #5	S #6	S #7	S #8	S #9	Total
work	Yes A lot	No	No	No	No	No	Yes Some	--	No	1
Neighborhood	Yes some	Yes A little	Yes A little	Yes Some	No	Yes A lot	Yes A little	--	No	6
stores	Yes some	Yes A little	Yes A little	Yes Some	Yes A little	Yes Some	Yes Some	--	Yes A lot	8
bank	Yes A lot	No	No	Yes Some	No	No	Yes A little	--	Yes Some	4
bus / train / metro	Yes A lot	Yes A little	Yes A little	Yes A lot	Yes A little	Yes Some	Yes A lot	--	Yes A lot	9
hospital	Yes A lot	Yes A little	Yes A little	Yes A lot	No	No	No	--	Yes Some	5
child's school	No	No	No	Yes Some	No	Yes Some	Yes A lot	--	No	3
forms/ documents	Yes A lot	Yes A little	Yes A little	Yes Some	Yes A little	Yes Some	Yes A lot	--	Yes A little	9

Part 2: What is your language domain preference?

1 = Very Interested

2 = Interested

3 = Maybe Interested

4 = Not Interested

	S #1	S #2	S #3	S #4	S #5	S #6	S #7	S #8	S #9	TOTAL
Listen	2	2	2	3	2	3	2	-	3	19 (#3)
Speak	3	1	1	2	2	1	1	-	2	15 (#1)
Read	1	3	3	1	1	2	4	-	1	16 (#2)
Write	4	4	4	4	1	4	3	-	4	28 (#4)

Part 3: What do you want to study?

	S #1	S #2	S #3	S #4	S #5	S #6	S #7	S #8	S #9	TOTAL
Work/Jobs		x	x							2
Family				x	x	x				3
School					x	x				2
Housing		x	x	x						3
Doctor	x	x	x	x				x		5
Citizenship/ Voting										0
Places in Portland	x									1
Stores	x							x		2
Money/ Numbers/Time					x	x		x		3

*S = Student

Analysis of Results:

Based on the results from the assessment, I decided to try and implement lesson topics centered on the topics that received the most votes in part 3 combined with the areas where learners most use English from part 1. I also tried to focus on speaking activities based on preferences indicated in part 2.

Outcomes

In the final class of the term, I passed out a class evaluation form to the students. I explained to the students that this evaluation was meant to help the design of future classes and asked the students for feedback. I modeled each section of the class evaluation form on the doc cam by circling answers and explaining the meaning of any new words that students didn't understand. Seven students filled out the survey and I collected their feedback. The result of the assessment is shown below:

Section 1: Does the teacher...

	Always	Sometimes	Never
Listen to students	7		
Help students	6		1
Answer questions	7		
Teach grammar	7		
Smile	6	1	

Section 2: How often did we do...

	Always	Sometimes	Never
Free conversation	7		
Writing practice	4	3	
Phone quiz	2	2	3
Pyramid pronunciation	2	5	
Videos	1	6	
Grammar topic	7		

Section 3: How was the...

	Good	So-So	Bad
Picture dictionary	6	1	
Red book	7		
Whiteboard	3	4	
PowerPoint	5	2	
Handout	7		

Section 4: How was the topic on...

	Good	So-So	Bad
health	5	2	
hospital	3	2	2
food	4	3	
places	4	3	
directions	5	2	
jobs	4	3	

Class Evaluation Results:

The evaluation conducted in the last class was very informative. In section one, I discovered that most students were satisfied with my behavior as a student teacher but that one student may have felt that I could have helped students more. That same student had also written that he/she felt less nervous speaking in my class as compared to previous terms so I don't think she was angry with my teaching style.

In section two, I had been under the impression that I had done too many writing activities in classes but some of the students indicated that I didn't do enough writing activities. This is good to know since I had actually tried to limit the amount of writing in class. In section three, some students noted that they didn't enjoy the use of the whiteboard. The whiteboard was in the back of the room and students had to turn around to use it so I suspect that this was a point of frustration for some students. In section four, students appeared to be very unsatisfied with the hospital category. I could potentially add more to my lesson plan on the hospital topic and might consider doing more activities related to emergency illnesses and trips to the doctor.

In the needs assessment activity, students also answered open-ended questions about the term. Many students expressed interest in having homework and wanted to study topics related to computer technology. One student wanted to continue studying grammar, pronunciation, and reading. All students indicated that they would likely return in January and circled Monday and Wednesday for preferences.

Core Students

Below is a quick summary of each of those students who attended a majority of the classes in the Fall of 2016:

Lassana and Fousseyni were identical male twins from Mali. Their sister was Malado. They arrived in the U.S. two weeks before the class started (August 2016) and they had strong literacy skills with writing in French. They were high school age but it was unclear if went to school or if they will try to go to university next year. They enjoyed every class activity and didn't have a problem with doing silly activities nor do they complain when they are asked to do more serious activities. By the end of the term they were both able to make complete sentences and often asked me questions about my life.

Malado occasionally attended class and seemed interested in studying English but her level was much higher than the other students. She liked being an assistant and enjoyed responsibility in the classroom but she got bored easily with students who were at a lower level. Her attendance was unpredictable and I was unable to monitor her progress.

Snow was from Vietnam and was a repeat student for multiple terms. She had been living in the U.S. for more than 10 years. She was one of the more advanced students in the class and would often comment on grammar and pronunciation topics. She liked to help lower level students. By the end of the term, she seemed more able to make complete sentences with appropriate subject-verb agreement patterns.

Chung was from Vietnam and he worked late so he always arrived one hour after class started. He had lived in the U.S. for more than 5 years. His pronunciation was a little weaker than other students and it took a few classes to get used to what he was trying to say. At the beginning, Chung used one-word expressions. By the end of the class, he was able to say multi-word expressions with subjects and verbs.

Khaleda was from Iraq and had been living in the U.S. for more than five years. She liked to talk about her family and her experiences as a teacher of Arabic when she lived in Iraq. She liked to talk and contributed a lot to each activity. She was very happy, always competitive, and thrived off of activities that promoted friendly competition. She had difficulty with listening to other students but was able to actively communicate with other students in the final few lessons.

Bushra was from Iraq and had been living in the U.S. for more than 10 years. She was quiet during class but liked to talk during breaks and before the class starts. She had a good understanding of English grammar and focused on the correct spelling of words. She always tried to create meaningful sentences in class. Bushra was able to make complete sentences with appropriate subject-verb agreement by the end of the term.

Hai was from Vietnam and had lived in the U.S. for more than two years. He was very outgoing and talkative but mostly with other Vietnamese students. He had a little bit more difficulty writing than the other students and tended to avoid writing activities when possible. I don't think his writing skills improved much but he did start talking to students from other countries by the end of the term.

Recommendations

1. To the Student Teacher:

The classroom is very fun as it has a lot of ESL materials, a whiteboard, a smart board, and an overhead projector. I might suggest that the future student-teacher decides on whether he wants to use the computer for presentations or if he wants to use the whiteboard in the back of the classroom. If the student-teacher wants to use the whiteboard, I would suggest asking students to help you rotate the desks 180 degrees so that they are facing the back of the class.

Every student had a phone but many of them did not appear to know how to type English on their phones. I would suggest adding a technology topic to next term so that you can help teach students how to use computers or their phones in English. I believe there are computer labs in the school so it might be good to talk with the site coordinator about what resources are available.

Attendance was erratic so be ready to plan around inconsistent attendance. Many students wanted homework but it was difficult to review the homework when different students attended each class. I would recommend finding a way to encourage and/or reward consistent student attendance (either by promising an attendance certification award at the end or by enforcing strict attendance policies) but I would also consider giving homework that students can complete and check on their own time so that you don't need to spend time reviewing it in the next class. Continuity with homework might also promote more consistent attendance but it might also deter students who miss a few classes.

2. To the Site Contact:

The site coordinator was very helpful in answering all questions that I had and provided a lot of resources if I need them. For future classes, I have two potential ideas. (1) I think students could benefit from computer skills and ESL development. If there is an opportunity to use a computer lab it could benefit the students greatly. (2) I used the computer quite a lot so it might be beneficial to create a user name and password for the student teacher who teaches next term so that the site coordinator doesn't have to log in each time.

3. To the PSU Applied Linguistics Department:

It seems like one of the biggest goals for the community ESL project is to maintain student attendance not just within one term but also across multiple terms. I might suggest finding ways to promote continuity between terms such as assigning "Spring Break" homework or encouraging ways to show students how the class will continue to benefit them long term. It seems like the idea of teachers changing every term might discourage some students. If there is a way to integrate long-term student development into the practicum course it might benefit both the teachers and the ESL community.

Curriculum Outline

Date	Conversation Topic	Grammar Topic
10/3	1.Introduction, Months, Ordinal Numbers	Ordinals
10/5	2.Introduction, Needs Assessment	Imperatives
10/10	3.Daily Schedule	Easy Verbs
10/12	4.Health, Trip to Doctor Presentation	Nouns and Verbs
10/17	5.Health, Accident	Complete Sentences
10/19	6.Family	Pronouns
10/24	7.Family Tree Presentation	Adjectives
10/26	8.Family Introduction	Subject-Verb Agreement
10/31	9.Halloween	Subject and Object Pronouns
11/2	10.Shopping, Food, Recipes	Countable Nouns
11/7	11.Describing Locations	Prepositions and Interrogatives
11/9	CLOSED Parent-Teacher Conf.	N/A
11/14	12.Giving Directions	Prepositions and Interrogatives #2
11/16	13.Jobs	Verb Review
11/21	14.Final Evaluation, Potluck	Adverbs of Frequency
11/23	CLOSED Thanksgiving	N/A

Curriculum Guide

Key:

T=teacher S=student WB=whiteboard SB=smart board PP=PowerPoint
PD= Heinle Picture Dictionary Appx.=Appendix SWBAT=students will be able to
DC =doc cam RB=red workbook

Class #1 October 3, 2016

Objectives:

SWBAT write their name, gender, age, and birthday in a registration form
SWBAT orally introduce themselves to other Ss in the class

New Vocabulary:

Months and Ordinals

Procedure:

5:30 WARM-UP (10-15 minutes)

1. T greets Ss as they enter the classroom. T talks to Ss to check for basic communication skills.
2. T asks Ss easy questions:
 - a. *What's your name? Where are you from? Do you like English?*
 - b. *What are your hobbies? Do you have children? Is this your first time?*
 - c. *What language(s) do you speak? Do you work? What do you do?*

3. When all (or most) Ss arrive, T draws a line in the middle of the EB and writes *cats* on the right and *dogs* on the left. (or uses PP with two pictures per slide). T asks Ss to move to the side they like best. If Ss like *cats* they move to the ride side of the class. If Ss like *dogs* they move to the left side. T repeats the activity with different choices (*rain/sun, coffee/orange juice, noodles/rice, etc.*).

5:45 INTRO / CLASS EXPLANATION (15-20 minutes)

4. T introduces self with five basic sentences:
 - a. *I am Ryan*
 - b. *I am from the United States*
 - c. *I like pizza!*
 - d. *I enjoy soccer!!*
 - e. *I love English grammar!!!*
5. T passes out the class Introduction handout (Appx. 1-1)
6. T discusses the class schedule, times, and dates with students in basic English.
7. T asks students to repeat expressions from the Class Introduction handout and helps Ss understand the meaning of the expressions.
8. T passes out Student Introduction Sheet (Appx. 1-2)
9. [T-Fronted] T asks Ss individually (one by one) to say the five sentences with their own information. T helps Ss create sentences and writes other examples on the EB.
10. T asks Ss to stand up and introduce themselves (with the five sentences) to 3-4 Ss.

6:15 CLASS REGISTRATION (15-30 minutes)

11. T passes out the class registration form (Appx. 1-2) and asks Ss to fill out the form.

12. T checks class comprehension of each section (This activity can be inclusive for higher level English speakers). T puts Ss into pairs and has them guess:

- a. Percentage of each race/ethnic group in Portland
- b. Percentage of men/women in Portland
- c. # of students born before 1990 vs # born after 1990

13. T discusses answers and compares answers with T's fact sheet (info from Google search).

14. T collects the class registration forms.

6:30 BREAK

6:40 CALENDAR VOCABULARY (15-20 minutes)

15. T asks students what month it is now (T can write today's date and point to *month* location in the date). T put Ss into small groups (2-3) and passes out calendar card sets (Appx. 1.4). The calendar cards are created by printing out the page and cutting them up into their individual months.

16. T asks groups to work together and:

- a. Arrange the months in order on their desk
- b. Choose the months they like
- c. Choose the months they don't like
- d. Choose their birthday month.

17. T walks around the room checks Ss understanding of months and helps review if Ss can't remember the months.

7:00 ORDINALS AND CARDINALS VOCABULARY (30 minutes)

18. T passes out the October calendar Handout (Appx. 1.5)

19. T checks Ss memory by counting ordinals and cardinals (stop at #31/31st) with EB and the October Calendar Handout. Have Ss repeat pronunciation for 6/6th/13/30...etc

20. T asks Ss what days they have English class

21. T breaks class into pairs and has Ss take turn reading the dates of the class for October.

22. When Ss finish speaking the dates, T asks Ss to form a line in order of birthdays

(January 1st → December 31st). Ss can only use English to get in the line.

- a. Ss find the correct spot by telling each other "My birthday is (month) (day)"

Reflection:

There were a lot of variables I didn't account for and this resulted in a few problems for my first class. There were nine students in the classroom by the end of the class but only one student showed up at exactly 5:30pm. Over the course of an hour and a half, the remainder of the students trickled into the classroom. As a result, it made it difficult for me to follow the scaffolded plan because many of the students arrived mid way through the activities. I definitely fell behind my lesson plan and didn't get to do some of the fun activities that I planned.

I had a few difficulties with the classroom environment. I couldn't find an eraser for the WB and the SB started to have glitches when I drew on it. There were a lot of desks in the room and it was difficult to move them and to find a way to have all students be able to make groups or to look at the board in the front. I tried to encourage the students to talk to students from other regions and had a small degree of success with this idea. The skill levels in the class were all relatively similar in that they were all literate and at beginning level of English. All of the students could talk about months, numbers, and sports but only two students were able to formulate questions and make complete sentences.

Class #2 October 5, 2016

Objectives:

SWBAT decide on and write their language learning goals/priorities

SWBAT orally describe their weekly schedule using days of the week using 5 basic verbs to describe routine

New Vocabulary:

sit down, stand up, open the book, raise your hand

language, pronunciation

Procedure:

5:30 WARM-UP / REVIEW (15-20 minutes)

1. T greets Ss as they enter the classroom and hands them PD. T tries to talk to any new Ss to assess their communication skills. T also gives the registration form to any new Ss.
2. T passes out Ordinals and Months review worksheets (Appx. 2-1) and asks Ss to fill out the answers on their own.
3. T asks Ss same new and old questions to new Ss:
 - a. *What's your name? Where are you from? What day is today?*
 - b. *When is your birthday? Do you have children? Is this your first time?*
 - c. *What language(s) do you speak? Do you work? What do you do?*
4. T waits for most Ss to complete WS and checks answers on EB
5. When all (or most) Ss arrive. T tells Ss to:
 - a. Form a line in order of birthdays
 - b. Form a line in order of height

5:45 NEEDS ASSESSMENT (30-40 minutes)

6. T passes out the Needs Assessment handout to Ss (Appx. 2-2). T explains all of the vocabulary in the handout and asks Ss to repeat and discuss the words. T models each section and fills out the answers. T then asks Ss to fill out each section and gives Ss appropriate time for each section.

6:20 BREAK

6:30 PRONUNCIATION PRACTICE (20-30 minutes)

7. T passes out the pronunciation pyramid (Appx. 2-3). T tells Ss to listen to the words in order and then guess the final number. T demonstrates the activity by speaking one word from each row so that Ss have to guess which words T is saying. T puts Ss in pairs and asks them to practice speaking and listening in pairs.
8. T discusses strategies for pronouncing sounds and asks Ss what words are difficult for them.

