

Basic Essentials for English Language Learners

All beginning English language learners need more than these essential understandings in this syllabus. Students who have no English or very little will benefit from labeling and naming objects in and out of the classroom (e.g. book, pen, tree etc.).

Total Physical Response (TPR) is also helpful and comfortable for beginners. TPR is used to give commands (stand up, sit down, open the door etc.). This may continue for several sessions along with saying the command and seeing it printed.

Basic communication needs include; giving personal information (name, address etc.), recognizing the days of the week and the time of day (Today is Monday. It is 9:00 am), describing their daily routines (I wake up at etc.), and the world around them.

Grammar can be taught within questions and answers that are repeated in each lesson. The present verb “to be” can be developed during the naming and labeling of objects; (This is a table. That is a book. etc)

Acting, pantomiming, and gesturing help students comprehend new concepts. Instructional phrases (repeat after me, your turn, and dialogues) are needed as well.

The following exercises may appear simple to us. They are a base for getting along if the student has very little English speaking skills.

GREETINGS –Formal and Informal: *“Good Morning” “How are you?” “What’s up?”*

Alphabet: *spelling skills*

Numbers: 1-100-numbers and words

Provide Personal Information: name, telephone, address

This, That, Here, There: *Recognize the connection between ‘this, here’ as opposed to ‘that, there’. Make statements with everyday objects ‘There is.. There are...’ ‘Here is...Here are’*

Present the verb ‘to be’: *Conjugate the verb with questions and negative forms for all subjects*

Basic descriptive adjectives: *simple descriptors-colors, size, texture, etc.*

Basic Prepositions: *in, at, to, on, etc.*

There is, There are: *Include questions with negative forms to show the difference between singular and plural*

Question Words: *Use ‘wh’ question words as well as ‘how much’ and ‘how many’. Use some and any in positive and negative questions to explain what is countable and uncountable (sugar –uncountable, books-countable)*

Frequency Adverbs: *always, often, sometimes, never, usually, etc.*

Pronouns: *I, he, she It, we, you, they, who - me, him, her, us, them, whom*

Possessive Adjectives: *my, his, hers, its, your, our, their – Use questions with the pronouns*

Basic rules for definite and indefinite articles: *a, an, the*

Job Names: *sales clerk, manager, receptionist, secretary*

Telling Time: *analog and digital /ask for and tell time using prepositions ‘at’ ‘past’ ‘to’/Phrases: in the morning, afternoon, evening, at night and seasons*

Present Simple Verbs: *Describe everyday tasks and routines with positive and negative statements and questions*

English Verb Tenses for ESL Learners

Overview

Verb tenses are keys to learning English. Tense refers to the time something happens. People think about tense as present, past, and future times for verbs or verb forms. The examples that follow will help an English Language Learner see how the verb forms change as needed to explain when actions happen in the present, in the past or in the future.

Questions and answers can be used to develop and practice using verb forms. Different situations will change the basic present, past, and future. Because there are many exceptions to the rules for tense; focusing on one of the twelve tenses at a time is suggested.

SIMPLE PRESENT: habitual actions or events that are true for the past-the present and the future (for routines and habits use adverbs of frequency -always, usually, often, etc.)

Jo is usually late for school. Jan always drives to school. I am never late for work.

PRESENT CONTINUOUS: actions that began in the past and may continue

I am working at the computer at this moment. He isn't sleeping now. Are you shopping for a car?

PRESENT PERFECT: an action that began in the past and continues in the present (indefinite time)

Tom has lived in America for ten years. Max has worked at Fords for a long time.

PRESENT PERFECT CONTINUOUS (progressive): an action happening up until the present moment (have or has +been+"ing" form of the main verb)

I have been working for three hours. She hasn't been studying at the college for very long. How long have you been cooking for this dinner?

SIMPLE PAST: an action completed in the past (phrases for the past may be added two weeks ago, last year, yesterday)

She studied English for one year. Jeff purchased a new car last week.

PAST CONTINUOUS: an action begun in the past before another past action occurred to interrupt (past verb + “be” + “ing” with a form of the verb)

I was playing the piano when the fire started. She was watching TV when you called.

PAST PERFECT: an action completed before a second past action

I was studying drawing before I began to study painting. Mr. Smith had started the meeting before I arrived.

PAST PERFECT CONTINUOUS (progressive): a past action is occurring when a second past action occurs (had +been+”ing” with a past verb form)

I had been studying for two hours when my friends came over. They had been playing football when the accident occurred.

