

English as a Second Language

Tutor Packet Level 1

Volunteer Literacy Tutoring Program
Portland Community College
2002

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OLI would also like to thank Pro Lingua Associates and New Readers Press for granting the permissions to include exercises from their materials.

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Table of Contents

Introduction

- Level 1 Overview – An introduction to Level 1
- Level 1 Assessment – A tool to see if your student is ready for Level 2

Student Activities

- **Focus Area 1: Expressing personal information**
 - Activity 1: Communicating information orally
Worksheets
 - Activity 2: Completing a simple form
Worksheets
- **Focus Area 2: Reading and writing numbers, words and short phrases needed in everyday life.**
 - Activity 1: Writing numbers from dictation
Worksheets
 - Activity 2: Reading and writing common sight words and short phrases
Language Experience Approach
Worksheets
 - Activity 3: Reading and spelling words using basic phonics skills
Worksheets
- **Focus Area 3: Answering basic questions and asking for clarification**
 - Activity 1: Answering questions on familiar topics
Worksheets
 - Activity 2: Asking for clarification
Worksheets
- **Focus Area 4: Following simple directions**
 - Activity 1: Carrying out oral commands given by others
Worksheets

Appendices

- Level 1 Grammar Reference Guide
- Different Ways to say 'Good For You!'
- Sample Attendance Sheet
- Sample End-of-Term Reporting Form
- Student Certificate of Achievement

Introduction

ESL Level 1 – Overview

What is the content of Level 1?

Upon completion of the course ‘Tutoring ESL’, it is our hope that the students will be able to use their English outside of the classroom, to communicate in their adult life-roles of family members, community members, and workers. The course is divided into six student performance levels. This is the packet for the first of these six levels.

The work that you do with your student(s) should therefore be seen in terms of not just what you do in the classroom, but how the student can apply this information in the real world. This packet is organized according to four focus areas:

- expressing personal information
- reading and writing numbers, words and phrases needed in daily life
- answering basic questions and asking for clarification
- following simple directions

These four areas encompass the things that we hope, at the end of Level 1, the students will be able to do in their everyday lives out in the REAL WORLD.

How do I know if my student(s) can do these things?

The packet includes activities for the student (and instructions for you on how to use them) to be done IN CLASS. If the student can successfully complete these activities, we believe this indicates that the student will also be successful in the four focus areas OUTSIDE of class.

In addition to the activities and corresponding worksheets, you are also provided with a list of oral communication skills, written communication skills, and reading skills, that are necessary for the student to master, in order to move on to Level 2.

A *Grammar Reference Guide*, which lists appropriate grammar structures for each level, is also included in the packet.

How do I use this packet?

You may choose to work with the four focus areas **in any order**. For example, you may start with reading and writing numbers, words and phrases needed in daily life, and follow it with expressing personal information – or the other way around. In addition, you do **not** have to finish one area, before moving on to the next. In fact, many tutors work on all four areas simultaneously.

You are **not** limited to the activities included in the packet. Use the included worksheets, but create your own, especially if your student(s) seems to need additional practice in a certain area. The included activities have been designed to work for many different topic areas. For example, when working on the focus area of answering basic questions and asking for clarification, you may choose to have the questions focus on health, food, family, or any number of other contexts that grab your student’s interest. The same is true for all four focus areas – vary the context!

GOOD LUCK AND ENJOY !!

ESL LEVEL 1 – Overview

SUGGESTED CORE MATERIALS TO USE WITH THE LEVEL 1 PACKET

Survival English 1: English through conversation, Longman ESL Literacy, Real Life English, Picture Stories

Work with your student on these SKILLS throughout ESL Level 1.

At the end of Level 1 the student should be able to...

Oral Communication Skills

- Name all letters of the alphabet
- Speak words and phrases to be understood (introductions, personal information)
- Answer simple yes/no and 'wh' questions
- Ask for clarification
- Follow simple oral directions

Written Communication Skills

- Write numbers, including SSN, DOB and address
- Write letters, both upper and lower case
- Write sight words and short phrases
- Use basic grammar (See *Grammar Reference Guide - Level 1* for a list of Level 1 structures.)
- Write personal information in blanks on forms

Reading Skills

- Use basic phonics skills to sound out words
- Recognize and understand common sight words
- Recognize words from personal information forms
- Recognize common signs and symbols

Some suggested IN class activities

(Start with the included lesson plans and worksheets and then be creative and make your own!!)

- Communicate personal information orally, such as name, address, phone number and date of birth, clarifying by spelling or repeating
- Complete a simple form with basic personal information
- Answer yes/no and 'wh' questions on familiar topics, such as personal information, family, and health
- Indicate lack of understanding by asking speaker to repeat
- Demonstrate understanding of simple directions by correctly carrying out commands given orally or in writing by the tutor or other classmates
- Write numbers from dictation
- Read and write common sight words and phrases
- Sound out and spell words using basic phonics skills

What the student can do OUTSIDE of class

after completing ESL Level 1

- Express personal information
- Read and write numbers, words and short phrases needed in daily life
- Answer basic questions and ask for clarification
- Follow simple directions

ESL LEVEL 1 – Overview

What do I need to know about my student's literacy ability?

One of the first things you will want to find out about is your students' literacy level in their native language. If your student is literate in his or her native language, then learning English literacy will be much easier. If your student's language is written with the Roman alphabet, then the focus will be learning the conventions of written English and using it to reinforce the oral language he or she has learned. Even if your student's native language uses a different script, e.g. Russian, Chinese or Arabic, after becoming familiar with the Roman alphabet, many of the skills necessary for literacy will transfer into English. For students who have just a few years of education in their native language or none at all, the task of learning literacy skills in English will be much slower and involve additional steps.

Non-literate and semi-literate students will need to develop the physical ability to read and write. This includes the ability to discriminate between symbols and letters that are similar and the fine motor control needed to write legibly. Don't forget to consider whether your student might need reading glasses especially if he or she is an older student.

Reading is like a puzzle. A new reader must develop the following skill areas in order to figure out the symbols on the page.

- left/right, top/down orientation
- phonics
- sight word recognition
- guessing from context
- knowledge of the topic
- knowledge of English word order
- knowledge of grammar and punctuation

Use oral language as a springboard for teaching literacy skills. Always introduce new vocabulary orally and review any words you will be asking your students to read and write. Try the Language Experience (LE) approach. It is an excellent way to link oral and written language. Teach your student to read and write words that have personal meaning and practical use such as name, address, common words in the environment, etc. Using

index cards for games and review works well – students can match capital and small letters, a new word and a picture, a numeral and the written word. Play “Concentration” with these cards or scramble them and have your student match the pairs or put them in the correct order.

Ask your coordinator for an ESL literacy text such as Longman ESL Literacy or On the Write Track: Beginning Literacy for ESL Students to supplement the activities in this packet. You will need to pick and choose worksheets with a simple, clean layout and vocabulary your student knows. Don’t forget lots of repetition and learning tasks appropriate to your student’s level so he or she can experience success.

Native language literacy will increase your student’s ability to read and write in English. Explore the possibility of literacy instruction in your student’s first language. Portland Community College and the Mexican Consulate offer literacy classes for Spanish speakers. Ask your coordinator for more information.

ESL LEVEL 1 – ASSESSMENT

How do I know if my student is learning what I am teaching?

- Included in each ESL Tutoring packet is an assessment tool. You can use this tool to see if your student is mastering the material in the Level 1 Packet.
- There is one assessment for each focus area.
- For level 1 there are assessments for:
 - Expressing personal information
 - Reading and writing numbers, words and short phrases needed in daily life
 - Answering questions and asking for clarification
 - Following directions

How do I use the assessment?

- There are many different ways to use the assessment pages.
 - You can do all four assessments at the end of the packet.
 - You can do one assessment at a time, as you finish each focus area.
 - You can do all four assessments when you first meet your student to get an idea of what he/she already knows, and then give them again after finishing the packet to see what progress the student has made.
- These pages are to help you judge your student's progress, and to see where he may need extra work.
- **The student must pass all 4 assessments in order to move on to Level 2.**

Are the students assessed in other ways as well?

The Volunteer Literacy Tutoring Program tests the students using a national standardized listening test called the CASAS. This test is used as a pre-test, and also often times as a placement test. The score the student receives on the test when they first come to VLT, helps the coordinator know what level to place the student at, and what materials to give to the tutor. In addition, at some locations, the students are given a post-test after at least 60 hours of instruction, to document progress they are making.

