

Literacy
Network
OF SOUTH BERKSHIRE

TUTOR MANUAL

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About LitNet

OUR VISION:

An engaged, welcoming, and literate Berkshire community

OUR MISSION:

To serve the needs of immigrant and U.S.-born adult residents of Berkshire County by providing free, individualized, one-on-one instruction in reading, high-school equivalency test preparation, English for Speakers of Other Languages, and citizenship test preparation, and by providing generalized educational support and access to a network of community resources, all through a professional staff and a trained team of volunteer tutors.

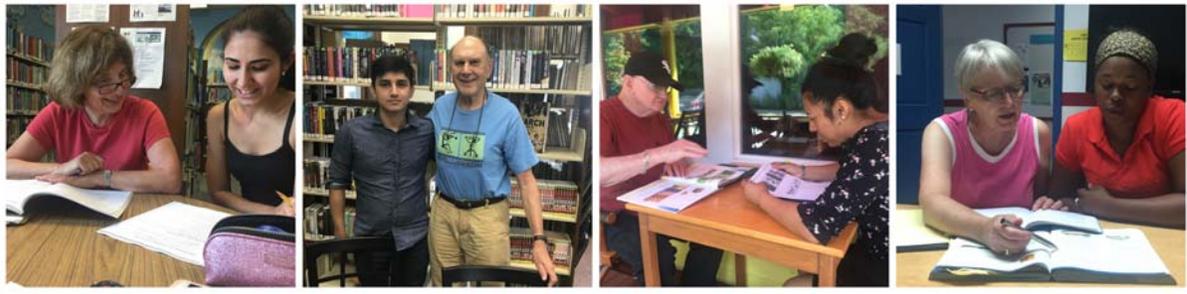
OUR CORE VALUES:

We believe everyone has a right to an education.

We believe in the power of literacy to transform lives.

We believe challenges in life and learning should be met with patience and flexibility.

We believe a connected community is a stronger community.



Responsibilities

LitNet Staff:

Perform intake meetings, assess learning levels, and match students with appropriate tutors

Recruit, train, and support tutors.

Provide learning materials.

Secure community teaching sites.

Resolve any conflicts or interpersonal issues between matches

Refer students to other social service agencies for support, as appropriate

Tutors:

Attend initial Tutor Training and Tutor Workshops

Provide the name of one reference with phone number to be contacted by LitNet staff.

Meet with student in public places only.

Meet with student for at least one hour per week; except when the student is informed of vacation or other commitments.

Submit monthly Progress Reports to LitNet.

Inform LitNet staff immediately of any changes in meeting time or place, or student's attendance.

Return all materials to LitNet when no longer using them with student.

Discuss problems with Education Staff (413-243-0471).

Maintain student confidentiality (there are three exceptions: reporting abuse or neglect, preserving health or safety in an emergency, and preventing the commission of a crime).

Students:

- Keep tutoring appointments.
- If unable to attend class, notify tutor as far ahead of time as possible.
- Come open and prepared to learn.
- If problems arise that interfere with learning, discuss them with your tutor or the Education Staff (413-243-0471).

Frequently Asked Questions

Who are we and what do we do?

The Literacy Network was founded in 1991 by reading and learning disability specialists, Zoë Dalheim and Peg Smith, in partnership with the Lee Library Association. In 1995, we became an independent, 501(c)(3) nonprofit organization.

Since 1991, we have worked with more than 1,000 volunteer tutors to provide over 1,200 adult students in Berkshire County with free, individualized tutoring. LitNet seeks to give adult learners the tools they need to succeed in their jobs, support their families, and engage with their local communities. The organization currently serves more than 130 student/tutor pairs, who meet weekly to study English for Speakers of Other Languages (ESOL), prepare for the high school equivalency test or the U.S. citizenship exam, or learn basic reading skills. More than 90% of LitNet's students are immigrants learning English.

We provide free academic instruction and support for adults in South Berkshire by matching adult learners with volunteer tutors, whom we recruit and train. Our organization is privately funded, and we perform various fundraising activities throughout the year to ensure that we can advance our educational mission.

What is the role of LitNet staff?

Our role is to provide training, support and information to tutors. We always want to hear about your ideas, good news, or concerns.

Who are our tutors?

LitNet tutors are an ever-growing network of over 150 professionals: bankers, physicians, librarians, horticulturists, business owners, editors, teachers, lawyers, speech pathologists, nurses, actors, artists, journalists, scientists, graphic designers, playwrights, nonprofit leaders, and social workers. Volunteer tutors are provided with training and ongoing support. Some tutors have backgrounds in education, others do not. There is no need to have any expertise in any language except English. The only requirement is to be interested in helping change lives, one student at a time.

Who are our students?

LitNet serves the large population of immigrants who live and work in the southern portion of Berkshire County. According to the American Community Survey from the U.S. Census Bureau, between 2009 and 2014, the number of South Berkshire residents who spoke a language other than English at home increased by almost 30%. About 3,000 individuals in LitNet's primary service area speak a language other than English at home.

In the past year, students enrolled with the Literacy Network ranged in age from 20-71. They were of limited income and came from 30 different countries and spoke at least 18 different languages collectively. The majority of LitNet students are from Central and South America; however, we also have students from Western, Central, and Eastern Europe as

well as China, Japan, India, and Southeast Asia. Some LitNet students have learning disabilities and have been unsuccessful in more traditional learning environments. We also work with any student age 16 and older who is not enrolled in school.

More than 90% of LitNet's students are studying ESOL, 5% are working to receive their high school equivalency certificate, 3% are pursuing their American citizenship, and 2% are practicing basic reading skills (Data provided as of September 2017).

How do you make matches?

- We meet and assess students and decide the type of tutor with whom he/she would work best.
- We plan for initial materials and appropriate teaching strategies.
- We contact a potential tutor and discuss the student. If the tutor would like to work with the student, we meet with the tutor and review educational material and learning strategies.
- After the match is made, we arrange and attend the first meeting between student and tutor.

Where and when does tutoring take place?

Tutoring takes place at mutually convenient times and in public places. Most tutoring happens at the Lee Library, Berkshire Community College South Campus, or the Mason Library in Great Barrington; never in the home of the tutor or student.

What is the commitment for tutors?

- Tutors work with students at least once a week for about an hour. Tutors and students may meet more frequently or for longer time periods, as they choose.
- Tutors need to do a lesson plan for each session and submit a monthly progress report.

What if a tutor goes away on vacation?

We wish tutors bon voyage, and ask that they make arrangements with students, giving them assignments, etc. For longer vacations, including those who winter in warmer places, let us know and we will try to find a substitute.

How do we pay for our “free” services?

We survive thanks to donations from individuals, businesses, grants, and foundations. We host an annual gala, which is our single-largest source of revenue for the program.

How much do we appreciate our tutors?

The Literacy Network Board, staff and students appreciate the dedication and generosity of our tutors more than we can ever express. **THANK YOU!**

Working with Adult Learners

Principles of Learning

Partnership

- Students and tutors work together as a team.
- Students should be active participants & encouraged to share in the planning and assessment of their own learning.
- Communication, support, and respect are key.

Proper Curricula/Materials

- Curricula/materials should fit the individual student's needs, as determined by education staff assessment. We would like this to be a partnership. As you begin working with your student, we are open to ideas as to the kinds of materials you would suggest.

Differences between Adult & Child Learners

It can be a wonderful experience to enable another adult to meet his or her literacy goals and the experience will enrich your life in unexpected ways. The people you will be tutoring and learning with will have a wide range of backgrounds and experiences. The thing they all have in common is that they are adults. There are some important differences between teaching a child and teaching an adult.