FUTURE: used to tell something that will happen (phrases for the future –next year-tomorrow- by the end of the week)

He will not help you. She will not go to the party. They will come to the meeting.

Planning for the future with ‘going to’- *I am going to visit my parents. Rei is not going to go to school. I am going to cook dinner. When are you going to leave?*

FUTURE CONTINUOUS: an action will continue to happen when another future action occurs (other perfect forms: since, yet, already, just, for a while)

Bob will have completed the final report by five o’clock. Sue won’t have driven far by the end of the evening. How many years will you have studied by the time you get your degree?

FUTURE PERFECT: a future action will be completed by the time another future action occurs (2 events)

I will have been lying on the beach when you arrive next week. They will have been working for eight hours by the end of the day. She won’t have been studying for very long when she takes the test. How long will you have been practicing when the play starts?

FUTURE PERFECT CONTINUOUS(progressive): a future continuous action will be happening when another future action occurs

I will have been studying for two hours by the time you arrive. Our company will have sold one million copies by the end of the month.

Goal:			Date:
Lesson Plan	Descriptors*	Materials	Activities
Listening/ Speaking	<ul style="list-style-type: none"> • Can satisfy basic survival needs and limited social demands • Can follow oral directions in familiar contexts • Has limited ability to understand on the telephone • Understands learned phrases easily and new phrases containing familiar vocabulary 	<ul style="list-style-type: none"> • Real Talk 1 – Authentic English in Context by Lida Baker and Judith Tanka, w/<i>Audio CD</i> • Talk Your Head Off(...and Write Too) by Brianna Rish West • English for Everyday Activities, A Picture Process Dictionary by L. Zwier • English Conversation – Comprehensive Study Program • Conversational American English by Richard A. Spears • Focus on Phonics by Gail V. Rice 	<ul style="list-style-type: none"> • State a personal / physical need (“I need a bus schedule”). Recognize informal vs. formal situations (“Could you please give me...”) • Talk about birth country. Express likes and dislikes. • Give a telephone message. • Give a compliment. • “I agree/disagree.” Tutor makes a statement (“Pizza is a good food to eat.”) and asks student to agree/disagree and explain why/why not. • Ask student to bring photos from a recent event and tell you about them. Ask follow-up questions. • Based on the student’s journal of daily activities (see below), ask questions requiring past tense and affirmative/negative (e.g., I went...My husband didn’t go...). Ask what the student will do next week (future tense). • In Real Talk 1, after listening to the CD and completing the exercises, read the dialogue in the back of the book with your student. Point out melody, intonation, and stress based on the CD model. • Play verbal word games (Taboo, Password, etc.) • When completing phonics exercises, focus on mouth position and differentiating sounds (map/mop, girl/gull) • <i>Homework exercises:</i> <ul style="list-style-type: none"> - Listen and read aloud: http://www.manythings.org/k/reading.html - Interview three people about a topic discussed in tutoring session
Reading / Writing	<ul style="list-style-type: none"> • Can read and interpret simplified and some authentic material on familiar subjects • Can write messages or notes related to basic needs • Can fill out basic medical forms and job applications 	<ul style="list-style-type: none"> • Health Stories – (High Beginning) Readings & Language Activities for Healthy Choices by Ann Gianola • Challenger Adult Reading and Writing Series Levels 2-4 • Basic Grammar in Use by William R. Smalzer • Testing Your Grammar by Susan M. Reinhart (High Intermediate to Advanced) 	<ul style="list-style-type: none"> • Ask student to select an article (on-line or magazine) and write a summary. Ask fact and opinion questions about the topic. • Select articles containing an interview. Read the interview with the student then point out grammatical features (verb tense changes, spoken vs. written word patterns) and idiomatic expressions. • Practice taking phone messages, including asking the caller to spell name and repeating back. • Play visual word games (Scrabble, etc.) • <i>Homework exercises:</i> <ul style="list-style-type: none"> - Ask student to keep a journal of daily activities (1-3 sentences per day). - Crossword Puzzles - Irregular Verbs http://www.perfect-english-grammar.com/irregular-verbs-exercise-1.html - Simple Past Tense http://www.myenglishpages.com/site_php_files/grammar-exercise-simple-past.php