If there are other things you would like to know about assessment please ask your coordinator. She is there to help you!

Level 1 Assessment

- Use the following assessment tools to see if your student is ready to move on to Level 2.
- Your student needs to pass all 4 assessments in order to move up to the next level.
- Many of the following assessment activities should be familiar - all were introduced and practiced throughout the Level 1 packet.
- After completing the assessment, please give this cover sheet and the completed assessment pages to your Coordinator for the student's file.

Assessment Guides			Date
Assessment Guide 1A and 1B: - Respond orally to personal information questions - Complete a simple form with basic personal information	Pass	No Pass	
Assessment Guide 2: - Answer questions on familiar topics - Indicate lack of understanding by asking speaker to repeat	Pass	No Pass	
Assessment Guide 3: - Carry out commands given orally by the tutor/teacher	Pass	No Pass	
Assessment Guide 4A and 4B: - Write numbers, words and short phrases from dictation - Name and give the sounds for at least 13 letters - Read individual sight words and short phrases	Pass	No Pass	

Thank You and Good Luck!

Student's Name: _____

Tutor's Name: _____

Student's Name: _____

Assessment 1
Focus Area: Expressing Personal Information

- Complete Assessment Guide 1A after you ask your student the following questions:
 - What is your first name?
 - What is your last name?
 - Can you spell that please?
 - What is your address?
 - What is your phone number?
 - Where are you from?
 - Excuse me? (Student should repeat answer to the previous question.)
 - How long have you lived in Oregon?
 - Thank you.

Assessment Guide 1A:

Student's Task: To respond orally to personal information questions		
Answers ALL questions with appropriate responses	Yes	No
Spells name correctly	Yes	No
Uses understandable pronunciation	Yes	No
Clarifies by repeating	Yes	No

- Complete Assessment Guide 1B after your student completes the following form:

Client Information		
Dr. Johnson		
Name _____		
Last	First	Date of Birth
Address _____		
Number	Street	Apt.
City _____	State _____	Zip _____
Social Security Number _____ Telephone _____		
	(Area Code)	Number

Assessment Guide 1B:

Student's Task: To complete a simple form with basic personal information		
Includes all information requested on the form	Yes	No
Writes information in the correct spaces on the form	Yes	No
Puts dash in the correct place for the phone number and SSN	Yes	No
Uses capital and small letters correctly	Yes	No

Student's Name: _____

Assessment 2

Focus Area: Answering basic questions and asking for clarification

- **Complete Assessment Guide 2 after you ask your student the following questions:
(If necessary, adapt your questions to reflect topics that you worked on with your student.)**
 - What is your first name?
 - What day is today?
 - How many days are there in one week?
 - Do you like rice?
 - Excuse me? (Student should repeat answer to the previous question.)
 - What is your address?
 - Do you live in a house?
 - Do you drink coffee?
 - Say something very quickly and unclear – student should ask for clarification (ex: excuse me / please speak slowly / please repeat / I didn't understand etc.)
 - What is the weather like today?
 - How do you feel today?
 - How long have you lived in Oregon?
 - How many children do you have?
 - Are you married?
 - Thank you.

Assessment Guide 2

Student's Tasks:		
A: To answer questions on familiar topics		
B: To indicate lack of understanding by asking speaker to repeat		
Answers questions with appropriate responses more than 75% of the time (at least 9 correct answers)	Yes	No
Uses understandable pronunciation	Yes	No
Asks for clarification when appropriate	Yes	No

Student's Name: _____

Assessment 3

Focus Area: Following Simple Directions

- Complete Assessment Guide 3 as you give your student the following commands:
(If necessary, adapt the commands to reflect vocabulary that you worked on with your student.)

Assessment Guide 3

Student's task : To correctly carry out 75% of the following oral commands given by the teacher (At least 11 correct responses)			
Commands	No Response	Incorrect Response	Correct Response
1. Please stand up.			
2. Please go to the door.			
3. Please open the door.			
4. Please go out.			
5. Please come in.			
6. Please close the door.			
7. Please go to the window.			
8. Please knock on the window.			
9. Please walk to your chair.			
10. Please sit down.			
11. Please open your book.			
12. Please read your book.			
13. Please close your book.			
14. Please pick up your pencil.			
15. Please write your first name.			
Thank you.			

Student's Name: _____

Assessment 4

Focus Area: Reading and writing numbers, words and short phrases needed in daily life

- **Give your student the following directions:**
 - Please take out a pencil and a piece of paper.
 - Please number your paper from 1 – 15. (Help with this if necessary.)
 - Please listen and write what you hear.
 - Please tell me if you don't understand.

- **Complete Assessment Guide 4A after you dictate the following numbers, words and phrases to your student.**

1. 10	11. thank you
2. 25	12. My address is _____
3. May 7, 2002	13. no parking
4. 3:45 p.m.	14. emergency
5. I am 35 years old.	15. stop
6. Hello, how are you?	
7. I speak English.	
8. no smoking	
9. do not enter	
10. My name is (say student's name).	

Assessment Guide 4A

Student's task : To correctly write 75% of the above numbers, words and phrases from dictation. (At least 11 correct responses)		
Uses correct spelling more than 75% of the time (at least 11 correct answers)	Yes	No
Uses capital and small letters correctly at least 75% of the time	Yes	No
Asks for clarification if necessary	Yes	No

- **Complete Assessment Guide 4B after your student completes the following task:**
 - Work with your student to write all the letters of the alphabet
 - Choose 13 letters and circle them
 - Ask your student to tell you the name of each circled letter
 - Ask your student to tell you the sound of each circled letter
 - Ask your student to read each of the 15 words in the above dictation

Assessment Guide 4B

Student's tasks: To name and give the sounds for at least 13 letters To read individual site words and short phrases		
Gives the correct name of at least 13 letters	Yes	No
Gives the correct sound of at least 13 letters	Yes	No
Reads at least 75% (at least 11) of dictated words	Yes	No
Uses understandable pronunciation when reading dictated words	Yes	No

Activities and Worksheets

Focus Area: Expressing Personal Information

Suggested Props: Alphabet flashcards, coins, lined paper for handwriting/letter formation practice

Activity: Communicate personal information orally, such as name, address, phone number and date of birth, clarifying by spelling or repeating.

1. Review the names of all letters in the alphabet
 - Introduce each letter using flashcards (see worksheet)
 - Differentiate between upper and lower case, and printing and cursive
2. Practice spelling student's first, middle and last names.
3. Practice spelling tutor's first and last names.
4. Practice spelling student's street address.
5. Practice spelling other words relevant to the student's life.
6. Ask the student personal information questions from a list
 - Example: Tutor models: What's your name?
My name is (fills in student's name).

Tutor asks student: What's your name?

Student answers: My name is _____ .

Continue with all the questions on the list (and any more you can think of!)

7. When the student can correctly answer each question, mix them up and ask them in a different order. Randomly ask your student to repeat or spell some of the answers.
 8. Play a game to practice (see worksheet)
 - Use this gameboard to practice answering questions. Use a coin to move from the start box to the finish. Heads=1 and tails=2.
-

Variations:

- A. Create short role play situations where the student will have to repeat himself, or spell the information. For Example: Calling 911:
 - "Hello, What's your name?"
 - "My name is Maria Sanchez."
 - "Sanchez, how do you spell that?"
 - "Sanchez - s a n c h e z."
 - "Thank you."
- B. Ask your student to write the answers to the personal information questions.

Letters (Lowercase)



a

b

c

d

e

f

g

h

i



Letters (Lowercase)



j

k

l

m

n

o

p

q

r



Letters (Lowercase)



s	t	u
v	w	x

y	z
---	---



Letters (Capitals)

A

B

C

D

E

F

G

H

I

Letters (Capitals)

J

K

L

M

N

O

P

Q

R

Letters (Capitals)

S	T	U
V	W	X
Y	Z	

___ b ___ d ___ f ___ h ___ j ___ l ___

n ___ p ___ r ___ t ___ v ___ x ___ z

a ___ c ___ e ___ g ___ i ___ k ___ m ___

o ___ q ___ s ___ u ___ w ___ y ___

___ cd ___ gh ___ kl ___

op ___ st ___ wx ___

abcd ___ hi ___ lm ___ o ___

___ tu ___

Alphabet - Printed

Aa Bb Cc Dd Ee Ff Gg Hh Ii

Jj Kk Ll Mm Nn Oo Pp Qq Rr

Ss Tt Uu Vv Ww Xx Yy Zz

Alphabet - Cursive

Aa Bb Cc Dd Ee Ff Gg Hh

Ii Jj Kk Ll Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv Ww Xx Yy Zz

MIGUEL GARCIA

Miguel Garcia is from Mexico. He is from Tijuana, Mexico. Now he is living in the United States. He is living in Portland, Oregon. His address is 1541 SW Oak Street. His telephone number is 503-555-9532.