Differences between Tutor and Student

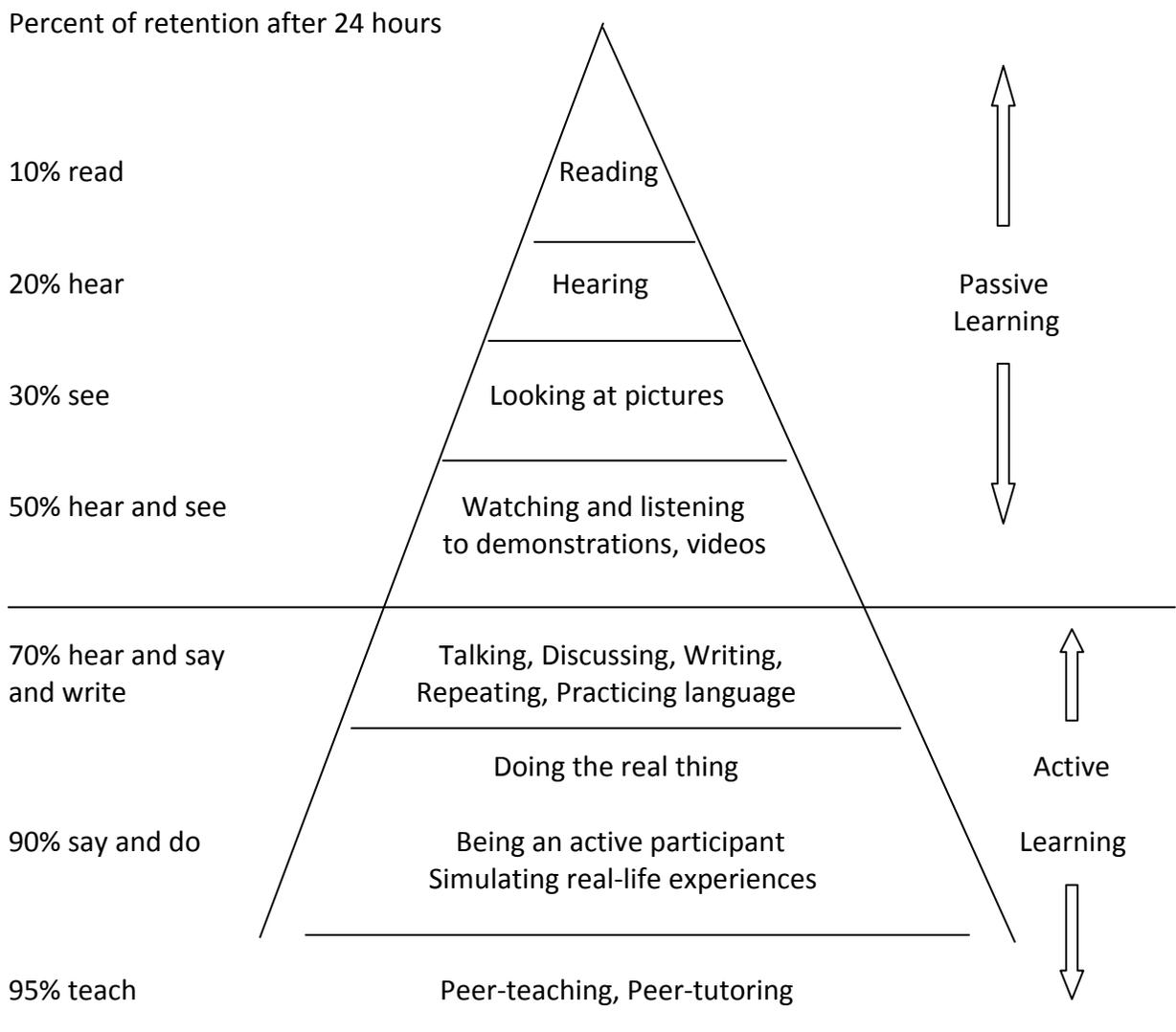
Just as adult students are different from students who are children, adult students may be very different from their tutors. Generally we gravitate toward those who are like ourselves. Our friends and neighbors are apt to be in the same socio-economic group. Those we associate with may have the same religious values, share our politics, etc. However, the student you are assigned to may be very different from you. Some of these differences may not matter. Some may cause a problem.

Active Learning

Learning theories have consistently emphasized the power of active learning.

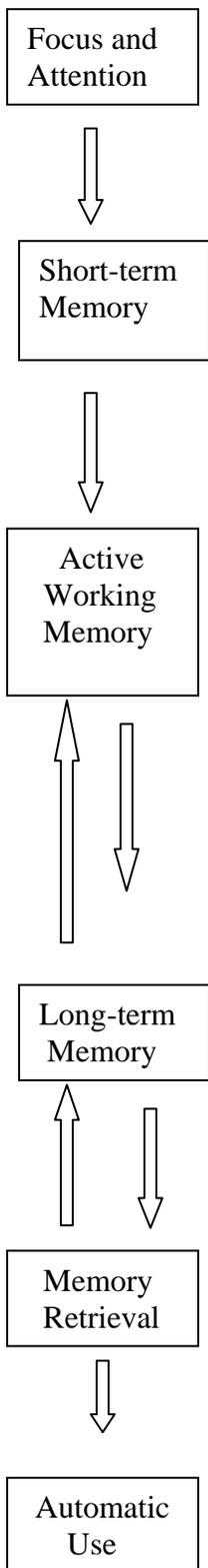
Use ideas, activities, and materials for active rather than passive learning.

Your student will retain the material much faster, better, and for a longer time.



Memorize to Learn

How to help your student memorize and learn new language better and faster.



First, students need to **actively focus and pay attention** to new language and learning so that it **gets into their short-term memory**.

>Provide activities and tasks that are relevant, meaningful and fun, so that your student is interested and engaged. Realia or pictures help the brain focus on the specific vocabulary.

Next, the new language needs to be **organized in the short-term memory**.

>Help your student **link new information to what they already know and to organize it into categories**. The new information needs to be learned in context and immediately used.

Students need to use and strengthen this temporary information in the **Active Working Memory**. The brain likes novelty. Learning and memory work best “by littles” – **frequent and quick repetitions**.

>Provide **plenty of communication tasks** to work with and to strengthen the new learning.

>Present the material in small amounts, and with activities that are structured and sequenced. Move from recognition to recall; from easy to difficult; from words to sentences to conversations; from practicing with the tutor to independent practice and use.

>Use many different types of activities. Students need the opportunity to **use the information in new ways**. They can use different modes of learning and input, which also **increases the intensity of the memory**.

The new knowledge and skills need to be reinforced and consolidated to get into **long-term memory**. This is the “Filing System” for memory and learning.

>Provide opportunities to frequently review and practice new learning in different ways over periods of time to allow your student to **remember and strengthen the memories**.

Strong memories filed in an organized way are **retrieved** much more efficiently.

>Practice the language in the context in which it will be used, so there is a **close match between how the information is learned and how it is used**.

Thus, the new language gradually becomes **automatic** through repetition, practice and use. Your student has now learned the material.

Tutoring English for Speakers of Other Languages (ESOL)

Levels of ESOL students:

1. The student who is non-literate in his/her own language as well as in English, and who has little spoken English.
2. The student who is literate in his/her own language, but can read, write or speak a little or no English.
3. The student who is literate in his own/her language and can read, write, and speak English fairly well. This person needs specific skills such as spelling, grammar idioms, tips for pronunciation, etc.

Then there are the “in-betweens,” such as the person who is literate in his own language, but whose native language uses a different alphabet; the person who can read and write English fairly well, but whose pronunciation is difficult to understand (and the opposite).

Important Concepts of Language

To enable learners to communicate effectively in English, we help them to develop skills in these four skill areas of communication:

- **Listening:** receiving and understanding information spoken by others
- **Speaking:** conveying information verbally to others
- **Reading:** receiving and understanding written information
- **Writing:** conveying written information to others

Other concepts of language that play a role in the learner’s development, strengthening of the skill areas, and overall ability to communicate are:

- **Grammar structures:** using appropriate grammar and patterns to convey meaning verbally or in writing
- **Vocabulary:** using appropriate words to convey meaning verbally or in writing
- **Pronunciation:** speaking words as naturally as possible so that you are understood by other English speakers

Determining What To Teach

Your student will have been assessed by LitNet before he/she comes to you. This will give you an approximate level. However **evaluation is very much an ongoing process** and you must get to know your student in order to identify his/her unique needs and difficulties.

Talk with him/her, and especially, listen

1. Engage him in conversation tell him about yourself, then ask about him...where he comes from, his family, work why he wants to learn English, what is difficult about English, what is difficult about being in the US or Berkshire County. Listen to how s/he speaks. Notice what kind of errors in grammar, pronunciation, and vocabulary. When noticing errors, also shift your attention to understanding what the student does know. Sometimes this can help you identify how to work with the student.
2. Check his understanding of spoken English. This may be difficult. Don't ask "Do you understand"? because s/he may just give a smile and nod. The purpose of the evaluation is to find out what survival skills, grammar, and vocabulary your student needs. Then you can link them together as you plan the lesson.

- **Intonation:** using tone of voice and rhythm of speaking to convey meaning
- **Gestures:** using facial, hand, and body movement to convey meaning with or without speaking
- **Context:** the situation, or nuance of a particular situation
- **Culture:** the background that determines the way one thinks, feels, and acts when communicating with others.