			<ul style="list-style-type: none"> - Verb Tense Combinations http://www.englishpage.com/verbpage/verbtenseintro.html - Articles (a, an, the, none) http://www.learnenglishfeelgood.com/esl-english-grammar-exercises.html http://www.englishpage.com/articles/ - Prepositions http://www.englishpage.com/prepositions/prepositions.html - Do vs. Make http://www.vocabulary.cl/Intermediate/Do_Make.htm http://www.grammar-quizzes.com/make-do.html
Employ-ability	<ul style="list-style-type: none"> • Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally 	<ul style="list-style-type: none"> • Conversations for Work by Ellen Vacco • Perfect Phrases for ESL, Everyday Business Life, by Natalie Gart • Workplace Plus – vol. 2 , 3 by J. Saslow • Business English: Useful Expressions http://eslgold.com/business/useful_expressions/ 	<ul style="list-style-type: none"> • Role play phone calls. Vary the situation (appointment, inquiry, etc.) and reception quality (land line, cell phone, cell phone with background noise). • Practice taking phone messages. Include asking the caller to repeat (“I don’t understand. Please repeat.”), reword, and spell (“a like apple”). • Watch and discuss videos containing job interview examples and tips: <ul style="list-style-type: none"> - Mock Job Interview Questions and Tips for a Successful Interview by Virginia Western Community College https://www.youtube.com/watch?v=BkL98JHAO_w - Top 3 Toughest Interview Questions by TheRecruitmentGuy https://www.youtube.com/watch?v=GWBjDyB0YIQ - How to Ace an Interview: 5 Tips from a Harvard Career Advisor by Harvard Extension School https://www.youtube.com/watch?v=DHDri0_bMQ0&list=PLAVs4D58_xdc3vJqX7T0jL-zBMA_FcHqX - Body Language that Gets the Job by Forbes https://www.youtube.com/watch?v=VV1cMmCKxmY • Role play job interviews • Review and discuss employee training materials, safety guidelines, and troubleshooting guides (printer, copier) • Discuss cultural similarities and differences in workplace behavior between the student’s county and the U.S. (asking for help, sharing ideas, interacting with superiors, talking with administrative professionals, disagreeing with someone, etc.)
How did it go?			
Next time we’ll			

*High Intermediate ESL (CASAS 210-220)

For assistance integrating the above materials, please contact:

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SAMPLE LESSON PLAN

Goal: To be able to perform tasks associated with shopping (e.g., making a purchase, exchange, return)			Date:
Focus Area	Timing	Materials	Activities
Listening/ Speaking	15 min.		Social Time – “What did you do last weekend?” “Any questions or problems you’d like to discuss during today’s lesson?”
Listening/ Speaking	10 min.	Real Talk 1 (Chapter 7) - Pre-listening	Lesson Introduction and Prior Knowledge Check – “Today’s lesson is called <i>Shop ‘Til You Drop</i> .” “How often do you go shopping?” “Where do you like to shop?” “What is it like to shop in the U.S. compared to in your country?” “What difficulties have you experienced shopping in the U.S.?”
Reading	10 min.	Real Talk 1 – Vocabulary Preview	Review key vocabulary .
Listening Writing	10 min.	Real Talk 1 – Listening, Main Ideas	Ask student to listen to the audio CD and note the main ideas .
Listening/ Speaking	15 min.	Real Talk 1 – Listening, Details and Inferences	Ask student for details about the scenario. If student didn’t comprehend, replay the audio, pausing after each segment. If student still doesn’t comprehend, read that portion from the audioscript in the back of the book.
Reading Speaking	10 min.	Real Talk 1 – Listening for Language Focus on Phonics	Review 1-2 aspects of English pronunciation (e.g., stress, intonation, sounds, etc.)
	15 min.	Real Talk 1 – Audioscripts (back of book)	Role play the dialogue twice, switching roles. Provide feedback on the pronunciation aspects reviewed above.
Listening/ Speaking	10 min.		“I agree/disagree.” Tutor makes a statement (“It’s easy to exchange an item without a receipt.”) and asks student to agree/disagree and explain why/why not.
Reading / Writing Speaking	15 min.	Basic Grammar in Use	Complete a grammar exercise , then role play a new scenario on the same theme (shopping) that requires use of the newly learned grammar. For example, do the lesson on <i>Reported Speech</i> , then role play returning a blouse for your mother. (“She said that it was too small, etc....”)
Listening Writing Reading, Employ- ability	10 min.		<ul style="list-style-type: none"> • Summarize the lesson and accomplishments • Homework: Write sentences using the vocabulary from today’s lesson. • Homework: Read information comparing three products (Consumer Reports or on-line reviews) and take notes. Next week, tell me which product you would recommend and why.
How did it go?			
Next time we’ll: (1) Discuss your recommendation from the homework assignment, (2) Complete the next lesson in RealTalk, (3) Read and discuss the job responsibilities of a salesperson, (4) Conduct a mock interview for a salesperson position			

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