1. What's his name?

2. What country is he from?

3. What city is he from?

4. What's his address now?

5. What's his telephone number?

6. What is your name?

7. What country are you from?

8. What is your address now?



START

What's your area code?		What's your name?	What city are you from?
------------------------	--	-------------------	-------------------------

What's your zip code?			
-----------------------	--	--	--

What's your address?			
----------------------	--	--	--

What's your telephone number?	What street do you live on?	What's your first name?	What's your social security number?
-------------------------------	-----------------------------	-------------------------	-------------------------------------

--

How old are you?

When were you born?	What's your last name?	Do you live in an apartment?	What state do you live in?
---------------------	------------------------	------------------------------	----------------------------

FINISH

Focus Area: Expressing Personal Information

Suggested Props: Alphabet flashcards, blank index cards for vocabulary flashcards, sample 'real-life' personal information forms from a doctor's office, post office, bank, PCC, library etc...

Activity: Complete a simple form with basic personal information.

1. Introduce the vocabulary
 - Choose key vocabulary words that occur in most personal information forms (examples: address, signature, DOB)
 - Make a list of the words for the student (see worksheet)
 - Read the word list to the student
 - Have the student repeat the words with you
 - Have the student write each word on an index card

 2. Practice the vocabulary
 - To practice the vocabulary use word find, matching, fill in the missing letters and other similar types of activities. (see worksheets)

 - Use your imagination to think of ways to practice the vocabulary. Repetition is effective!

 3. Practice filling out forms
 - Have the student fill out a simplified personal information form (see worksheet).
 - Have the student complete real personal information forms.
-

Variations

- A. Use dictation to practice your student's listening skills. Dictate key vocabulary, such as name, address, telephone, etc. As your student improves, move from single word dictation, to sentence dictation.

- B. Have your student write his address on index cards. Use different color index cards for each part of the address. For example, have your student write the street address on a blue card, the street name on a green card, the city on a yellow card, the state on a pink card, and the zip on a white card. This helps the student to see the different parts to an address. After writing his own address on the cards, brainstorm with your student other important addresses in his life. For example, his parents' address, the address of the babysitter, the school's address, etc. After all address's are written on the cards, have the student answer questions such as: What city is your school in?
What street does your sister live on? Etc.

Name _____

Date _____

Word List

address
city
name
state

age
DOB
number
street

apt
first
signature
telephone

area code
last
social security
zip

Write each word three times.

- | | | | |
|---------------------|-------|-------|-------|
| 1. address | _____ | _____ | _____ |
| 2. age | _____ | _____ | _____ |
| 3. apt | _____ | _____ | _____ |
| 4. area code | _____ | _____ | _____ |
| 5. city | _____ | _____ | _____ |
| 6. DOB | _____ | _____ | _____ |
| 7. first | _____ | _____ | _____ |
| 8. last | _____ | _____ | _____ |
| 9. name | _____ | _____ | _____ |
| 10. number | _____ | _____ | _____ |
| 11. signature | _____ | _____ | _____ |
| 12. social security | _____ | _____ | _____ |
| 13. state | _____ | _____ | _____ |
| 14. street | _____ | _____ | _____ |
| 15. telephone | _____ | _____ | _____ |
| 16. zip | _____ | _____ | _____ |

Personal Information Form

Y	T	I	R	U	C	E	S	L	A	I	C	O	S	M
E	T	L	C	R	Y	D	I	P	D	P	O	B	V	U
Q	G	I	A	Z	T	O	G	F	D	O	T	E	E	C
E	T	A	T	S	N	C	N	F	R	E	B	M	U	N
Y	X	S	R	T	T	A	A	N	E	K	A	D	S	P
E	Z	I	P	R	K	E	T	F	S	N	K	B	A	R
V	F	P	J	E	L	R	U	A	S	R	Q	P	T	C
X	E	T	W	E	K	A	R	I	C	Z	E	N	T	T
S	U	N	T	T	E	L	E	P	H	O	N	E	G	Z

Address

Age

Apt

Area code

City

DOB

First

Last

Name

Number

Signature

Social security

State

Street

Telephone

Zip

Name _____

Date _____

Matching

Exercise 1: Draw a line to the correct word.

- | | |
|---------------|--------------|
| 1. state | Portland |
| 2. age | #71 |
| 3. city | 24 years old |
| 4. area code | Oregon |
| 5. apt number | (503) |

Exercise 2: Draw a line to the correct word.

- | | |
|--------------------|-------------------|
| 1. DOB | <i>Linda Chen</i> |
| 2. zip | 4351 Stark St. |
| 3. signature | 97224 |
| 4. social security | Sept. 8, 1954 |
| 5. address | 68-43-2108 |

Name _____

Date _____

Missing Letters

1. a d _ r e s _

2. a _ e

3. a p _

4. a _ e a c _ d _

5. _ i t y

6. D O _

7. f i _ s _

8. l _ s t

9. n a _ _ _

10. n u _ b _ r

11. s i g _ a _ u r e

12. s _ c i a _ s _ c u r i _ y

13. s _ a t e

14. s _ r e _ t

15. t e _ e _ h o _ e

16. z _ p

Name _____

Date _____

Form

Fill-out this form with your personal information.

<p>Student Information Portland Community College</p>		
Name _____		
Last		First
Address _____		
Number	Street	Apt.
City _____	State _____	Zip _____
Social Security Number _____		
Telephone Number _____		
	(Area Code)	Number

Focus Area: Reading and Writing numbers, words and short phrases needed in everyday life.

Suggested Props: Real money, coins and paper, clock, phone book, 3x5 cards

Activity: Writing numbers from dictation.

1. Introduce the numbers 0 – 9 using flashcards
 2. Have your student practice identifying (orally) and then writing the numbers.
 3. Introduce different ways numbers can be written.
If necessary, do several lessons on the following topics:
 - time, money, phone numbers, social security numbers, addresses, dates
 4. Dictate a variety of numbers important in your student's daily life.
-

Variations:

- A. Use TPR to introduce the numbers.
Have each of the numbers 0 – 9 written on individual 3x5 cards.
- Give the following commands:
- Please pick up the 4.
 - Put the 4 on the floor.
 - Pick up the 3 and the 9.
 - Give me the 3. Give me the 9.
 - Show me 56.
 - Show me 129.
 - Show me 1,674. (etc.)
- B. Use a page from a phone book.
Circle 3 or 4 phone numbers on one page.
Dictate one of the circled numbers.
Have your student identify which one you are saying.
- C. For more advanced students dictate the numbers within the context of a phrase or sentence.
For example: I eat breakfast at 8:00.
My address is 17574 SW Smile place.
I am 35 years old.
My book costs \$23.75.