Important Considerations in Tutoring ESOL

- **Oral First** - Just as we learned to speak our first language (English) by listening and speaking before reading and writing, so should the emphasis be in learning English as a second language. The focus should be on using the language, so the tutor should think about what the student needs to be able to say in daily life.
- **Active** - Remember, “Lazy Teacher, Active Student.” The less a tutor talks the more a student talks, and the more chance a student has to practice. So use drills, conversations, and dialogues whenever possible. It’s also more interesting and relevant. Most of our students have limited opportunities to use English in their daily lives. You may be the one person who is willing to listen to their beginner English.
- **Target Language** - English is the “target,” the goal. It should be used in the tutoring sessions. Students already know their first language, and the tutoring session may be one of the few times they have to practice English. Tutors can convey meaning without translating by acting out concepts or by using pictures and/or real objects.
- **Sequenced** - start with easy and build towards difficult: first words, then sentences, the question, then conversations.
- **Limited** - not too much new vocabulary or grammar in every session; just enough so that the student can learn it well in the time allotted and still be challenged.
- **Practical** - something students can use when they leave the classrooms, and use again every day.
- **Using a Language Is a Skill** - Tutors shouldn’t give knowledge about English; rather they should help students acquire a skill, like any other, (typing, driving). Acquiring a skill requires constant practice and reinforcement of language patterns previously learned.
- **Helping Students Learn How to Learn** - Tutoring should focus on preparing students to face new situations when the tutor is not around and still be able to learn by themselves. Therefore, exercises must require students to make good guesses, draw inferences, or figure out new and relevant situations, not just memorize dialogues or patterns.

Additional Tips for Tutoring

- Listen actively and patiently. Learners are sometimes offended by the suggestion of indifference or impatience on the part of their tutor. Resist the temptation to finish the learner's sentences.
- Ask questions that require more than a yes or no answer.
- Take a few notes right after your session to help you remember what you talked about, with whom, and what you want to talk about during your next session. Is there something you wanted to remember to bring? A grammatical question you wanted to think about more carefully before answering?
- Be sensitive to the existence of cultural differences. It is very easy for misunderstandings to arise when people from different cultural backgrounds work together. You can't know everything, but you can be aware of the possibilities for miscommunication.
- Don't get bogged down with using the terminology of grammar (i.e. adjective, direct object); just use it.
- Use common sense and cross-cultural sensitivity in choosing topics for discussion. There are a few topics that are entirely taboo. If the learner wants to know your thoughts on religion, for example you should feel free to express them. You should, however, avoid any appearance of pushing your own beliefs or any disparagement of the learner's beliefs.
- Be open to new ideas. If you enter a tutoring situation with your mind made up on the role of women in Islam, for example, you are less likely to learn anything new from your learner. You are not being asked to change your own values, but to try to understand those of your learner.
- New sounds are difficult to hear and say, so speak slowly and distinctly.
- New sounds are hard to remember: repeat, repeat, repeat.
- Insure success by motivating, setting short-term goals, and using small teaching steps.
- Review often, particularly the difficult sounds and sentence structures. Always encourage.

- Speak only in English and allow your student to speak only English. (Experiment with the student's language before and after the lesson).
- Avoid using a bilingual dictionary on a regular basis. This slows the lesson down and makes it more difficult to learn to think in English.
- Whenever possible, act out or demonstrate new concepts for your student.
- Work to meet the student's immediate everyday needs in English. For example, what basic words are needed for employment, schooling, and shopping?
- Remember that the student needs the speaking practice, not you.
- Be consistent in the wording of instructions.
- Do not ask personal questions or pry into your student's background. Allow trust and friendship to develop naturally.
- Do not talk down to students. Ignorance of English does not indicate lack of intelligence. (How well do you speak student's language?)
- Speak naturally. It is not appropriate to speak loudly, but speaking slowly and distinctly will help your student understand what you are saying.
- Don't forget to listen, and don't be afraid of pauses. Although pauses and silences make Americans uncomfortable, many cultures find them natural.
- Most languages are more phonetic than English (consider Polish, Polish; their, there, they're; tough, through, though, thought). Be patient when your student experiences difficulty with spelling and pronunciation.
- Avoid slang and idioms. Limit your vocabulary and sentence structure to those already learned.
- Never assume your student knows something. Keep the proper sequence of instruction until you are certain the material has been learned.
- Teach your student to ask questions. It is important that the student be able to control the conversation.
- Avoid asking "Do you understand?" The student will almost always say yes. Instead, devise testing methods that will demonstrate knowledge.

- Encourage your student a lot. Praise good work.
- Enjoy yourself—students accomplish more when learning is a pleasant experience.

Getting Started

What to Bring

1. Lesson plan for each session
2. Index cards - putting a sentence in order, vocabulary, pronunciation practice, etc.
3. Magazine pictures, especially people in situations (catalogues are great)
4. Books and materials selected by Education Staff.

Getting Started

The first meeting will be facilitated by the Education Staff. View it as an opportunity to get to know your student and establish a rapport.

After introductions, depending on the level of the student's English, exchange basic personal information such as name, address, and phone number. All students will receive a notebook provided by LitNet.

Elicit general information about the learner's basic personal information: family, living situation, interest, daily activities, occupation, schedule, educational background, and contact with English on a regular basis. This serves as an icebreaker.

Possible questions include:

- Where are you from? When/why did you come to the USA?
- Did you come to the US alone or with family and friends?
- Do you have any children? How old are they?
- What do you like to do? What did you like to do in your country?
- Did you go to school in your country? How many years?
- With whom do you speak English?

In addition to finding out basic information and establishing rapport, other goals of the first meeting are:

- Informal assessment of his/her English language ability (see next page)
- Ideas for subsequent tutorials
- If student's goal is specific to employment or life need, establish material to work with

At the end of the meeting, you should have established the day, time, and place for your next meeting and you will have exchanged phone numbers for emergencies or cancellations.

Planning Tutoring Sessions

Goal Setting

The process of setting goals should involve your learner. When learners are able to communicate their needs, they can tell you what they want to learn. When they cannot tell you, you must learn as much as you can about them in order to set goals with them.

Each session should be planned with a goal in mind. Any activities in the session will be aimed toward achieving the goal. Working on any competency should **involve the four skill areas: listening, speaking, reading, and writing**. After each lesson, **evaluate** the progress made. This will help you set goals and plan future sessions.

Learners will progress at different rates. Often, progress depends upon the level of language skills and experience in the learner's native language. For example, a learner who cannot read in his native language will not progress as rapidly as a learner with a high school education.

Keeping a Log

Maintaining an ongoing log of the highlights of your tutoring sessions is a good idea. The log serves as a basis for reviewing what has been worked on, planning future sessions, and evaluating problems and progress. The log should be set up in a manner that works for you. This is not meant to be extra paperwork.

Entries for a suggested notebook format could include:

- Date
- What was covered? Reviewed? New material presented?
- Specific vocabulary words introduced
- Material used (i.e. flashcards, books, activity sheets)
- Student was able to _____
- Student needs more practice with _____
- Ideas for future sessions
- Student comments worth noting

Developing an ESOL Lesson Plan

1. Lesson Goal

The key to any good lesson is determining your goal. The goal should be written in terms of what the learners will be able to do at the end of the lesson. The best goals are measurable. Often one goal per lesson is enough.

The student will be able to _____.

Examples:

- The student will be able to identify five fruits (apple, banana, orange, pear, grapefruit) and four colors (red, green, orange, yellow) and be able to read and write those words.
- The student will be able to say, read, and write simple sentences using the verb *to like*.
- The student will be able to read a passage from Challenger 3, discuss the passage, and answer the questions that accompany it.
- The student will be able to write a recipe including the ingredients and the process and explain to the tutor how to make the dish.

2. Remember that each and every lesson should include the four skills of language:

- LISTENING
- SPEAKING
- READING
- WRITING

3. Review previous lesson and any homework.

4. Skills the student will need to master

Decide what the student will need to practice in order to accomplish the lesson goal:

- New vocabulary
- Grammatical structures
- Pronunciation
- Cultural information

5. Learning Activities

Think of several different activities learners can participate in to help them master the lesson goal. Each activity should last 10-15 minutes. Different activities should focus on different skills and allow for the student to practice the skills many times through several different activities.

6. Props and Materials

Decide what props and materials you will need to bring to class, such as books, pictures, games, realia (real materials such as clothes, dishes, newspaper inserts)

7. Pacing

Think about the pacing of your overall lesson. Arrange learning activities in an order that provides for a variety of pacing. For example, an activity that has the student sitting in their seat might be followed by an activity where he/she moves about the room.

8. Check Student Progress

Think of ways to check student understanding and mastery of the lesson goal.

9. How to link up needed survival skills, grammar, and vocabulary?

- A. Elicit vocabulary: show pictures, objects, role play actions, talk about student's day.
- B. Introduce grammar model: "We're going to make sentences about (vocabulary word)."
- C. Integrate new vocabulary and the grammar model: "I'm wearing (teacher picks up a picture of a dress from among several pictures and shows it to the student) a dress."

This would be done with several articles of clothing with the student repeating what the teacher says. The student picks up the pictures and says the sentences. The tutor could then hold up a picture and say "What am I wearing?" The student may say just the article of clothing or the whole sentence.