7:00 INSTRUCTIONS VOCABULARY (15-20 minutes)

9. T reviews Instructions verbs from PD, p.20-21. T explains the meaning of *gesture*
10. T teaches the *Simon says* game with basic instruction verbs: Stand up, sit down, open the book, close the book, go to the board. Instructions: If T says *Simon says*, "sit down" then Ss have to sit down. If T says, *sit down* instead of *Simon says*, "sit down" then Ss will lose if they sit down. If Ss understand the game, T will start speaking faster and faster to challenge Ss. If there is extra time, T asks a S to lead the activity in front of other Ss

7:25 HOMEWORK (5 minutes)

11. T Asks Ss to bring a notebook to encourage note taking in class

Reflection:

Eleven students attended the class. I was able to deal with previous issues such as desk arrangement, missing materials, and the difficult smart board technology. There were nine students who attended the class. My lesson plan also included materials that took more time for the students to complete so that I could walk around and help specific students who were struggling a bit. Students mostly all arrived at the same time and this made it easier for me to follow my lesson plan. I was able to do the needs assessment task without much difficulty by explaining each section and working with the students to make sure they understood the topics and the instructions.

I faced two issues in the second lesson. First, I completed my lesson plan ahead of schedule with 10 minutes remaining in class. I was able to think of an entertaining activity to keep the students engaged but definitely misjudged the length of a few of my assignments. The second issue was that I defaulted all too often towards asking students to use their L1 to explain the current activity to other students who appeared not to understand the activity.

Class #3 October 10, 2016

Objectives:

SWBAT write a 4-5 sentence introduction in their (new) red workbook.

SWBAT describe their daily schedule with time and basic verbs (wake up/sleep/cook/etc)

New Vocabulary:

from, like, enjoy, love, hate, start, finish

Procedure:

5:30 WARM-UP / REVIEW (15 Minutes)

12. T puts Ss into pairs as they walk in and hands out the classroom actions worksheet with word strips (Appx. 3.1) and a copy of a page from *the Word by Word Picture Dictionary* (p.15). T puts Ss into two big groups and asks Ss to try and match the word strips to the pictures in the worksheet. T gives hints with gestures and words to help Ss match the words to the pictures.
13. T passes out the red writing workbook. T writes prompt on the board (or PP) for communication journal:
 - a. My name is _____
 - b. I'm from _____
 - c. I like _____
 - d. I enjoy _____
 - e. I love _____

6:00 CLASS SYLLABUS (10 Minutes)

14. T goes over the class syllabus plan. T gives examples of each topic and checks Ss comprehension. T asks for additional ideas or suggestions.

6:10 PRONUNCIATION PRACTICE

15. T passes out the pronunciation tree activity number 2. T gives Ss 5 minutes to practice reading and listening for the activity.

6:35 TIME REVIEW (50 Minutes)

16. T reviews numbers from the PD (P.8) → 1-20, 30, 40, 50

17. T puts clock printout on the EM. T checks Ss comprehension of time by asking, "What time is this?" T moves the big hand and little hand to change the time. T asks Ss to repeat one-by-one. T asks Ss about:

- a. Time that class starts
- b. Time that break starts
- c. Time that break ends
- d. Time that Ss wake up
- e. Time that Ss sleep

18. T passes out schedule ws to Ss (Appx. 3.2). T explains the worksheet by filling in his schedule:

- a. I wake up at 7:30 a.m.
- b. I sleep at 10:30 p.m.
- c. I go to class at 5:30 p.m.

19. T asks volunteer Ss to talk about their schedule or their children's schedule. T then asks Ss to fill out their schedule. T asks Ss to describe their schedule to 3-4 by using the worksheet.

Reflection:

13 students attended this class. The biggest problem I had in this class was that my initial introductory activity was too difficult for the students. I included too many new verbs used for instructions and the pictures were too small for some of the older students. For the most part, I followed my lesson plan except that I ran out of time with the time/activities worksheet. I also switched the pronunciation activity to the end and cut out the Basic Verbs and Routines section that I originally had planned.

The students occasionally appeared tired and not interested but they became more involved when we started using clocks and talking about personal routines. After class, one of the students talked to me about giving homework and doing more in class communication activities.

Class #4 October 12, 2016

Objectives:

SWBAT identify the differences between nouns and verbs on a worksheet

SWBAT successfully combine verbs and nouns to make simple sentences

SWBAT identify health words (body parts and illnesses) by circling the correct images on a worksheet.

New Vocabulary:

head, nose, eye, stomach, tooth, leg, arm, shoulder, foot

hurts, stomachache, toothache, headache

Procedure:

5:30 WARM-UP / REVIEW (20-30 minutes)

1. T teaches the line activity. T draws a diagram with two lines (of people) on the board. T tells Ss that line 1 is group one and that line 2 is group 2. T draws an arrow to show that the first person in line 1 moves to the back of the line after the line. Has Ss describe their routine.
2. T puts Ss into groups of 4. T cuts up the words from the handout and passes the strips of paper to the Ss (Appx. 4.1). Ss look at the words and try to divide the words into two groups. Ss try and guess what the two groups are. T gives hints if Ss can't guess the grouping (Group 1 = Verbs, Group 2 = Nouns). T asks Ss to write words in their red book.
3. T passes out writing workbook. T asks Ss to write about their

6:00 BODY VOCABULARY (15 minutes)

4. T points to parts of his/her body and asks Ss what it is. T elicits for other body vocabulary words and writes them on the board. T asks Ss to open their book to p.133. T checks Ss' pronunciation while walking around the class. T passes out picture sheet to help Ss with checking meaning (Appx. 4.2)

6:15 BREAK

6:20 MONSTER SKETCH (30 minutes)

5. T asks Ss to draw a picture of a monster. T writes a list of eight letters on the WB. T asks Ss to randomly put a "1", "2", or a "3" next to each letter. T then writes a body part next to each letter (and number). T asks Ss to draw the person with the written number of body parts for each letter. (i.e. a = 2, body so the Ss have to draw a two body monster.).

6:50 TRIP TO THE DOCTOR (25 minutes)

6. T puts the Trip to the Doctor dialogue on the PP and reads the dialogue. T asks Ss to repeat each sentence. T checks Ss understanding of the dialogue. T teaches Ss gestures for each sentence. T pairs up Ss and passes out the Trip to the Doctor WS (Appx 3.3). T asks Ss to use the PD and to find the health words section. Ss are given 10-15 minutes to write their story using the template provided them. Ss present in front of the class and read their story.

7:15 Pronunciation Practice (15 minutes)

7. T passes out the pronunciation tree activity number 2 (Appx. 3.4)
8. T gives Ss 5 minutes to practice reading and listening for the activity.

Reflection:

The class went pretty well. Only nine students showed up but I was able to divide the groups in half early on in the lesson with a line activity. The groups worked out because the more advanced Ss tried to help the lower level Ss understand the exercise. My follow-up activity to explain the differences wasn't great because the Ss had a lot of questions that took time to answer.

The biggest problem with that lesson is that I kept misplacing my materials in the classroom. I had difficulty finding my dry erase markers and the eraser. I also misplaced my handouts at one point and spent some time trying to find it in the classroom. Because the classroom is used a lot, it is pretty easy to mix up my materials with other materials already in the class.

Class #5 October 17, 2016

Objectives:

SWBAT speak complete sentences while using appropriate verb/nouns

SWBAT can orally correct sentence mistakes from examples written on the board

SWBAT can write and present a short story about illnesses

New Vocabulary:

hospital, nurse, doctor, medicine

Procedure:

5:30 WARM-UP / REVIEW (20-30 minutes)

1. T hands out Body Parts Crossword puzzle (Appx 5.1). T asks Ss to try and solve the puzzle. If Ss need help, T asks Ss to work in pairs.
2. T does the line activity, again. T has Ss in line 1 and line 2 do the doctor/patient conversation from the previous class. T passes out a script for the Ss to practice.
3. T passes out the red writing book. T asks students to write about their Hospital experiences with question prompts and example answers on the board: *How many times have you been to the hospital? What hospital did you visit? Did you speak English?*

6:00 HEALTH VOCABULARY (25-30 minutes)

4. T elicits health vocabulary from Ss. T writes the elicited words on the board. T writes four categories on the board: (1) *Body parts* (2) *Hospital words* (3) *good for health* (4) *bad for health*. T asks Ss to think which words go in which categories and to write it down in the ws (Appx. 5.2). After a few minutes, T puts Ss into groups and has them compare/discuss the choices.

6:30 BREAK

6:35 HEALTH ACCIDENT PRESENTATION (40 minutes)

5. T puts the health accident dialogue on the PP and reads the dialogue. T makes Ss repeat each sentence. T checks Ss understanding of the dialogue by asking for volunteer Ss to act out the sentences. T teaches Ss extra gestures for each sentence. T models the conversation with a volunteer S.
6. T pairs up Ss and passes out the Health Accident ws (Appx 5.2). T asks Ss to use the PD and to find the health words section (p. 132-136). Ss are given 10-15 minutes to write their story using the template provided them. After 15 minutes, T asks the pairs to present in front of the class and read their story.

7:20 PRONUNCIATION PRACTICE (10 minutes)

7. T passes out the pronunciation tree activity number 3 (Appx 5.3)
8. T gives Ss 5 minutes to practice reading and listening for the activity.

Reflection:

I had an observer during the lesson and became quite nervous about how my lesson progressed. The Ss also seemed much quieter than normal but I also think that the Ss are always quieter on Mondays. 15 Ss showed up but I only had materials for 13 Ss as I thought that numbers would be lower. Three new Ss attended (2 Spanish speakers and 1 Vietnamese speaker) and the new Ss had different English skill levels that I had difficulty accommodating.

My initial warm-up activity took around 45 minutes longer than I initially anticipated. I ended up rushing my final activity to get it completed. I spent too much time checking answers for the crossword and I spent a lot of time trying to explain the red book writing activity. Ss had great grammar questions but I didn't get around to answering them.

Class #6 October 19, 2016

Objectives:

SWBAT orally create sentences with verbs and pronouns
SWBAT write and talk about their family in their RB

New Vocabulary:

family, brother, sister, father, mother, daughter, son
he, she, I, you, we, they, it

Procedure:

5:30 WARM-UP / REVIEW (5-10 minutes)

1. As Ss walk in, T asks Ss to write the date on the board and to draw a picture of the weather. If Ss don't know, T encourages other Ss to help.
2. T shows pictures of illnesses and asks Ss to review illness words.

5:40 PRONOUNS INDUCTIVE LESSON (20-30 minutes)

3. Before starting the activity, T moves Ss into groups of three or more and passes out small slips of paper to the group. T mixes up the words cut from the Pronoun Activity Worksheet (Appx 6.1). T asks Ss to put the nouns into three different categories.
 - a. T says: *Please make three groups of words.*
 - b. T waits a few minutes and writes hints on the WB if Ss have difficulty.
 - i. Hint 1: Nouns
 - ii. Hint 2: People
 - iii. Hint 3: Group 1: dog, Group 2: dogs, Group 3: he

4. As Ss finish making three groups of words, T asks different Ss to write the answers on the board and walks around to check their decisions
5. T asks Ss about the differences between the three groups.
6. T asks Ss to tell teacher all words for health. T tells students that Group 3 words are called *pronouns*

6:10 PRONOUNS PRESENTATION (20-30 minutes)

7. T uses PP to introduce subject pronouns with pictures of real people and basic sentences. T uses blanks sentences in the PP to have students guess which subject pronouns are needed. T calls on different Ss to complete sentences on the PP. T answers questions about subject pronouns from Ss.

6:30 BREAK

6:40 KAHOOT QUIZ (20 minutes)

8. T asks Ss if they have a phone.
9. T uses the computer to show Ss how to use their phone to go to the Kahoot Website.
 - a. T says: *Please turn on your phone. Please go to www.kahoot.com. Please type your name.*
 - b. T walks around the class to help Ss who don't know how to use English on phones or who are having technical difficulties.
 - c. T gives Ss laminated Kahoot Offline (Appx 6.2) cards to Ss who can't use their phone. T gives Ss dry erase markers to mark their answers.)

10. When Ss are ready, T starts the game and asks Ss to read the sentence with a missing pronoun and asks them to choose the correct pronoun.

6:40 FAMILY VOCABULARY CONVERSATION (40 minutes)

11. T uses PP to show pictures of his/her family. T reviews new words like *brother, sister, mother, father, son, and daughter*. T says: *This is Jon. He is my brother. This is Sarah. She is my mother.* T tells true stories about his/her family and encourages Ss to ask questions about the family.

12. After T's family introduction, T asks Ss to draw their family members in the red book and asks Ss to write names next to each family member. When Ss finish drawing their family, T models a conversation with Ss using the same sentences as in the PP family presentation.
13. If there is extra time, T asks Ss to write sentences about their family in the red book until class time is over. T walks around the class to help Ss with any writing difficulties.

Reflection:

Only nine students showed up to this class. I was able to divide the students up into three groups early on and it worked well keeping them in these groups. I went slower with this class than on Monday and I think the pace worked better for the students. The students appeared to be enjoying each activity and everyone seemed to be participating equally. The phone quiz game was very successfully and I think many Ss benefited from learning how to use their phone in English for the first time.

Class #7 October 24, 2016

Objectives:

SWBAT describe their favorite family members with hand drawn pictures
SWBAT combine adjectives, verbs, and pronouns into complete sentences
SWBAT introduce family members to other people

New Vocabulary:

big, little, dirty, old, new, boring, interesting, strong, weak, fast, slow

Procedure:

5:30 WARM-UP / READING PRACTICE / REVIEW (20 minutes)

1. T writes the disappearing story dialogue on the WB:
 - a. T writes 9-10 sentences about family. T includes adjectives, verbs and nouns.
 - i. *I have five family members. My brother is Jon. He plays tennis. He is interesting. My mother is Laura. She likes chocolate. She is very smart. My father is Tim. He swims. He is funny.*
 - b. T asks Ss to read the story a few times out loud.
 - c. T erases all of the pronouns from the story and asks Ss to say the words from the story while guessing the missing words.
 - d. T erases all of the adjectives from the story and asks Ss to say the words from the story again. (Inductive Pedagogical Rational – Help Ss recognize adjectives)
 - e. When the activity is completed, T asks Ss to write their family story in their red book with other adjectives.

5:50 PRONOUNS REVIEW (5-10 minutes)

2. T uses PP to show pictures of different people (individuals and groups) and asks Ss which pronoun to use. For example, T shows a picture of a woman and Ss say *she*.

6:00 ADJECTIVES INTRODUCTION (30-40 minutes)

3. T introduces 9 new adjectives (*big, little, clean, dirty, old, new, boring, interesting, strong, weak, fast, slow*) T uses PP to shows pictures of objects that represent these adjectives. T has Ss guess what the pictures are and encourages them to use new words like adjectives to describe the object. T elicits from Ss other examples of each adjective.
4. T uses PP to show an example sentence with adjectives and the BE verb. For example, *This class is big* or *The book is little*. T asks Ss to write 10 sentences with different adjectives in their red book.

6:45 ADJECTIVES MEMORY CARD GAME (20-30 minutes)

5. When Ss finish writing in their red book, T puts Ss into groups of three. T passes out sets of the card game (Appx. 7.2). T explains and models the rules with 3 students in the front of the class.
 - a. T mixes up the cards and puts them face down on the table. T randomly chooses one card and flips it over. T then also randomly picks a second card and flips it over. T takes both cards if one card is a picture card and the other card is a word and they are both representing the same adjective. If they don't match, T puts the cards back in the pile face down. Then T asks the next S to repeat the activity. T then tells Ss in their groups to start.
 - b. If the activity is too easy, T can also tell Ss to make sentences with the adjective when they collect a pair.

6:40 FAMILY PRESENTATION (40 minutes)

1. T passes out the Family Presentation worksheet (Appx. 7.3). T draws his/her family on the worksheet and puts it on the doc cam. T introduces his/her family with adjectives and

- nouns: *This is Jon. He is my brother. He is interesting.* *This is Sarah. She is my mother.* She is smart. T gives Ss 5-7 minutes to draw pictures of their family on the worksheet.
2. After Ss finish drawing the picture, T asks Ss to show the pictures to a partner and to introduce the family members (3-4 sentences per family member). T encourages Ss to use adjectives and pronouns.
 3. If there is extra time, T asks for volunteer Ss to show the picture to the class and to describe their family to the class.