Numbers



1

2

3

4

5



Numbers



6

7

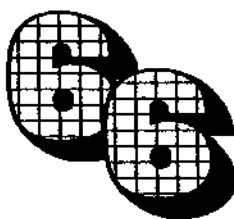
8

9

0



0	zero
1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten
11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty
30	thirty
40	forty
50	fifty
60	sixty
70	seventy
80	eighty
90	ninety
100	one hundred



NUMBERS

1 one	11 eleven	10 ten
2 two	12 twelve	20 twenty
3 three	13 thirteen	30 thirty
4 four	14 fourteen	40 forty
5 five	15 fifteen	50 fifty
6 six	16 sixteen	60 sixty
7 seven	17 seventeen	70 seventy
8 eight	18 eighteen	80 eighty
9 nine	19 nineteen	90 ninety
10 ten	20 twenty	100 one hundred

Write the Number.

seventeen	<input type="text"/>	eighteen	<input type="text"/>	nine	<input type="text"/>
eleven	<input type="text"/>	fourteen	<input type="text"/>	ninety-nine	<input type="text"/>
fifteen	<input type="text"/>	fifty-five	<input type="text"/>	forty-four	<input type="text"/>
thirteen	<input type="text"/>	eighty-eight	<input type="text"/>	forty	<input type="text"/>
sixty	<input type="text"/>	fifty	<input type="text"/>	thirty	<input type="text"/>
seven	<input type="text"/>	eight	<input type="text"/>	nineteen	<input type="text"/>
eleven	<input type="text"/>	sixty-six	<input type="text"/>	ninety	<input type="text"/>
sixteen	<input type="text"/>	fifteen	<input type="text"/>		
eighty	<input type="text"/>	thirty-three	<input type="text"/>		

Focus Area: **Reading and Writing numbers, words and short phrases needed in everyday life.**

Suggested Props: Flashcards, Oregon Driver's Manual (for road signs), Safety information from student's employer

Activity: **Reading and Writing Common Sight Words and Phrases**

- Sight words are words that the student recognizes instantly without having to stop and figure them out.
1. Work with your student to choose words they want to learn. For example:
 - Safety words and signs (caution, beware, do not enter, don't walk, poison etc.)
 - Words that appear often in general writing, such as the, there, this, was
 - Words with irregular spellings that are difficult to sound out phonetically, such as height
 - Survival words, such as family names or words that appear on forms and applications, on road signs, or in public places
 2. Ask your student to print the selected words on index cards. (You can help if needed.) Make a set of cards for yourself.
 3. If your student has trouble remembering a word, ask him to use the new word in a sentence. Write the sentence. Ask the student to copy the sentence on the back of the flashcard. You can also ask your student to draw a picture of the word on the back of the card.
 4. Show each card (from your own set) and ask the learner to read it.
 5. Encourage the student to review his own flashcards at home.
 6. Review the words often.
-

Variations:

- Take the time to teach these words orally to ensure that your student knows their meaning before you teach them as sight words.
- Teach no more than 6 to 10 new words at a time. Use fewer cards if the student has trouble with that many.
- Periodically ask the student to read the cards and divide them into two piles: those he knows and those he still has difficulty with. Work with him to reduce the size of the second pile.
- Set a specific amount of time. Ask the student to read as many cards as possible in that time. Repeat the exercise to show improvement.
- Playing BINGO is a good way to review new sight word vocabulary, and it's fun too!

Language Experience

The Language Experience Approach (LEA) is a simple but powerful technique for teaching reading to all levels of learners, beginning or advanced. In an LEA activity, the student tells a story as you write it down. The student's story provides the content for a reading lesson. LEA builds on the student's life experience and treats the student as a person with ideas and stories that are worth communicating. LEA gives learners a welcome opportunity to share what they know and to read something that they themselves have created.

Other advantages of using LEA include:

- Students are more interested if they can read their own words on topics of their own choosing.
- Students feel empowered because you show respect for their stories by writing the stories down.

It is important to write the story exactly as the student tells it. You might think that not correcting the student's grammar could reinforce poor English, but there are several good reasons for transcribing exactly what the student says:

- LEA works because it uses the beginning reader's own language, not someone else's.
- It is easier and more enjoyable for students to read what they themselves have just said. It is more difficult for them to read someone else's words.
- By writing exactly what the students say, you will be creating a permanent record of progress as well as a rich source of information for planning future lessons.

Creating a Language Experience Story

1. Ask the student to tell you a brief story or share an experience with you.
2. Listen as the student talks. Stop to ask for clarification if necessary.
3. Tell the student that you would like to write the story. Ask the person to retell all or part of it.
4. Write exactly what the student says on a piece of paper. Use correct spelling and punctuation, but do not make any grammatical or stylistic changes.
5. For very beginning readers keep the story short, two or three sentences.
6. Leave a blank line between each line of writing in case you have to add sentences or make changes later.
7. Read the story aloud to the student, pointing to each word as you read it.
8. Read the story again in a more natural rhythm.
9. Ask if there is anything the student would like to add or change.
10. Ask the student to read each sentence after you read it. Help the student with any difficult words.
11. Ask which words the student would like to work on.
12. Circle these words and explain that you will work some more on the story at the next lesson.
13. Review the story at the next lesson. If possible, type the story and make a copy for you and the student.

Building Skills with LEA Stories

You can use LEA stories to teach many different skills. For example the student can:

- Copy the story in their notebooks for writing practice
- Circle every e (or some other letter) in the story
- Underline every capital letter
- Make flash cards for words they would like to learn.
- Reconstruct one of the sentences from the story with cards (You will need to prepare the cards by writing each word of the sentence on a separate card.)
- Make as many words as possible by changing the initial consonant sound in one of the words in the story
- Circle all the adjectives
- Develop a list of words to learn to spell
- Reread the story for fluency

Greetings — Word Search

G O O D B Y E
H K F L O M V
D N I G H T E
O V N L I H N
S E E Y O U I
K H E L L O N
M O R N I N G

HI
HELLO
FINE
OK
MORNING
EVENING
NIGHT
GOOD BYE
SEE YOU

Greetings -- Word Search

G O O D B Y E
H K F L O M V
D N I G H T E
O V N L I H N
S E E Y O U I
K H E L L O N
M O R N I N G

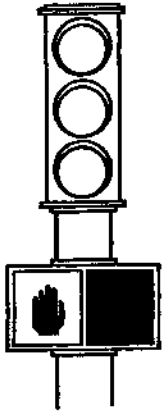
HI
HELLO
FINE
OK
MORNING
EVENING
NIGHT
GOOD BYE
SEE YOU

Greetings — Word Search

G O O D B Y E
H K F L O M V
D N I G H T E
O V N L I H N
S E E Y O U I
K H E L L O N
M O R N I N G

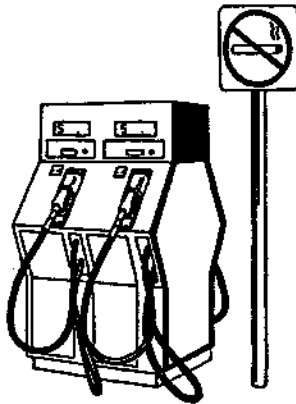
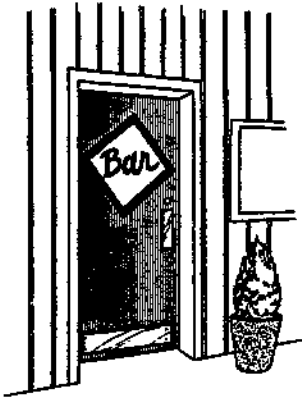
HI
HELLO
FINE
OK
MORNING
EVENING
NIGHT
GOOD BYE
SEE YOU

Don't Do It!



a. No One Under 21 Permitted

b. Do Not Feed the Animals

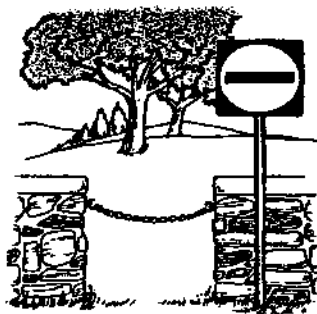


c. Don't Walk

d. Do Not Enter



e. No Smoking



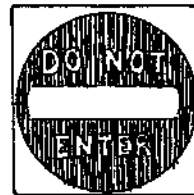
f. No Littering



STOP



YIELD



DO NOT ENTER



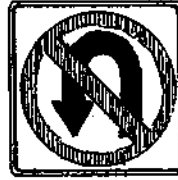
RAILROAD
ADVANCE CROSSING



NO LEFT TURN



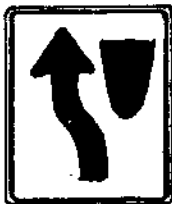
NO RIGHT TURN



NO U TURN



NO PARKING



KEEP LEFT



KEEP RIGHT



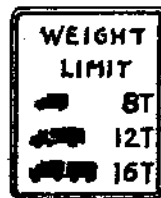
LEFT ONLY



RIGHT ONLY



TOW AWAY ZONE



TRUCK WEIGHT LIMIT



SPEED LIMIT



HIKING TRAIL



FOOD



GAS



HOSPITAL



REST AREA



Focus Area: Reading and Writing numbers, words and short phrases needed in everyday life.

Suggested Props: Flashcards,

Activity: Reading and spelling words using basic phonics skills.