- D. Lessons may be expanded as need and interest dictates. The clothing lesson could expand to include colors, shopping, money, etc.

Lessons around a subject may be simple or more complicated depending on the level of the student. A lesson on family members could be "This is my brother" for a beginner or "My brother-in-law is tall and funny" for a more advanced student.

- E. For the lower level student pictures, objects, gestures, and role playing are necessary. Use dictionaries only as a last resort.

Template for Lesson Plan

- Goal for lesson: The Student will be able to _____.
- Review from previous lesson (10 - 20 minutes).
- Review material for this objective (10 - 20 minutes).
- Introduce new vocabulary for this objective (10 minutes).
- Introduce new activity (10 minutes).
- Practice activity (30 minutes).
- Literacy (10-15 minutes). (This depends on the learner)
- Pronunciation (5 minutes).
- Evaluate

Sample Lesson (include some realia)

Objective: Learners will be able to make inquiries regarding rental housing based on newspaper ads.

- Review from previous lesson.
- Review for this lesson: names of rooms in the house, utilities, appliances.
- Introduce new vocabulary: security deposit, refundable, non-refundable, abbreviations found in newspaper, phrases such as "I'm calling you about your ad in the newspaper."
- Introduce activity: demonstrate dialogue calling for information.
- Practice: practice original dialogue. Make up new dialogues according to different ads in the paper and different learner needs.
- Literacy: teach key sight words, abbreviations from ads; write ads for housing that learners would like to find; learners cut out ads and write a list of advantages/disadvantages for each.
- Pronunciation: pin-point problems noted from previous lesson.

Working with Beginner ESOL Students

Absolute Beginner English - 20 Point Program

Teaching beginners requires the tutor to pay special attention to the order in which new language is introduced. The teacher lesson plan plays an essential role in making sure that new grammar is introduced slowly and successfully. This 20 point program provides a syllabus to take students from speaking no English at all to being able to fulfill basic communication needs, including giving personal information and describing their daily routines and the world around them.

Obviously, there is a lot more to speaking English confidently than these twenty points. This 20 point program has been designed to provide a strong base on which to build while, at the same time, providing learners with the most important language skills they will need to get going.

Here is a list of each of the 20 points to be covered, as well as a brief description and/or list of what is included in each point:

- 1. Give Name & Personal Information**
Name, telephone number, address
- 2. Greetings - Introductions**
Basic small talk including 'How are you?'
- 3. Numbers 1 - 100**
Pronunciation, counting skills, telephone numbers
- 4. Alphabet**
Spelling Skills
- 5. This, that, here, there**
Recognizing the connection between 'this, here' as opposed to 'that, there'
- 6. Present of the verb 'to be'**
Conjugation of the verb, question, and negative forms for all subjects
- 7. Basic descriptive adjectives**
Ability to describe objects simply

8. **Basic prepositions use**
in, at, to, on, etc.
9. **There is, There are**
Difference between singular and plural, question, and negative form
10. **Some, any, much, many**
When to use some and any in the positive, negative, and question forms. Questions using much and many
11. **Question Words**
The use of 'wh-' question words as well as 'how much' and 'how many'
12. **Adverbs of Frequency**
The use of adverbs of frequency such as: always, often, sometimes, never
13. **Subject Pronouns**
I, You, He, She, It, We, You, They
14. **Possessive Adjectives**
My, Your, His, Her, (Its), Our, Your, Their
15. **a, an, the**
Basic rules for usage, definite and indefinite articles
16. **Jobs**
Names of the most common jobs
17. **Telling the Time**
How to tell the time
18. **Time expressions**
Using 'in the morning', 'in the afternoon', 'in the evening', 'at night', and 'at' with time
19. **Everyday Objects**
Well rounded basic vocabulary
20. **Present Simple**
Be able to talk about daily activities, routines.

Survival Checklist

GIVING PERSONAL INFORMATION

1. What's your name? (your husband's name, your child's name)
2. Can you spell it please?
3. Where do you live?
4. What's your address?
5. What's your phone number?
6. What country are you from?
7. When were you born?
8. How old are you?
9. Do you have any children?
10. How old is your son?
11. How old is your daughter?
12. How many years did you go to school in your country?

GETTING AROUND

Excuse me, where is the	Go right / Go left / Go straight
Do you go to..... ?	Corner
When is the next.....?	Turn
Late / early	After / before
Missed the bus	Bus stop / station / Train station At the light / intersection

TELEPHONE

Hello, is _____ there?

He / She is not home.

Call back

Take a message / Leave a message

Repeat, please

EMERGENCY

I have an emergency!

I need help!

My address is

My phone number is

On fire

Accident

HEALTH

I have an emergency

I need an appointment

I need to change my appointment

For me

For my child

How do you feel?

Does this hurt?

BUYING THINGS

Excuse me, how much..... (is this? can be added)

Excuse me where are the _____ ?

I need to return this.

Receipt ("slip")

On sale

FOOD, DRINKS

One coffee (juice, milk, tea), please

Black / with milk / with cream

I would like

Small, Large

Take out / TO GO / for here

CLASSROOM

Repeat, please.

I don't understand.

Raise your hand

Explain, please

HOUSING

I'm calling about the apartment

How much is it?

How many rooms?

When can I see it?

JOB, WORK

I'm calling about the job for _____

Pay

Benefits

Hours

Apply

Application

Fill out

Help Wanted

REPAIR

My _____ is not working

The _____ is leaking

The drain is clogged.

No water / No heat

Plumber

Additional Beginner Lesson Topics

You can also teach:

- other common abbreviations such as: Mr./Ms., Dr., INS. IRS. WIC, SSI
- other shape names (circle, square, triangle, etc.), descriptions (i.e. of clothing, people, etc.)
- there is/there are
- traditional U.S. holidays & customs (New Year's, Halloween, Valentine's Day, etc)
- calendar vocabulary (month names, days of the week, "this/last/next month," prepositions of time: "in" November vs. "on" Tuesday)
- U.S. conventions for writing dates (month/day/year) and capitalization of months and days of the week
- pronunciation contrasts: hearing and producing the differences between **fifteen** and **fifty**, **thirteen** and **thirty**
- recognition of "spelled-out" numerals Note: for dictation purposes, students can probably just use the numerical form, i.e. "13," so they probably don't need to be able to spell numbers over ten. However, test questions may spell out the numbers, i.e. "thirteen," so students should be able to recognize either form.
- comparatives: more than/less than, older/younger, higher/lower
- regular and irregular past tense verbs
- question vocabulary: who, what, when, where, why, how
- sequence words: before, during, after, later, next, while
- rules for capitalization
- ordinal numbers (first, second, etc.)
- country vs. nationality/language (England/English, America/American, etc.)
- names of all the continents

- grouping of numbers in pairs to pronounce dates: “fourteen-ninety-two” (street addresses are also spoken in this form)
- compass directions: east/eastern, west/western, etc.
- possessive forms (apostrophe-”s”)
- spelling rule for plurals/ending in “y”
- spelling pattern: “-tion”
- can/can’t/able to
- comparatives and superlatives (i.e. good/better/best, poor/poorer/poorest)
- math vocabulary: plus, add, minus subtract, times, multiply, divided by, total, equals
- irregular plurals: men women, people, feet, teeth, etc.
- must be, can’t be, has to be
- adverbs of frequency: sometimes, always, never, often, etc.
- “if/then” clauses

How to Use an ESOL Beginner Text

Side by Side

LitNet uses *Side By Side* as one possible text for beginners. It provides language practice through reading, writing, and listening activities integrated with the conversational exercises. Short readings offer practice that reinforces the grammatical focus of each chapter.

Check – Up activities provide focused practice in reading comprehension and vocabulary development.

Listening exercises enable students to develop their aural comprehension skills.

In your Own Words activities provide topics and themes for student compositions and classroom discussions in which students write about their friends, families, homes, school, and themselves.

The *Side by Side Teacher’s Guide* offers strategies and ideas.

Note: *Side by Side* is a very basic book and it is important to use other material to build on the lessons.

General Teaching Strategies for Side by Side

Introducing the Model

Since the model conversation forms the basis of each lesson, it is essential that students practice the model several times in a variety of ways before going on to the exercises. The *Side by Side Teacher’s Guide* offers a Step-by-Step lesson guide.

Steps for introducing the model conversation:

1. Have students look at the model illustrations to establish the context of the conversation.
2. Set the scene. One or two lines in the Teacher’s Guide helps “set the scene” of the dialog. Introduce any new vocabulary in the exercises. Have students do the dialog.

Presenting New Vocabulary

Many new vocabulary words are introduced in each conversation lesson, which helps to convey the meaning and the new words are written for students to see and use in these conversations. In addition, you might:

1. Write the new word on a board or on a word card (index card).
2. Say the new word several times and ask students to repeat the word.