Reflection:

Eleven Ss showed up to this class. A majority of the Ss who came were repeat Ss. The class went fairly well but teaching the new adjective words was a little difficult because Ss saw pictures of adjectives but guessed that they were nouns. For example, when they saw a picture of a mouse, they guessed the word *mouse* instead of guessing the adjective *small*. Also, I did a poor job explaining the adjective card game and each group ended up playing the game differently. The goal of the activity was to practice matching the word to the image so it was still a successful lesson.

Class #8 October 26, 2016

Objectives:

SWBAT write sentences with appropriate subject-verb agreement.

SWBAT use new Halloween words to talk about Halloween

New Vocabulary:

cat, bat, ghost, monster, pumpkin

Procedure:

5:30 WARM-UP / REVIEW (10 minutes)

1. As Ss walk in, T passes out the Adjectives Review Handout (Appx. 8.1). T asks Ss to write the date and weather on the board. T talks to Ss who complete the handout early. T passes out the answers to the crossword if time runs out before the Ss finish. T reviews two new adjectives in the crossword (*dark* and *light*).

5:40 SUBJECT-VERB AGREEMENT (35 minutes)

2. T tells Ss, *I like chocolate* and *You like money*. T then asks Ss what the missing word for *He __ money is*. After Ss answer the question, T uses the PP to show examples of other regular verbs in the third person. T asks Ss to guess when the verb needs an s at the end of the verb. T then asks Ss to write 7 basic sentences in the RB with the verb LIKE and 7 different pronouns. T walks around the class to check Ss progress and helps Ss understand when to use s with verbs.

6:15 SUBJECT-VERB AGREEMENT QUIZ GAME (15 minutes)

3. T asks Ss to use their phones and to log on to the Kahoot.com website. When all Ss are logged in, T starts the Subject-Verb agreement quiz on Kahoot.com. T asks Ss to decide if the verbs need an s or don't need an s.

6:30 BREAK

6:40 HALLOWEEN VOCABULARY (20-30 minutes)

4. T puts Ss into group of three. When Ss are in the group, T asks Ss why October 31st is a special day in the U.S. T asks Ss what they know about Halloween and lets Ss talk for as long as possible to facilitate meaningful conversation. When the conversation slows down, T passes out the Halloween Quiz WS to Ss and puts a WS under the doc cam. T asks Ss to discuss the quiz in groups and to see if the groups can find the correct answer to each question. T gives Ss 15 minutes to discuss answers and then checks the answers as a class. T checks the meaning of all new Halloween words while discussing the answers.

6:40 DONALD DUCK HALLOWEEN (20-30 minutes)

5. When T finishes checking the answers, T tells Ss that they will watch a Halloween video. T asks Ss to check off any Halloween word on the WS that they hear in the video.
6. T plays the Donald Duck – Trick or Treat YouTube video for the Ss. T occasionally stops the video and asks Ss if they heard any words from the WS.
7. If there is time left in class, T asks Ss specific questions about the video to check comprehension.

Reflection:

Thirteen Ss showed up and I was able to effectively do a lot of my planned group activities. I originally wanted to introduce subject-verb agreement rules to review the topic of family but I ended up spending more time with Ss discussing Halloween. The Halloween Trick or Treat worksheet was a little difficult for the Ss but they appeared to enjoy the activity and it definitely helped them prepare for the Donald Duck – Trick or Treat video.

Class #9 October 31, 2016

Objectives:

SWBAT use the correct subject/object pronouns when making sentences with indirect objects.
SWBAT describe Halloween and answer questions about Halloween traditions

New Vocabulary:

him, her, you, me, them, us

Procedure:

5:30 WARM-UP / TRICK OR TREAT

1. As Ss walk in, T hands Ss candy and says Happy Halloween. T asks Ss to write the date on the board. As Ss walk in, T asks Ss to write as many words about Halloween as they can think of. T then passes out a Trick or Treat dialogue (Appx. 9.1) and gives each S a different Halloween card (pumpkin, bat, cat, ghost, etc.). T explains the tradition of Trick-Or-Treat on PP and then models the activity with a student. T then puts Ss in two lines and has them take turns using gestures to follow the Trick or Treat dialogue. T passes out candy to the Ss so that they can give candy to the other Ss when they “knock on the door”

5:40 SUBJECT VS OBJECT PRONOUNS (30 minutes)

2. T reviews subject pronouns with Ss by using pictures on PP and by pointing to Ss and objects in the classroom. T asks Ss to write the list of subject pronouns on the WB to think of other pronouns they know (elicit for object pronouns). T writes the object pronoun, *him*, on the board to the right of the subject pronouns. T asks Ss which pronouns this looks like. After connecting *he* to *him*, T proceeds to write the remaining object pronouns in a random order to the right of the subject pronouns. T asks Ss to draw lines to match the correct subject pronoun to the correct object pronoun. T asks Ss to copy the two lists into their red book and asks Ss to draw lines to match the pronouns (i.e. *he* → *him*).
3. T uses PP to review object pronouns and randomly calls on Ss to complete sentences in the PP that need an object pronoun.

6:20 PASS THE BALL (10 minutes)

4. When Ss finish writing the pronouns in the red book, T hands a bouncy ball to a Ss and asks Ss to describe the action. T elicits for “He gives the ball to her.” or “She gives the ball to you.” T asks the Ss to give the ball to another S and then asks the class to describe the event using the same expressions. T asks Ss to describe each event together.
5. T asks Ss to write some sentences in the RB.

6:30 BREAK

6:40 FOOD REVIEW - MIND MAP (30-40 minutes)

6. T writes the word *SPORTS* on the center of the WB and draws a circle around the word. T asks Ss: *What do you know about SPORTS?* T listens to suggestions from Ss and writes all words on the WB but puts the words in groups of similar words. If Ss don't understand the example, T passes out an example Mind Map for food (Appx. 9.2) When Ss understand the idea of the Mind Map, T puts Ss into groups of 3-4 and hands each group a big piece of paper. T then asks Ss to make a mind map for *FOOD*. T gives Ss 10-15 minutes to design the mind map. T then asks Ss to tape the mind map to the WB and has Ss discuss the different choices that Ss made.
7. If there is remaining time in the class, T shows an ESL cooking video on YouTube and asks students to listen for food words in the video.

Reflection:

Twelve students came to the class and all of them seemed excited to talk about Halloween and to eat chocolate. I initially thought that I was successfully in teaching object pronouns to the Ss but when I had them write sentences with object pronouns in their RB, I discovered that many of the Ss would just use subject pronouns. I probably should have spent more time reviewing object pronouns but I wouldn't continue on to the Mind Map activity since I was running out of time in the class. In retrospect, I should have considered bringing more writing practice activities for object pronouns if I wanted to successfully teach that grammar point.

Class #10 November 2, 2016

Objectives:

SWBAT read recipes and guess what the recipes will make

SWBAT write recipes for their favorite dish

New Vocabulary:

recipe

mix, stir, chop, heat, break, boil, slice

5:30 WARM-UP / REVIEW (15-20 minutes)

1. As Ss walk in, T asks Ss to create a group mind map for *Portland Food*. T asks Ss to write on the WB and to work together to create different categories. T helps Ss with spelling and talks to Ss about food in Oregon.

5:50 COOKING VERBS (30-40 minutes)

2. T puts Ss into groups of four and passes out the Cooking Verbs WS. T reviews the pronunciation of each verb but does not give Ss the answer to the WS. T asks Ss to work together to try and match the verbs with the picture. T gives Ss 15 minutes to discuss the verbs and to think about the actions in the pictures. T doesn't let Ss use phones. When Ss finish, T checks answers by doing gestures and reading the matching verb. T helps Ss fill in the remaining answers to the WS. T asks Ss what cooking verbs they follow when they make food. T asks Ss what cooking verbs are strange or difficult to understand. T discusses recipes that use the different cooking verbs.

6:30 RECIPE VIDEO (10 minutes)

3. T hands the RD to Ss and tells Ss to take notes on the video. T plays an ESL Youtube video that shows how to make ice cream. T asks Ss to count and to write down all of the cooking verbs that they hear. T plays the video twice. T asks the Ss if it was easy or difficult to understand the video. T talks about listening strategies and asks Ss how they improve their listening skills.

6:40 BREAK

6:50 READING PRACTICE - RECIPES (20 minutes)

4. T passes out the Recipe WS to the Ss (Appx. 10-2). T gives Ss 3-4 minutes to read Recipe #1. T asks Ss to read the recipes and to try and guess what the recipe is for. T shows pictures of PB&J Sandwiches and elicits opinions from students about making and eating this food item. T then asks Ss to look at Recipe #2 and gives Ss the same instructions from Recipe #1. T checks with Ss about what the recipe is and talks about baking cookies and other sweet food. T asks Ss about famous food from their home country and pulls up the food on the projector screen.

7:20 HOMEWORK

5. For homework, T asks Ss to write a recipe for their favorite dish by using the format in the Recipe WS.

Reflection:

Twelve students came to the class but a few arrived much later than normal. The first activity with cooking verb was slightly overwhelming for the Ss as there were too many new words for the Ss and many of the Ss mentioned that they don't like to cook. A few of the Ss shouted out the answer to the Recipe WS and described what the recipe was for before other Ss had a chance to read the Recipe. If I do this lesson again, I would probably have to create my own Cooking Verb worksheet that uses 5-6 new cooking verbs. I also forgot to ask Ss to write a recipe for homework which caused problems for my plans for the following lesson.

Class #11 November 7, 2016

Objectives:

SWBAT ask for directions using WHERE

SWBAT give directions to objects in a room or places in a city

New Vocabulary:

neighbors, neighborhood

between, next to, across from, on

school, drug store, restaurant, library, bank

Procedure:

5:30 WARM-UP / REVIEW

1. As Ss walk in, T passes out the food crossword puzzle (Appx. 11.1). T asks them to write time/date/details on the board.
2. T puts Ss in line and has Ss ask 3 questions; *How are you? What food do you like? What food do you hate?*

5:45 NEIGHBORS AND NEIGHBORHOOD (20 minutes)

3. T passes out the redbook. T puts up pictures that represent *neighbors* and asks Ss what it is. T explains meaning and checks for comprehension.
4. T asks Ss questions about their neighbors. T elicits for conversation: *Do you like your neighbors? Do you have many neighbors? Do your neighbors speak English/Spanish/etc...Do you have problems with neighbors?*

6:00 DIRECTIONS VOCABULARY (10 minutes)

5. T puts a ball on the table and uses two books and the ball to demonstrate the prepositions: BETWEEN, NEXT TO, ACROSS FROM, and ON.
6. T puts up four pictures of the directions on the board and asks Ss to write it down.
7. T explains the different uses of ON.
8. T uses objects in the classroom and checks Ss ability to use and understand the verbs. T says: *Where is the ball?* Answer: *Next to the chair....Where is the chocolate?* Answer: *Between Student A and Student B...Where is the marker?* Answer: *Across from the table.*
9. T passes out the Venture Basic WS (Appx 11.2). T uses PP teach vocabulary for buildings: *library, bank, school*, etc.
10. T uses PP to address new vocabulary in the WS and to help Ss with the difficult questions from the WS
11. T passes out the Venture Basic WS (Appx 11.2) and puts Ss into groups to answer the questions together. T walks around and helps groups to understand the prepositions and to check Ss understanding of the WS.

6:30 BREAK

6:40 REAL MAP (20 minutes)

12. T asks Ss about the places around the high school. T elicits for local information. T then uses the PP to show a map of the high school. T passes out the maps and puts a list of questions about the board (Appx. 11.3). T puts Ss into pairs and asks Ss to alternate asking and answering questions. For example, S1 asks: *Where is Taco Bell?* S2 replies: *Taco Bell is across from the Chinese restaurant.*
13. T asks Ss to write the sentences in the RB.

7:10 PRONUNCIATION PRACTICE (20 minutes)

14. T passes out the pronunciation tree activity number 5. T goes over the pronunciation of new words and checks Ss to see if they understand how the words are correctly pronounced. T then gives Ss 5 minutes to practice reading and listening for the activity.

7:20 WHERE IS – VIDEO (5-10 minutes)

15. If there is time remaining, T has Ss watch an ESL Directions video on YouTube: “Unit 4 Learn English 2 Asking for and giving directions”

Reflection:

Ten students Ss showed up for the class. I wanted to teach directions but had attempted to introduce too much vocabulary in previous lessons. I believe I was successful at limiting the vocabulary but I had difficulty teaching a few of the expressions for directions. I had a lot of difficulty teaching the meaning of ACROSS FROM and didn't realize that I would have difficulty finding a way to demonstrate the meaning with physical objects in the classroom. Because I was ineffective at demonstrating this meaning, I ended up spending a lot more time explaining this in later parts of my lesson plan. For the last 15 minutes of class, I had planned on doing a general pronunciation activity. However, I ran out of time and I decided to show an emergency video about asking for directions, instead. I think Ss enjoyed watching this video.

Class #12 November 14, 2016

Objectives:

SWBAT ask for directions using WHERE

SWBAT give step-by-step directions on where to go

New Vocabulary:

go, left, right, up, down, forward, backward, school, drug store, restaurant, library, bank

Procedure:

5:30 WARM-UP / ADJECTIVES REVIEW

1. As Ss walk in, ask them to write time/date/details on the board. T puts a picture up on the overhead of people (Appx. 12.1) and asks Ss to discuss how the people in the picture are feeling. T encourages Ss to discuss with each other their opinions about the people. T encouraged

5:45 NEWS DISCUSSION (20 minutes)

2. T passes out the redbook. T puts up pictures of the recent news topic..
3. T asks Ss questions about their reactions. T elicits for conversation:
 - a. How do you feel?
 - b. Do you have questions?
4. T passes out handout resources provided by the SUN program coordinator for community support programs.

6:00 DIRECTIONS VOCABULARY (10 minutes)

5. T puts a ball on the table and uses two books and the ball to demonstrate the prepositions: LEFT, RIGHT, FORWARD, and BACKWARD.
6. T puts up four pictures of the prepositions on the board and asks Ss to write it down.
7. T passes out the Venture Basic WS (p.57), T uses PP to review/teach building vocabulary: library, bank, school, etc. When Ss finish the first page, T passes out the Venture Basic WS (p.58)

6:30 BREAK

6:40 DIRECTIONS AROUND THE CLASSROOM (20 minutes)

8. T gives an example target in the classroom. T tells S instructions (go left, go right...) and T moves with the instructions. T has Ss repeat after the T.
9. T asks for S volunteer and Ss give directions to the volunteer to tell him which direction to go.
10. T asks Ss to write the sentences in the RB.

7:00 GOOGLE STREETS - DIRECTION PRACTICE

11. If there is time remaining, T pulls up Google maps and asks Ss what streets they use to get to Madison High School. T uses Google Streets to navigate the streets and asks Ss questions about what restaurants or stores are on those roads.

7:20 WHERE IS – VIDEO (5-10 minutes)

12. If there is time remaining, T has Ss watch an ESL Directions video on YouTube: "Unit 4 Learn English 2 Asking for and giving directions"

Reflection:

Only five students showed up for class so it was difficult to do some of my activities as I had planned for larger numbers. The benefit to a small class, however, was that I was able to focus on each of the five students to make sure that they understood each topic that I introduced. The Ss appeared to enjoy giving directions and they really enjoyed the video that I showed them in the end. I didn't end up using the Google Streets website as I ran out of time and felt that the video was more relevant to what the Ss were studying.

Class #13 November 16, 2016

Objectives:

SWBAT describe their own job

SWBAT make questions with do and does in conversation

New Vocabulary:

do, does

mechanic, waiter, receptionist, salesperson, custodian, cashier

Procedure:

5:30 WARM-UP / QUESTIONS REVIEW (5-10 minutes)

1. T starts the line activity. T draws a diagram with two lines (of people) on the board. T tells Ss that line 1 is group one and that line 2 is group 2. T passes out slips of paper with questions on them (Appx 13.1) and asks Ss to ask a question to the person across from them. After rotating the line a few times, T asks Ss to sit down.
2. T pulls up the questions on the PP and asks Ss to write their answers in the RB

5:45 QUESTIONS DO vs WHAT (15 minutes)

1. T asks Ss what they noticed about the questions in the warm-up. T identifies the DO questions and the WHAT questions. T uses PP to show how DO questions change with the subject: *Does he play tennis?* vs *Do you play tennis?*
2. T elicits from Ss possible questions with *do* and *does*.
3. T asks Ss to create 3 new *do* questions and 3 new *does* questions and to write them in their RB.