- Phonics is using the sound-letter relationship to sound out, or decode, words.
 - 1. Select two or three words that begin with the same consonant and sound.
 - 2. Ask your student to write each word on a piece of paper and underline the first consonant.
 - 3. Ask your student to name the letter. Teach it if necessary.
 - 4. Say the sound of the letter, and ask your student to repeat after you.
 - 5. Ask for examples of other words that start with that sound, or give examples yourself.
 - 6. Write these words on paper. Say the sound as you underline the letter at the beginning of the word. (Be careful not to use words that start with the same letter if the letter has a different sound in each word. Example: *park, phone.*)
 - 7. Have your student practice identifying the same initial sound in other words they know.
 - 8. If your student needs help to remember a sound, have him choose a key word that will help. Ex: car for /c/ or hand for /h/.
-

Variations

- After your student can identify consonant sounds at the beginning of words, repeat the process to teach consonant sounds at the end and in the middle of words.
- Review sounds taught in previous lessons.
- Use the same technique to teach consonant blends. (Ex: pl, str, st, scr etc...)
- Play hangman to practice words the student already knows.

Phonics Practice – Teacher’s Guide

- This is the letter a. It makes the sound /a/.

a

- What is this word?

apple

- Many other words begin with the sound /a/.
- They also begin with the letter a.
- I will read some words.
- Listen for the beginning sound.
- If the word begins with the sound /a/, circle the letter a.
- If the word does not begin with the sound /a/, cross out the letter a.

1. add

6. athlete

2. act

7. lie

3. vote

8. ask

4. took

9. beef

5. album

10. Am

-
- This is the letter e. It makes the sound /e/.

e

- What is this word?

egg

- Many other words begin with the sound /e/.
- They also begin with the letter e.
- I will read some words.
- Listen for the beginning sound.
- If the word begins with the sound /e/, circle the letter e.
- If the word does not begin with the sound /e/, cross out the letter e.

1. edge

6. elf

2. mouse

7. zip

3. extra

8. empty

4. enter

9. effort

5. caught

10. Expect

Focus Area: **Answering basic questions and asking for clarification**

Suggested Props: Blank index cards, pictures of vocabulary items in your chosen topic area, real items for your chosen topic area, such as real food, copies of the food ads etc.

Activity: **Understanding and answering questions on familiar topics, such as personal information, family, food, health and employment.**

1. Choose six or seven questions that begin with a 'wh' word or require a yes/no answer that will be familiar to your student.

Example: Topic area = personal information

- What's your first name?
- What's your last name?
- What country are you from?
- What's your address?
- Are you married?
- Do you have any children?

2. Write key words (underlined above) on index cards, one phrase per card. Ask the student to read each card, you then say the full question that corresponds to the key word(s).

Example:

- Student reads: FIRST NAME
- Tutor says: "What's your first name?"
- Tutor models the answer: "My first name is Susan."
- Tutor asks the question again: "What's your first name?"
- Student responds: "My first name is _____."
- A one-word answer, a phrase or a full sentence are all acceptable.

3. When the student can correctly answer each question, mix them up and ask them in a different order, this time using normal, native speaker speed and articulation.
-

Activity: **Asking for clarification**

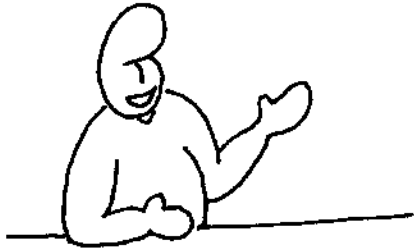
1. To elicit a request for clarification from your student, intentionally say a question quickly and unclearly.
When the student expresses frustration or shows he doesn't understand, model the request:
"I don't understand. Please speak slowly."
During the lesson, sporadically say something too fast for your student and wait until they correctly ask you for clarification.
-

Variations:

- A. Choose questions on a wide variety of topics. Use the technique outlined above, but choose to focus on different topic areas. Some suggested topics include:

Employment	Weather	Health
Family	Shopping	Transportation
Food	School	Recreation/Hobbies

Getting to Know You - Game board

What is your favorite color?	What is your phone number?	What is your first name?	START
What is your address?			
Are you married?			END
What is your favorite food?	Where are you from?	FREE	

Days of the Week



Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday



DAYS OF THE WEEK

MONTHS OF THE YEAR

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

January

February

March

April

May

June

July

August

September

October

November

December

DATE

The number of the day, month and year is called the date.

January 25, 2002 or 1/25/02.

1/01/02 shows: month number / day number / year number

Let's Practice.....

What day is today? _____

What is the date today? _____

What day is tomorrow? _____

What day was yesterday? _____

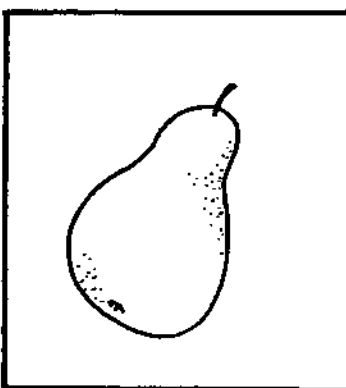
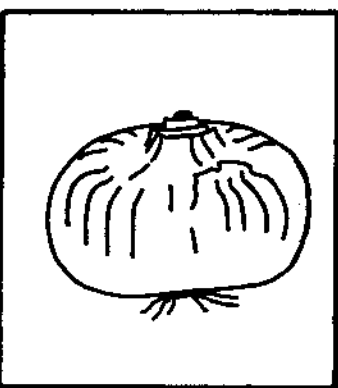
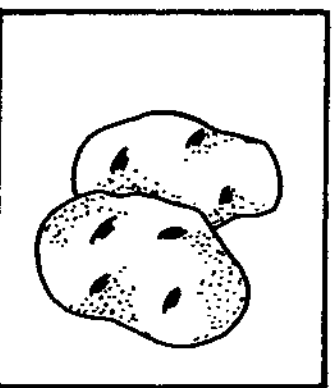
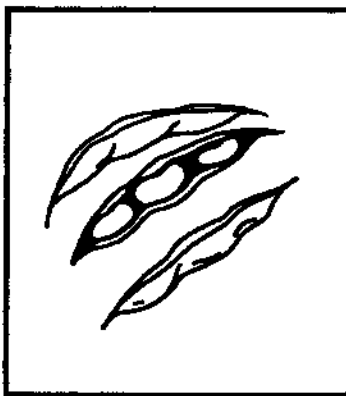
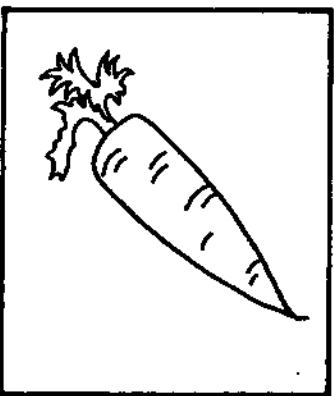
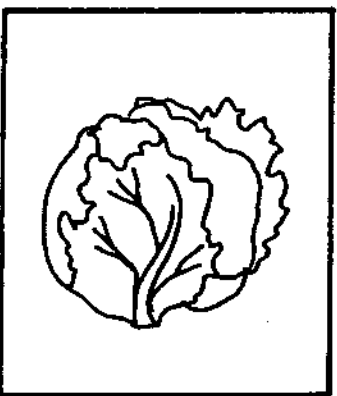
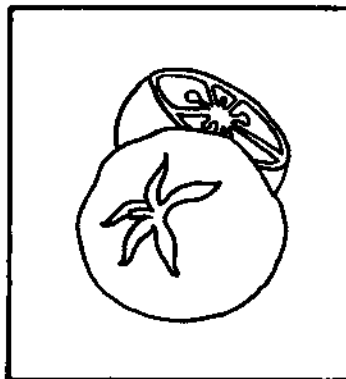
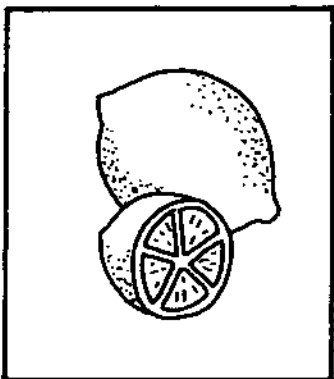
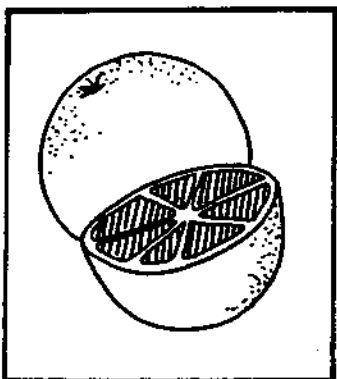
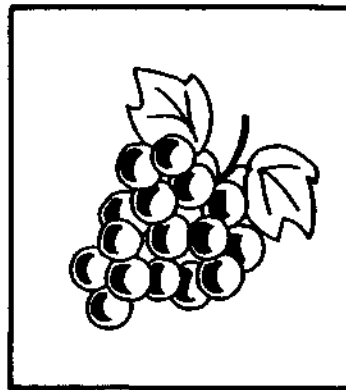
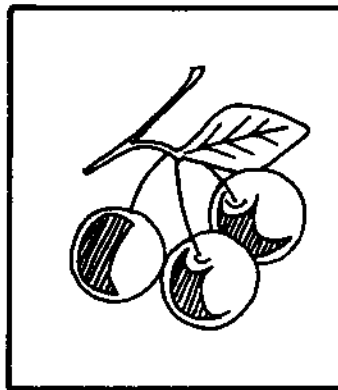
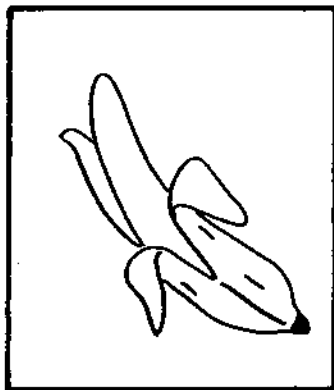
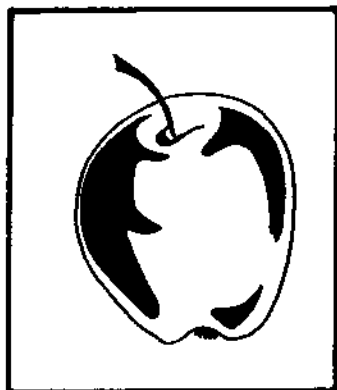
When is your birthday? _____

