

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

TOPIC:	The American Dream	SKILL:	Reading/Speaking/Listening/Writing/Grammar
LEVEL:	Low Intermediate / High Intermediate (Revised May 2006)		
COMPETENCIES: (Please use ESOL Curriculum checklists to list these)	<p>Speaking 39.01 Identify self and personal info Speaking 39.03 Use and respond to polite expressions Speaking 49.01 Recognize and state statements & questions Speaking 49.02 Listen to simple conversations and respond appropriately Speaking 49.03 Demonstrate ability to describe a person, place, thing, or event. Speaking 51.05 Use appropriate rhythm & stress in phrases and simple sentences Speaking 56.01 Initiate & engage in introduction and appropriate small talk in a variety of social and work situations Speaking 56.02 Communicate personal needs, impressions, emotions, likes, dislikes, acceptance, and rejection. Speaking 57.02 Report information from oral messages Speaking 66.01 Listen to conversations and respond appropriately Speaking 66.02 Demonstrate ability to recall or summarize information provided orally and in writing</p> <p>Writing 49.01 Recognize and write statements & questions Writing 49.03 Demonstrate ability to describe a person, place, thing, or event Writing 49.11 Write legibly using manuscript & cursive handwriting Writing 66.02 Demonstrate ability to recall or summarize information provided in writing</p> <p>Reading 49.01 Recognize and read statements and questions Grammar 50.02 Use common verbs in present tense</p>	CULTURAL FOCUS:	<p>To learn that the American Dream is an intrinsic value of the American culture.</p> <p>This activity gives students the opportunity to interact with college students and/or co-workers, and learn, single-handedly, the different ideals, goals, dreams, and views regarding the American Dream. As a result, they too, as new Americans, can have and pursue their own American Dream.</p>
CLASSROOM PROCEDURES:	<p>This is a 3-day lesson plan.</p> <p>Students will interview citizens, make a presentation, and discuss the topic.</p> <p>Part I – 50 minutes</p>	GRAMMATICAL FOCUS:	Use of the verb to be and the simple present tense.

1). Instructor explains that students will do an out-of-the-classroom activity that will be graded as a quiz. Instructor explains the following:

- a) Students will interview three people - ANY citizen (EXCEPT ESOL students and instructors) – student, co-worker, or neighbor – and ask them a few questions about the American Dream.

Note: Do not discuss what the American Dream is with the students. The goal is for students to learn while they interview. There will be a class discussion AFTER their presentations.

- b). Instructor distributes and clarifies Handout A (ex: explain how they should address the interviewees and that some people will say no and for them not to take it personally - just move on and ask someone else.)

2). Instructor models the interview using Handout A as a guide and role-plays with students. Instructor also models different behavior students may encounter, such as rude, indifferent, or very friendly and cooperative.

Example:

“Good morning. I’m an ESOL student at SCC. May I interview you?”

“What? No, no, I’m busy.”

“Sorry, but I’m late for work.”

“Sure! Why not?”

“Absolutely. I’d love that!”

“No problem, but can we do this after lunch? I’m sort of busy right now.”

3). Students practice interviewing each other using different reactions. This interaction builds confidence and helps students practice speaking and behavioral skills.

4). Inform students that on their presentation date, they will need to:

- a) provide the interviewees’ info and answers;
- b) express any comments they have about the Q&As.

This assignment is due the first class after a weekend.

Part II – 50 minutes

Presentation day: Students follow steps a and b of Part 1 # 4. Students need to hand in the Handout after the presentation. When the presentations are over, tell the students that the following day there will be a discussion about their interviews and about their American Dream.

Part III - 50 minutes

	Discuss with the class how they felt interviewing in English and if there is anything they would like to add or discuss. Each student talks about their own American Dream (if they have one), and how they intend to pursue it.		
TEXT BOOKS:	N/A	PRONUNCIATION:	Use appropriate rhythm/stress in simple sentences and questions.
MATERIALS/ ADDITIONAL RESOURCES:	Handout A	VOCABULARY:	N/A
COMMUNITY RESOURCES:	Interview citizens on campus, at work or at the student's neighborhood.	EVALUATION:	This activity will be evaluated as a quiz. Instructor will evaluate the following: a). Handout A with the appropriate information, including Language Log if any (50%); IMP: Handout A needs to contain the information asked in students' handwriting. b). Presentation should be clear, containing the appropriate information (30%); c). Participation in class discussion (20%) (students' input)

Lesson Plans by:

Mariza Trigueiro

Instructor's Name

Date: June 12, 2004