

USDOE English Literacy & Civics Education "Project Literacy Challenge" 2003-2004 grant project

TIES (Total Immersion of English Strategies)

ADULT ESOL LESSON PLANS

TOPIC: LEVEL:	Interpersonal: Appropriate greetings, introductions, farewells <u>Low Beginning / High Beginning</u> (Revised May 2006)	SKILL:	Speaking/Grammar/Reading
COMPETENCIES: (Please use ESOL Curriculum checklists to list these)	<p>S05.01 Use greetings, introductions and farewells. S05.02 Identify self and personal information S05.04 Use and respond to polite expressions R15.06 Recognize and state vocabulary for personal information (first, middle, last name, number, street, zip, phone number and social security number and fill out personal information form). G16.01 Use subject pronouns (I, you, he, she, it, we, they) G16.05 Use information questions: -who, what, when, where G16.06 Use common and proper nouns G16.09 Use possessive adjectives (my, your, his, her, our, their) S17.01 Produce consonant and vowel sounds. S17.02 Recognize, state, and link letters and sounds. S22.02 Demonstrate ability to make appropriate formal and informal introductions, greetings, and farewells. S32.01 Recognize and state statements and questions. R32.09 Use a bilingual and/or picture dictionary. G33.01 Use subject pronouns</p>	CULTURAL FOCUS:	Making appropriate greetings, introductions, and farewells is a very important part of American culture. ESOL students will learn and practice the skills necessary to successfully greet and make small talk in the US. This activity will help the students become more comfortable and confident greeting and chatting with others in English.
CLASSROOM PROCEDURES:	<p><u>Lesson Plan "A"</u></p> <p>I. Initiate Topic Discussion – Give the students copies of <i>Handout A</i>. Ask the students to work in groups to answer the questions and write their answers on the handout and in their language log.</p> <p>A. How do you introduce yourself to people in your country? B. How do you introduce yourself in the United States? C. What words/phrases do you use or listen for when making introductions? D. What questions should you or shouldn't you ask when meeting people? E. How do you answer questions about yourself? F. How do you help people to spell and/or pronounce your name?</p> <p>II. Compare answers to questions in Handout A</p> <p>A. As each group to share their answers to the handout questions with the class. B. Write out the answers to the questions either on the board</p>	GRAMMATICAL FOCUS:	Formulate simple questions and give appropriate short answers.

* The students may go anywhere they feel comfortable; e.g., a grocery store, a library, etc.

or on a transparency of *Handout A*.

III. Build vocabulary and improve conversation

- A. Give the students *Handout B*
- B. Read vocabulary out loud and have students repeat vocabulary to model pronunciation.
- C. In pairs, have the students write definitions for the vocabulary handout. They may use a dictionary.
- D. The students may finish this assignment for homework.

Lesson Plan "B"

I. Finish building vocabulary and improving conversation

- A. Students next take turns sharing meaning and use of vocabulary with the class. The teacher will clarify any ambiguities.
- B. The teacher will put the students into pairs, and they will practice starting, making and ending conversations with their classmates using the new vocabulary they have learned in class. The students will then present their conversations to the class.
- C. The Students will take a Vocabulary Quiz – *Handout C*
- D. After the students practice conversations, they will each create a personalized language log that they will use to interview a store clerk outside of class, to take notes about the conversation and to write any new words they learn. The students may write a few words they have trouble remembering in the language log to help them with their outside conversations, but they may NOT write out complete conversations.
- E. Each student will have one week to complete a conversation outside of class*, write a paragraph "How I felt during the conversation," and prepare a one minute oral presentation describing their experience to the class.

Lesson Plan "C"

I. Oral Presentations group discussions and paragraphs

- A. Each student will give a short presentation about their experience and will hand in their paragraphs for grading.
- B. After the presentations, engage the class in a discussion by asking the following questions and giving the students *Handout D*:
 - 1. Did you enjoy this assignment?
 - 2. What were your feelings? Scare, excited, nervous, anxious, etc.?
 - 3. Was the assignment easy or difficult?
 - 4. Are you glad you did the assignment?
 - 5. Where did you go and who did you talk to?
 - 6. What made you choose to go where you do to do this assignment?
 - 7. What did the place you went look like?
 - 8. Did you go right in and talk to someone or did you hesitate first?
 - 9. Did you go by yourself or take someone with you for

	<p>support?</p> <p>10. Did you feel pressured to buy anything? How did you respond to that?</p> <p>11. Would you go to this place again?</p> <p>12. What did you learn?</p> <p>13. What would you do differently next time?</p> <p>14. What new words/phrases did you learn?</p>		
TEXT BOOKS:	None required	PRONUNCIATION:	Phonemes, Rhythm, stress, and intonation of English
MATERIALS/ ADDITIONAL RESOURCES:	<ol style="list-style-type: none"> 1. Handout A -- Interpersonal: Questions about appropriate greetings, introductions, farewells 2. Handout B -- Interpersonal: Vocabulary for appropriate greetings, introductions, farewells 3. Handout C -- Interpersonal: Quiz on vocabulary for appropriate greetings, introductions, farewells 4. Handout D -- Interpersonal: Questions about appropriate greetings, introductions, farewells experience 	VOCABULARY:	<ul style="list-style-type: none"> - See Vocabulary <i>Handout B</i> - Student will keep a language log to list new words/phrases encountered during this project
COMMUNITY RESOURCES:	<ol style="list-style-type: none"> 1. A public place (e.g., a grocery store, a library, etc.) 2. A small notebook for use as a language log 	EVALUATION:	<ul style="list-style-type: none"> - Students will be evaluated through their participation in class and in groups, - Students will be evaluated based on their use of the language log and on their ability to answer questions in the vocabulary quiz (Handout C) - Students will work on exercises, pair, small and large group activities, a written paragraph and oral presentations to help student overcome problems in oral communication. - Students will use and present new words they encountered during this project

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Instructor's Name