What year were you born? _____

How many days are there in February? _____

How many days are there in one week? _____

Fruits and Vegetables



FOOD

Look at the pictures and ask:

“What is this?”

“What are these?”

“Is this (are these) _____ (s)?”

“Do you eat _____?”

“Do you like _____?”

“Do you have _____ in your country?”

“Do you eat in the morning?”

“What do you eat in the morning?”

“Do you drink coffee?”

“What do you drink?”

“What do you eat in the evening?”

“Do you eat a big meal in the evening?”

“What is your favorite fruit?”

“What is your favorite vegetable?”

“Do you like American food?”

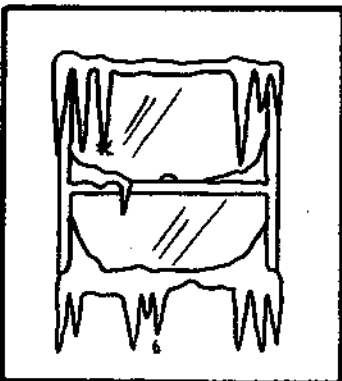
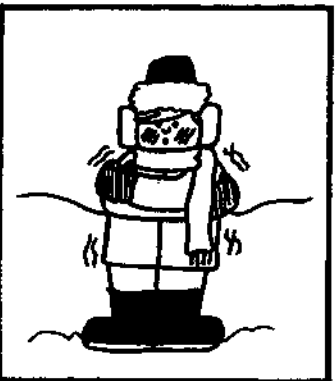
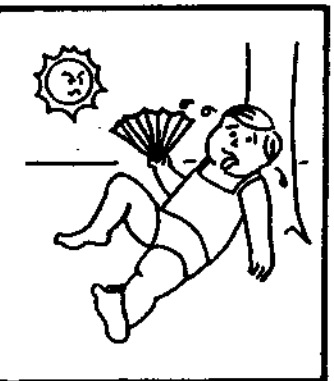
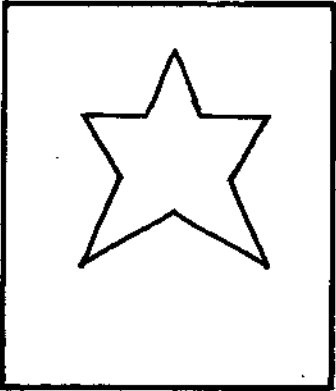
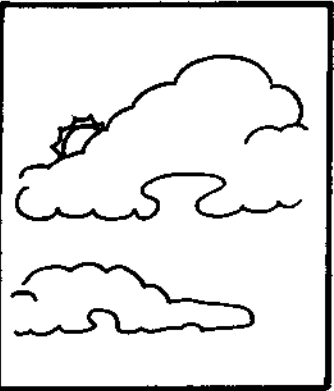
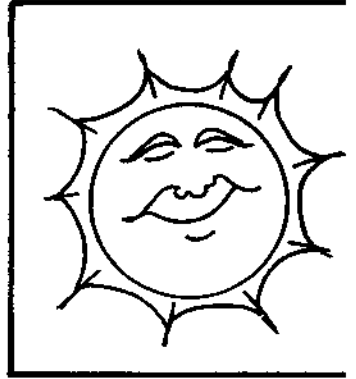
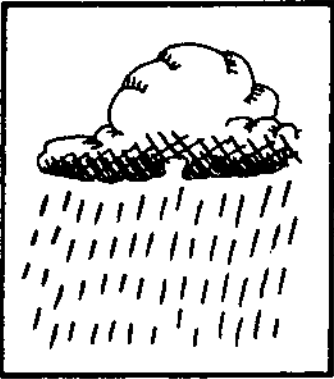
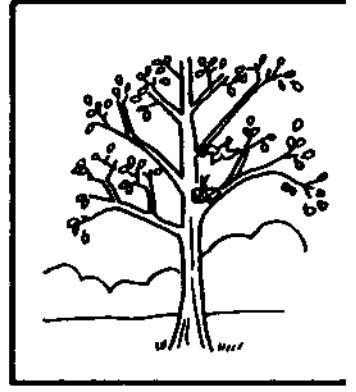
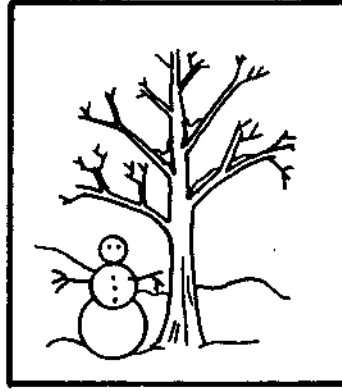
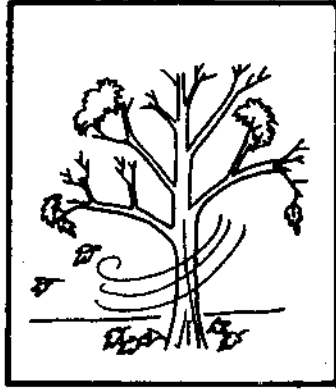
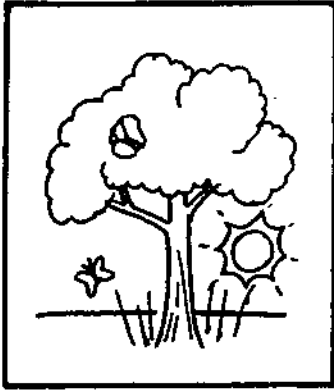
- *Ask other questions too...but remember to make the questions simple.*

Seasons and Weather

Name _____

Date _____

Teacher _____



SEASONS and WEATHER

1. What is the weather like today?
 2. What is the weather like in your country?
 3. Do you like the weather in Portland? Why?
 4. What seasons does Oregon have?
 5. Do you like hot weather?
 6. Do you like rainy weather?
 7. Do you like snow?
 8. What is your favorite season in your country?
 9. Does it snow in your country? In the mountains?
 10. Do you have a lot of rain in your country? When?
 11. Is it hot in your country?
- *Ask other questions too...but remember to make the questions simple.*

Where Are My Keys?



How to Play

Have your student look at the living room.

They should decide where to hide the keys.

They should keep this decision a secret from you and write down the location on a scrap of paper.

You need to find the keys by asking yes/no questions.

Your student may only answer *yes* or *no*.