6:00 DO QUESTION BOARD GAME (10 minutes)

4. T puts a board game sheet on the doc cam and asks two Ss to come to the front. T puts three different color tokens on the game board. T rolls a die and moves a colored token the number of spaces equal to the number rolled.
 - a. T will ask a S a do/does question if the symbol is “?”
 - b. T will be asked a do/does question by a student if the symbol is “!”
 - c. T will follow the directions of the space if it is not a “!” or a “?”
5. T checks Ss understanding of the game by letting the next two Ss roll the die. When Ss understand the game, T puts Ss into groups of three and gives each group a game board and a die.

6:30 BREAK

6:40 JOBS VOCABULARY (20 minutes)

6. T asks Ss what job they have (or what job they want to do). T encourages open conversation for a few minutes and tries to get Ss to talk casually about jobs.
7. T asks Ss to write different jobs they know on the WB.
8. T then uses PP to present real pictures of six different jobs: waiter, receptionist, salesperson, custodian, and cashier. T encourages Ss to guess the job but gives the answer if Ss don't know. T asks Ss to think of gestures for each job.

7:00 JOBS WORKSHEET REVIEW (30 minutes)

16. T passes out the first page from Venture Basic WS (Appx 13.3). T uses PP to check new verbs for the new jobs and to help Ss with the difficult questions from the WS
17. T passes out the second and third page from the Venture Basic WS (Appx 13.3) and puts Ss into pairs to answer the questions together. T walks around and helps groups to understand the prepositions and to check Ss understanding of the WS.
18. When Ss are finished, T checks the answers with the Ss on the doc cam.

Reflection:

Eight Ss showed up to the class. In the previous class, Ss had difficulty using *do* and *does* in the interrogative form so I decided to design this lesson to help Ss practice these question forms. Ss really enjoyed doing the line activity with shorter question prompts and it made the activity much more effective in my opinion. The questions also prepared Ss for the PP presentation and I think most of the Ss recognized the different interrogative structures.

Class #14 November 21, 2016

Objectives:

SWBAT can use time adverbs to talk about the frequency of events

SWBAT can express opinions about the class

SWBAT can casually talk about different conversations in a potluck environment

New Vocabulary:

always, never, sometimes

Procedure:

5:30 WARM-UP / JOBS REVIEW (10 minutes)

1. As Ss walk in, T asks Ss to create a group mind map for JOBS. T asks Ss to write on the WB and to work together to create different categories. T helps Ss with spelling and talks to Ss about food in Oregon.

5:45 CLASS EVALUATION (40 minutes)

2. T passes out the class evaluation (Appx 14.1). T uses the overhead projector to present each section of the evaluation with the students. T checks the meaning of all new words in each section before letting Ss start the section.
3. T explains the new words: *always*, *sometimes*, and *never* with examples like *I always eat chocolate* or *I never study French*. T calls on Ss to say what they always do and what they never do.
4. T tells Ss that the class evaluation is meant to help the T decide what to improve on for future classes and asks Ss to be honest. T demonstrates an example with the first section and the first question. T reads *The teacher listens to the student...* and T circles an answer. T checks with Ss together for the first answer and asks Ss to discuss if the T always, sometimes, or never listens to Ss. After doing the first question together, T asks Ss to circle the rest of them on their own.

6:30 BREAK

6:40 POTLUCK (~60 minutes)

5. Ss bring food and put it at the back of the room. T asks Ss how they want to do the potluck and lets Ss share their ideas.
6. T and Ss eat food together. T encourages questions and lets Ss talk freely.
7. T passes out certificates of participation/attendance to Ss who attended 5+ classes (Appx. 14.2) and congratulates the Ss for working hard and studying English.

Reflection:

Seven Ss came to the final class and I was a little disappointed that more didn't come for the potluck. I prepared a Jeopardy style English review game but the Ss had requested a potluck in the previous class so I abandoned the Jeopardy game idea. Ss seemed to understand the class evaluation sheet that I passed out and I feel like I got meaningful feedback from them. The Ss also brought be chocolate as gifts to jokingly point out how often I told Ss that I love chocolate. It made me happy to see Ss be able to joke around in English and I was even more excited to see Ss from different countries communicate with each other during the potluck. The Ss also really enjoyed receiving the certificates.

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Appendix 1.1 - Introduction

English Class – Level B

People:

Instructor: **Ryan** (harper9@pdx.edu)

Goals:

- To **enjoy** English!
- To have **fun**!
- To understand and **communicate**!
- **Speak, Listen, Read, Write!**

Topics:

- Numbers/ABC
- Classroom
- Family
- Shopping
- Food
- House
- Health
- and...?

Introduction

My name is **Ryan**.



I am from **Oregon**.

I like **soccer!**



I enjoy **Japanese food!!**



I love **English grammar!!!**

Please talk to your **partner** and **introduce** yourself:

My name is _____

I am from _____

I like _____ !

I enjoy _____ !!

I love _____ !!!

Class Interview

1. Find a **student**.
2. Ask 7 questions.
3. Write the answer **or** use ☐
4. Find the **next student**.

For help with the
question:
“What do I say?”

	Ex. Ryan	Student 1	Student 2	Student 3
1. Name	Ryan			
2. Country	USA			
3. Oregon City				
4. Like!				
5. Enjoy!!				
6. Love!!!				

Appendix 2.1 – Review of Months and Dates

ORDINAL NUMBERS

1st first
2nd second
3rd third
4th fourth
5th fifth
6th sixth
7th seventh
8th eighth
9th ninth
10th tenth

ORDINAL NUMBERS

1st first
2nd second
3rd third
4th fourth
5th fifth
6th sixth
7th seventh
8th eighth
9th ninth
10th tenth

Add st, nd, rd or th !

11	13	25
33	22	27
52	73	81
100	34	43
67	12	3
93	62	71
41	61	83

Add st, nd, rd or th !

11	13	25
33	22	27
52	73	81
100	34	43
67	12	3
93	62	71
41	61	83

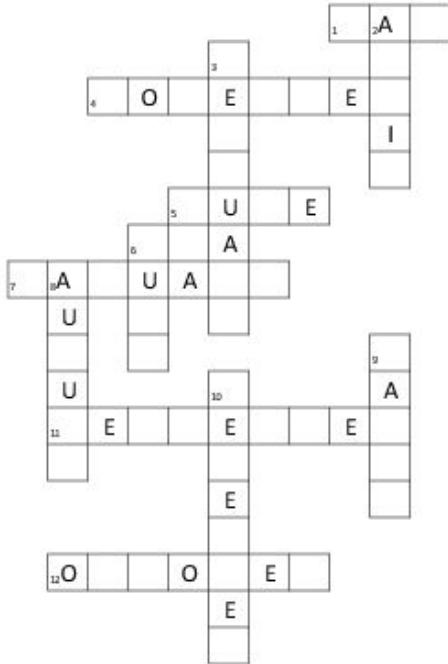
Write the ordinals in words!

45 _____
23 _____
62 _____
51 _____
49 _____
80 _____
32 _____
11 _____
73 _____
21 _____

Write the ordinals in words!

45 _____
23 _____
62 _____
51 _____
49 _____
80 _____
32 _____
11 _____
73 _____
21 _____

The 12 months of the year



The 12 months of the year



JANUARY FEBRUARY MARCH APRIL MAY JUNE JULY AUGUST

SEPTEMBER OCTOBER NOVEMBER DECEMBER

JANUARY FEBRUARY MARCH APRIL MAY JUNE JULY AUGUST

SEPTEMBER OCTOBER NOVEMBER DECEMBER

Appendix 2.2 – Needs Analysis

(Adapted from Mary's Needs Assessment WS)

Part 1: Where do you use English?

NAME: _____

Place	Do you use English Please circle one		How much? Please circle one		
	yes	no	a lot	some	a little
work 					
neighborhood 					
stores 					
bank 					
bus / train / metro 					
hospital 					
child's school 					
forms / documents 					

(Adapted from Mary's Needs Assessment WS)

Part 2: What do want to practice?

Please rank them in order:

- 1 - very interested
- 2 - interested
- 3 - maybe interested
- 4 - not interested

Example:

3

2

1

4

listen	speak	read	write
			
_____	_____	_____	_____

Part 3: Why English?

I want to study English because _____

(Adapted from Mary's Needs Assessment WS)

Part 4: What is interesting?

Please circle 3 choices:

Work/ Jobs



Family



School



Housing



Doctor



Citizenship/ Voting



Places in Portland



Stores



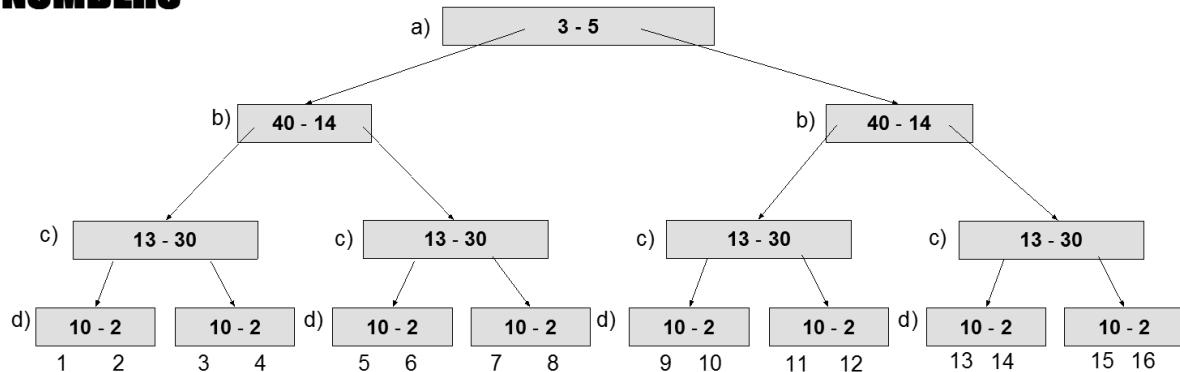
Numbers/ Money/ Time



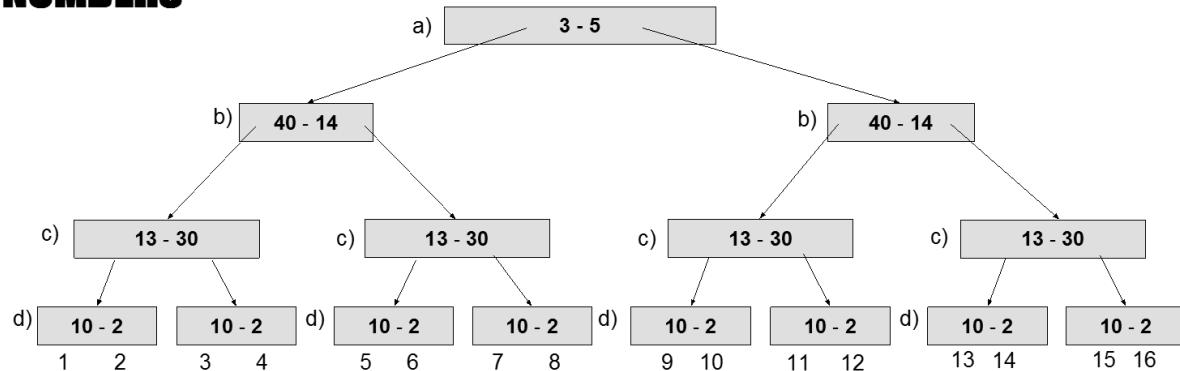
Part 4: Tell me more!

Appendix 2.3 - Pronunciation Pyramid #1

NUMBERS



NUMBERS



Appendix 3.1 – Classroom Actions



Word by Word BASIC Picture Dictionary, p. 16-17



Word by Word BASIC Picture Dictionary, p. 16-17



Stand up.	Stand up.
Go to the board.	Go to the board.
Write your name.	Write your name.
Erase your name.	Erase your name.
Sit down	Sit down
Open the book	Open the book
Read page 8	Read page 8
Study page 8	Study page 8
Close the book	Close the book
Put away the book	Put away the book
Listen to the question	Listen to the question
Raise your hand	Raise your hand
Give the answer	Give the answer
Work in groups	Work in groups
Help each other	Help each other

Appendix 3.2 – Time and Daily Schedule Worksheets

NAME:

Daily Schedule

Clock Practice:

Student 1

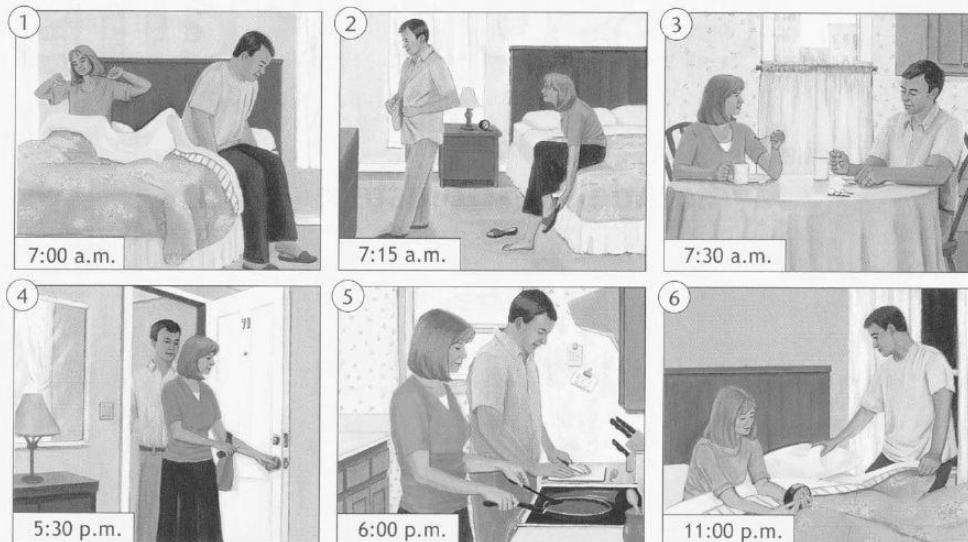
6:00 p.m.	1:59 p.m.	11:59 a.m.		5:30 p.m.	9:28 a.m.	9:22 p.m.
7:30 p.m.	2:15 a.m.	3:45 p.m.		6:11 a.m.	11:58 p.m.	12:12 a.m.
12:43 a.m.	7:11 a.m.	2:02 p.m.		1:19 p.m.	4:40 a.m.	4:06 a.m.

Student 2

1 Learn everyday activity words

A Look at the pictures. Say the times.

B Listen and look at the pictures.



C Listen and repeat the words.

1. get up 3. eat breakfast 5. make dinner
2. get dressed 4. come home 6. go to bed

D Look at the pictures. Complete the sentences.

- | | | | |
|---------|---------------|---------|--------------|
| 1. They | at 11:00 p.m. | 4. They | at 7:00 a.m. |
| 2. They | at 7:15 a.m. | 5. They | at 5:30 p.m. |
| 3. They | at 6:00 p.m. | 6. They | at 7:30 a.m. |

2 Talk about a school day

A Work with your classmates. Match the words with the pictures.



do homework

do housework

drink coffee

have lunch

go to bed

ride the bus

take a shower

walk to school

work



B Listen and check your answers. Then practice the words with a partner.

C Complete the sentences. Use the words in the box. Use your own information to write the times.

go have take do get come

1. I take a shower at 7:20 a.m.
2. I dressed at
3. I to bed at
4. I home at
5. I lunch at
6. I homework at

What time does class start? _____

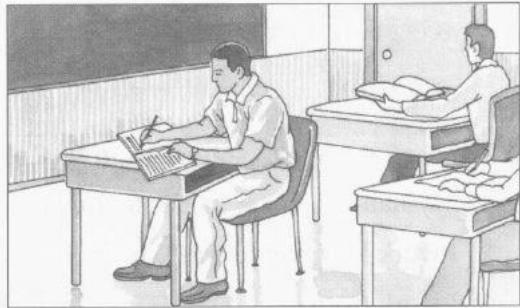
What time does class finish? _____

Verb List:

A Look at the pictures. Read the activities. Check (✓) the activities you do at home. Mark (X) activities you do at work or at school. Some activities may have both a ✓ and an X.



