

USDOE English Literacy & Civics Education “Project Literacy Challenge” 2003-2004 grant project  
 TIES (Total Immersion of English Strategies)  
 ADULT ESOL LESSON PLANS

<b>TOPIC:</b> <b>LEVEL:</b>	Visit a Beauty Salon and Inquire about the Cost of Services <b>Low Beginning / High Beginning (Revised May 2006)</b>	<b>SKILL:</b>	Speaking/Listening Grammar Reading
<b>COMPETENCIES:</b> (Please use ESOL Curriculum checklists to list these)	<p>S A 17.01 Produce consonant and vowel sounds.          S A 17.02 Recognize, state and link letters and sounds.          S B 34.02 Articulate the sounds associated with consonants.          S.B 34.03 Articulate the sounds associated with vowels.          R A 15.08 Recognize and state basic questions and answers.          S B 32,01 Recognize and state statements and questions.          S A 05.01 Use appropriate greetings, introductions and farewells.          S A 05.04 Use and respond to polite expressions          S A 05.03 Express likes, dislikes, feelings, and emotions in culturally appropriate ways          G A 16.09 Practice the use of possessive adjectives (my, your, his, her, our, their)          S B 32.02 Listen to short conversations and answer questions orally.</p> <p>Keep a “Language Log” and add new words or expressions to it.</p>	<b>CULTURAL FOCUS:</b>	<p>Understand the choices in an American beauty shop.          Request and obtain a service/price list.          Recognize basic questions and answer appropriately.          Understand greetings and express farewells.          Express personal likes and dislikes in appropriate ways.</p>
<b>CLASSROOM PROCEDURES:</b>	<p>This unit consists of 4 fifty minute lessons.</p> <p><b>Lesson 1</b>  <b>Part 1</b>  <b>Handout: Beauty Shop Vocabulary</b>          The teacher distributes <b>Beauty Shop Vocabulary</b> to each student.          The teacher reads the vocabulary sheet out loud and students repeat the vocabulary for proper pronunciation and enunciation. This is a whole group activity and stresses correct word pronunciation.</p> <p><b>Part 2</b>  <b>Handout: Beauty Shop First Visit</b>          The teacher models reading the <b>Beauty Shop First Visit</b> dialogue.          Then as a whole class activity, students practice reading the dialogue.          Next the class is divided into two groups. The groups take turns reading as the Receptionist and also as the Customer. This whole class activity continues while the teacher helps students to develop correct pronunciation, intonation and rhythm of speech. Next, students are paired off and they continue to practice the dialogue with a partner.</p>	<b>GRAMMATICAL FOCUS:</b>	<p>Practice the use of possessive adjectives.          Practice naming parts of speech: nouns and verbs.          Practice writing questions based on a service price menu.</p>

### Part 3

**Materials needed: Sample Flyer**

During the final ten minutes of this first class, the teacher explains an out of class assignment that each student is expected to complete. The teacher shares a sample flyer from a beauty shop which is called a menu/service price list. (A sample is included.) The teacher informs the class that each student must visit a local beauty shop and request a service/price menu from the salon. **Students are required to obtain and bring their service/price menu to class for lesson 4.** Students should add new words or phrases to their Language Logs which they hear while visiting the salon.

### Lesson 2

**Handout: Beauty Shop: Style – Color – Cut**

**Materials Needed: Picture File of Hair Styles, Colors, and Cuts  
Use File #1 (see materials list below)**

### Part 1

The teacher uses the instructional materials that accompany this unit. (Picture File of Hair Styles, Colors, and Cuts. **(Note)** Be sure to use file #1 for this presentation.) The teacher shows the pictures one by one. Pictures show different hair styles, hair colors and hair cuts for men and women. As each picture is shown, the teacher explains the features of that particular hairstyle using the vocabulary common to beauty stylists. After each explanation and before the next picture, the teacher asks questions pertaining to the hairstyle : i.e.:

“Is his hair spiked?”

“Is her hair blond?”

“Is their hair long?”

“Is his hair short?”

“Is her hair highlighted?”

“Does he have partial highlights?”

“Is her hair layered?”

“Is her hair all one length?”

“Is she wearing bangs?”

The focus of this activity is to provide practice of possessive adjective. Therefore, student responses should include the possessive adjective.

### Part 2

**Materials Needed: Two Sets of “Appropriate or Not”  
Response Cards**

**Materials Needed: Picture File of Hair Styles, Colors, and Cuts  
Use File #1 and File #2 (See materials list below)**

The teacher divides the class into two groups. The teacher gives a set of response cards to each group. The teacher begins to show the pictures again. **(Note)** This time the teacher uses pictures from file 1 and file 2.

The teacher explains the following procedure to the class:

Everyone looks at the picture that I am holding up.

The first person from the first group chooses a response card and reads it to the class.

The first person from the second group chooses a response card and reads it to the class. It must be a different card.

If the response from the first group is considered a culturally “appropriate” one, then the second team’s response must be considered a culturally “appropriate” response also.

On the other hand, if the first response chosen is considered culturally “inappropriate”, then the second team’s response must also be culturally “inappropriate.”

If the second group’s response doesn’t match, then the first group gets a point.

Teams take turns going first. If the groups want to discuss what is culturally appropriate or inappropriate, they should be given time. This is the essence of this lesson. However, a specific time frame is established for this, perhaps three minutes. Some of the responses included are wacky and hopefully they will be used in fun.

### **Lesson 3**

#### **Part 1**

**Handout: Beauty Shop: Same Word – Different Job**

**Answer Key: Beauty Shop: Same Word – Different Job A**

Before the teacher begins the exercise on this handout, the following information is written on the board and reviewed orally with the class:

If a word names a person, place, thing, or idea, it is doing the job of a noun.

If a word shows an action that is happening, it is doing the job of a verb.

Nouns and verbs are called **Parts of Speech**.

#### **Part 2**

After the review, the teacher distributes a copy of **Same Word – Different Job** to each student. The teacher reads the directions or asks a student to read the directions to the class. “Look at the underlined word that appears in each pair of sentences. Read both sentences.

Practice naming the part of speech of each underlined word." Write the word "noun" or "verb" on the line in front of the sentence. The teacher continues to lead a discussion for each pair of sentences. The teacher elicits answers from the students and guides them with their decisions.

### Part 3

Following completion of the exercise, the students share the new words they recently added to their Language Logs. Words should be written on the board, discussed, and defined.

### Lesson 4

This lesson is an evaluation of the previous lessons. The teacher may choose to apply a grade.

#### Part 1

##### **Materials Needed: Crossword Puzzle**

The teacher distributes the crossword puzzle **Beauty Shop Visit** that is included with these lessons. Students read the puzzle clues and complete the puzzle within a certain amount of time. (The teacher may choose to apply a grade.) Or, the students read the clues out loud and give the answers. As the teacher writes the answers on the board, the students spell the word. Students check their own puzzles.

#### Part 2

Students must turn in the beauty salon service/price list which was assigned in lesson 1.

1. Students share the kinds of services that are offered, including the prices, orally with the class.
2. Students write 5 questions based on the services/price list that they obtained.
3. The teacher pairs the students. Students role play about beauty services and use the questions they wrote.
4. The teacher observes and listens to students' conversations.
5. The teacher corrects, assists, and compliments the students.