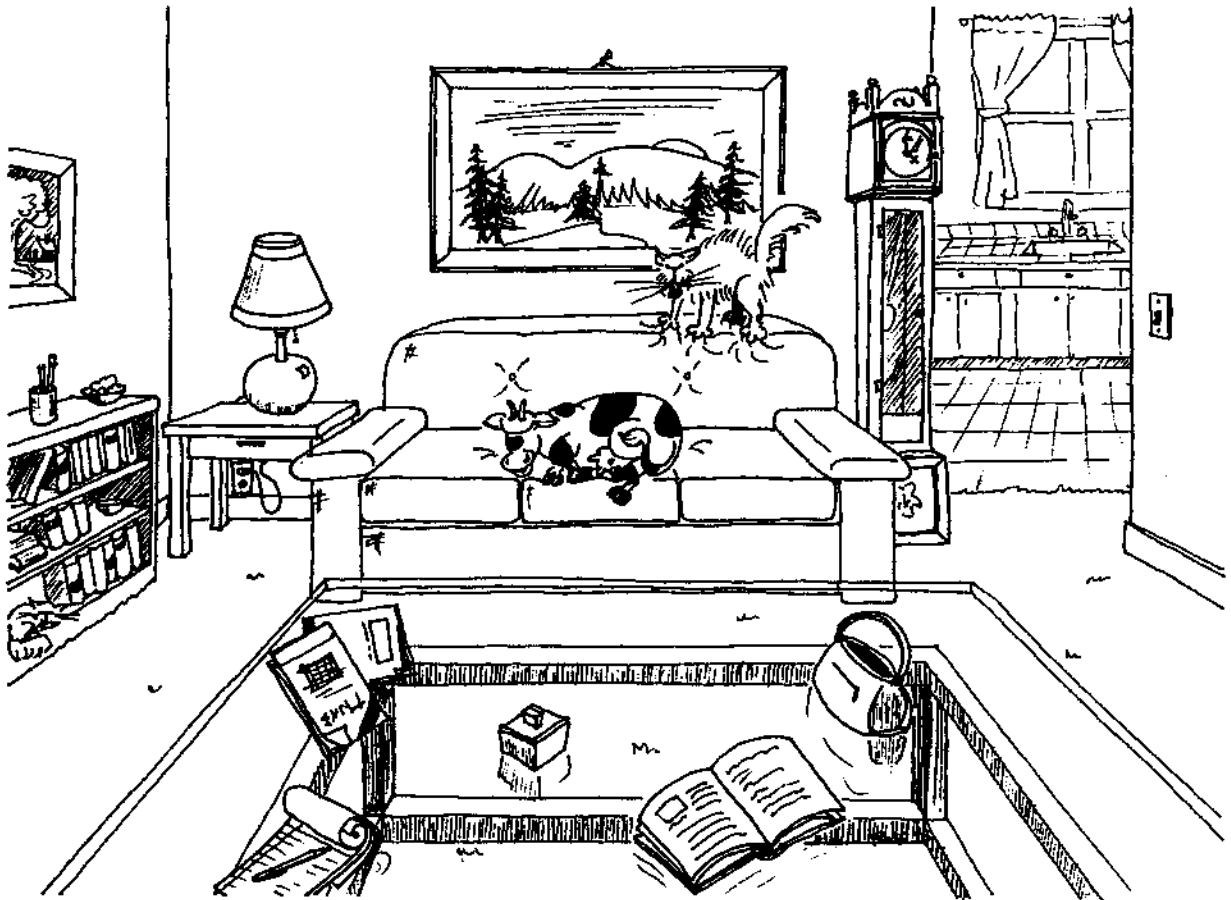
For example: *Is it on the floor?* *No, it isn't.*

Is it under the cat? *Yes, it is.*

When you find the keys have your student, show you the scrap of paper.

After round one, switch roles and hide them again!!

Good luck!





A. Do you live in a house?

B. No, I don't.

I live in an apartment.

A. Do you live upstairs or downstairs?

B. I live upstairs.

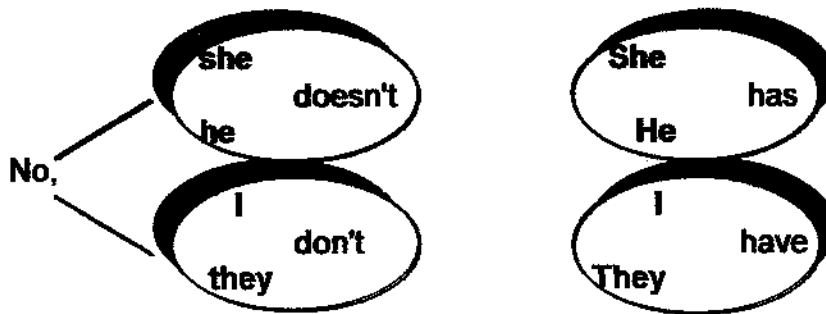
1. Do you live in a house?

2. Do you live in an apartment.

3. Do you live upstairs or downstairs?

4. What is your address?

5. Do you live with your family?



1. Does he have a fever?

No, _____.

He has _____.

2. Does he have a cold?

No, _____.

_____.

3. Do they have broken arms?

No, _____.

_____.

4. Does he have a sore throat?

No, _____.

_____.

5. Do you have a cold? _____, I _____.

6. Do you have a fever? _____, I _____.

7. Do you have a sore throat? _____, I _____.

A Coffee Shop Kitchen



- Look at the picture.
- Answer the questions.

Where are these people?

What time of day is it?

Who is the big man in the dirty apron?

Who is the young man who isn't wearing an apron?

What happened on the stove?

Would you like to work here?



A. Do you have children?

B. No, I don't. I'm single.

Do you have children?

A. Yes, I do.

B. How many children do you have?

A. I have _____ children.

1. Do you have children?

_____, I _____.

2. How many children do you have?

I have _____.

3. Do you have sons?

_____, I _____.

4. How many sons do you have?

I have _____.

5. Do you have daughters?

_____, I _____.

6. How many daughters do you have?

I have _____.



1. How many children does she have?

_____.

2. How many sons does she have?

_____.

3. How many daughters does she have?

_____.

4. How many children do you have?

_____.

5. How many sons do you have?

_____.

6. How many daughters do you have?

_____.

Focus Area: Following simple directions

Suggested Props: Simplified map (Tri-Met route maps work well), small toy car, other objects to practice TPR.

Activity: Demonstrating understanding of simple directions by correctly carrying out oral commands given by another person.

1. Use Total Physical Response (TPR) a teaching technique that enables the students to acquire new English vocabulary by listening to and carrying out spoken commands. In TPR activities, the students are not required to speak. TPR is a very useful technique for students who understand little or no English. At this level, gestures and facial expressions are especially important. The steps for using this technique with beginning level students are:
 - Do the action as you give the command.
Example: "Please listen. Stand up." (Tutor stands) "Sit down" (Tutor sits.)
 - Do the action with the learner several times as you give the command.
 - Give the command without doing the action yourself.
 - Do the action again if your student has difficulty carrying out the command.
 - Check you student's understanding by changing the order of the commands or by recombining the vocabulary.
2. Begin with simple, single commands such as:
 - Stand up
 - Sit down
 - Open the door
 - Close the door
 - Open the window
 - Close the window
 - Touch your nose / shoulder / head and other body parts
3. As your student's understanding improves, increase the difficulty by giving multiple commands such as:
 - Stand up, walk across the room, open the door and sit on the floor.
 - Stand up, touch your nose and lift your right leg.

Variations

- A. If your student has some reading skills give him simple written directions to follow.
- B. Have your student manipulate objects.
For example: Pick up your pencil.
Put your pencil on the table.
Put your pencil under the table.
Put your pencil next to your book.
- C. Use a map of the local neighborhood and a small toy car, or other small marker. Have your student follow your directions:
For example: Drive 2 blocks down 82nd Ave. then turn right. Drive 3 blocks and turn left into the restaurant – enjoy your lunch!
- D. Role-play being in various types of stores. For example: Supermarket. Go in the front door, go down aisle 2, pick up a box of cereal, put it in your cart.