At home



At school

- do homework _____ get up _____ go to bed _____ ✓ do housework _____
have lunch _____ study ✓+ X make dinner _____ ride the bus _____
drink coffee _____ work _____ take a shower _____ come home _____

B Choose 4 activities you do at home. Complete the sentences about the activities. Give the times.

I eat lunch at 12:30 p.m.

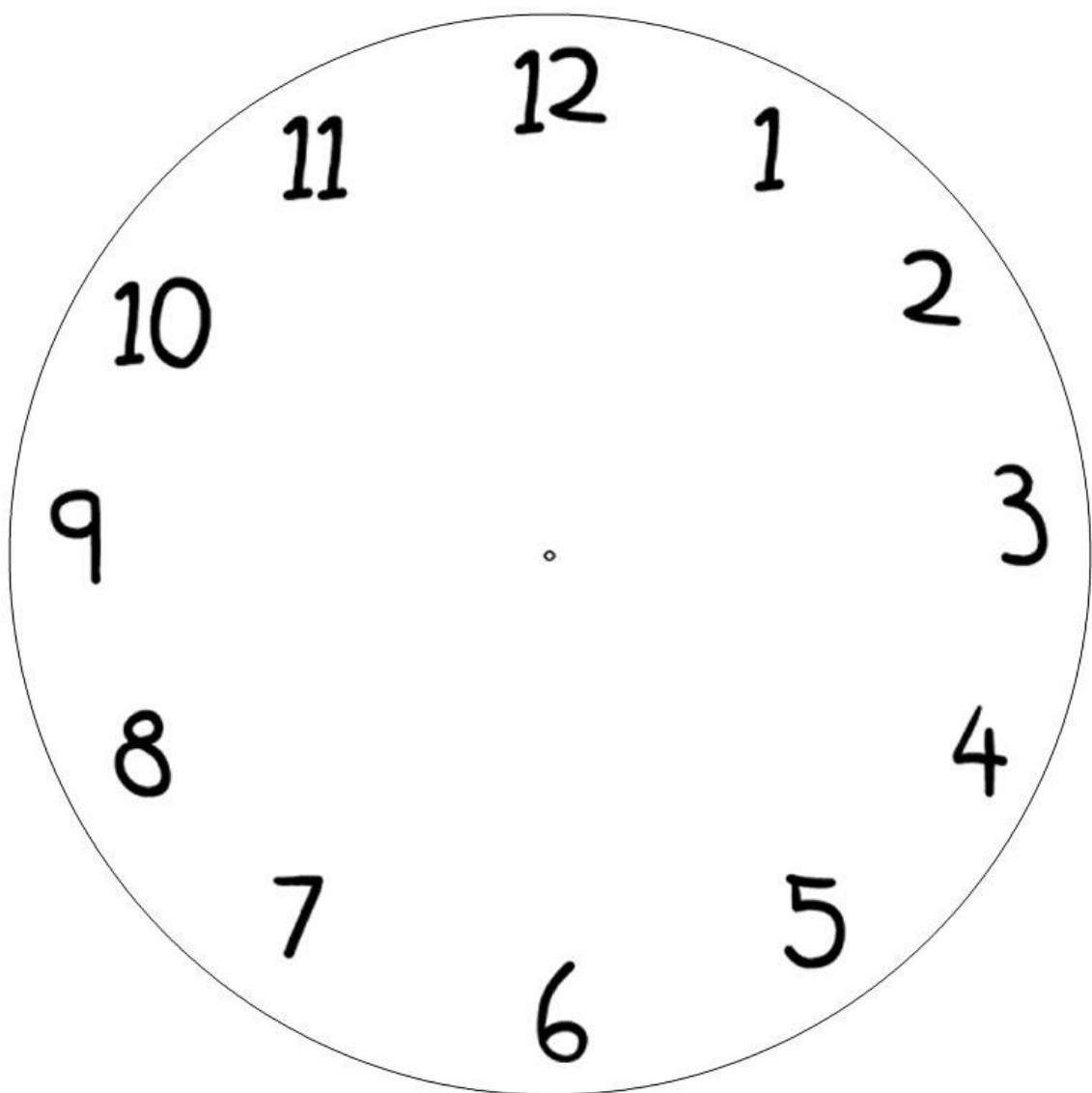
1. I _____ at _____ .
2. I _____ at _____ .
3. I _____ at _____ .
4. I _____ at _____ .

C Choose 3 activities you do at work or school. Complete the sentences about the activities. Give the times.

I study math at 9 a.m.

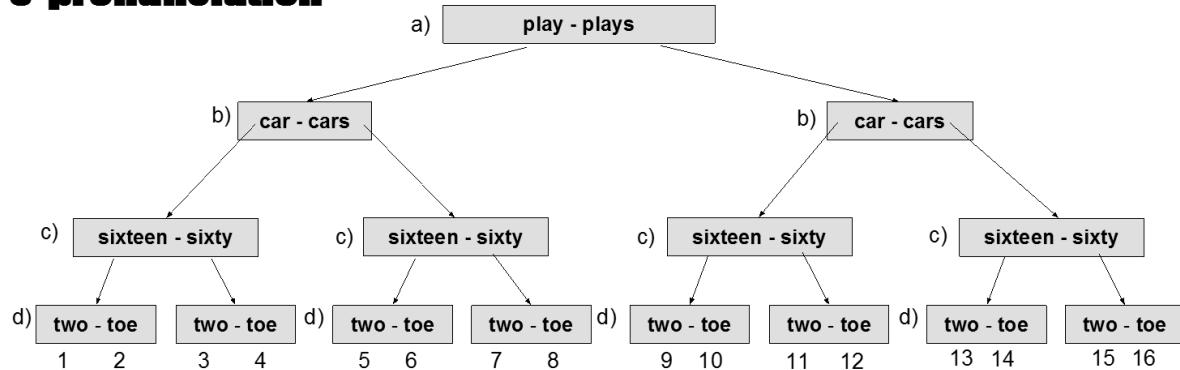
1. I _____ at _____ .
2. I _____ at _____ .
3. I _____ at _____ .

Appendix 3.3 – Clock Cutout

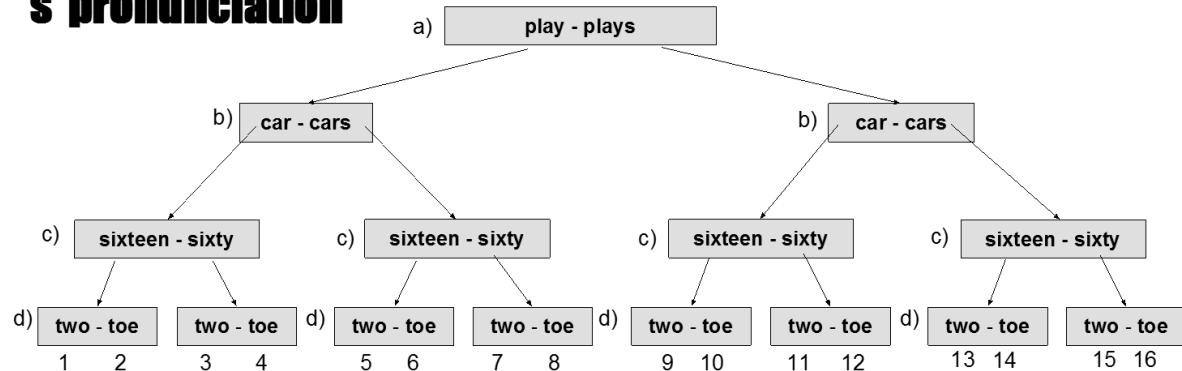


Appendix 3.4 – Pronunciation Pyramid – ‘s’ phoneme

‘s’ pronunciation



‘s’ pronunciation



Appendix 4.1 – Word Groups

cat	run
book	walk
Ryan	eat
basketball	drink
friend	use
woman	raise
we	stand up
summer	sit down
head	move
car	cook
soccer	buy

Appendix 4.3 – Trip to the Doctor

Trip to the Doctor

Example:

Doctor: Hello.

Patient: Hello Doctor.

Doctor: What is the problem today?

Patient: My eye hurts.

Doctor: Ok. Here is some medicine.

Make a story:

: _____

: _____

: _____

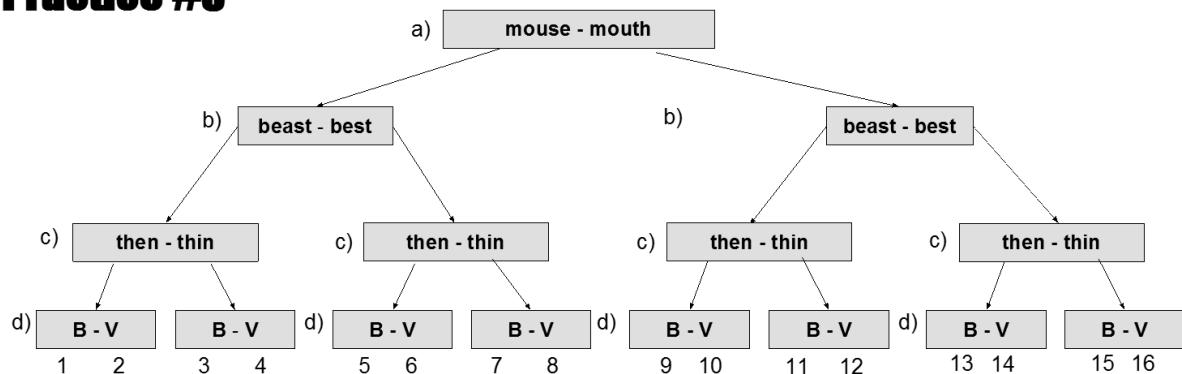
: _____

: _____

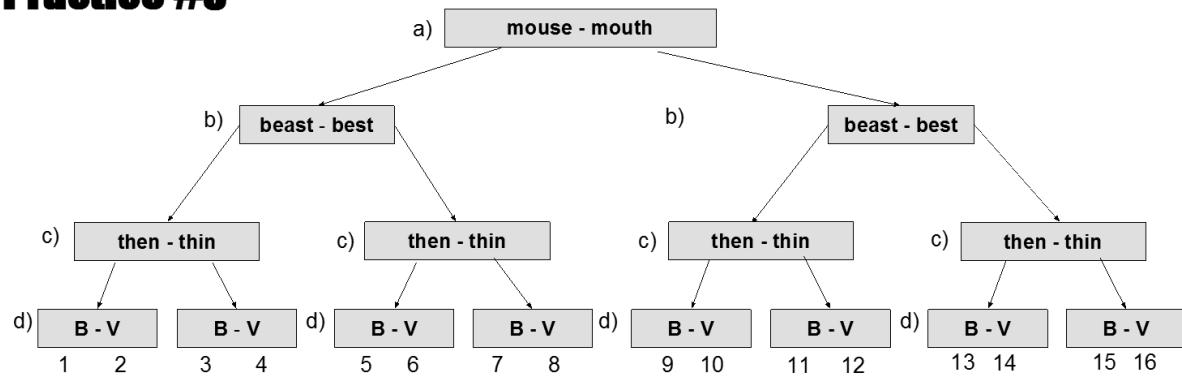
: _____

Appendix 4.4 – Pronunciation Pyramid #3

Practice #3



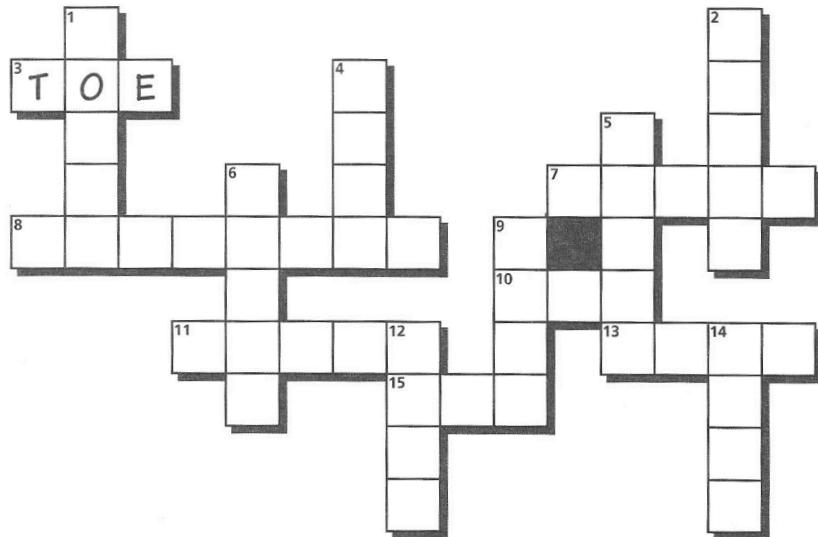
Practice #3



Appendix 5.1 – Body Parts Crossword

REVIEW

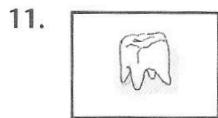
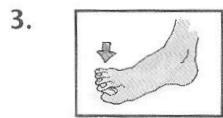
HINT: Use Picture Dictionary p. 132-133



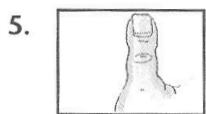
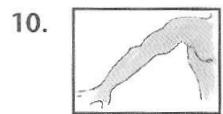
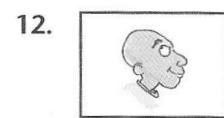
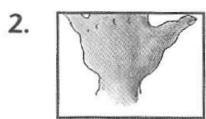
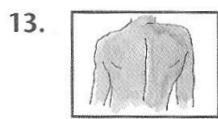
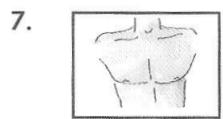
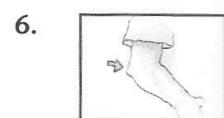
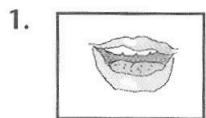
Write

Fill in this crossword puzzle. • Check your answers with your partner.*

ACROSS



DOWN



(Adapted from A Conversation Book 1: English in Everyday Life, p.168)

Appendix 5.2 – Illness Presentation

AT THE HOSPITAL

BODY PARTS

GOOD HEALTH

BAD HEALTH

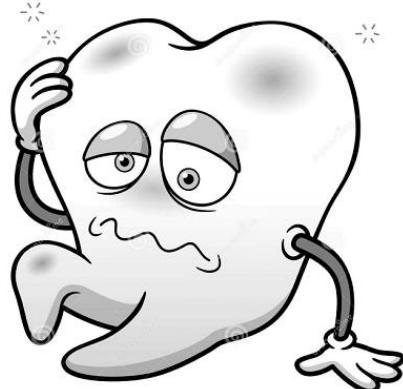
I'm sick!

My name is Mr. Tooth.

I'm a tooth!

I have a toothache.

Can I have medicine?



I'm sick!

My name is _____.

I'm a _____!

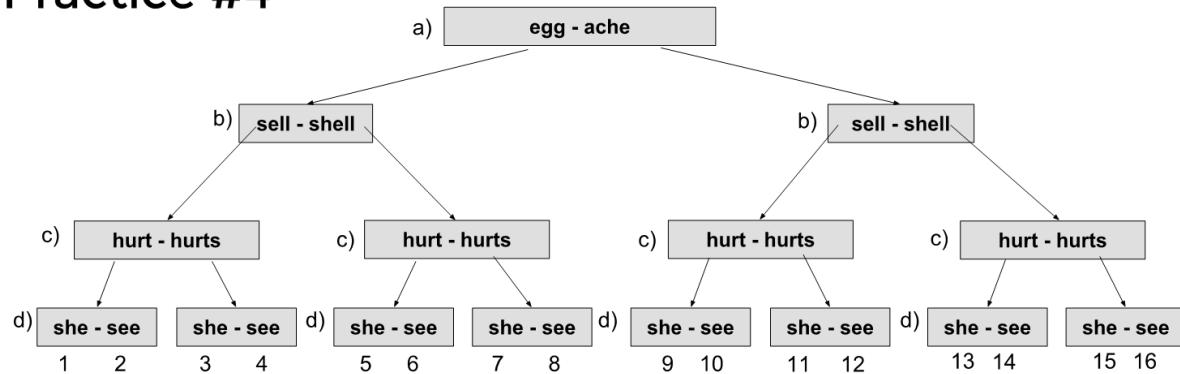
I have _____.