3. Help clarify the meaning with Side by Side picture cards or your own visual (pictures from magazines, newspaper, or your own drawings).
4. Have students enter the words in the vocabulary section of their notebooks with its meaning, and a sentence using that word.

Open-Ended Exercises (the “Blank Box”)

Usually the final exercise is open-ended, which is indicated in the text by a blank box. Here students create conversations based on the structure of the model, but with vocabulary they select. Encourage students to use dictionaries to find new words they want to use.

On Your Own

Students contribute content within the lesson’s grammatical framework. Introduce these activities in class and assign them as homework. In this way, students will automatically review the previous day’s grammar while contributing new and inventive content of their own.

This is important in terms of helping to make it meaningful for students. It also empowers them in the learning process.

Expansion Activities

The Teacher’s Guide contains ideas for review and reinforcement activities. The ideas are meant to serve as a springboard for developing your own learning activities.

General Guiding Principles for Working with Guided Conversations

1. When doing the exercises, students should practice *speaking* rather than *reading*. Therefore, while students will need to refer to the text to be able to practice the conversations, they should not read the lines word by word. Rather, they should practice scanning a full line and then look up from the book and *speak* the line.
2. Throughout, teachers should use the book to teach proper intonation and gesture. (Capitalized words are used to indicate spoken emphasis.) Students should be encouraged to truly act out the dialogs in a strong and confident voice.
3. Use of the text should be *as student-centered as possible*. Modeling by the teacher should be efficient and economical.
4. Vocabulary can and should be effectively taught in the context of the conversation being practiced.
5. Student need not formally study or be able to produce grammatical rules. The texts offer practice that gets students *using* the language according to these rules.
6. Student should apply their own lives and creative contributions to the exercises.

Introduction Reading Selections

Preview each story by briefly setting the scene and by having students talk about the illustrations, or to predict the content of the story from the title. Introduce new vocabulary items *before* they are encountered in the story. The Teacher’s Guide provides a list of questions

based on the story. You may wish to check students' comprehension by asking these questions before going on to the Check-Up exercises.

Q & A Exercises

These are part of the Check-Up and are designed to give students conversation practice based on information contained in the stories. Italic type in the Q & A model highlights the words to be replaced by different information contained in the reading.

In Your Own Words

These activities guide students in creation of original stories. Go over the instructions for the activities and make sure students understand what is expected. Students should do the activity as written homework, using additions for any new words they wish to use.

Activity Workbooks

The exercises are coordinated with the student tests. The Teacher's Guide indicates which workbook exercises provide supplementary practice. This cross-referencing information is also at the back of workbooks. The workbooks provide intensive practice in grammar reinforcement, reading, writing, listening, and pronunciation. In the pronunciation exercises, black dots are used to indicate: the number of "beats" on each line, the primary word stresses, and graphically show the reduced emphasis on the surrounding, unstressed words. For each exercise, establish the rhythm for the students by clapping, tapping, or finger snapping on each "beat," as indicated by the black dots.

(The above is drawn from an Introduction to Side by Side authors Steven J. Molinsky and Bill Bliss.)

Activities for Intermediate ESOL Learners

1. Read articles from *The Berkshire Eagle/USA Today/Advocate* or NEWS FOR YOU.
This will help spur discussions and lessons involving:
 - Comprehension
 - New vocabulary
 - Idioms, word play
2. View a recording of a newscast or other kind of TV program and discuss it for:
 - Comprehension
 - Vocabulary
 - Points of view
3. View a weather forecast for information.
4. Discuss a current issue (allow student to do most of the talking)
5. Write about current events and then correct together.
6. Role play more sophisticated social situations: small talk at a party, apologizing for some action, job interview, returning and/or exchanging item at a store; leaving good phone messages; discussing child's progress at school; voting procedures.
7. Work on more complex grammatical structures: neither/nor; relative pronouns; infinitives; gerunds; reflexive pronouns; modals.
8. Do activities on more complicated procedures necessary in American life: completing auto insurance claim form, applying for a credit card or a loan, etc.
9. Work on pronunciation.
10. Have the student keep a journal.
11. Always elicit from student what he or she wants and needs to learn. Be sure you follow this learner generated guide.

Activities and Materials

Adaptable to Any Level

Instructional Pictures:

- use pictures to teach specific vocabulary
- name objects, colors, verbs, prepositions, counting, shapes, sizes patterns, seasons, weather, directions
- tell a story

Picture Games/Matching

- collect pictures from magazines, catalogs, names on flash cards - learners match flash cards with pictures
- collect pictures and cut up into puzzles - learners put together and identify

Picture File

- collect pictures from magazines - learner discusses picture using vocabulary he/she already knows
- tutor teaches pictures context while teaching new words

Category Word List

- each learner related words (ex. going to the doctor)
- use pictures with word on back

Object Boxes

- to teach vocabulary
- use a shoe box containing a large number of common objects
- teach words, then sentences

Magazines (pictures and articles)

- teach main idea skills by finding the who, what, where, when, and how
- use pictures to teach - vocabulary cut out pictures/match words

Catalogues

- teach new vocabulary through pictures
- teach comparison shopping/pricing
- give learner budget/order items

Show and Tell!

- bring items from home and discuss
- relate new vocabulary: history, cost, use of item

Matching change/counting

- use coins to teach quantity
- flashcards to teach numbers
- teach names of coins
- teach making change: “buy” items for specific amounts - make change

Telling Time

- draw a clock and add clock hands
- use real watch/clock
- activity can be verbal or written

Using Thermometers

- related vocabulary
- practice taking temperature both inside and outside
- difference between Celsius and Fahrenheit scale

Using the Telephone

- emergency numbers: police, fire, hospital
- learner list of personal numbers
- telephone conversations: calling in sick, making appointments, etc.
- consumer information, bus, etc.

Using the Phone Book

- finding names in alphabetical order
- use of Yellow Pages
- new vocabulary
- exercises to locate information

Following Directions

- write a series of directions to draw something
- orally give directions to learner (e.g. draw a square, draw a circle around the square, etc.)
- teach new vocabulary

Use of Maps

- teach following directions: find a specific location in a bordering town
- give learner verbal or written directions
- teach directions: north, south, east, west

Bus Schedules

- take a bus ride with the learner and discuss locations, landmarks
- how to read bus schedules

Post Office/Change of Address

- teach importance of change of address cards
- practice filling out card with old and new addresses
- teach vocabulary discuss postage rates, domestic, overseas

Menus

- teach food vocabulary, match food with pictures
- give learners a price range and have them “order” a meal
- go to a restaurant together

Bank Business

- teach vocabulary related to banking
- teach how to write a check
- teach checkbook balancing
- field trip to bank

Shopping

- field trip to department store
- coupon use in grocery store sales, store flyers, catalogs and related vocabulary
- comparison shopping

Recipes

- teach measurements
- teach vocabulary related to cooking, kitchen utensils, etc.
- collect recipes from cookbooks, magazines

Idiom/Slang Expressions

- use flash cards
- teach only 2 or 3 idioms at a time
- teach the ideas behind the idioms, not the specific vocabulary

Newspapers/Want Ads/Articles

- teach main ideas skills by finding: who, what, where, when, why, how
- teach new vocabulary
- news capsules are better than the original news article because they are simplified and less culture bound
- *News for You* - written for ABE and ESL learners

U.S. Holidays

- introduce learner to holidays celebrated in the US
- give history
- ask learner to explain a holiday particular to his or her culture

Interviews, Employment

- teach learner how to fill out job applications
- interview practice through role play
- tape practice through role play
- tape practice and play back for learner evaluation
- help learner prepare a resume
- teach vocabulary

Word Games, Flashcards

- use index cards to teach vocabulary
- use Scrabble to teach vocabulary and spelling
- word flashcards can be used to teach new words or combined to suggest a story or sentence
- hangman

Crossword Puzzles

- puzzles teach new vocabulary
- practice spelling make up your own puzzles
- let learners create puzzles
- use newspaper JUMBLE, News for you

Using the Dictionary

- teach learner to locate words and definitions
- relate new vocabulary, word origins
- reach learner how to use the dictionary as a resource
- common dictionary abbreviations

Strip Stories

- type a story and cut into strips
- have learner arrange the story into a logical order
- let learner correct story with the original
- let the learner write his or her own stories

Letter Writing

- have learner write a letter inviting a friend to dinner: who, what, where, when, why
- have learner order an item from a catalog specifying size, color, cost, etc.
- have learner write a letter to another learner and exchange letters for discussion
- practice writing a note to the learner's child's teacher
- formal and informal letter writing

Journal Writing

- express ideas and feelings
- suggest topics
- look at the learner's journal and write comments about content
- do a minimum amount of correction
- encourage more free-style, relaxed writing

Using the Library

- get a library card
- show learner the services and resources in the library
- practice asking librarian for assistance

Television

- suggest watching educational TV programs, such as *Sesame Street*
- ask learner to watch a certain program and tell you about it

Driver's Manual

- teach vocabulary related to driving
- use manual as preparation for written test
- use pictures and flash cards to study road signs
- sample drivers test

Cassette Tapes

- tape dialogue for learner so listening skills can be learned at home
- teach pronunciation of words by taping and allowing the learner to listen and repeat at home
- tape songs, discuss lyrics

College Catalogs

- college catalogs can be used to show the learner possibilities for education and training that could lead to a new career
- teach related vocabulary
- explain program length and courses required to complete training in a specific career
- visit one of the five colleges, tour of the campus and facilities, meeting with counselor, observe

Study Skills Techniques

- discuss the importance of a regular study schedule
- teach the learner to look for the main idea through asking who, what, where, when, why, and how
- ongoing vocabulary word lists

Matching Newspaper Activities

- put three articles without headlines on the desk
- have learner read the articles and match the headline to the story

Ideas for Using Pictures, Flash Cards, and Games

- Always interactive
- Can be used for review, reinforcement, and practice.
- Some activities are much easier (Which Is It?) than others (You Need To...)
- Fewer items are best for learning new vocabulary.
- Some activities can be used with realia instead of pictures.