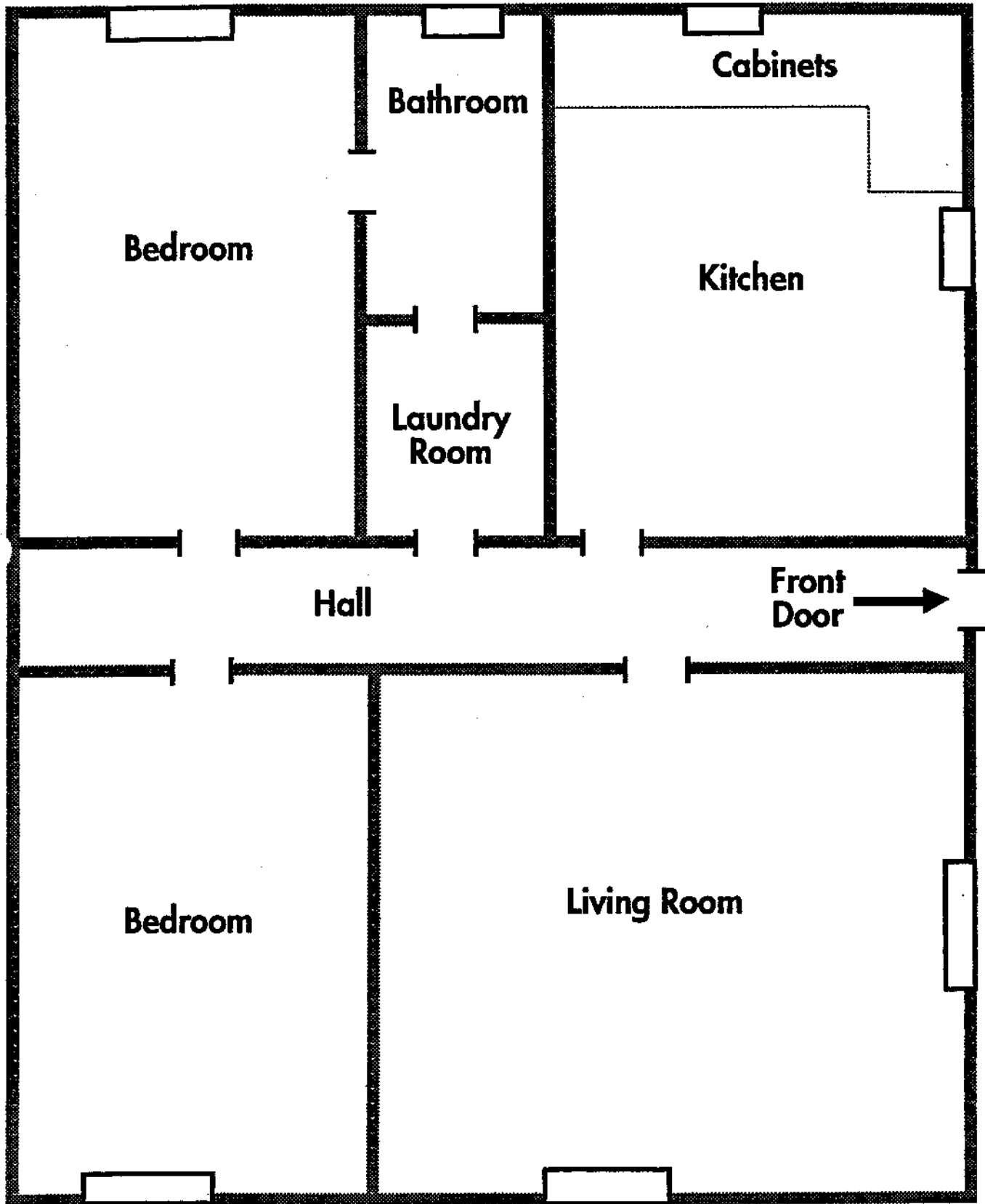


First name _____

- ❖ Please stand up.
- ❖ Please go to the door.
- ❖ Please open the door.
- ❖ Please go out.
- ❖ Please come in.
- ❖ Please close the door.
- ❖ Please go to the window.
- ❖ Please open the window.
- ❖ Please close the window.
- ❖ Please walk to your chair.
- ❖ Please sit down.
- ❖ Please open your book.
- ❖ Please read your book.
- ❖ Please close your book.
- ❖ Please write your name.

Thank you,

Floor Plans



≡ ≡ = Doorway □ = Window

Finding Addresses

Jennifer St



Dave's Hospital

M a i n A v e



Arbor Park

Maple St



Tower
Bank of America

Elm St



St. Matthew
Church



Scott Elementary
School

Oak St

Concentration



post office

bank



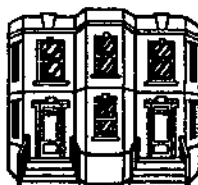
hospital

police station



apartment
building

school



supermarket

house



drugstore

daycare center



Appendices

Appendix A:	Grammar Reference Guide for Level 1
Appendix B:	Ways to Say “Good For You”
Appendix C:	Sample Attendance Form
Appendix D:	Sample End-of-Term Reporting Form
Appendix E:	Certificate of Student Achievement

Grammar Reference Guide

ESL Level 1

- Use the following list of grammatical structures to help plan your lessons.
- Upon completion of Level 1 the student should be familiar with the following structures:

VERBS: ‘to be’ and ‘to have’
Simple Present in the affirmative
Simple Present in the negative
(Present Continuous??? – here or in Level 2??)
Yes/No questions and short answers
WH- questions
Imperative in the affirmative
Imperative in the negative

NOUNS: Regular forms
Plural forms

ADJECTIVES: Descriptive adjectives (colors etc.)
Demonstratives (this, these, those)

PRONOUNS: Subject pronouns (I, she, we etc.)
Possessive pronouns (my, her, his etc.)

PREPOSITIONS: Location (in, on, under etc.)
Time (at, in, on etc.)

Ways to say "Good For You"

That's really nice.

Thank you very much.

Wow !

That's great!

Keep up the good work.

Much better.

Good thinking.

That's the right answer.

Very fine work.

I like the way you are working.

That's quite an improvement.

You really outdid yourself today.

Congratulations

That's right. Good for you.

I appreciate your work.

You're on the right track now.

Exactly right.

That's better than ever.

I knew you could do it.

Nice going.

SAMPLE END OF TERM REPORT

You will be receiving one of these in the mail at the end of every term. (In March, June, September and December.) Karen uses this information to compile reports for each term, and for each fiscal year. Information from Sylvania is combined with the information from VLT's 6 other sites, to give a picture of the impact volunteer tutoring has city-wide.

<p>Tutor: _____</p> <p>Email: _____</p> <p>New Address/phone: _____</p> <p>_____</p> <p>_____</p> <p>TOTAL LEARNER HOURS: _____</p> <p>Tutor Prep & Transportation: _____</p> <p>TOTAL NO. OF HOURS: _____</p> <p>Will you continue with your student next term? Y/N</p> <p>Do you need a PCC parking permit? Y/N</p>	<p>Learner: _____</p> <p>Email: _____</p> <p>New address/phone: _____</p> <p>_____</p> <p>_____</p> <p>Comments on learner progress, attitude, etc:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Return by: _____</p> <p>To: _____ (envelope enclosed)</p> <p>Phone: _____</p> <p>Caller: _____</p> <p>Please Check Skills Achieved:</p> <p><input type="checkbox"/> Got a Job</p> <p><input type="checkbox"/> Retained a job</p> <p><input type="checkbox"/> Help child with school</p> <p><input type="checkbox"/> Read to child</p> <p><input type="checkbox"/> Speak on telephone</p> <p><input type="checkbox"/> Pass Citizenship</p> <p><input type="checkbox"/> Vote</p> <p><input type="checkbox"/> Enter other ED Program</p> <p><input type="checkbox"/> Got Driver's License</p> <p><input type="checkbox"/> Read job-related materials</p> <p><input type="checkbox"/> Understand Consumer Labels</p> <p><input type="checkbox"/> See doctor without interpreter</p> <p><input type="checkbox"/> Write a letter</p> <p><input type="checkbox"/> Other _____</p>
		<p>What materials and tutor techniques are you and the student using?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
		<p>Coordinator Use Only</p> <p>The learner you are working with is: ESL/ABE/GED</p> <p>Level: 1 2 3 4</p> <p>The Learner has</p> <ol style="list-style-type: none"> 1. Retained in program 2. Left program 3. No show or did not attend at least 12 hours 4. Progressed within level or program 5. Completed level or program 6. Advanced to a higher level or program <p>If student stopped meeting, please indicate reason:</p> <p>_____</p>

*Please return any books not being used.
If you would like more materials, please give me a call.*

CERTIFICATE OF ACHIEVEMENT

This certificate is awarded to

Has successfully completed the ESL Tutoring Level I
Portland Community College



Tutor _____

Date _____