Can I have _____?

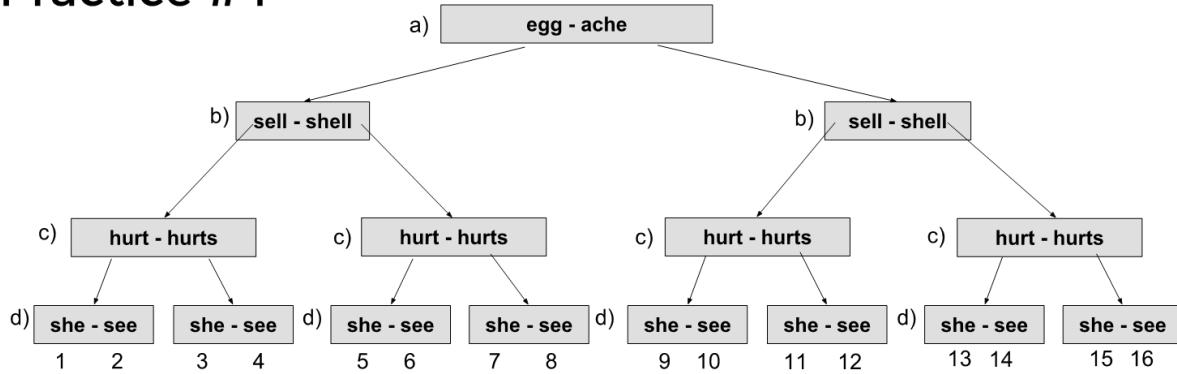


Appendix 5.3 – Pronunciation Pyramid #4

Practice #4



Practice #4

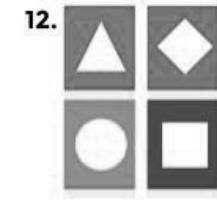
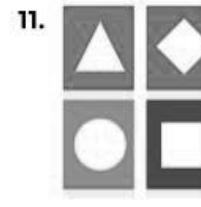
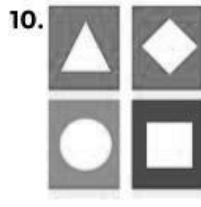
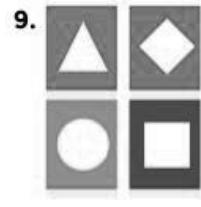
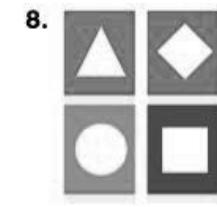
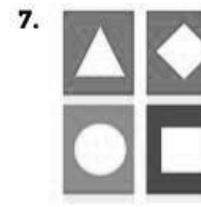
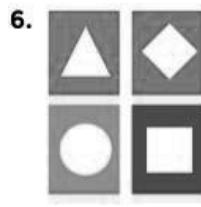
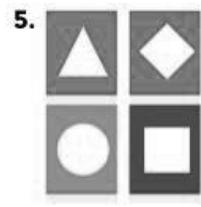
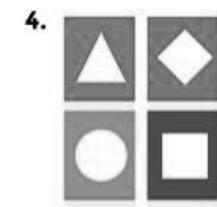
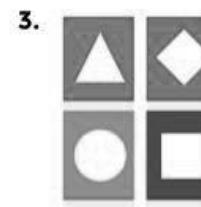
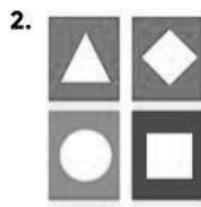
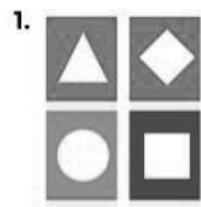
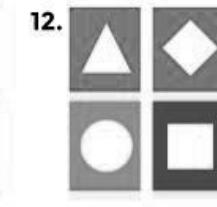
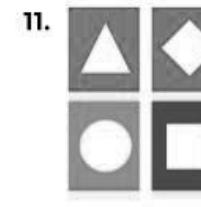
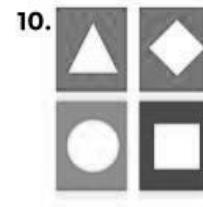
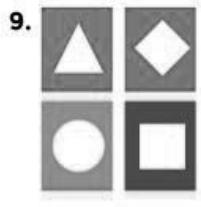
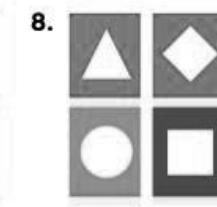
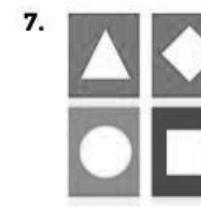
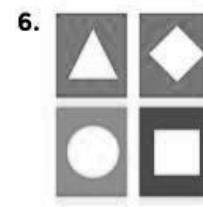
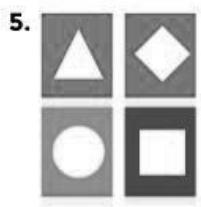
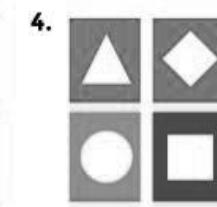
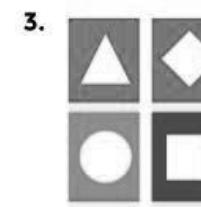
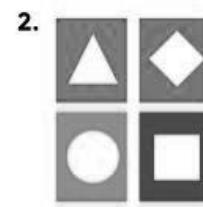
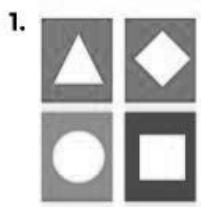


Appendix 6.1 – Pronouns and Nouns Inductive Activity

dog	dogs	he
house	houses	I
book	books	she
tree	trees	it
flower	flowers	you
person	people	we

dog	dogs	he
house	houses	I
book	books	she
tree	trees	it
flower	flowers	you
person	people	we

Appendix 6.2 – Kahoot Template for Offline Students



Appendix 7.1 – Adjectives Card Game

big	little	clean	new	old	dirty	boring	interesting	strong	weak	fast	slow
											

Adapted from <http://www.mes-english.com/fastboards/adjectives.php>

Appendix 7.2 – Family Introduction Dialogue

Introductions

A: Hello, B, how are you?

B: Hello, A, I'm great! And you?

A: I'm happy!

This is my father.

His name is John.

He plays soccer.

He is smart

B: Hi John, nice to meet you.

C (**Father**): Hi, B, nice to meet you.

Introductions

1 _____: Hello, _____, how are you?

2 _____: Hello, _____, I'm _____! And you?

1 _____: I'm _____!

This is my _____.

_____ name is _____.

2 _____: Hi _____, nice to meet you.

3 _____: Hi, _____, nice to meet you.

Appendix 7.3 – Family Introduction

FAMILY



1. grandmother
2. grandfather } grandparents

3. mother
4. father } parents

5. sister-in-law
6. brother-in-law
7. mother-in-law
8. father-in-law } in-laws

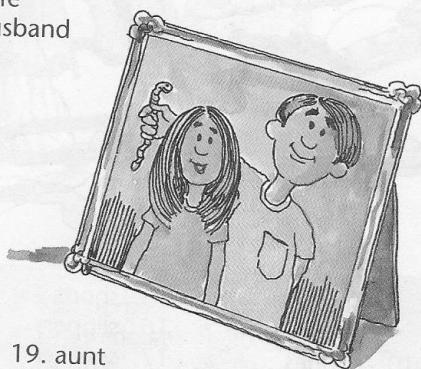
9. daughter
10. son } children

11. dog
12. cat } pets

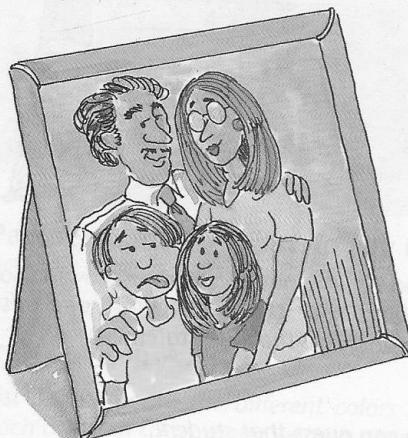


15. wife
16. husband

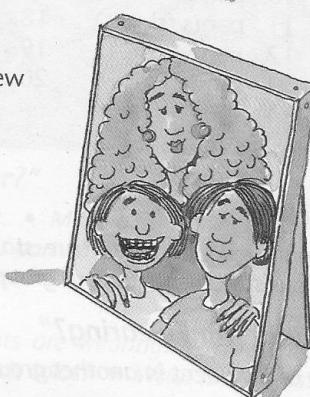
13. adult
14. child



17. sister
18. brother } siblings



19. aunt
20. uncle
21. niece
22. nephew



23. single parent
24. cousin

Tell the Class

Can you add more words to the list? • Tell the class about a favorite person in your family.



- | | | | | |
|-------------|-------------|-----------------|-----------|-------|
| 1. favorite | 5. nice | 9. short | 13. wise | _____ |
| 2. funny | 6. old | 10. sympathetic | 14. young | _____ |
| 3. heavy | 7. photo | 11. tall | | _____ |
| 4. helpful | 8. portrait | 12. thin | | _____ |

Partner Interview

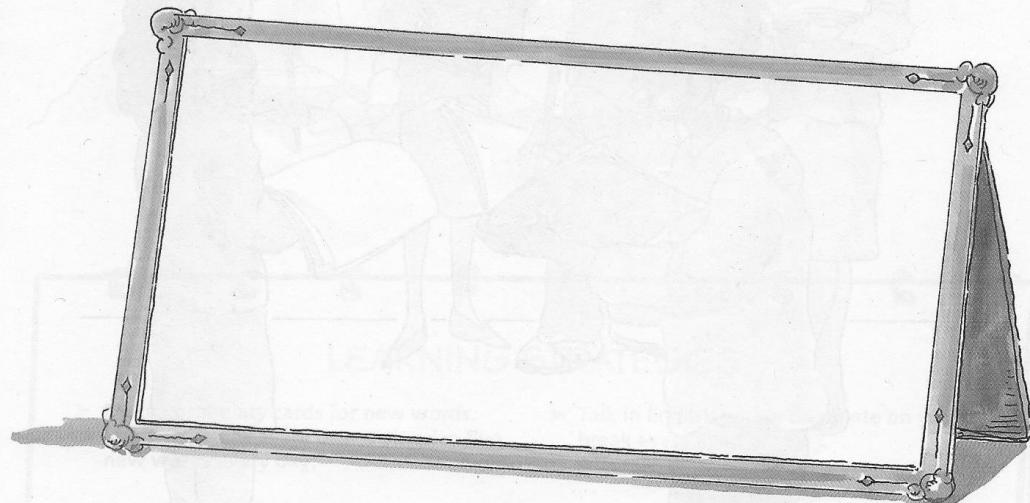
Partner's Name _____

Practice these questions with your teacher. • Then ask your partner.

- | | |
|---|-------------------------------|
| 1. Is your family big or small? | 4. Are they older or younger? |
| 2. How many people are in your family? | 5. Do you have children? |
| 3. How many brothers and sisters do you have? | 6. Do you have a pet? |

Draw

Work in groups of four or five. • Draw a family portrait or a family tree. • Tell your group about your family.



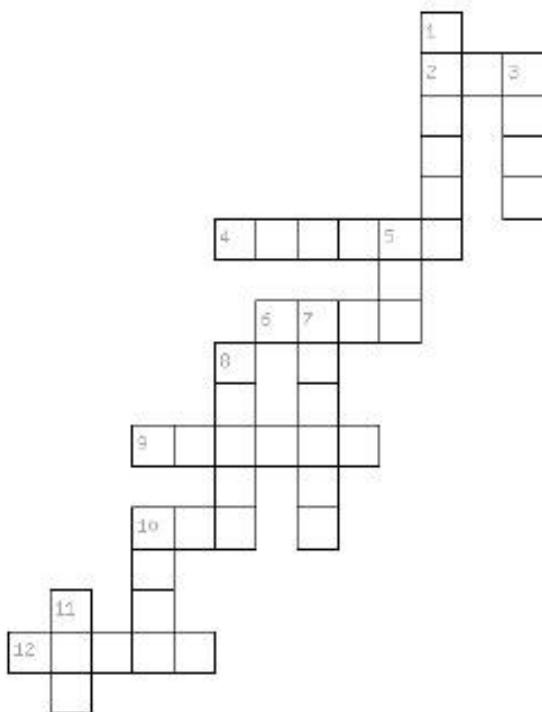
Tell the Class

Bring in photos of your family. • Show your photos to the class. • Explain who everyone is.

See Conversation Springboards on page 193.

11

Appendix 8.1 – Adjectives Review Crossword



Down



7.



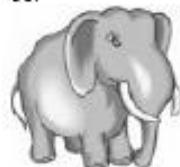
8.



10.



11.



Across



4.



6.



9.



10.



12.



Appendix 8.2 – Halloween Quiz Worksheet

HALLOWEEN Quiz

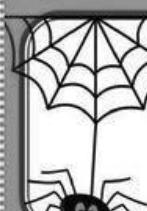
1 An animal that symbolizes evil and bad luck and is witch's pet.
 a) bat
 b) owl
 c) black cat



2 A hollowed out pumpkin with a face cut in one side and a candle put inside.
 a) Jack-o-lantern
 b) Tom-o-lantern
 c) Miss Pumpkin



3 A small creature that catches insects in a web.
 a) rat
 b) spider
 c) frog



4 A monster that goes out of control and is dangerous.
 a) Frankenstein
 b) Spiderman
 c) Harry Potter



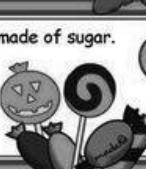
5 A large round metal container used for cooking over fire.
 a) pan
 b) pot
 c) cauldron



6 A pointed covering for the head that witches wear.
 a) witch hat
 b) witch cap
 c) witch crown



7 Sweet food made of sugar.
 a) cake
 b) candies
 c) biscuits



8 Nocturnal small animals that look like mice with wings.
 a) bats
 b) rats
 c) owls



9 A spirit of a dead person represented as a pale, transparent image.
 a) skeleton
 b) mummy
 c) ghost



10 A woman with evil magic powers.
 a) witch
 b) wizard
 c) fairy



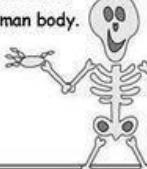
11 Large round vegetables with hard orange skin.
 a) eggplants
 b) courgette
 c) pumpkins



12 A typical Halloween character that is a vampire.
 a) Werewolf
 b) Dracula
 c) Troll



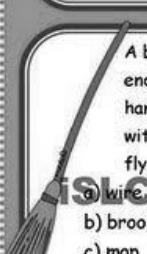
13 A frame of bones that supports a human body.
 a) ghost
 b) zombie
 c) skeleton



14 Children dress up frightening costumes and visit people's homes to demand sweets.
 a) trick or treat
 b) apple bobbing
 c) strolling



15 A brush on the end of a long handle that witches use to fly.
 a) wire brush
 b) broom
 c) mop



16 A representation of a dead person.
 a) death
 b) goblin
 c) zombie



17 A large grave, built of stone.
 a) coffin
 b) sarcophagus
 c) tomb



ISLCollective.com

Appendix 9.1 – Trick or Treat Dialogue



Trick or Treat

Child:



"Knock knock!"

Adult:

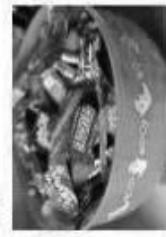
Hello?

Trick or treat!

I'm a **ghost**!