NOUN PICTURE CARDS

Which is it?

You and your student ask each other about each item.

For example: "Is this a sheet or a blanket?"

Show Me.

The cards/pictures are placed face-up between you and your student.

Ask in turn, "Show me the _____"

The other person points to the right item.

Where is the.....?

The cards/pictures are placed face-up between you and your student.

Ask each other, "Where is the _____?"

The other person describes where it is.
For example: The cup is between the saucepan and the bowl.

Concentration

The picture cards (and possibly word cards) are all placed face-down on the table.

In turn, you and your student have to turn over two cards, say their names, and if they match. If they don't match, the cards are placed back face down. If they do match, the person keeps them.

Match pairs of pictures and words

Match pairs of pictures that are the same

Match pairs of pictures that belong together in some way

Requests ????

The picture cards are placed face-up between you and your student.

Ask each other for an item using different question forms.

For example: Can I have a clean bath towel?

May I have another pillow?

I need more shampoo.

Could you get me a hairdryer, please?

Where is the box of tissues?

Then ask for two items.

Then use a dialog.

For example:

A: Can you get me two more glasses?

B: Two more glasses. Yes, here they are.

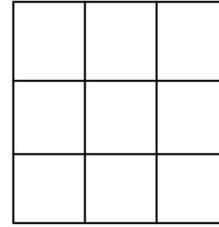
A: Thank you.

B: You're welcome.

Name It!

Your student names each picture, as fast as possible.
This can be timed to improve quick thinking.

Tic Tac Toe / Bingo



Place a square of 9, 16, or 25 cards face-up on the table.
Place a pile of the same picture cards face-down on the table.

You and your student take turns to pick a card from the pile, and without the other seeing it, says a sentence containing the picture name. The other turns that picture card over.

When the cards are turned over in a line in any direction, that round finishes, and the cards are shuffled for another round.

Answer /Question

In turn, pick a card, and say its name.
The other has to think of a question to which that card is the answer.

For example:

Card: Knife

Question: "What do you use to cut something?"

True/False Squared

Place 25 cards in a 5x5 square face-up.

In turn, each says a statement using the picture names and prepositions that is either true or false. The other player has to say whether it is true or false.

For example: The fork is next to the saucer.

Belong Together

In turn, sort the picture cards into at least 5 categories, without the other seeing. Then name all the cards in the category. The other has to guess the category.

Give Me a Clue

One student has to guess what the unseen picture is, by listening to the clues of the other.

Guess what?

The picture cards are placed face-up so they can all be seen.

In turn, choose a picture without telling or showing.

The other has to guess the item by asking yes/no questions, without naming the item.

The cards are turned over as attributes are discovered, until only one card remains, which should be the chosen picture.

What is it?

Cards are placed face down in a pile.

In turn, pick the top card, without the other seeing it, and give a clue about the picture.

The other says the name of the picture. If you do not know the name, another clue is given.

For example:

Clues can be definitions. Knife – “Something to cut with.”

Clues can be with verbs: Knife - “You cut with a _____.”

Clues can be position, if another set can be seen: “It is under the glass.”

Relate

The cards are placed face down in two piles.

In turn, take one card from each pile, and think of a way the two cards relate to each other. If you can, you keep the cards. If you can't, the other tries. If neither can, the cards are replaced.

For example:

Knife and bowl “Both can be used at dinner.”

Categories

The cards are placed face up on the table, so they are all seen.

In turn, name a category. Each names a card and picks it if it belongs to that category. This is repeated until all cards are gone.

For example:

Things you use to clean the floor.

You Need To...

Place the picture cards face-up on the table.

Easier - In turn, tell each other to do something with an item, pointing to, but not naming the item. The other repeats the sentence naming the item.

For example:

A: I want you to dust the _____. (dresser)

B: Dust the dresser. O.K.

More difficult - In turn, tell each other to do something with an item. The other student repeats and gives her/him the right item.

For example:

A: You need to clean the mirror.

B: Clean the mirror. O.K.

Most difficult - Say two instructions.

This activity can be also done with VERB pictures and/or cards.

VERB PICTURE CARDS

Did You Do It?

Divide the cards between you and your student, and place them face up.

Another set is placed face down in a pile.

In turn, each picks the top card from the pile and asks, "Did you _____?"

The other looks at the cards in front of him/her, repeats the question, and answers, "Yes, I did." Or "No, I didn't."

For example: "Did you open the drapes?"

"Open the drapes. Yes, I did."

This can be used with many forms.

For example: Will you _____?

Could you _____?

Are you going to _____?

What are you doing?

The cards are placed in a pile face down.

In turn, each asks, "What are you doing?"

The other picks up the top card, and answers, "I am _____."

The first person repeats, "You're _____."

"Yes."

This can be used with many forms.

For example: "What are you going to do next?"

"What have you just done?"

GAME: A WAY WITH WORDS

Players move their markers around a board, answering questions and identifying the vocabulary of the unit. The players need markers, a coin to toss, and small sized "Picture Cards."

If the marker lands on  the player picks the top "Picture Card":

SAY IT The player identifies the picture.

COLOR The player says what color the picture would be.

DESCRIBE IT The player has to describe the picture.

PLURAL The player has to say the plural of the item in the picture.

SPELL IT The player has to spell the word of the picture.

If the marker lands on a :

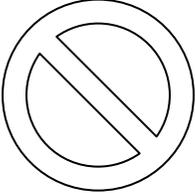
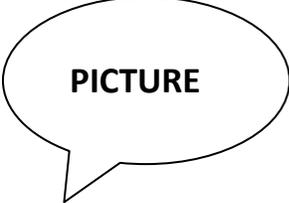
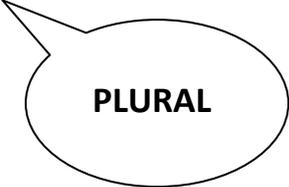
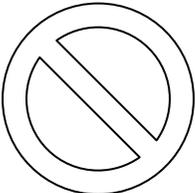
the player picks up the top “Picture Card” and thinks of a question with the word in it.

If the marker lands on a :

the player has to name more words of the unit.

Rules can vary about what happens when the player can answer or cannot answer the questions.

A Way With Words
Board Game

	 <p>FINISH</p>	<p>Put your markers here</p> <p>START</p>  
	<p>PLACE</p>  <p>PICTURE</p> <p>CARDS HERE</p>	<p>STATEMENT</p>
 <p>PLURAL</p>	<p>FLIP A COIN TO MOVE</p> <p>ONE FOR HEADS TWO FOR TAILS</p>	
<p>Name a pronoun</p>	<p>NAME 3 NOUNS</p>	
	<p>NAME 2 MORE</p>	
	<p>ADJECTIVE</p>	

Making Categories Word Game

Here's a word game activity that is student-produced, so it doesn't require much preparation before class. It's easy to recycle, so you can use it again and again, choosing different categories to suit your students.

Put each of these words into the right category: Time, Place, or Action

here, running, home, now, dream, look, my house, yesterday, go, three o'clock, too late, the library, all night, sleeping, all day, put something down, somewhere, there, one month, 313 Main Street, think about something.

Ask student to brainstorm as many words (or phrases) he or she can for each category. Then, have student select, by circling, seven to ten of the words for each category and write them on a fresh sheet of paper, mixed-together or on cards. Here are some general of categories you can try for other versions of this game:

Animal, Vegetable, Mineral, Land, Sea, Air, Family, Work, School, Food, Health, Travel.

