

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

<b>TOPIC: LEVEL:</b>	Shopping: Visiting a Clothing Store <b>Low Beginning / High Beginning (Revised May 2006)</b>	<b>SKILL:</b>	Grammar/Reading/Writing
<b>COMPETENCIES:</b> (Please use ESOL Curriculum checklists to list these)	W 11.04 Recognize/identify American clothing sizes. R 15.02 Identify colors. G 16.02 Practice present continuous. G 16.05 Use information question.	<b>CULTURAL FOCUS:</b>	Consumer issues Clothing sizes Business attire vs. casual attire Comparing business attire in native country and in the U.S.
<b>CLASSROOM PROCEDURES:</b>	<p><b>1. Colors</b> Show color poster. Point at colors say the colors and have students repeat what you say to achieve proper pronunciation.</p> <p><b>2. Shopping and clothes</b> (Bring in articles for show &amp; tell) Opener: Ask questions: "Do you like to shop?" "Do you like to buy clothes? Students discuss.</p> <p>3. Handout I - <u>Vocabulary Sheet</u>. a. Read and have students repeat sounds for proper pronunciation. Show article of clothing / clarify meaning.</p> <p>4. Handout II - <u>Shopping Dialogue Sheet</u>. a. Read and have students repeat the dialogues for proper pronunciation / clarify meaning. b. Model the <u>substitution exercise</u>. c. Have students get into pairs and practice the substitution exercises. d. Have a couple of students volunteer to role play a shopping experience.</p> <p><b>5. Cultural focus and class discussion</b> a. Lead a brief class discussion regarding clothes sizes and business attire Sample questions: Are sizes different in your country than in the U.S.? What is the business attire in the U.S When do you wear business attire in the U.S.? b. Have students get into pairs and interview a partner using <u>III - Interview a Classmate Sheet</u>. (Review/clarify meaning)</p>	<b>GRAMMATICAL FOCUS</b>	Singular and plural nouns Information question: What/when/where/why Present progressive Simple past Irregular verb go/went

	<p><b>6. IV. Real Life Extension - Homework</b>  Rationale for homework... Students brainstorm the question...  What is the only way to REALLY learn a language?  (By practicing it in real life situations)  Go over/clarify <u>IV – Community Homework sheet</u></p>		
<b>TEXT BOOKS:</b>		<b>PRONUNCIATION:</b>	Listening and repetition of vocabulary and required sentences prior to seeing them in oral form to develop proper sounds
<b>MATERIALS/ ADDITIONAL RESOURCES:</b>	A color poster I - Vocabulary sheet II - Practice shopping dialogue & substitution sheet. III - Interview a partner sheet IV - Writing assignment sheet.	<b>VOCABULARY:</b>	Colors: Black, white, blue, green, yellow, red, gray, pink, orange, purple, brown, turquoise. Clothing sizes: Small/medium/large/extra large Articles of clothing: Suit, belt, tie, jacket, sweater, shirt, T-shirt, blouse, dress, shoes, pants, jeans, skirt, socks,
<b>COMMUNITY RESOURCES:</b>	Real Life Community Extension 1. A native English speaker 2. Favorite store 3. English speaking store clerk 4. Apply questions learnt in class to a shopping situation	<b>EVALUATION:</b>	<b>Writing assignment:</b> Answer questions about your “English speaking Community Extension shopping experience.” 1. Where did you go? I went to.... 2. What did you ask for? I asked for... 3. What color was it? It was... 4. What size was it? It was size.... 5. Did you buy it? Yes, I did; no, I didn't. 6. How much did it cost? It cost... <b>Interview a partner about writing assignment</b>

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