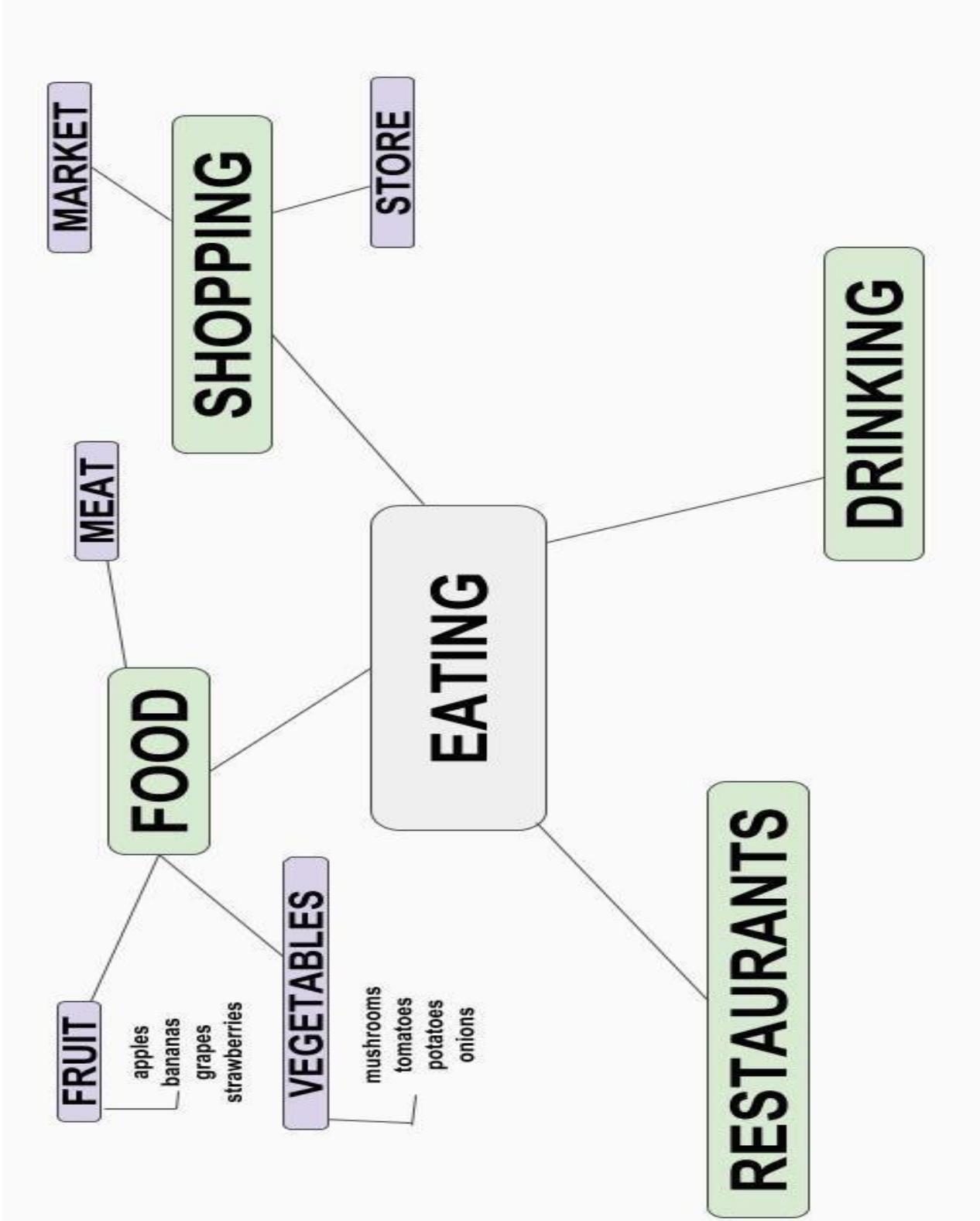
Here you are!



Thanks!



Appendix 9.2 – Food Mind Map



Appendix 10.1 – Cooking Verbs Group Quiz

COOKING VERBS VOCABULARY MATCHING WORKSHEET

LOOK AT THE WORDS IN THE LIST BELOW AND WRITE THEM UNDER THE CORRECT PICTURES

• boil	• flatten	• mix	• sprinkle
• break	• fry	• roast	• stir
• carve	• knead	• pour	• whisk
• chop	• mash	• peel	• spread
• drain	• grate	• slice	• squeeze



1) _____



2) _____



3) _____



4) _____



5) _____



6) _____



7) _____



8) _____



9) _____



10) _____



11) _____



12) _____



13) _____



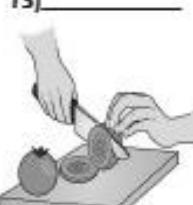
14) _____



15) _____



16) _____



17) _____



18) _____



19) _____



20) _____

Appendix 10.2 – Recipe Reading Practice

Reading Activity:

What Recipe is this?

Directions: Read this recipe. Listen to the teacher's questions. Discuss answers in the class.

Recipe 1

INGREDIENTS:

- 12 slices of white bread
- 1 jar peanut butter
- 1 jar strawberry jelly

INSTRUCTIONS:

1. Take 2 slices of white bread.
2. Spread peanut butter on the first slice of bread.
3. Spread jelly on the second slice of bread.
4. Put the slices of bread together.
5. Cut the bread into two triangles.

(Recipe Adapted from <http://www.epicurious.com/recipes/food/views/peanut-butter-and-jelly-layered-sandwiches-240043>

Reading Activity:

What Recipe is this?

Directions: Read this recipe. Look at the ingredients and the instructions. Please answer the questions on the next page.

Recipe 2

INGREDIENTS:

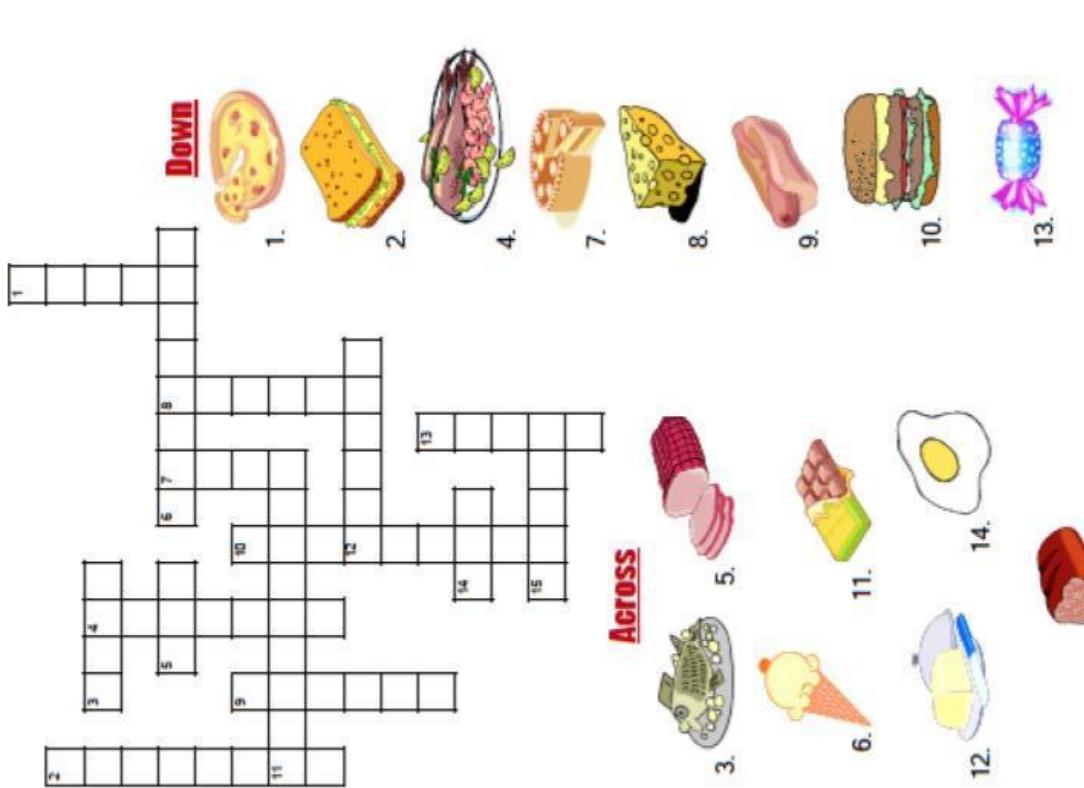
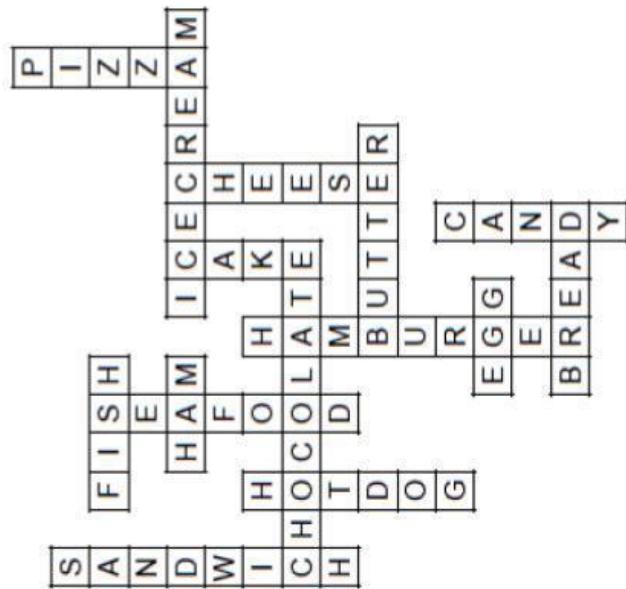
- 3 cups all-purpose flour
- 1 1/2 teaspoons baking soda
- 1 1/2 teaspoons salt
- 2 sticks (1 cup) unsalted butter, melted and cooled slightly
- 1 1/2 cups packed light brown sugar
- 1 cup granulated sugar
- 3 large eggs
- 1 1/2 teaspoons vanilla
- 2 1/2 cups semisweet chocolate chips (16 ounces)

INSTRUCTIONS:

1. Put oven rack in middle position and preheat oven to 375°F.
2. Line 2 large baking sheets with parchment or wax paper.
3. Whisk flour, baking soda, and salt in a small bowl.
4. Mix butter and sugar in a large bowl with an electric mixer until pale and fluffy, 2 to 3 minutes.
5. Beat 1 egg in a small bowl and add 2 remaining whole eggs to butter mixture, about 1 minute.
6. Mix in vanilla.
7. Reduce speed to low and mix in flour mixture, then stir in chips.
8. Scoop 1/4 cup batter for each cookie, arranging mounds 3 inches apart, on 2 baking sheets.
9. Flatten mounds into 3-inch rounds using moistened palm of your hand.
10. Bake, 1 sheet at a time, until golden, 13 to 15 minutes.
11. Move them to a rack to cool.
12. Keep in an airtight container at room temperature 3 days.

(Recipe Adapted from <http://www.epicurious.com/recipes/food/views/chocolate-chip-cookies-108703>)

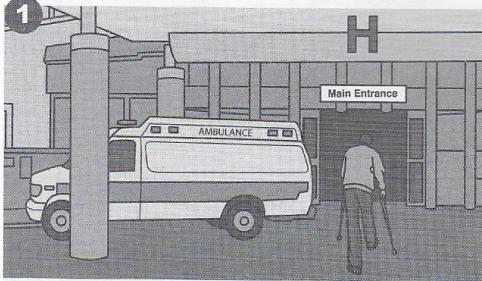
Appendix 11.1 – Food Crossword Practice



Appendix 11.2 – Directions WS Practice

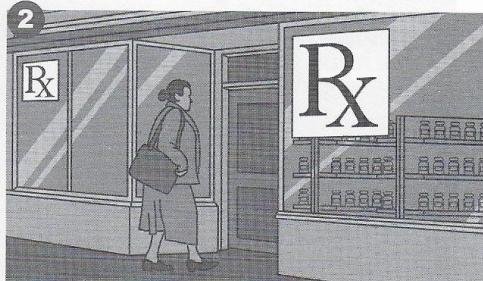
3 Look at the pictures. Write the answers.

drugstore	hospital	laundromat
movie theater	post office	senior center



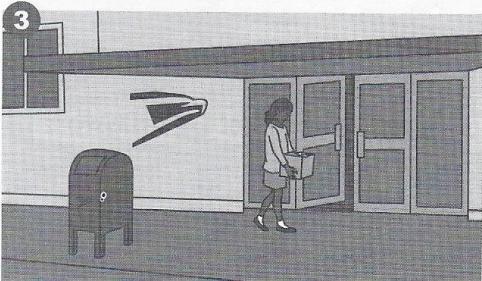
A Where's Mark?

B At the _____ hospital .



A Where's Maya?

B At the _____ .



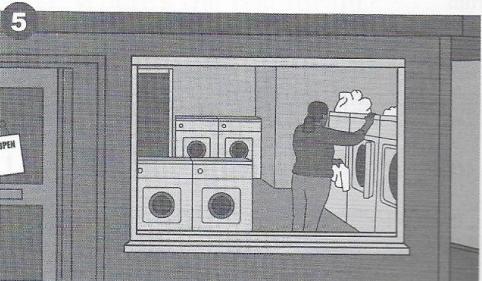
A Where's Jane?

B At the _____ .



A Where's Pavel?

B At the _____ .



A Where's Yong Suk?

B At the _____ .

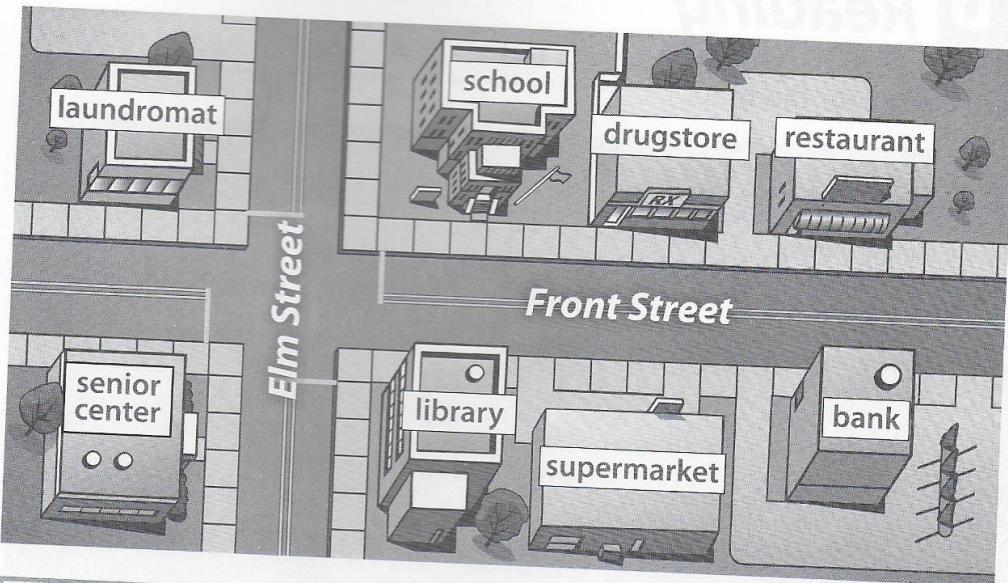


A Where's Peter?

B At the _____ .

Check your answers. See page 133.

2 Look at the map. Write the words.



Across from Between Next to On

1. A Where's the restaurant?
B Next to the drugstore.
2. A Where's the school?
B Between the library.
3. A Where's the drugstore?
B Between the school and the restaurant.
4. A Where's the restaurant?
B On Front Street.