Other ideas can come from what student is studying: Nouns, Verbs, Adjectives, Past, Present, Future, Police, Fire Department, Bank, Thanksgiving, Christmas, New Year.

STATING TIME

Yesterday	Morning Afternoon Last night	Last This	Week Weekend
Today	This morning This afternoon Tonight	Next Week	Month Year
Tomorrow	Morning Afternoon Night	2,3,4...	days, hours, minutes, years, months, weeks ago

TOPICS FOR DISCUSSION

- legal age limitations (i.e. drinking age, drivers' permits, age to start school, retirement age) in comparison to native country
- minimum wage laws
- how events have shaped U.S. history and effect they have on life in U.S. today
- why particular historical events occurred: "what if" they hadn't occurred
- steps in the citizenship process, registering to vote, writing to a government leader, etc.
- hypothetical: if you could meet any famous person (dead or alive) who would you choose? If you could visit any place in the U.S., where would you go?
- "firsts" in students' lives (i.e., first day in U.S. first English words, first jobs)
- history of colonization & languages spoken in native countries
- how Native Americans and European settlers interacted with and regarded each other
- time lines, important dates in students' lives
- regional conflicts in native counties
- differences in climate, geography, customs, etc. in various U.S. regions
- constitutional rights and every conflicts (i.e. police arrests, workplace discrimination, taxes, etc.)
- women's roles and rights in the U.S. and in native country
- qualifications for citizenship

Correcting Errors and Mistakes

Question: "Do you go to the Laundromat?"

Answer: "Yes, I go to the Laundromat yesterday."

Some Ways to Correct

What does each of the following assume the learner knows? Did the learner make an error or a mistake? Which responses do you like/not like?

1. "Oh, you went to the Laundromat yesterday."
2. "Go is the present tense. You need the past tense, 'went'."
3. "I went to the Laundromat yesterday."
4. Whisper or mouth, "I went."
5. "No, that's wrong. You must say, 'I went to the Laundromat yesterday.' Repeat, I ..."
6. "You go to the Laundromat yesterday?"
7. "Go?"
8. "Verb tense?"
9. "Yesterday, I.....?" Make a gesture to show past tense.
10. "What's the third word?"
11. "Please repeat."
12. "What?"

When and How to Correct

When should you correct?

- If the correction coincides with the focus of the activity.
e.g. If the focus is verbs, don't correct pronouns at that time.
- If the focus of the activity is accuracy rather than fluency.
- If the correction is appropriate to the level of the learner.
- If the learner feels secure and confident enough to work on corrections.

How often should you correct?

- If there are many errors and mistakes in the learner's language, work on one or two in order to avoid overload.
- If the learner does not have the language ability to understand the correction, use this error to plan future lessons, rather than get the learner to correct something of which s/he has no prior knowledge.

How should you correct?

- Gently, with humor, patience, and positive reinforcement.
- Record mistakes for future correction, teaching, or practice.
- Consistent hand signals
 - e.g. Thumb jerked over shoulder to show past tense.
 - Hand pointing forward to show future tense
 - Hand in front of the body to show present tense
 - Touch fingers of both hands together and pull away to show complete sentence
- Let the learner do as much of the correcting as s/he can.
 - e.g. Don't tell your learner the answer, only that there is a mistake.
- Understanding responses
 - e.g. Respond to the learner with the correct form of the error/mistake, without requiring the learner to correct him/herself.

Speaking Clearly

Most of the instructions below could confuse limited English speakers.

How could they be improved?

1. Now, I want you to jot that down.
2. Can you tell me what this word "benefits" means?
3. (Showing a picture) Do you know, by any chance, what this person is doing in English?
4. Supposing you wanted to change your benefits and you went to Human Resources. What might you say to the manager?
5. Ok, now is the time to chat about this with me.
6. Ok, Ali, do you think you could ask Sarah if she could find that information out for you?
7. What else do you need to do?
8. Right, let's call it a day, shall we?
9. Ok, take a look at the directions. Just give it your best shot, and we'll go over it together in a little bit.

10. When you've finished doing what you're doing, fill out this questionnaire and return it to me. Just let me know if you have any questions.

Asking Questions

1. (Yes/no)

Do you like pizza?

2. (Choice of two)

Do you like the pizza here or in your original country?

3. (Short answer "wh" questions)

Who do you usually eat pizza with?

What is your favorite pizza?

When do you like to eat pizza?

Where can you get a good pizza?

How do you order a pizza?

How much does a pizza cost?

4. (Long answer questions)

Why is pizza so popular?

What would you do if you got the wrong pizza?

Internet Sources for ESOL Ideas & Activities

General

- **ERIC Digest** -- articles, lessons, information
- **Dave's ESL Café & Dave's ESL Idea Page**
• both well-known sites for teaching ideas
- **Ernie's Activity Page** – games that may be adapted to tutoring
- *******Tower of English** – EXCELLENT source for grammar and knowledge of English language AND MUCH MORE!
- **TESL / TEFL / TESOL** - connections for all ESL related information, including teaching techniques, research, and lessons. For teachers and tutors too.
- **NIFL ESOL** - National Institute for Literacy – go to ESOL links
- **NCLE** -- National Center for Learning of English -- ESOL links
- *******English Raven** – excellent, fun site for ESL activities, phonics, principles of language learning; how to make flash cards and other materials; plenty of links
- **ESL Games.com** – excellent ideas for matching games, word games, grammar games; can be done in tutoring session
- *******ESLabout.com/library/lessons** – *highly recommended* for lessons, activities
- **SABES WEST** – State Adult Basic Education System. Look for listings of free regional ESL and other workshops that tutors may be able to attend.

For Beginning Level Students

Manythings.org crossword puzzle

<http://www.manythings.org/vq/img001.html>

REEP World

<http://www.reepworld.org/englishpractice/family/index.htm>

Educational Opportunity Center, Buffalo, NY

<http://www.acsu.buffalo.edu/~dtaylor/eocstudentstories.html>

Cynthia Ingersoll's class page

http://www.geocities.com/cynthia_ingersoll/myclass.html

For Intermediate/Advanced Level Students

News for You Online

<http://www.news-for-you.com/>

Takako's Great Adventure

<http://international.ouc.bc.ca/takako/index.html>

Medline Plus Interactive Tutorials

<http://www.nlm.nih.gov/medlineplus/tutorial.html>

For Multilevel Classrooms

Instant Poetry

<http://ettcweb.lr.k12.nj.us/forms/newpoem.htm>

DVolver

<http://www.dfilm.com/live/home.html>

U.S. Map Puzzle

http://www.yourchildlearns.com/us_map.htm

Learning Vocabulary Fun

<http://www.vocabulary.co.il/>

Various game formats to learn vocabulary in different topic areas. Check out the different games--some have more or fewer topic areas.

BBC Learning English Idioms

<http://www.bbc.co.uk/worldservice/learningenglish/language/theteacher/>

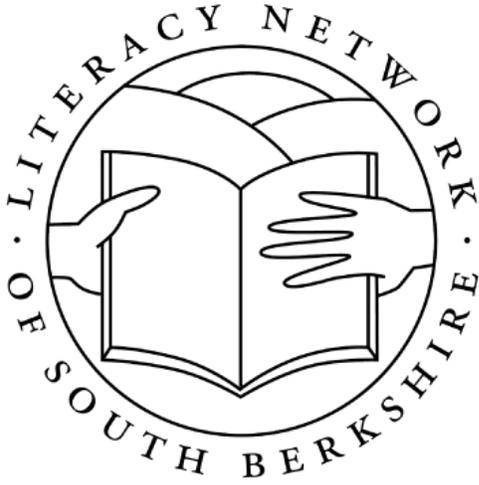
Video lessons.

Academy of American Poets

<http://www.poets.org/>

Searchable. Some have audio readings by the poets themselves! This doesn't teach the vocabulary, but is a jumping-off place for students to learn themselves or for you to teach them.

[Source: ProLiteracy}



Literacy
Network
OF SOUTH BERKSHIRE

Reference Lists and Tables

MEASURES AND EQUIVALENTS

Conversions to Change

meters to yards, multiply the number of meters by 1.09

yards to meters, multiply the number of yards by .91.

meters to inches, multiply the number of meters by 39.37

inches to meters, multiply the number of inches by .0254

millimeters to inches, multiply the number of millimeters by .039

inches to millimeters, multiply the number of inches by 25.4

kilometers to miles, multiply the number of kilometers by .62.

miles to kilometers, multiply the number of miles by 1.61.

liters to liquid quarts, multiply the number of liters by 1.06.

liquid quarts to liters, multiply the number of liquid quarts by .95.

liters to dry quarts, multiply the number of liters by .91.

dry quarts to liters, multiply the number of dry quarts by 1.1

kilograms to pounds, multiply the number of kilograms by 2.2

pounds to kilograms, multiply the number of pounds by .45.

centimeters to inches, multiply the number of centimeters by .4.

inches to centimeter, multiply the number of inches by 2.5

NUMBERS

Cardinal Numbers		Ordinal Numbers	
1 one (26th)	26 twenty-six	first (1st)	twenty-sixth
2 two seventh(27th)	27 twenty-seven	second (2nd)	twenty-
3 three (28th)	28 twenty-eight	third (3rd)	twenty-eighth
4 four (29th)	29 twenty-nine	fourth (4th)	twenty-ninth
5 five (30th)	30 thirty	fifth (5th)	thirtieth
6 six	40 forty	sixth (6th)	fortieth
7 seven	50 fifty	seventh (7th)	fiftieth
8 eight	60 sixty	eight (8th)	sixtieth
9 nine	70 seventy	ninth (9th)	seventieth
10 ten	80 eighty	tenth (10th)	eightieth
11 eleven	90 ninety	eleventh (11th)	ninetieth
12 twelve hundredth	100 one hundred	twelfth (12th)	one
13 thirteen thousandth	200 two hundred	thirteenth (13th)	one
14 fourteen	300 three hundred	fourteenth (14th)	one millionth
15 fifteen	400 four hundred	fifteenth (15th)	
16 sixteen	500 five hundred	sixteenth (16th)	
17 seventeen	600 six hundred	seventeenth (17th)	
18 eighteen	700 seven hundred	eighteenth (18th)	
19 nineteen	800 eight hundred	nineteenth (19th)	
20 twenty	900 nine hundred	twentieth (20th)	
21 twenty-one	1,000 one thousand	twenty-first (21st)	
22 twenty -two	10,000 ten thousand	twenty-second (22nd)	
23 twenty-three	100,000 one hundred thou.	twenty-third (23rd)	
24 twenty-four	1,000,000 one million	twenty-fourth (24th)	
25 twenty-five		twenty-fifth (25th)	

CONSONANTS

The following chart can be used as a guideline when working on the different pronunciation sounds your learner is having difficulty with.

SOUND	INITIAL	MIDDLE	FINAL
p	pit	staple	cap
b	bit	stable	cab
f	fear	refers	half
v	veer	reverse	have
s	sue	faces	race
z	zoo	phases	raise
sh	sheer	cashew	rush
zh		casual	rouge
t	tin	metal	hat
d	din	medal	had
ch	chin	catcher	rich
j	gin	cadger	ridge
th	thin	ether	bath
<u>th</u>	<u>then</u>	<u>either</u>	<u>bathe</u>
k	cut	bicker	tack
g	gut	bigger	tag
h	him	reheat	
l	lace	collection	soul

COMMON IRREGULAR VERBS

Present	Past	Past Participle		Present	Past	Past Participle
be	was/were	been		feel	felt	felt
bear	bore	born		fight	fought	fought
beat	beat	beaten		find	found	found
become	became	become		find	found	found
begin	began	begun		fly	flew	flown
bend	bent	bent		forget	forgot	forgotten
bet	bet	bet		forgive	forgave	forgiven
bite	bit	bitten		freeze	froze	frozen
blow	blew	blown		get	got	gotten
bring	brought	brought		give	gave	given
break	broke	broken		go	went	gone
build	built	built		grow	grew	grown
catch	caught	caught		hang	hung	hung
choose	chose	chosen		have	had	had
come	came	come		hear	heard	heard
cost	cost	cost		hide	hid	hidden
cut	cut	cut		hit	hit	hit
deal	dealt	dealt		hold	held	held
dig	dug	dug		hurt	hurt	hurt
do	did	done		keep	kept	kept
draw	drew	drawn		know	knew	known
drink	drank	drunk		lay	laid	laid
drive	drove	driven		lead	led	led
eat	ate	eaten		leave	left	left
fail	fell	fallen		lend	lent	lent
feed	fed	fed		let	let	let
				lie	lay	lain

300 MOST FREQUENTLY USED WORDS IN RANK ORDER

the	she	first	too
of	there	any	little
and	would	my	state
to	their	now	good
a	we	such	very
in	him	like	make
that	been	our	world
is	has	over	still
was	when	man	own
he	who	me	see
for	will	even	men
it	more	most	work
with	no	made	long
as	if	after	get
his	out	also	here
on	so	did	between
be	said	many	both
at	what	before	life
by	up	must	being
I	its	through	under
this	about	back	never
had	into	years	day
not	than	where	same
are	them	much	another
but	can	your	know
from	only	way	while
or	other	well	while
have	new	down	might
inch	time	each	old
one	these	just	year
you	two	those	off
were	may	people	come
her	then	Mr.	since
all	do	how	against

THE FUNCTIONAL READING WORDLIST FOR ADULTS

a	bee	clean	dry
able	beer	cleaner	during
about	before	clothes	duty
accept	begin	coat	
account	belong	coffee	earn
add	benefit	cold	east
address	beside	color	easy
admit	besides	come	edge
after	best	company, Co.	egg
age	better	complete	electric
ahead	between	condition	emergency
aid	big	continue	employ
air	bill	corner	employment
all	birth	cost	enter
allow	block	could	equipment, equip.
also	board	cream	escape
altogether	boat	credit	establish, est.
a.m.	body	cross, crossing	estate
American	box		estimate
amount	bread	daily	etc.
an	break	danger	evening, eve.
and	breakfast	date	ever
any	building, bldg.	day	every
apartment, apt.	bus	dealer	exceed
application	business	delivery	exit
are	but	department, dept.	experience
area	butter	dependent	express
arm	buy	did	eye
army	by	dime	
as		dinner	fat
ask	call	disability	feet, ft.
at	can	distance	female
automobile, auto.	car	district	finance
automatic	care	do	fine
available	case	doctor, Dr.	finish
avenue	cause	dollar	fire
away	charge	done	first
	check	don't	fish
back	children	door	floor
bar	church	down	following
be	cigarette	dress	food
beauty	city	drive	foot
because	class	driver	for
plan	save	stock	under

please	saw	stone	unite
p.m.	say	stop	United States, U.S.
point	school	store	up
police	security	street, st.	upon
present	see	strike	use
price	self	such	
private serve	suit		vegetable
prohibit	service	Sunday, Sun.	vehicle
prompt	sex	supply	wait
promptly	shall	system	wait
property	she		walk
provide	shoe	take	want
public	shop	tavern	was
	should	tax	wash
quality	shop	telephone, tel.	watch
quarter	shut	television, TV	water
quiet	side	term	way
	sign	than	we
radio	signal	that	week, wk.
rate	signature	the	weight, wgt.
real	since	their	welfare
reason	single	them	were
record	size	there	west
red	slow	these	what
register	small	they	when
rent	smoke	this	where
repair	snow	those	which
residential	so	thru	who
rest	social	Thursday, Thurs.	wife
restaurant	society	ticket	will
return	sold	time	window
right	some	tire	with
road	son	to	women
roof	south, so.	too	word
room	special	tool	work
	speed	trade	write
safe	stamp	traffic	
safety	stand	truck	
said	start	Tuesday, Tues.	yellow
sale	state	turn	yes
sandwiches			
station		two	yet
satisfaction			
stay		type	you
Saturday, Sat.		steel	your

PREPOSITIONS OF TIME

in	in the morning	Our class is in the morning
	in the afternoon	
	in the evening	
	in July (month)	Her birthday is in December
	in 1985 (year)	
at	at night	I am usually asleep at 11:00 at night.
	at 4:00	
on	On Friday	The meeting is on Monday.
	On March first (date)	
from – to	From 8:30 to 9:30	Her class is from 9:30 to 10:30.
	From Monday to Friday.	

REVIEW OF PREPOSITIONS OF PLACE AND TIME

in	in a room or building	I am in the library.
	inside something	The pen is in the desk.
		It's in the dictionary
	in a city, state, country	Susan is in Miami.

NOTE: Carol is in class - (No "the" in these common expressions)
I am in bed.

at	a general location or activity	He's at the bank.
		She's at the University of Ohio
	with street numbers	The office is at 30111 Pacific Highway.

NOTE: She is at school - (No "the" in these common expressions)
I am at home.
They are at work.

on	on the surface of something	The cup is on the table.
		The pen is on the desk.
	on the river, the ocean	The boats are sailing on the river.
	on a street	My apartment is on Central Street.
	on a floor	Her apartment is on the second floor.
	on a TV, channel, telephone	I'm on the telephone. It's on Channel 3.

PRONOUNS

SUBJECT PRONOUNS

I
he
she
it
we
they
you

OBJECT PRONOUNS

me
him
her
it
us
them
you

SELF PRONOUNS

myself
himself
herself
itself
ourselves
themselves
yourself or yourselves

POSSESSIVE PRONOUNS

my
his
her
its
our
their
your