3 Look at the map in Exercise 2. Match. Write the letter.

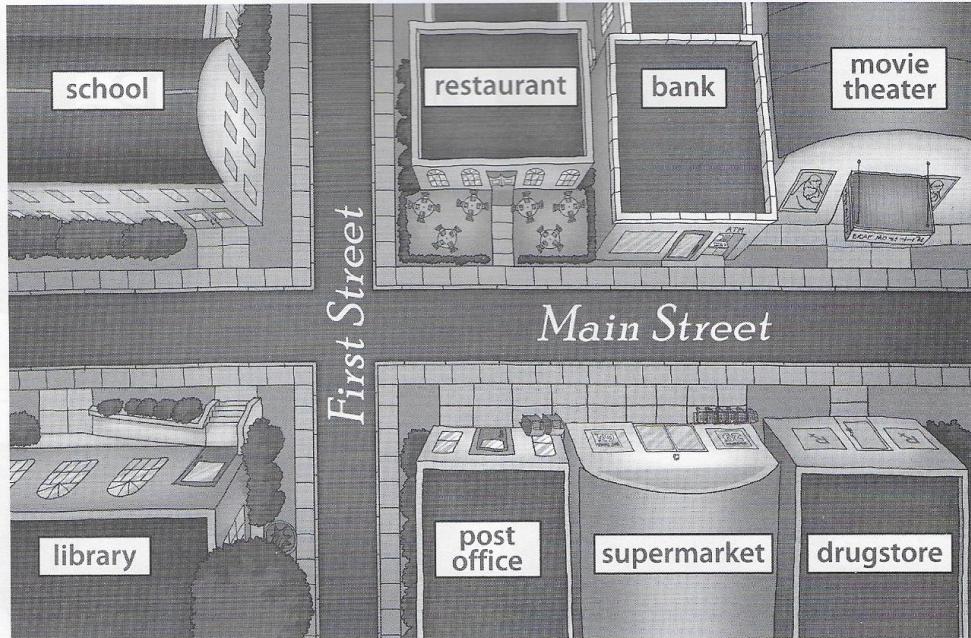
1. c the laundromat
 2. a the supermarket
 3. b the school
 4. e the library
 5. d the senior center
- a. next to the drugstore
 - b. across from the laundromat
 - c. on Elm Street
 - d. between the library and the bank
 - e. across from the school

Check your answers. See page 133.

Lesson

C It's on Main Street.

1 Look at the picture. Circle the answers. Then write.



1. The drugstore is next to across from the supermarket.

2. The school is next to across from the library.

3. The supermarket is next to across from the post office.

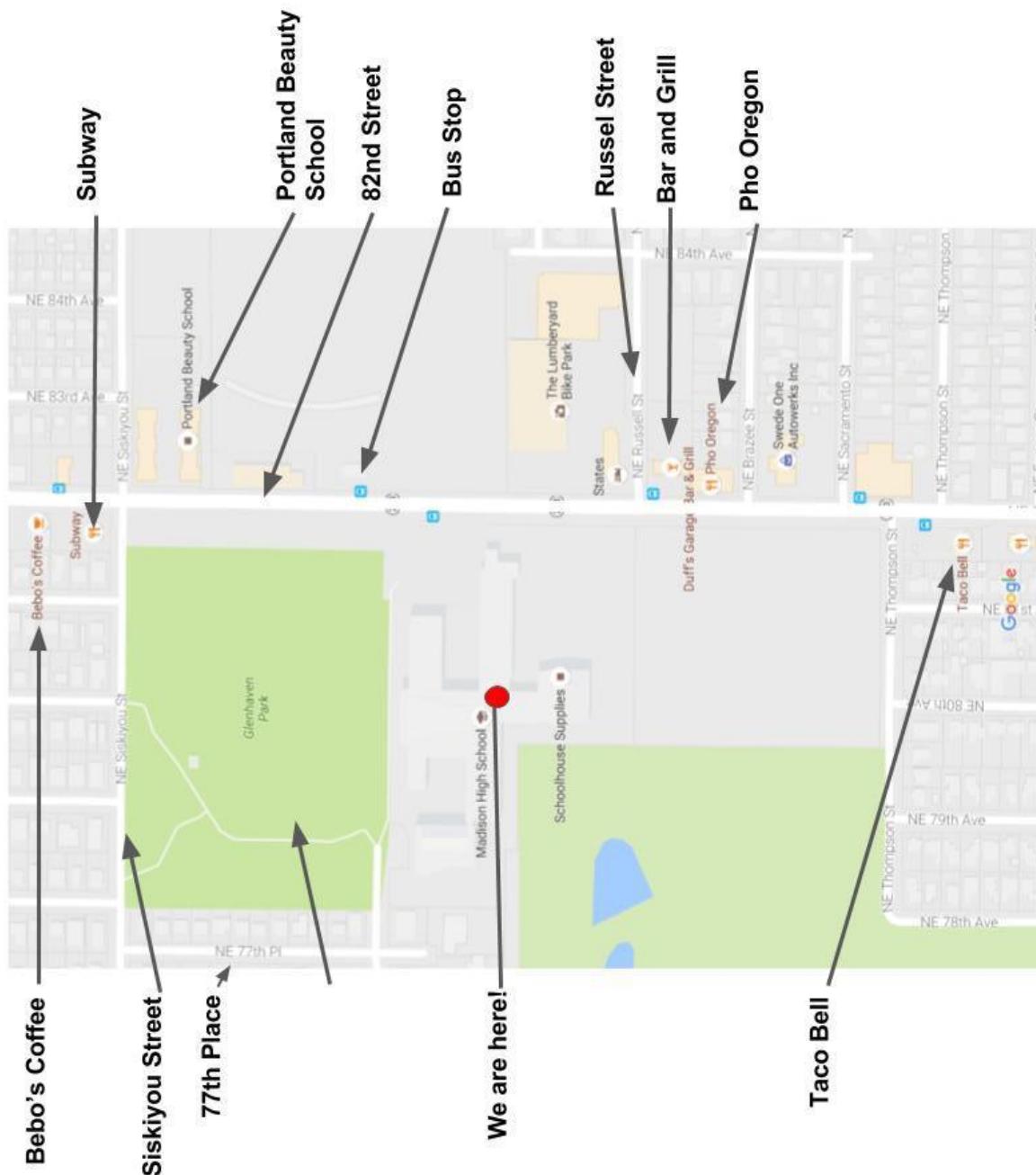
4. The post office is on across from Main Street.

5. The bank is across from between the restaurant and the movie theater.

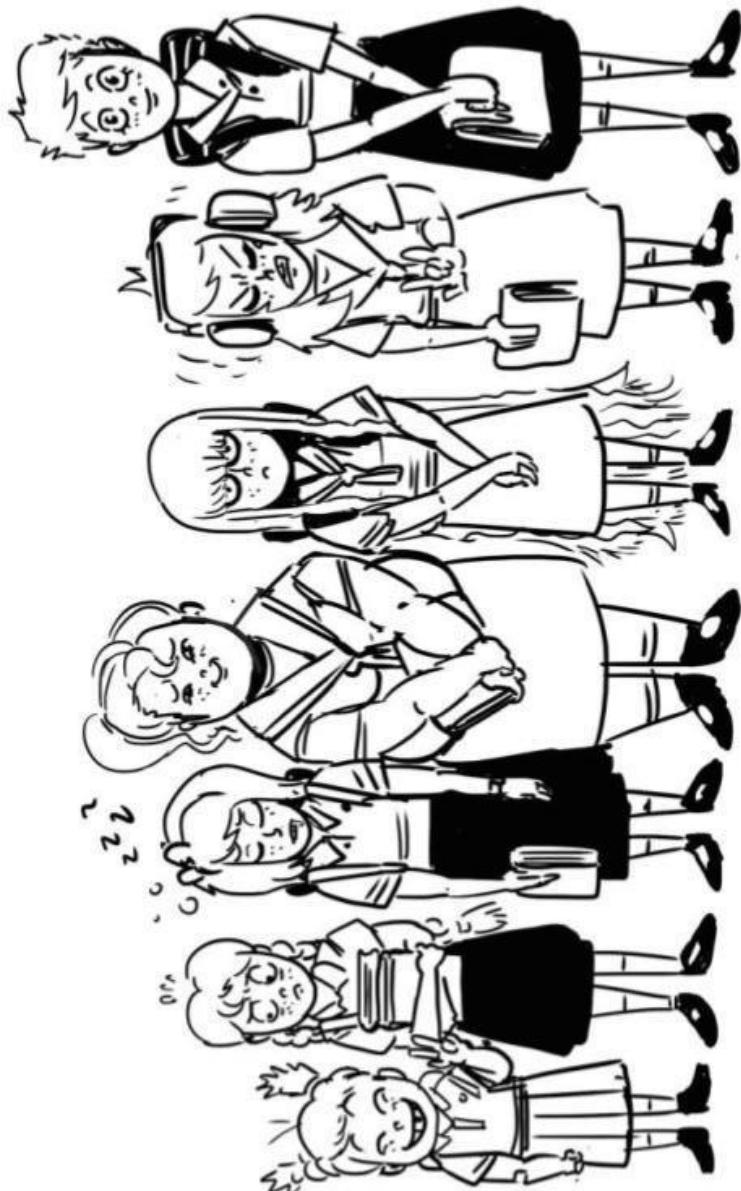
6. The restaurant is between across from the post office.

Check your answers. See page 133.

Appendix 11.3 – Madison High School Google Map



Appendix 12.1 – Describing People - Adjectives Practice



Art by Tom Parkinson-Morgan (Friend)

Appendix 12.2 – Giving Directions Practice Template

Name: _____

Asking for Directions

A: Where is the teacher's desk?

B: Go right.

Go straight.

Go right.

It is next to you.

Please complete this conversation with a partner:

A: Where is the _____?

B: Go ____.

Go ____.

Go ____.

It is _____ to you.

Appendix 13.1 – Line Activity Questions

What sport do you like?

Where are you from?

What language do you speak?

What food do you eat?

What do you drink?

Do you run every morning?

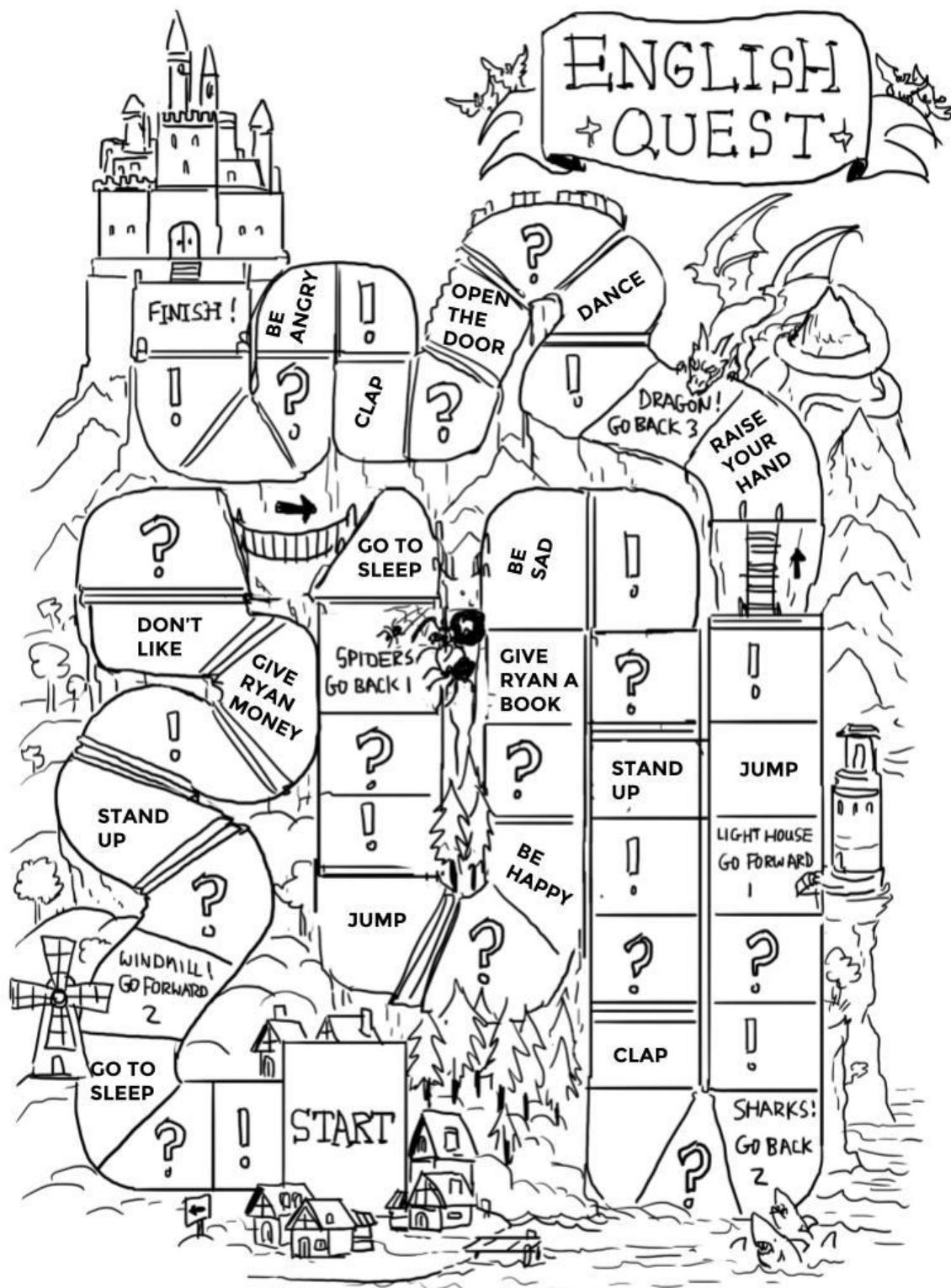
Do you watch TV?

Do you play soccer?

Do you like shopping?

Do you like to eat pizza?

Appendix 13.2 – Do Does Board Game



Art by Tom Parkinson-Morgan (Friend)

Appendix 13.3 – Jobs Vocabulary Practice

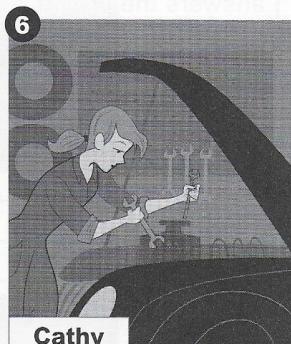
UNIT 8

3 Look at the pictures. Write the words.

cashier	custodian	mechanic
receptionist	salesperson	waiter



receptionist



4 Match.

- | | |
|------------|--------------|
| 1. Fatima | mechanic |
| 2. Cecilia | cashier |
| 3. Bruno | receptionist |
| 4. Gabriel | custodian |
| 5. Cathy | waiter |
| 6. Edward | salesperson |

Check your answers. See page 136.

Work 91

Lesson B Job duties

1 Check (✓) the job duties.

Jobs	Sells clothes	Cleans buildings	Serves food	Answers the phone	Counts money	Fixes cars
waiter			✓			
mechanic						
salesperson						
receptionist						
custodian						
cashier						

2 Write the job duties.

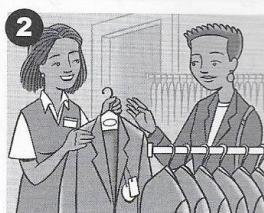
answers the phone	cleans buildings	counts money
fixes cars	sells clothes	serves food

1. A waiter serves food.
2. A receptionist _____.
3. A cashier _____.
4. A salesperson _____.
5. A custodian _____.
6. A mechanic _____.

3 Write the job duties.



fixes cars





Check your answers. See page 136.

4 Look at the pictures. Write the answers.



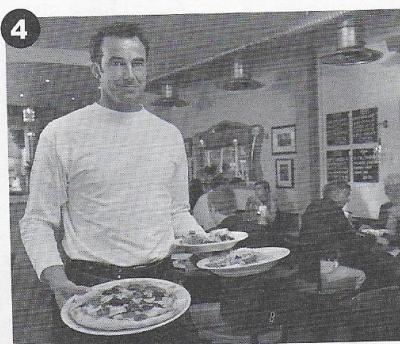
- A What does she do?
B She sells clothes.



- A What does he do?
B He _____.



- A What does she do?
B She _____.



- A What does he do?
B He _____.



- A What does she do?
B She _____.



- A What does he do?
B He _____.

Check your answers. See page 136.

Work 93

Appendix 14.1 – Class Evaluation

(Adapted from Mary's End-of-class Evaluation)

SURVEY

TEACHER

	 always	 sometimes	 never
Listens to students			
Helps students			
Answers questions			
Teaches grammar			
Smiles			

ACTIVITY

	 always	 sometimes	 never
free conversation			
writing practice			
phone quiz			
pyramid pronunciation			
videos			
grammar topic			

MATERIALS

			
picture dictionary			
red book			
whiteboard			
powerpoint			
handouts			

TOPICS

			
health			
hospital			
food			
places			
directions			
jobs			

STUDENT

	 good	 so-so	 bad
Talking			
Listening			
Reading			
Writing			
Vocabulary			
Pronunciation			

What do you like to study?

Class in January (2017)

Will you come to classes in January? YES NO

What days are good for class? MON TUES WEDN THURS FRID

Appendix 14.2 – Class Participation Certificate

